

SCHOOL GROWTH PLAN

Fox Run School



Fox Run School Growth Plan Data Analysis Summary

The data revealed a weakness across 3rd, 4th and 5th grades in particular strands in literacy and numeracy. Further analysis of CMT scores spanning three years (2006-2008) in literacy and numeracy, indicated a need to focus on the sub-groups, in particular, Free and Reduced Lunch. Specific information related to Fox Run is included in our enclosed data analysis section. Data analysis indicated a specific weakness in Strand C open-ended questions. Teachers in grades 3-5 will integrate “Strand C open-ended questions” into daily instruction. In addition the data demonstrated the need to focus on a specific sub-group, Free and Reduced Lunch. Students were targeted and Title I and instructional aide time was designated.

The standardized test scores represent the current fourth and fifth grades. To support this selection, DRA scores from winter and fall 2008, plus the District Reading Assessment of Fall 2008, were used to identify the needs of the subgroup in the current third grade. In addition, teacher recommendations of students for Title 1 services, coupled by parent concerns, generated a list of names that validated the identified subgroup.

The data for numeracy is the CMT scores for 2007-2008. Data analysis indicated a weakness in Strands 3 (equivalent fractions, decimals and percents) and 15 (approximating measure), and Strands 11 (estimating solutions to problems) and 25 (mathematical applications). In addition the data demonstrated the need to focus on a specific sub-group, Free and Reduced Lunch. Students were targeted and Title I and instructional aide time was designated. Teachers create action plans with explicit instruction to address individual student needs in the Free and Reduced Lunch subgroup. Teachers in grades 3-5 will integrate Strands 11 (estimating solutions to problems) and 25 (mathematical applications) into daily instruction, and teachers in grade 5 will integrate Strands 3 (equivalent fractions, decimals and percents) and 15 (approximating measure) into daily instruction.

School Data Team Status Report

School: Fox Run

Members: Mr. Martinez, Dr. Nelson, Mrs. Hershkowitz, Janine Lane, Jane Jawlik,
Lisa Miliza

Chair: Mr. Martinez

Report Date: March 20, 2009

Major Activities since School Growth Plan Visit:

Integration of CMT objectives into daily literacy instruction
Increased number of meetings for Instructional Data Teams
Transfer of facilitator leadership from administration/literacy coach to grade level team leader
Establish and maintain instructional grade level CALI binders
SMART goals aligned to SGP & CMT
Establish grade level literacy class summary aligned to district assessment calendar
Established norms for Instructional data teams
CMT Tutorials Grades 3-4-5 (example, focus on Strand C)
CMT "SWAT" Team aligned to SGP
Small Group intervention grades 1-2

DRA II training in relation to instructional implications
Provided PD via in-service course DDDM
PD for Title II aides
PD for parent volunteers grades k- 1-2
Study Island
Parent Workshops

Evidence of Implementation of Major Activities:

Template for strands A, B, & C Open ended questions
Instructional grade level binders maintained by BDTM
Agendas, Minutes, Instructional Goals, norms
Weekly meeting Principal, AP, & Literacy Coach monitor literacy goals
Literacy Coach Assessment binder
Schedule for Title I aides delivery of services
Teacher attendance at CALI workshops
Parent Workshop sign-in sheets

Evidence of Effect on Student Achievement:(Data-Based; Quantitative or Qualitative)

DRA 2/09 decrease in # of substantially deficient
Increase performance on data instructional objectives
Increase proficiency for SMART Goals

Concerns & Issues:

Inability to complete literacy and numeracy goal in an instructional cycle
Revision of templates
Difficulty scheduling sufficient meetings for Building and Instructional Data Teams

Next Steps: Implementation of Data Walls
Work on literacy and numeracy goal simultaneously

Request for Support:

- **Performance Criteria Support:**

Explicit directions

- **5-Step Process support:**

Post collaboration instructional templates

- **Other support:**

Role of K-2 teachers

All grade levels including K-2 have an instructional vision aligned to the CMT. Teachers in grades K-2 meet each month at their grade level team meetings and maintain binders with student data to drive instruction. Staff development, entitled “Getting to Know the CMT” was provided. This enabled all grade level teachers to view the specific strands (as listed in SGP) that show a weakness as demonstrated by Fox Run students on the CMT. Specifically, the test blueprint provided examples of open-ended questions for both reading and math. Through out the school year, teachers in grade K-2 use the format of open-ended questions orally as part of their instruction. In the spring teachers in grade 2 give the students a written application of the question. In addition, all grades including K-2 are using Growing with Math. This provides consistency through all grade levels.

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Literacy Goal: *improve performance in literacy in grades 3-5 in order to be proficient and achieve AYP as measured by the CMT*

- The % of grade 3 Free and Reduced lunch students at or above proficient will increase by no less than 10%.
- The % of grade 4 Free and Reduces lunch students at or above proficient will increase from 60% to 73%.
- The % of grade 5 Free and Reduced lunch students at or above proficient will increase from 40% to 70%.

Data Analysis:

The data revealed a weakness across 3rd, 4th and 5th grades in particular strands in literacy and numeracy. The long-term goal is to improve performance in literacy and numeracy in grades 3-5 in order to be proficient and achieve AYP as measured by the CMT. Further analysis of CMT scores spanning three years (2006-2008) in literacy and numeracy, indicated a need to focus on the sub-groups, in particular, Free and Reduced Lunch. Specific information related to Fox Run is included in our enclosed data analysis section.

The standardized test scores represent the current fourth and fifth grades. To support this selection, DRA scores from Winter and Fall 2008, plus the District Reading Assessment of Fall 2008, were used to identify the needs of the subgroup in the current third grade. In addition, teacher recommendations of students for Title 1 services, coupled by parent concerns, generated a list of names that validated the identified subgroup.

Strategies:

1. Implement building and grade level data teams to examine data to drive instruction
2. Create action plans with explicit instruction to address individual student needs in the subgroup Free and Reduced Lunch
3. Teachers in grades 3-5 will integrate “Strand C open-ended questions” into daily instruction

Results Indicators:

Implementation Indicators

- 100% participation of faculty
- Building Data Team composed of administrators, individual grade level representative, specialists and resource teachers
- Grade Level Instructional Data Teams a minimum of once every A-F cycle
- K-2 teachers adapt CMT objectives to grade literacy and numeracy on-going
- CMT PD provided to K-2 teachers
- Grade level data binders maintained with minutes, objectives and results
- Drop-ins, observations and evaluation feedback

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Numeracy Goal: *Improve performance in numeracy in grades 3-5 in order to be proficient and achieve AYP as measured by the CMT.*

- The % of grade 3 Free and Reduced lunch students will increase by no less than 10%.
- The % of grade 4 Free and Reduced lunch students at or above proficient will increase from 75% to 87.5%.
- The % of grade 5 Free and Reduced lunch students at or above proficient will increase from 55% to 75%.

Data Analysis:

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