

# 2014-15 Closing The GAPS Efforts:



Mrs. Ami Aalgaard, Principal

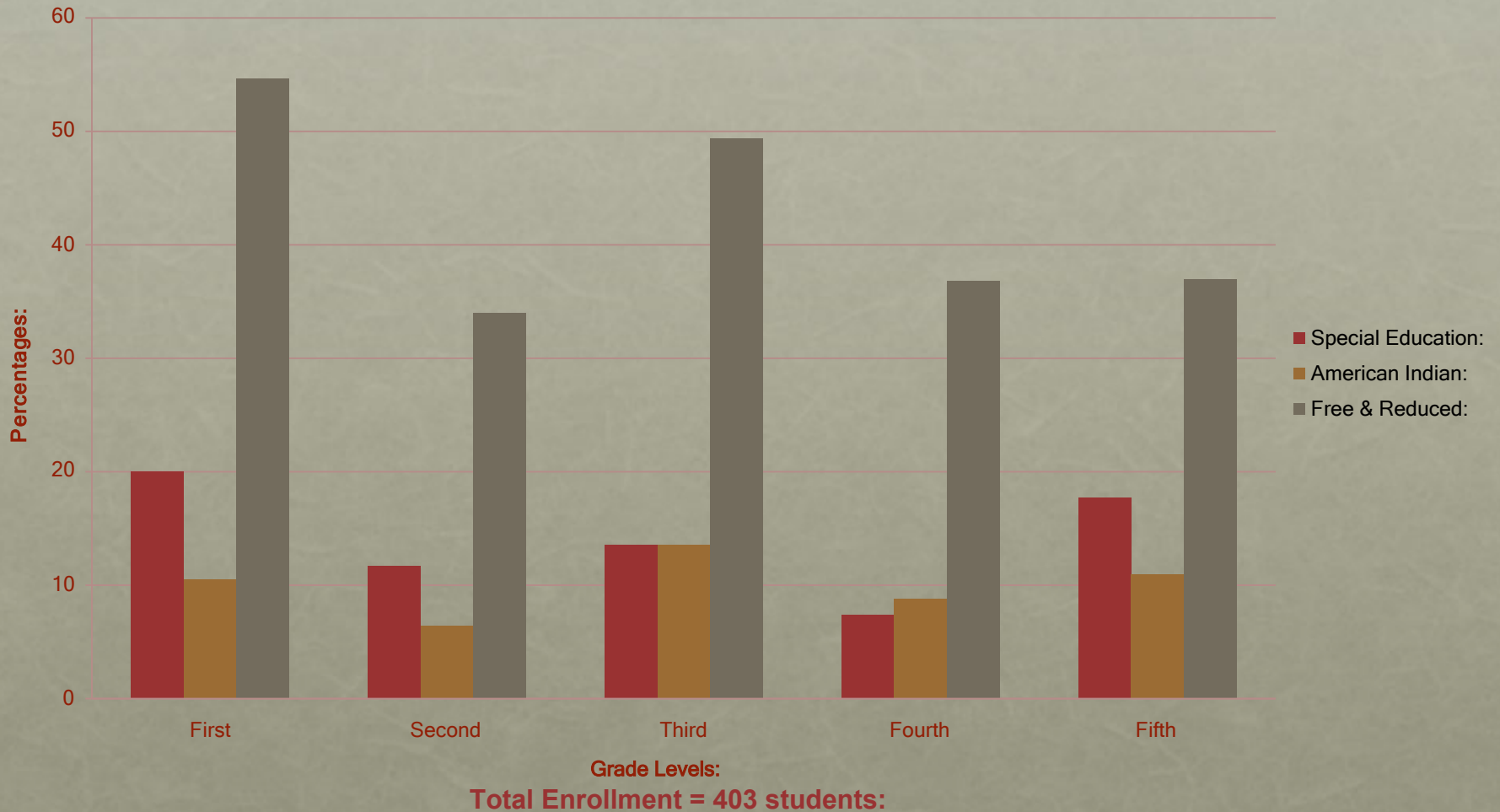
School Board Meeting

February 23, 2015



# Categorical Data:

## Categorical Data for Horace May Elementary: (2014-15)





# Reading Interventions:

**2014-15 Smart Reading Goal:** The Horace May “All Students” subgroup will increase their proficiency from 67.3% to 71.3% in the spring of 2015, and to 75.3% in the spring of 2016 as measured by the MCA III Reading Test.

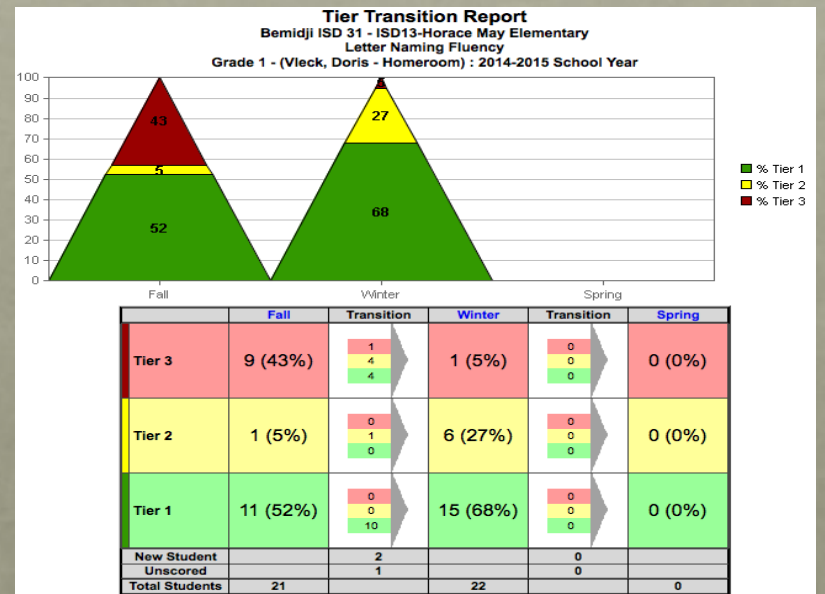
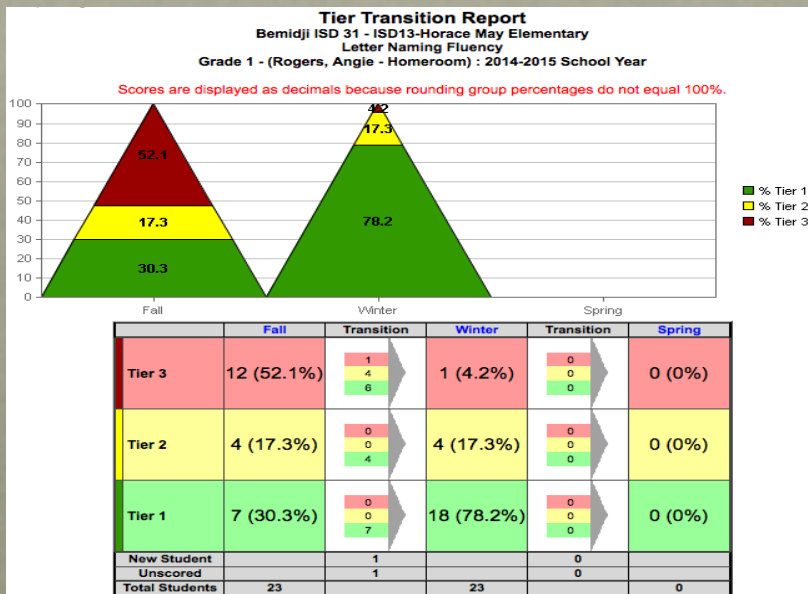
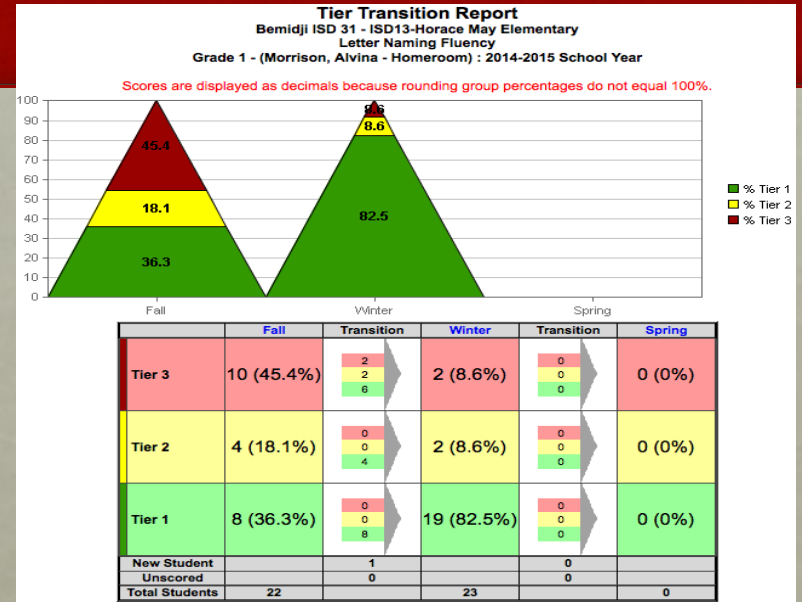
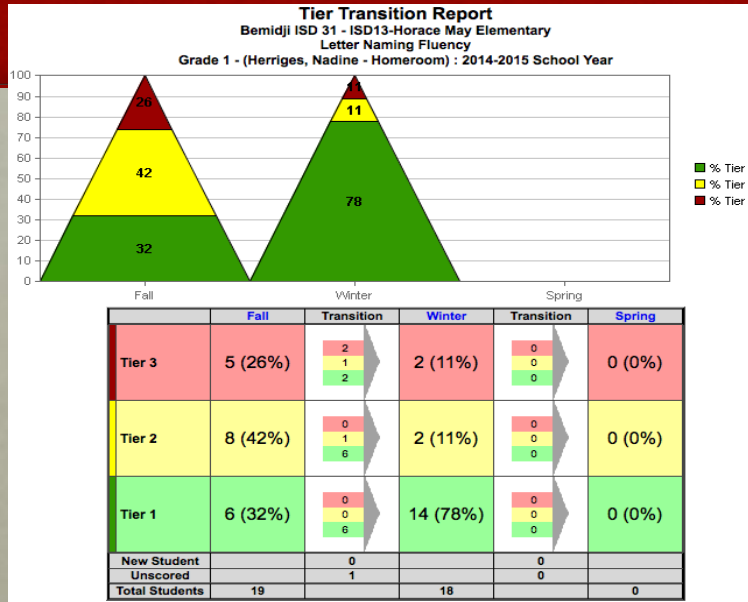


As of 2-20-15

- Additional Reading Corp Intervention Time for our 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> graders
- We have increased our Reading Recovery Team to two teachers from last year's one teacher. This has had the natural consequence of reducing our Assurance of Mastery from 1.5 FTEs to 1 FTE however.
- Our 5<sup>th</sup> grade teachers are implementing Literacy Circles to increase comprehension, fluency and opportunities to discuss and share literature.
- We have increased our awareness of need to practice non-fiction reading by implementing more non-fiction reading in our science and social studies lessons at all grade levels.
- We have purchased the STAR Reading Assessment for 1<sup>st</sup> and 2<sup>nd</sup> graders to help assist with managing student growth in the area of reading.
- Our Rtl instruction teams have designated planning times, a minimum of twice a month, for reviewing and discussing our current assessment results; such as MAP, AIMsweb, OLPA, STAR, etc.
- We also are using data to drive our groups and their individual needs for those students attending our 21<sup>st</sup> Century after-school program.
- We are currently implementing a school-wide Dr. Seuss Reading Goal Program. We have asked each teacher to set individual or class goals with their students. We have both in the classroom rewards and incentives as well as a Reading Wall Celebration in our main hallway as you enter our school. It is our goal to have every child's name on the wall along with all the staff names by the conclusion of 3<sup>rd</sup> quarter.

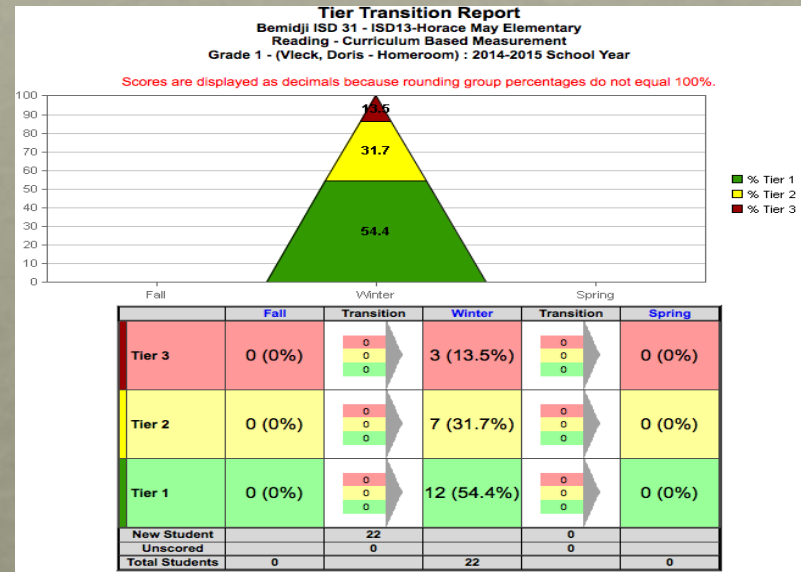
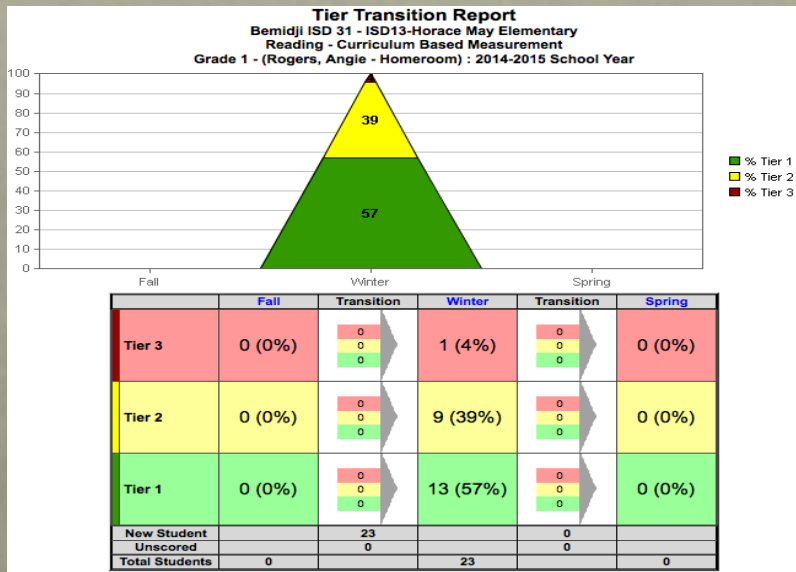
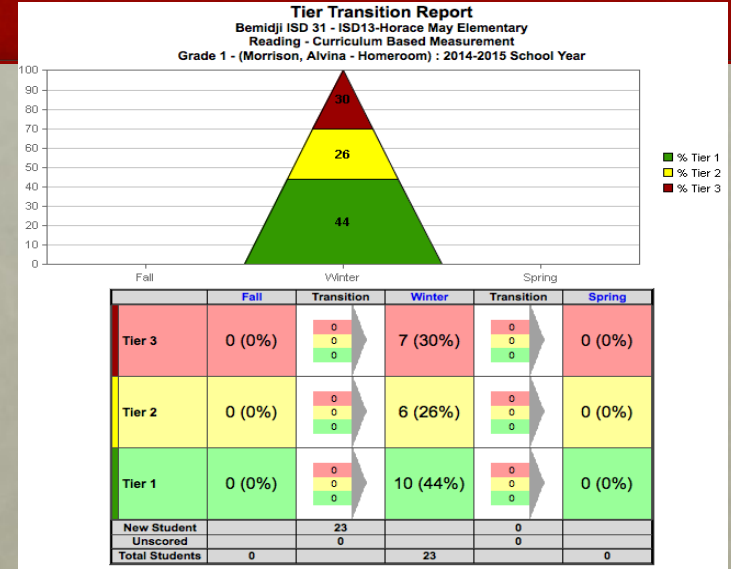
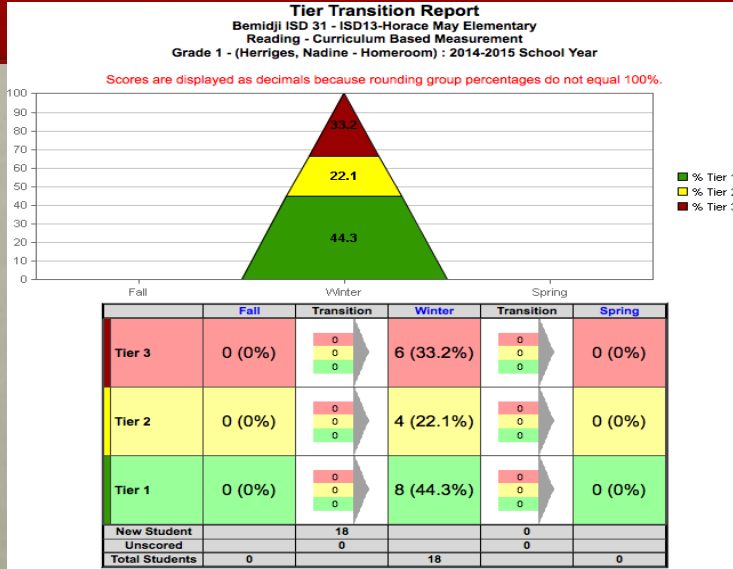


# 1<sup>st</sup> Grade AIMS Data: (Letter Naming Fluency)





# 1<sup>st</sup> Grade AIMs Data: (Reading)





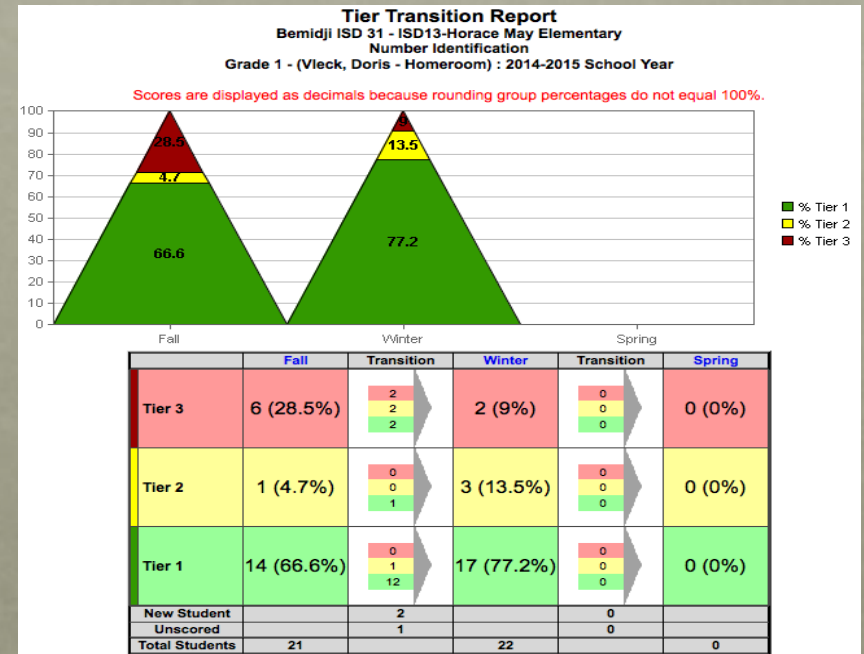
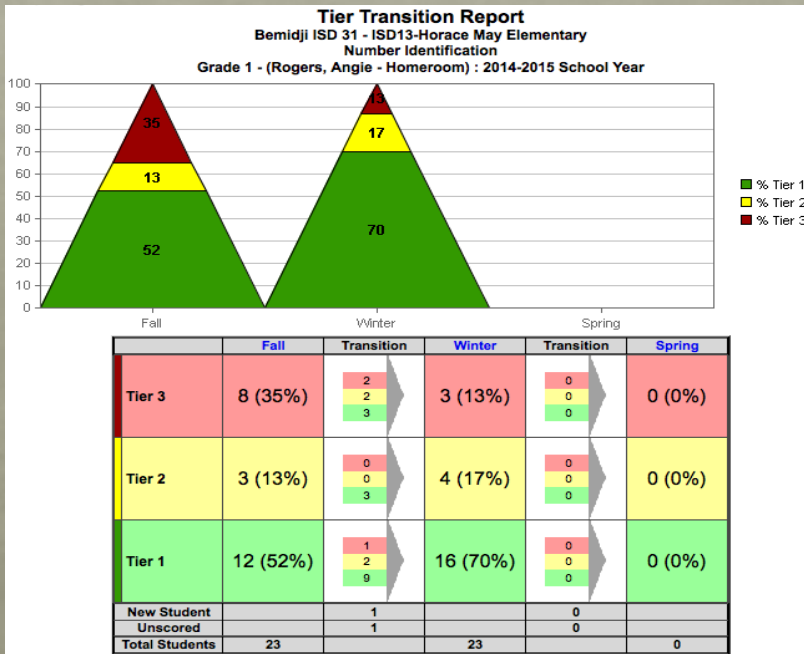
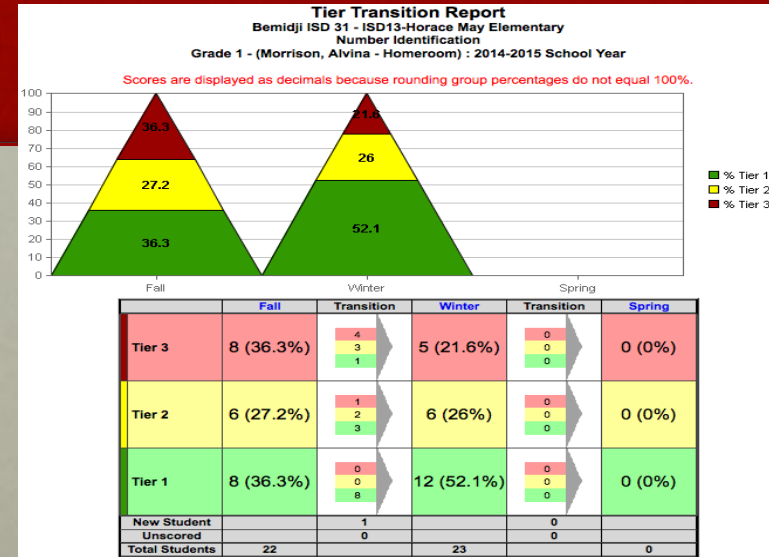
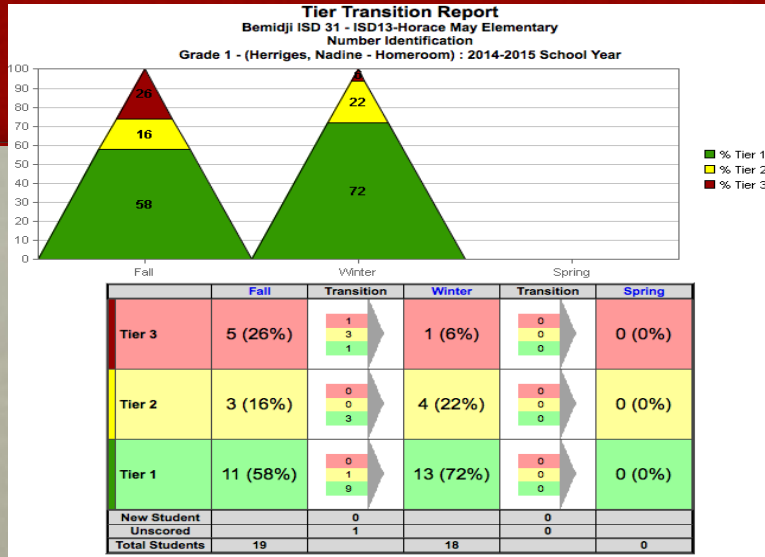
# Math Interventions:

**2014-15 Smart Math Goal:** The Horace May “All Students” subgroup will increase their proficiency from 70.0% to 74.0% in the spring of 2015, and to 78.0% in the spring of 2016 as measured by the MCA III Math Test.

- We have a Math Specialist that has created and shared multiple strategies, assessment data summaries, curriculum scaffolding documents, etc.
- Our Math Specialist is also team teaching with many of our core teachers at all grade levels.
- One grade level example I'd like to share is what our 3<sup>rd</sup> grade team is implementing following the Winter OLPA assessment and prior to our Spring MCA assessment. They have taken the scores of all 78 students and as a team of teachers they have organized an “extra-scoop” of math each week for 1 hour. They have created groups of students with similar math strand needs. Our Math Specialist will instruct the lowest scoring group, two of our 3<sup>rd</sup> grade teachers will work with the middle/bubble students and one of our 3<sup>rd</sup> grade teachers will work with our “high-fliers”.
- We purchased licenses for 100 students to utilize Math Facts In A Flash. This program is designated for those students struggling as well as those that are exceeding. It is a program that is computer generated and builds the lessons and practice to the specific level of the student.
- We have Science and Math lessons planned for the spring, taught by Mrs. Aalgaard and Mr. Whittington (our Math Specialist). We want to increase the connection and understanding that math is the language of science.

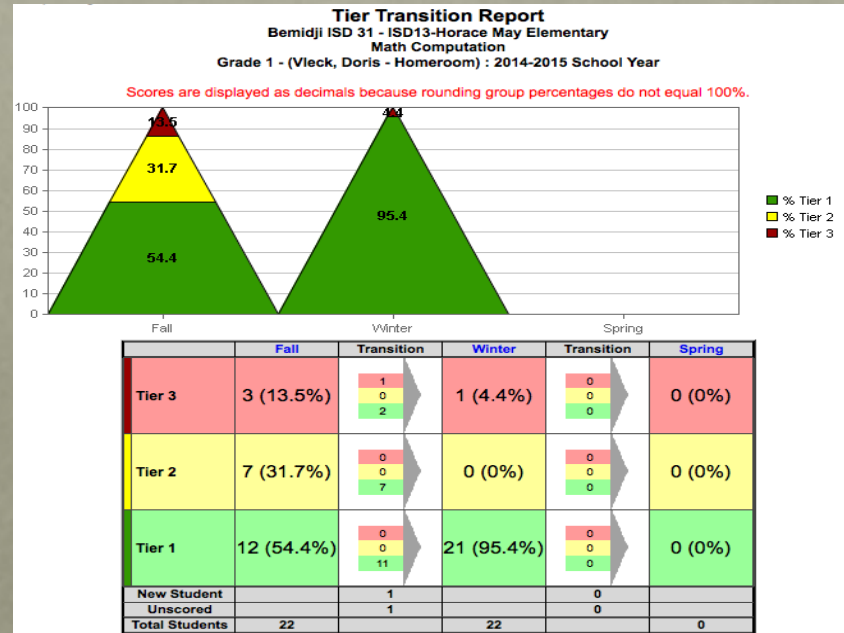
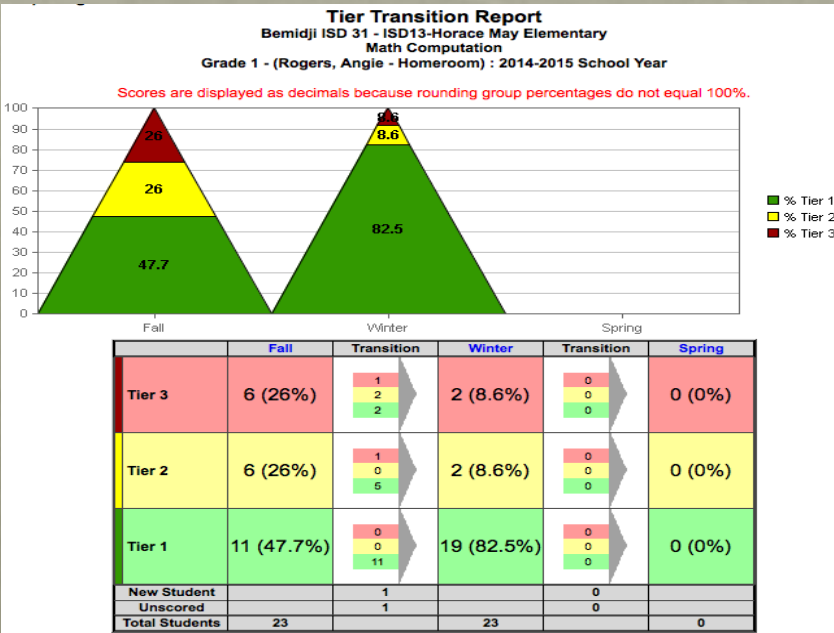
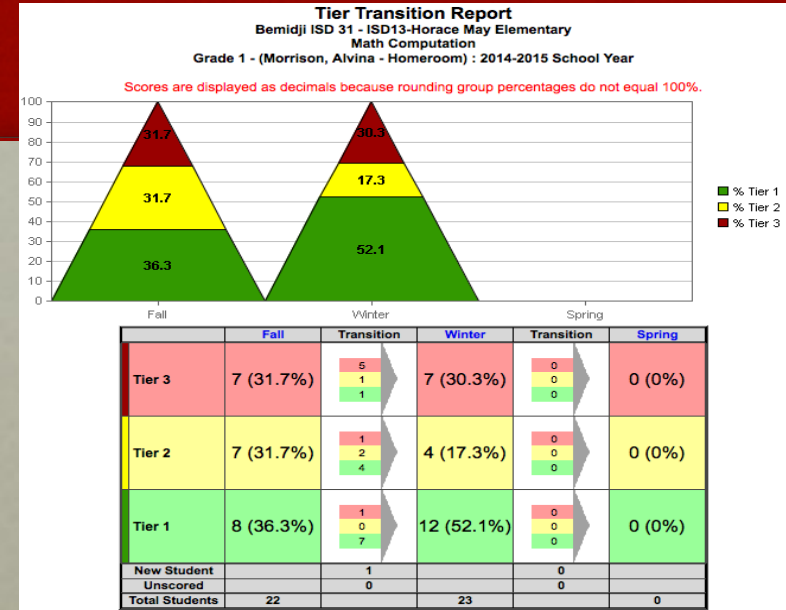
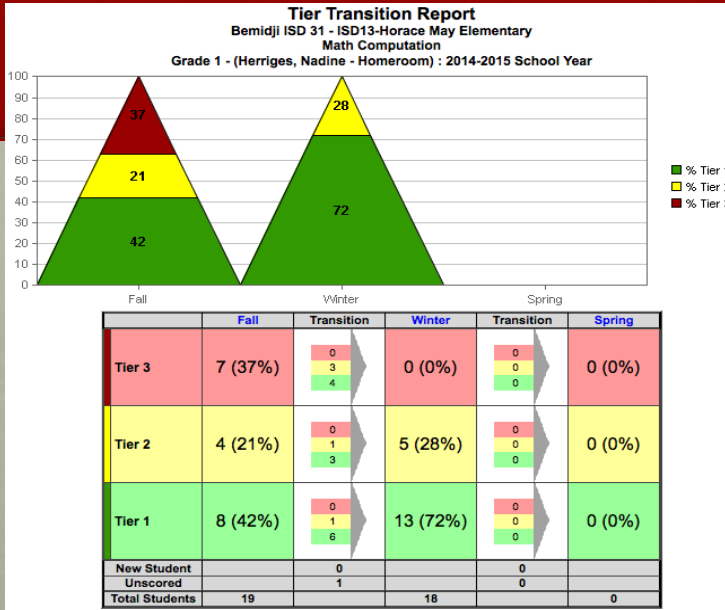


# 1<sup>st</sup> Grade AIMs Data: (Number Identification)





# 1st Grade AIMS Data: (Math)







# 2<sup>nd</sup> Grade MaP Growth: (fall to spring)

## MAP Growth Horace May Elementary, 2014 - 2015

Grade: 02  
Status: Active Students Only

Subject:  Scale:   
 Start Season:  End Season:   
 Test Status:

### MAP Growth

Met Growth	38	40.4%
Below Growth	54	57.4%
No Start Season Score	1	1.1%
No End Season Score	1	1.1%
<b>Total</b>	<b>94</b>	<b>100.0%</b>



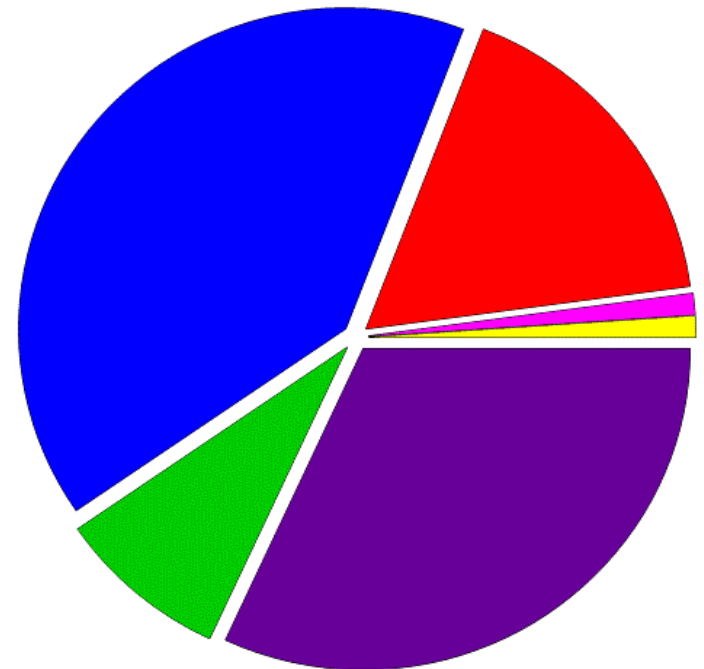
## MAP Growth vs Proficiency Horace May Elementary, 2014 - 2015

Grade: 02  
Status: Active Students Only

Subject:  Scale:   
 Start Season:  End Season:   
 Test Status:

### MAP Growth vs Proficiency

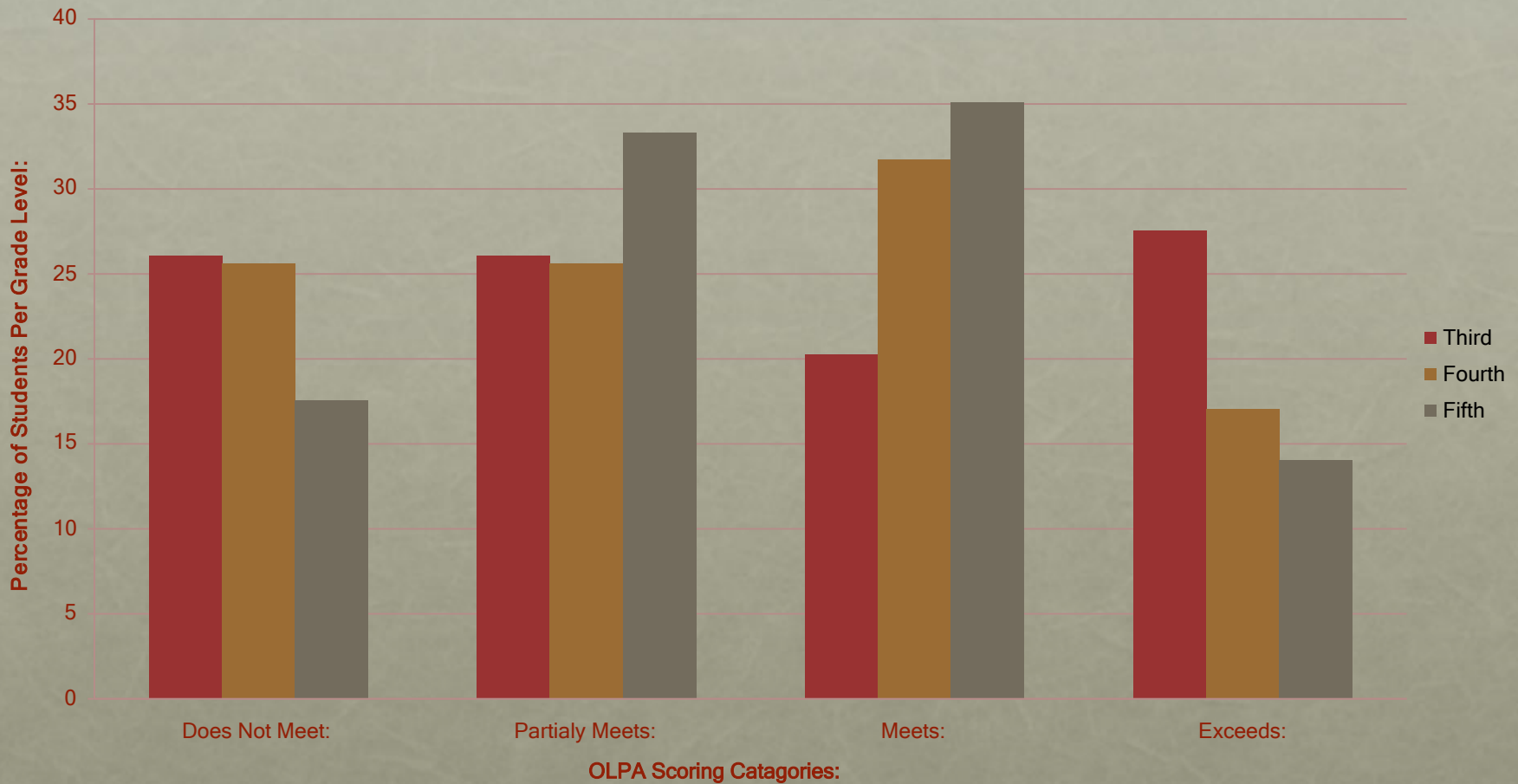
Met Growth/Proficient Winter 2014/2015	30	31.9%
Met Growth/Not Proficient Winter 2014/2015	8	8.5%
Below Growth/Proficient Winter 2014/2015	38	40.4%
Below Growth/Not Proficient Winter 2014/2015	16	17.0%
No Start Season Score	1	1.1%
No End Season Score	1	1.1%
<b>Total</b>	<b>94</b>	<b>100.0%</b>





# 2015 Winter Math OLPA Results:

## 2015 Winter OLPA Math Results: (Horace May)



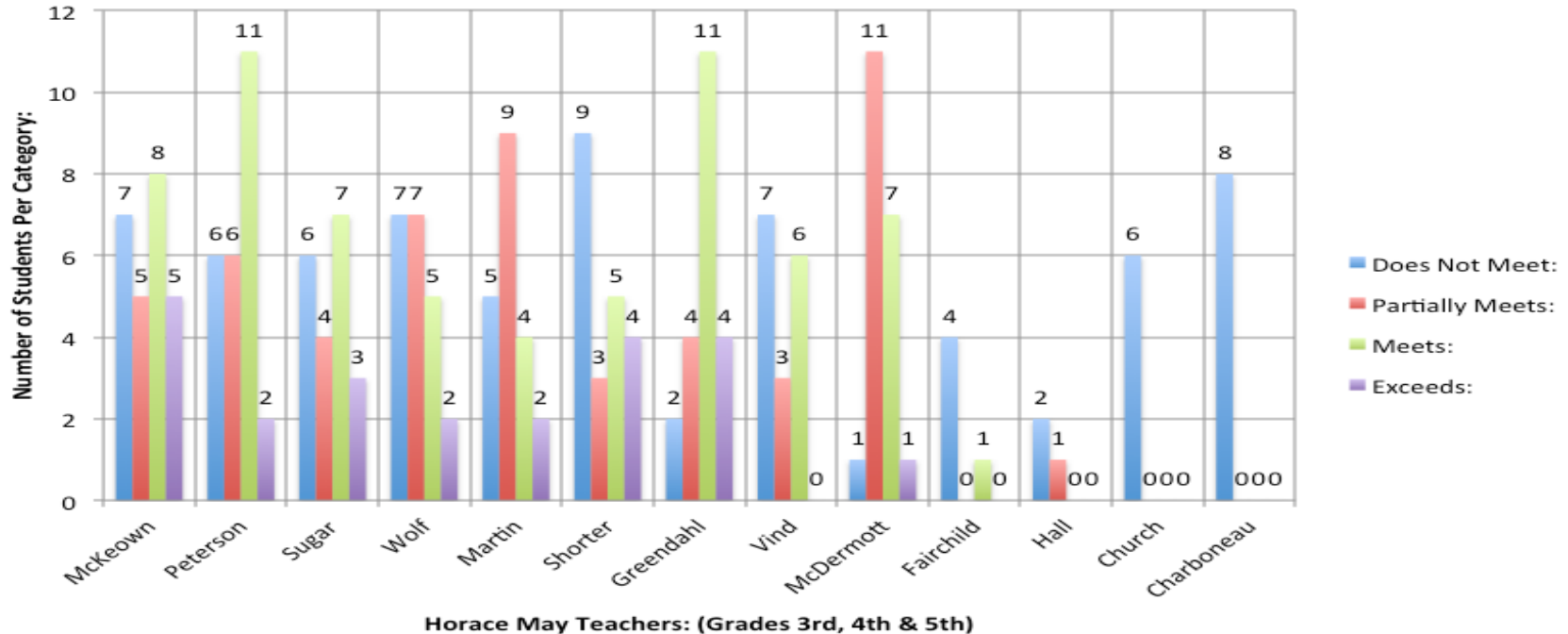
# OLPA Results:

(Individual Teacher)



Teacher:	Does Not Meet:	Partially Meets:	Meets:	Exceeds:
McKeown	7	5	8	5
Peterson	6	6	11	2
Sugar	6	4	7	3
Wolf	7	7	5	2
Martin	5	9	4	2
Shorter	9	3	5	4
Greendahl	2	4	11	4
Vind	7	3	6	0
McDermott	1	11	7	1
Fairchild	4	0	1	0
Hall	2	1	0	0
Church	6	0	0	0
Charboneau	8	0	0	0

Horace May's Winter 2015 OLPA Data:





# Special Education Strategies:

2014-15 Smart **Math** Goal: The Horace May "Special Education" sub-group will increase their proficiency from 35.5% to 41.5% in the spring of 2015, and to 47.5% in the spring of 2016 as measured by the MCA III Math Test.

2014-15 Smart **Reading** Goal: The Horace May "Special Education" sub-group will increase their proficiency from 35.5% to 41.5% in the spring of 2015, and to 47.5% in the spring of 2016 as measured by the MCA III Reading Test.

- We have scheduled monthly meetings for our typical special education staff and each grade level individually. The goal of these meetings is to keep the team of instructors up to speed with growth and needs for each of the students currently on an IEP.
- We have Child Study Teams (CST) meetings each month for each of the following groups at Horace may: DCD District-Wide Program Team, EBD District-Wide Program Team and all of our Special Education Instructional Team at Horace May.
- I am meeting, each month, with each group of paraprofessionals employed at Horace May, the typical special education and the program special education to discuss and listen to their observations of how the children are progressing and/or needs the children are presenting from their perspective.
- I keep a running data record of the students on IEPs and monitor our teacher's progress with writing IEPs by logging into Sped. Forms computer program and stay current with legalities of managing IEPs.
- We consistently develop appropriate IEP goals to meet each child's individual needs. I attend every IEP meeting possible. If I am unable to attend we arrange for a designee and then I am brought up to speed following the meeting.
- Several of my special education staff attend various trainings though out the District and other venues to stay current and well informed of the legal complexities and instructional strategies currently employed in the area of special education.



# Free & Reduced Student Strategies:

**2014-15 Smart Math Goal:** The Horace May “Free & Reduced” sub-group will increase their proficiency from 51.1% to 57.1% in the spring of 2015, and to 64.1% in the spring of 2016 as measured by the MCA III Math Test.

\* We have organized several small groups in the 1<sup>st</sup>, 3<sup>rd</sup> and 5<sup>th</sup> grades to date with the 2<sup>nd</sup> and 4<sup>th</sup> grades in the works to identify and strategize additional “scoops” of math instruction that can be delivered by the core teacher, AOM staff and the Math Specialist.

**2014-15 Smart Reading Goal:** The Horace May “Free & Reduced” sub-group will increase their proficiency from 53.2% to 59.2% in the spring of 2015, and to 65.2% in the spring of 2016 as measured by the MCA III Reading Test.

\* We have several students that qualify for Free & Reduced Lunch are enrolled in our Reading Corp, Assurance of Mastery, Special Education and Reading Recovery Programs. These programs allow for individual instruction to be developed and their progress is monitored closely. This helps tremendously to catch and support those students that just need that “extra-scoop” of reading support.



# American Indian Student Strategies:

2014-15 Smart **Reading** Goal: The Horace May "American Indian" sub-group will increase their proficiency from 47.4% to 53.4% in the spring of 2015, and to 59.4% in the spring of 2016 as measured by the MCA III Reading Test.

2014-15 Smart **Math** Goal: The Horace May "American Indian" sub-group will increase their proficiency from 57.9% to 63.9% in the spring of 2015, and to 69.4% in the spring of 2016 as measured by the MCA III Math Test.

Dr. John Gonzalez is a guest DJ each Tuesday. He shares language and music with the entire student body via the PA System. He also shares printed and oral Ojibwe Language with the students each week. Several staff members utilize the written form of the language offerings on their SmartBoards during the Tuesday morning announcements and through out the weekly lessons.

## Language Example:

### Basic Ojibwe Words for This Week

#### Double Vowel Pronunciation Chart

This is how to pronounce Ojibwe words.  
All consonants sound the same as in English.  
"a" – sounds like the "u" in sun  
"aa" – sounds like the "a" in father  
"i" – sounds like the "i" in sit  
"ii" – sounds like the "ee" in feet  
"o" – sounds like the "o" in go  
"oo" – sounds like the "oo" in food  
"e" – sounds like the "e" in Cafe or the "ay" in stay

Tuesday – Niizho-giizhigad noongom (second day)  
February – Namebini-Giizis (Sucker Fish Moon)  
11th Day of Month – Midaaswi-ashi-niizhwaaswi-gonagizi

#### **Phrase of the Week:**

**Are you hungry?** Gibakade ina?  
**Yes, I am hungry.** Eya, Imbakade.  
**No, I am not hungry.** Gaawiin, Imbakadesiin.

## The Tuesday Morning DJ Team:



\* Ashley Jones, our District Indian Education Liaison, also checks in weekly with her students.

Dr. John Gonzalez & his son Sage Gonzalez shared a traditional dance with our students this winter.





# Attendance Summary:

**Absence Breakdown**  
**Horace May Elementary, 2014 - 2015**  
 Grade: 01  
 Status: Active Students Only

Enable Year Filter  Enable Date Filter  
 Absence Year: 2014 - 2015  
 Units: (All)

**Absence Breakdown**

Appointment	30	3.8%
Breakfast	11	1.4%
Dentist Appt	26	3.3%
Doctor App	65	8.1%
Extra Curriculum	1	0.1%
Family	3	0.4%
Family Emergency	7	0.9%
Family Problems	1	0.1%
Funeral	6	0.8%
Health	1	0.1%
Ill	298	37.3%
In Hospital	5	0.6%
Missed Bus	3	0.4%
Out Of Town	46	5.8%
Over Slept	30	3.8%
Staying Home	22	2.8%
Surgery	13	1.6%
Suspended	14	1.8%
Transportation Problems	9	1.1%
Truancy	109	13.7%
Unexcused	4	0.5%
Vacation	35	4.4%
Weather	20	2.5%
Web Attendance	39	4.9%
<b>Total</b>	<b>798</b>	<b>100.0%</b>

**Absence Breakdown**  
**Horace May Elementary, 2014 - 2015**  
 Grade: 02  
 Status: Active Students Only

Enable Year Filter  Enable Date Filter  
 Absence Year: 2014 - 2015  
 Units: (All)

**Absence Breakdown**

Appointment	23	3.2%
Breakfast	2	0.3%
Dentist Appt	33	4.6%
Doctor App	52	7.3%
Extra Curriculum	1	0.1%
Family	1	0.1%
Family Emergency	1	0.1%
Family Problems	2	0.3%
Funeral	23	3.2%
Ill	323	45.3%
Missed Bus	5	0.7%
Not Notified	1	0.1%
Out Of Town	62	8.7%
Over Slept	15	2.1%
Staying Home	8	1.1%
Transportation Problems	6	0.8%
Truancy	47	6.6%
Unexcused	5	0.7%
Vacation	54	7.6%
Weather	12	1.7%
Web Attendance	37	5.2%
<b>Total</b>	<b>713</b>	<b>100.0%</b>

**Absence Breakdown**  
**Horace May Elementary, 2014 - 2015**  
 Grade: 03  
 Status: Active Students Only

Enable Year Filter  Enable Date Filter  
 Absence Year: 2014 - 2015  
 Units: (All)

**Absence Breakdown**

Appointment	24	3.9%
Breakfast	3	0.5%
Dentist Appt	15	2.4%
Doctor App	41	6.6%
Family Emergency	5	0.8%
Family Problems	1	0.2%
Funeral	6	1.0%
Health	4	0.6%
Ill	244	39.4%
In Hospital	9	1.5%
Missed Bus	6	1.0%
Not Notified	1	0.2%
Out Of Town	47	7.6%
Over Slept	32	5.2%
Staying Home	7	1.1%
Suspended	1	0.2%
Transportation Problems	5	0.8%
Truancy	89	14.4%
Unexcused	1	0.2%
Vacation	43	6.9%
Weather	11	1.8%
Web Attendance	24	3.9%
<b>Total</b>	<b>619</b>	<b>100.0%</b>

**Absence Breakdown**  
**Horace May Elementary, 2014 - 2015**  
 Grade: 04  
 Status: Active Students Only

Enable Year Filter  Enable Date Filter  
 Absence Year: 2014 - 2015  
 Units: (All)

**Absence Breakdown**

Appointment	15	3.4%
Dentist Appt	14	3.2%
Doctor App	20	4.6%
Extra Curriculum	1	0.2%
Family Emergency	5	1.1%
Family Problems	1	0.2%
Funeral	6	1.4%
Ill	167	38.4%
Missed Bus	5	1.1%
Not Notified	1	0.2%
Out Of Town	46	10.6%
Over Slept	9	2.1%
Staying Home	5	1.1%
Suspended	2	0.5%
Transportation Problems	2	0.5%
Truancy	47	10.8%
Unexcused	3	0.7%
Vacation	37	8.5%
Weather	9	2.1%
Web Attendance	40	9.2%
<b>Total</b>	<b>435</b>	<b>100.0%</b>

**Absence Breakdown**  
**Horace May Elementary, 2014 - 2015**  
 Grade: 05  
 Status: Active Students Only

Enable Year Filter  Enable Date Filter  
 Absence Year: 2014 - 2015  
 Units: (All)

**Absence Breakdown**

Appointment	22	3.8%
Dentist Appt	22	3.8%
Doctor App	38	6.6%
Family	1	0.2%
Family Emergency	3	0.5%
Family Problems	1	0.2%
Funeral	7	1.2%
Ill	228	39.8%
In Hospital	1	0.2%
Missed Bus	4	0.7%
Not Notified	7	1.2%
Out Of Town	69	12.0%
Over Slept	7	1.2%
Staying Home	13	2.3%
Surgery	3	0.5%
Suspended	4	0.7%
Transportation Problems	5	0.9%
Truancy	38	6.6%
Unexcused	1	0.2%
Vacation	41	7.2%
Weather	16	2.8%
Web Attendance	42	7.3%
<b>Total</b>	<b>573</b>	<b>100.0%</b>

**Absence Breakdown**  
**Horace May Elementary, 2014 - 2015**  
 Grade: K  
 Status: Active Students Only

Enable Year Filter  Enable Date Filter  
 Absence Year: 2014 - 2015  
 Units: (All)

**Absence Breakdown**

Doctor App	5	10.9%
Ill	33	71.7%
Not Notified	1	2.2%
Out Of Town	2	4.3%
Over Slept	1	2.2%
Truancy	3	6.5%
Web Attendance	1	2.2%
<b>Total</b>	<b>46</b>	<b>100.0%</b>



# Behavior Summary:

**Discipline Breakdown by Incident**  
Horace May Elementary, 2014 - 2015  
Grade: 01  
Status: Active Students Only

Enable Year Filter  Enable Date Filter  
Discipline Year: 2014 - 2015  
Discipline Summary: (All)

**Discipline Breakdown by Incident**

Insubordination	13	40.6%
Physical Aggression	7	21.9%
Assault-Physical	3	9.4%
Assault-Acting With Intent	3	9.4%
Fighting	2	6.2%
Sexual Harassment	1	3.1%
Interference, Disruption	1	3.1%
Disrespectful Behavior	1	3.1%
Inappropriate Behavior	1	3.1%
<b>Total</b>	<b>32</b>	<b>100.0%</b>

**Discipline Breakdown by Incident**  
Horace May Elementary, 2014 - 2015  
Grade: 02  
Status: Active Students Only

Enable Year Filter  Enable Date Filter  
Discipline Year: 2014 - 2015  
Discipline Summary: (All)

**Discipline Breakdown by Incident**

Assault-Acting With Intent	1	33.3%
Abuse Arousing Alarm	1	33.3%
Tracker	1	33.3%
<b>Total</b>	<b>3</b>	<b>100.0%</b>

**Discipline Breakdown by Incident**  
Horace May Elementary, 2014 - 2015  
Grade: 03  
Status: Active Students Only

Enable Year Filter  Enable Date Filter  
Discipline Year: 2014 - 2015  
Discipline Summary: (All)

**Discipline Breakdown by Incident**

Physical Aggression	3	25.0%
Tracker	2	16.7%
Dangerous Weapons	2	16.7%
Cheating	2	16.7%
Assault-Physical	1	8.3%
Bodily Harm	1	8.3%
Fighting	1	8.3%
<b>Total</b>	<b>12</b>	<b>100.0%</b>

**Discipline Breakdown by Incident**  
Horace May Elementary, 2014 - 2015  
Grade: 04  
Status: Active Students Only

Enable Year Filter  Enable Date Filter  
Discipline Year: 2014 - 2015  
Discipline Summary: (All)

**Discipline Breakdown by Incident**

Assault-Physical	2	66.7%
Physical Aggression	1	33.3%
<b>Total</b>	<b>3</b>	<b>100.0%</b>

**Discipline Breakdown by Incident**  
Horace May Elementary, 2014 - 2015  
Grade: 05  
Status: Active Students Only

Enable Year Filter  Enable Date Filter  
Discipline Year: 2014 - 2015  
Discipline Summary: (All)

**Discipline Breakdown by Incident**

Insubordination	3	33.3%
Theft	1	11.1%
Tracker	1	11.1%
Fighting	1	11.1%
Terroristic Threats	1	11.1%
Sexual Harassment	1	11.1%
Interference, Disruption	1	11.1%
<b>Total</b>	<b>9</b>	<b>100.0%</b>

**Discipline Breakdown by Incident**  
Horace May Elementary, 2014 - 2015  
Grade: K  
Status: Active Students Only

Enable Year Filter  Enable Date Filter  
Discipline Year: 2014 - 2015  
Discipline Summary: (None)

**No data is available for the current selection.**