School Growth Planning

Focus on Student Learning –
Data Driven Decision Making

Atwater Elementary School

2014/2015

School Profile

Atwater currently has 514 students.On paper this is our school make up:

Caucasian - 336
   African American - 61
   Latino - 29
   Asian Pacific Islander - 85
   American Indian - 1
   Unspecified - 1
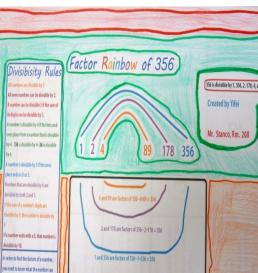
   Free Lunch - 109
   Reduced Lunch - 9

ELL - 92
Sped - 43

Shorewood Residents - 443
Chapter 220 - 22
Open Enrollment - 42

A "Personalized" Math Classroom

LAUNCH:

A 5th Grade Foray Into Personalized Learning

Student Data - PALS

Atwater Spring 2014	
Kindergarten	**Benchmark = 81 (Summed Score)**
# at or above benchmark	52
% ELL	5 out of 52 = 10%
# below benchmark	6
% ELL	3 out of 6 = 50%
1st Grade	**Benchmark = 35 (Summed Score)**
# at or above benchmark	49
% ELL	7 out of 49 = 14%
# below benchmark	15
% ELL	3 out of 15 = 20%

PALS Spring 2013 vs 2014

Atwater Kindergarten – Benchmark = 12		
Spelling	**Spring 2013**	**Spring 2014**
# at or above benchmark	48 students (6 ELL, 86% of total students in same grade)	52 students (5 ELL, 90% of total students in same grade)
# below benchmark	8 students (4 ELL, 14% of total students in same grade)	6 students (3 ELL, 95% of total students in same grade)

2013 4TH GRADE READING AND MATHEMATICS
FULL ACADEMIC YEAR (FAY) BY DEMOGRAPHIC GROUP

4TH GRADE RACE/ETHNICITY (number of students in category)	READING		MATH	
	ADVANCED %	PROFICIENT %	ADVANCED %	PROFICIENT %
AMERICAN INDIAN/ ALASKA NATIVE (0)	*	*	*	*
ASIAN AMERICAN (19)	37	32	42	47
BLACK (21)	0	19	5	19
HISPANIC (6)	0	33	0	67
WHITE (101)	26	38	30	43

4TH GRADE (number of students in category)	READING		MATH	
	ADVANCED %	PROFICIENT %	ADVANCED %	PROFICIENT %
ENGLISH LANGUAGE LEARNERS (15)	13	13	20	20
ENGLISH PROFICIENT (132)	23	36	27	45

2013 4TH GRADE READING AND MATHEMATICS FULL ACADEMIC YEAR (FAY) BY DEMOGRAPHIC GROUP

4TH GRADE (number of students in category)	READING		MATH	
	ADVANCED %	PROFICIENT %	ADVANCED %	PROFICIENT %
STUDENTS WITH DISABILITIES (24)	4	17	17	8
NONDISABLED (123)	26	37	29	50

| 4TH GRADE (number of students in category)	READING		MATH	
	ADVANCED %	PROFICIENT %	ADVANCED %	PROFICIENT %
ECONOMICALLY DISADVANTAGED (31)	10	23	13	29
NOT ECONOMICALLY DISADVANTAGED (116)	26	37	30	47
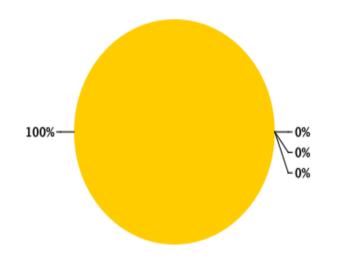
Projected Proficiency Summary Report

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

Aggregate by School by Grade

Reading

Ethnicity: American Indian or Alaskan Native

Atwater Elementary School

State Test Name: WKCE

Grade	Student Count	MinPerf		Basic		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Total	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%

100% — 0%
0%
0%

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state that does not have an alignment/linking study, NWEA uses the 40th percentile from the norming study to forecast basic proficiency and the 70th percentile to forecast proficient-plus. Proficiency is projected from MAP assessments administered in Spring 2013-2014 to state test(s) administered in Fall 2014-2015.

Projected Proficiency Summary Report

Aggregate by School by Grade

Reading

Ethnicity: Asian

Atwater Elementary School

State Test Name: WKCE

Grade	Student Count	MinPerf		Basic		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	12	3	25.0%	3	25.0%	2	16.7%	4	33.3%
4	9	1	11.1%	1	11.1%	3	33.3%	4	44.4%
5	7	3	42.9%	1	14.3%	2	28.6%	1	14.3%
6	8	2	25.0%	2	25.0%	3	37.5%	1	12.5%
Total	36	9	25.0%	7	19.4%	10	27.8%	10	27.8%
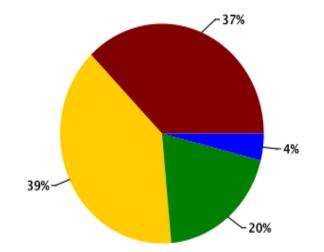
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Projected Proficiency Summary Report

Aggregate by School by Grade

Term: Spring 2013-2014
District: Shorewood School District
Grouping: Ethnicity

Reading

Ethnicity: Black

Atwater Elementary School

State Test Name: WKCE

Grade	Student Count	MinPerf		Basic		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
3	4	1	25.0%	1	25.0%	2	50.0%	0	0.0%
4	11	5	45.5%	4	36.4%	1	9.1%	1	9.1%
5	16	9	56.3%	2	12.5%	4	25.0%	1	6.3%
6	20	4	20.0%	13	65.0%	3	15.0%	0	0.0%
Total	51	19	37.3%	20	39.2%	10	19.6%	2	3.9%
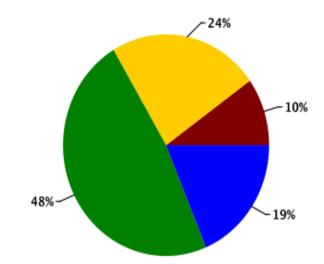
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Projected Proficiency Summary Report

Aggregate by School by Grade

Term: Spring 2013-2014
District: Shorewood School District
Grouping: Ethnicity

Reading

Ethnicity: White

Atwater Elementary School

State Test Name: WKCE
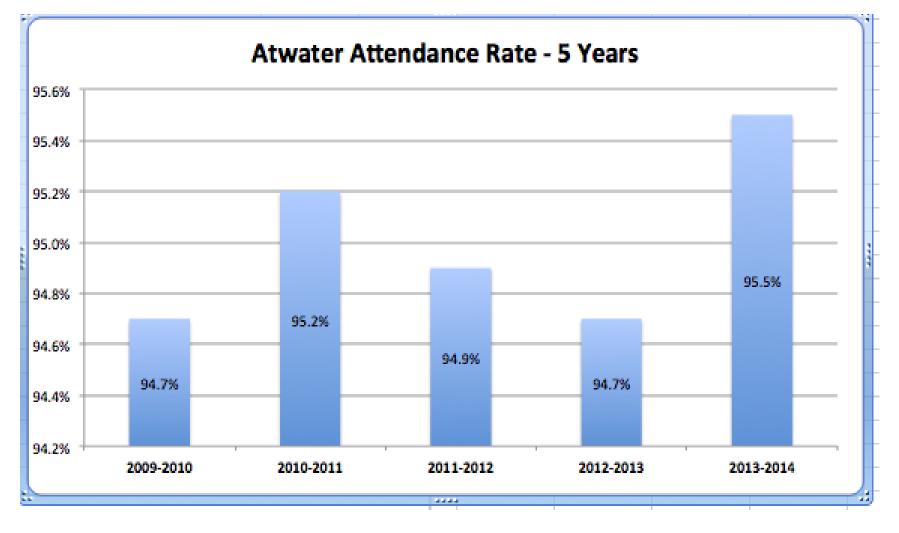
Grade	Student Count	MinPerf Count	MinPerf Percent	Basic Count	Basic Percent	Proficient Count	Proficient Percent	Advanced Count	Advanced Percent
3	49	6	12.2%	17	34.7%	20	40.8%	6	12.2%
4	48	8	16.7%	11	22.9%	19	39.6%	10	20.8%
5	42	4	9.5%	4	9.5%	27	64.3%	7	16.7%
6	43	0	0.0%	11	25.6%	21	48.8%	11	25.6%
Total	**182**	**18**	**9.9%**	**43**	**23.6%**	**87**	**47.8%**	**34**	**18.7%**

Pie chart values: 24%, 10%, 19%, 48%

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Student Data - Attendance

Professional Practices

- Mindfulness
- Personalized Learning
- ACE program
- Expeditionary Learning
- Urban Ecology Partnership
- Advanced Learning

Observations from Data

■ The data indicated that our reading scores were lower than our math scores prompting us to choose reading as our focus.

■ Looking at the reading scores, we recognized the achievement gap between our African American students and their peers. This prompted us to focus on our cultural competency in reading.

Hypotheses

Hypotheses related to the observations

- If we increase communication and shared practices in reading instruction it will translate to increased reading scores for our African American students.

- If we teach and facilitate continuous goal setting based on assessment data and provide targeted instruction, the reading scores of our African American students will improve.

- If we provide highly effective explicit instruction, based on student needs, we will accelerate literacy learning and improve MAP performance.

Atwater Elementary School – School Growth Plan 2014-2015

Build Community
Goal: Increase professional collaboration participation from 60% in 2013-2014 to 90% of teachers sharing reflections by June 2015.
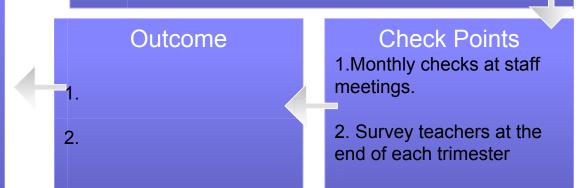
Strategies
1. Survey staff to determine preferred learning opportunities.
2. Provide opportunities throughout the year for staff to participate in professional learning.
3. Create a menu for reflection options.
4. Designate brief share opportunities at staff meetings.
5. Conduct a book study group around a school initiative.

Resources
Who: area experts (librarians, ELL, specialists and school counselor)

What: Teachscape, Google Docs, dedicated staff meeting time, professional literature, conferences, WIKI Space

Celebrations

1.

2.

Next Steps

1.

2.

Outcome
1.

2.

Check Points
1. Monthly checks at staff meetings.

2. Survey teachers at the end of each trimester

Atwater Elementary School – School Growth Plan 2014-2015

Focus on Growth

Goal: 50% of our 65 students scoring low/low average on the reading portion of the Fall 2014 MAP test will meet or exceed their growth projections as measured by the Spring 2015 MAP test.

Strategies

1. Provide explicit literacy strategy instruction for identified students.
2. Develop individualized student reading goals with teacher guidance.
3. Utilize highly focused tier 2 and 3 interventions that relate to students' individual goals.
4. Monitor students' progress toward their goal to facilitate decisions about intensity of interventions and//or transitions between tiers.
5. Utilize MAP, PALS and classroom literacy assessments to inform instruction.

Celebrations

1.

2.

Next Steps

1.

2.

Resources

-professional development in reading strategy instruction
-professional development in identifying valuable data information to determine goals for students
-substitutes for teacher observations
-culturally diverse reading materials available for all grade levels
-district RtI guidebook

Outcome

1.

2.

Check Points

1. Data analysis pts: MAP, PALS, Running Records, classroom assessments
2. Reviewing goal setting sheets

Atwater Elementary School – School Growth Plan 2014-2015

Transform Learning

Goal: In an effort to increase learning in reading and math, by June 2015, all students will receive differentiated explicit instruction driven by assessments and documented through lesson plans and universal (Tier 1) intervention forms.

Strategies
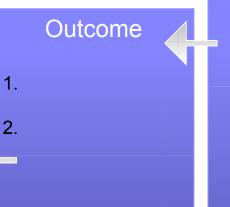
1. Provide explicit instruction
2. Create meaningful reading and math goals
3. Analyze MAP, PALS, Running Records, and classroom assessment data to set individual goals
4. Provide explicit targeted professional development regarding reading instruction such as guided reading groups and strategy groups.

Resources

Who: Data teams, ELL teachers, SpEd teachers, Reading and MAth specialists, School Psychologist.
What: Presentation documents created by teachers for goal setting purposes, culturally responsive texts, Teaching Tolerance magazine, Rethinking Schools materials, professional resource materials with RtI ideas.

Celebrations

1.

2.

Next Steps

1.

2.

Outcome

1.

2.

Check Points

1. Fall, Winter, Spring, school conferences that align with goal setting
2. Data team meetings
3. Administrator and/or Reading and Math Specialists visit data team meetings at least 3 times/year to explore explicit strategy instruction implementation as documented in data and student binders.