

Sunset Lake Elementary School
Quarterly report #2
December, 2013 - March 2, 2014

The following interventions remain in place...

1st grade (in addition to CORE)

- Leveled math groups
- 4 days a week
- ½ hour a day
- 4 teachers, two IC's, and two paraprofessionals
- Emphasis on Number Development/FF/CCSS

1st grade Title 1

- This group meets at the same time as the first grade groups

2nd grade (in addition to CORE)

- FF groups
- 4 days a week
- 20 minutes a day
- Three teacher, two interns, three paraprofessionals
- Leveled Fact Fluency model
 - Working with strategies
 - Doubles plus 1
 - Etc.

2nd grade Title 1 math (during Encore)

- Meets 4 days a week
- 20 minutes
- 5:1 ratio
- Additional group is 2:1 with IC
- 4 days a week

3rd grade (in addition to CORE)

- All students receive...
 - Flexible grouping based on ability
 - Enrichment group, Grade-level groups, Remediation groups
 - Groups average 7 students per teacher
- 3 teachers, 1 intern, 2 IC's, 4 paraprofessionals
- 3 days a week
- 50 minutes a day

Math interventions during 3rd grade Encore

- 3 days of math
- 20 minutes

4th grade (in addition to CORE)

- Math intervention students
 - 3 days a week.
 - 45 minutes a day.
- Math and Reading intervention students
 - 1 day of concentrated math
 - 45 minutes

We have the following interventions in place for the following grades in the area of reading...

BK (in addition to CORE)

- 50 minutes a day
- 4 days a week
- ERI

Kindergarten (in addition to CORE)

- 50 minutes a day
- 4 days a week
- Read Well K

1st grade (in addition to CORE)

- 50 minutes a day
- 4 days a week
- Read Well 1

2nd grade (in addition to CORE)

- 50 minutes a day
- 4 days a week
- Read Well 1/Read Naturally Live

3rd grade (in addition to CORE)

- 3 days a week
- 35 minutes a day

4th grade (in addition to CORE)

- Meets 3 days a week
- 45 minutes a day

- 1 teacher
- Working within Read Naturally Live program

5th grade (in addition to CORE)

- Meets 4 days a week
- 45 minutes a day
- 2 teachers
- Working within Read Naturally Live program

Zero hour - Reading

- 50 minutes
- 3 days a week
- Read Naturally Live

NEW - Zero hour - Math

- 50 minutes
- 3 days a week
- Number and Development
- Fact Fluency

Students with Disabilities MEAP Data

- When looking at the 2013-2014 MATH MEAP scores for our SWD population, 75% of the 3rd grade students were proficient, and 25% of the students were not. 42% gained proficiency when compared to the 2012-2013 MEAP.
- When looking at the 2013-2014 READING MEAP scores for our SWD population, 75% of the 3rd grade students were proficient, and 25% of the students were not. 25% gained proficiency when compared to the 2012-2013 MEAP.
- When looking at the 2013-2014 MATH MEAP scores for our SWD population, 33% of the 4th grade students were proficient, and 67% of the students were not. 7% dropped to non-proficient when compared to the 2012-2013 MEAP.
- When looking at the 2013-2014 READING MEAP scores for our SWD population, 50% of the 4th grade students were proficient, and 50% of the students were not. 17% gained proficiency when compared to the 2012-2013 MEAP.
- When looking at the 2013-2014 WRITING MEAP scores for our SWD population, 20% of the 4th grade students were proficient, and 80% of the students were not. 3% gained proficiency when compared to the 2012-2013 MEAP.
- When looking at the 2013-2014 MATH MEAP scores for our SWD population, 33% of the 5th grade students were proficient, and 67% of the students were not. 17% dropped to non-proficient when compared to the 2012-2013 MEAP.
- When looking at the 2013-2014 READING MEAP scores for our SWD population, 25% of the 5th grade students were proficient, and 75% of the students were not. 8% dropped to non-proficient on the 2012-2013 MEAP.
- When looking at the 2013-2014 SCIENCE MEAP scores for our SWD population, 20% of the 5th grade students were proficient, and 80% of the students were not. 20% gained proficiency when compared to the 2012-2013 MEAP.

**School Wide Academic Gains/Losses in Reading
Grades 2-5**

2013-2014 2nd Grade STAR Data	12-13	BOY	1 MP	2 MP	Gains/Losses
At or Above 40 PR		65%	82%	81%	16% G
On Watch(PR 39-25)		15%	9%	13%	2% L
Intervention(PR 24-10)		10%	6%	3%	7% G
Urgent Intervention(>10)		10%	3%	3%	0%

2013-2014 3rd STAR Data	12-13	BOY	1 MP	3rd MP	Gains/Losses
At or Above 40 PR	73%	71%	87%	84%	13% G
On Watch(PR 39-25)	14%	7%	7%	13%	6% G
Intervention(PR 24-10)	11%	15%	5%	2%	13% G
Urgent Intervention(>10)	1%	7%	1%	0%	7% G

2013-2014 4th STAR Data	12-13	1st MP	BOY	1 MP	Gains/Losses
At or Above 40 PR	93%	77%	87%	91%	14% G
On Watch(PR 39-25)	4%	14%	7%	3%	11% G
Intervention(PR 24-10)	1%	5%	2%	0%	5% G
Urgent Intervention(>10)	2%	5%	4%	6%	1% L

2013-2014 5th STAR Data	12-13	BOY	1 MP	3rd MP	Gains/Losses
At or Above 40 PR	85%	72%	76%	76%	4% G
On Watch(PR 39-25)	8%	19%	16%	20%	1% G
Intervention(PR 24-10)	3%	8%	5%	3%	5% G
Urgent Intervention(>10)	4%	1%	3%	1%	0

School Wide Academic Gains/Losses in Math

DELTA MATH ASSESSMENT			
Standard	Fall - BELOW 33%	Winter - BELOW 33%	Gains/Losses
K.CC.5	2	10	8
K.CC.7	10	2	8
K.NBT.1	29	17	12
K.OA.4	36	14	22
K.OA.5A	24	19	5
K.OA.5B	59	33	26
1.NBT.1	3	3	0
1.NBT.5	3	7	4
1.NBT.3	3	1	2
1.OA.6A	6	3	3
1.OA.6C	24	18	6
2.NBT.3	1	0	1
2.NBT.8	0	3	3
2.NBT.4	0	1	1
2.NBT.5A	10	11	1
2.NBT.5B	52	33	19
2.OA.2A	22	9	13
2.OA.2B	57	36	21
3.NBT.2A	10	9	1
3.NBT.2B	36	33	3
3.NF.1	5	1	4
3.NF.2	65	58	7
3.NF.3D	20	18	2
3.OA.7A	43	20	23
3.OA.7B	85	76	9
4.NBT.5	22	27	5
4.NBT.6	91	85	6
4.NF.2	45	41	3
4.NF.3B	42	44	2
4.NF.3C	49	42	7
4.NF.4B	26	23	3

Title I Parent Workshops

- Parent workshop #1, **Study Skills and Homework Help**, was implemented in February, 2014.
 - **Comments from parents regarding the course:**
 - **Do you feel like this workshop worth your time?**
 - Gave me the opportunity to understand and be more accepting to various learning techniques.
 - Great information for identifying my child's learning style and how to work with him.
 - Learned how to help understand my child's learning ways.
 - Provided additional tips to help at home.
 - I have three children with different learning styles.
 - Very informative
 - Now I know how to figure out how to best help my children learn.
 - Great strategies for helping different learners in the same house.
 - Any information to help my child learn is greatly appreciated.
 - Everything Caleb learns tends to be in a different way than myself.
 - **Do you feel like this workshop provided information to help you assist your child with homework?**
 - Gave me ideas on how to help him with things I wouldn't have known on my own.
 - Different study skills
 - How to adjust homework time differently for each child.
 - Realization of the fact not all are like me!
 - It was very informational.
 - Identifying my child's learning styles and receiving tips and tricks will definitely help us learn with each other and accomplish homework more effectively.
 - Definitely going to implement learning methods conducive to my child's learning style.
 - Reassured me that some of my approach is good.
 - I have a better understanding on what to look for to help with ideas for studying.
 - There are a few new ideas I will incorporate into homework time.

Please indicate two things that you learned from this workshop?

- Learning is not black and white and images portrayed as the stereotypical/traditional way to study are not necessarily going to work for everyone.
 - I need to implement a variety of learning techniques for my child's success.
 - I am a visual learner.
 - My child is messy and that's not necessarily bad. Caleb seems kinesthetic more than anything. We can work on organization.
 - There is more than one way to teach children, and it's ok to give breaks.
 - Let child demonstrate and then take frequent breaks.
 - Patience is the best tool.
 - I have two visual learners, and one that is a mix!
 - How to differentiate learning styles.
 - How to deal with different learners.
 - How to figure out the type of learner.
 - Ideas on ways to help them learn based on their style.
 - Better understanding of kinesthetic learning style.
 - I obtained information to help my child and to help someone else.
 - Always praise. Don't discourage.
 - Try to teach him differently than I learn is a good thing. Take more breaks.
- **What else would you have liked to learn during this workshop? Please explain.**
 - It was perfect! Maybe possible future classes broke down into different types if we are still struggling with helping them even after what we have learned today.

- How to deal with kids that shut down when completely frustrated.
 - Good foundation to build on.
 - Better ways to help children who are in upper el classes like 4th and 5th.
 - More help with math tips and tricks.
 - The workshop was well informative, on the topic. Nice job.
 - Setting goals will be a fun workshop.
 - Communication with children (future workshop)
 - More one on one with my child to see what she is doing in class to help her specifically.
- The second workshop, **Turning Dreams into Goals**, is scheduled for April 15th, 2014. This workshop will be offered two times, once during the daytime, and once in the evening.

During this interactive workshop we will learn about ways in which to set and achieve goals, how to measure progress, how to overcome challenges, and how and where to get started.

This workshop will be offered two times, once during the day and once in the evening. The morning class will provide a light breakfast and the evening class will provide an evening treat!

The morning session will be held on **Tuesday, April 15th from 9:30-11:15 a.m.** in the Sunset Lake cafeteria. The evening class will be held on **Tuesday, April 15th from 6:00-7:45 p.m.** in the Sunset Lake cafeteria. We are hopeful that you will be able to attend one of the offered classes!

Child care will be available for the evening workshop.

We've chosen 10 students to participate in the Superintendent's Dropout Challenge (SDC). These students meet with a lead teacher two times a month. The sessions include discussions about school, home-life, goal setting, personal hygiene, and more.

- 5 luncheon sessions were held with the selected SDC students. Two sessions were canceled due to snow days. Additional meetings are scheduled.
- We are currently in the beginning phases of creating a video to submit for the Superintendent's Dropout Video Challenge.