Bradley School

2016-17 Assessment Data

District Assessments

Literacy:

Dynamic Indicators of Basic Early Literacy Skills (Dibels) for grades K-5

Smarter Balance Assessment Consortium (SBAC) in grades 3-5

Mathematics:

Math Expressions benchmark assessments given four times a year (Sept, Sept, Jan, May) in grades K-5

Smarter Balance Assessment Consortium (SBAC) in grades 3-5

2016-17 Literacy Assessment Data (Dibels)

Whole School

Composite Score Comparison

	% Tier I	% Tier II	% Tier III
BOY	227 (71%)	46 (14%)	47 (15%)
MOY	251 (80%)	36 (11%)	29 (9%)
EOY	253 (79%)	38 (12%)	28 (9%)

2016-17 Literacy Assessment Data - Kindergarten

Phoneme Segmentation

	% Tier I	% Tier II	% Tier III
BOY			
MOY	41 (80%)	3 (6%)	7 (14%)
EOY	48 (90%)	3 (6%)	4 (9%)

2016-17 Literacy Assessment Data - First Grade

DORF-Fluency

	% Tier I	% Tier II	% Tier III
BOY			
MOY	38 (88%)	2 (5%)	3 (7%)
EOY	39 (88%)	2 (5%)	3 (7%)

2016-17 Literacy Assessment Data - Second Grade

DORF-Fluency

	% Tier I	% Tier II	% Tier III
BOY	25 (60%)	14 (33%)	3 (7%)
MOY	33 (76%)	5 (12%)	5 (12%)
EOY	29 (68%)	7 (16%)	7 (16%)

2016-17 Literacy Assessment Data - Third Grade

DORF-Fluency

	% Tier I	% Tier II	% Tier III
BOY	53 (85%)	3 (5%)	6 (10%)
MOY	48 (78%)	9 (15%)	4 (7%)
EOY	52 (85%)	6 (10%)	3 (5%)

2016-17 Literacy Assessment Data - Fourth Grade

DORF-Fluency

	% Tier I	% Tier II	% Tier III
BOY	39 (67%)	10 (17%)	9 (16%)
MOY	43 (80%)	7 (13%)	4 (7%)
EOY	41 (74%)	7 (13%)	7 (13%)

2016-17 Literacy Assessment Data - Fifth Grade

DORF-Fluency

	% Tier I	% Tier II	% Tier III
BOY	37 (56%)	15 (23%)	14 (21%)
MOY	44 (69%)	13 (20%)	7 (11%)
EOY	43 (68%)	15 (24%)	5 (8%)

2016-17 Math Expressions Data - Grades K-2

	BOY	EOY #1	EOY #2	EOY #3
KA	82.30%	5.90%	72%	95%
KB	56.30%	0%	65%	94%
KC	64.70%	0%	88%	100%
1A	53.30%	0%	20%	93%
1B	84.60%	7.70%	42%	100%
1C	50%	0%	14%	87%
2A	67%	8%	8%	83%
2B	33%	0%	26%	85%
2C	80%	0%	27%	73%

2016-17 Math Expressions Data - Grades 3-5

	BOY	EOY #1	EOY #2	EOY #3
3A	57.10%	0%	15.00%	95%
3B	35%	0%	15.00%	86%
3C	36.40%	0%	10.00%	90%
4A	25%%	0%	0%	17%
4B	5.30%	0%	0%	53%
4C	26%	0%	0%	17%
5A	0%	0%	0%	73%
5B	0%	0%	0%	86%
5C	4.50%	0%	0%	63%
WS	**38.60%**	**1%**	**22%**	**76%**

2016-17 Literacy Data - Transient Students

	BOY	**MOY**	**EOY**
Whole School	71% (201/271)	80% (211/265)	78% (207/266)
Non-Transient Population	76% (179/234)	84% (189/225)	80% (179/223)
Transient Population	59% (22/37)	55% (22/40)	65% (28/43)
Difference Transient v. Non:	-17%	-29%	-15%

2016-17 Math Data - Transient Students

	BOY	**EOY #1**	**EOY #2**	**EOY #3**
Whole School	33% (90/271)	1% (2/271)	11% (28/264)	73% (193/266)
Non-Transient Population	36% (85/234)	1% (2/234)	12% (26/224)	77% (172/223)
Transient Population	14% (5/37)	0% (0/37)	0.50% (2/40)	49% (21/43)
Difference Transient v. Non:	-22%	-1%	-11.50%	-28%

2016-17 SBAC Data

	SBAC-ELA	**SBAC-Math**
Whole School	53% (96/180)	42% (76/180)
Non-Transient Population	55% (83/152)	44% (67/152)
Transient Population	46% (13/28)	32% (9/28)
Difference Transient v. Non:	**-9%**	**-12%**

Bradley School

2017-18 Action Plan

What's New?

Three classrooms have closed due to decline in enrollment (K, 2, 3)

District decision to move to a self-contained model for all classrooms in grades K-5 at both elementary schools to foster deeper relationship building and allow teachers to get to know students at a deeper academic level

Adoption of NWEA as the benchmark assessment for Math and Reading

Splash Math for K-1, ReflexMath for 2-5, and PebbleGo for all students

John Hattie's Visible Learning

2017-18 School Objectives:

*Establish and maintain deep, meaningful **relationships** with all our students by looking through their eyes and teaching at a personal level to best meet their individual needs.*

*Increase the growth trajectory for all our students through a model of instruction based on **collaboration** and data analysis/action planning.*

Revise the Intervention Model

- 40 minutes per day back into the instructional schedule
- Have math and literacy interventionists (reading teachers and tutors) push into the classrooms (or occasional pull-out for K-2) during literacy block (or other scheduled time) five days a week
- Resource teachers and tutors will push-in and pull-out
  - Pro - better communication between teachers and interventionists (Reading, Resource)
  - Pro - increased instructional time with classroom teacher
  - Pro - TII and TIII students serviced in the classrooms
  - Pro - Paras stay with classroom during RtI and get to know students
  - Pro - added time can be used for other "neglected" areas (i.e. Math, Science, SS)

Collaboration with the reading and resource teachers to schedule service time for students is very important.

100% Commitment to Data Team Process

Maintain monthly grade level data teams (literacy and math monthly by grade level, behavior/attendance by teacher) and implement a monthly vertical data team model (after school once per month)

- Better utilize data and strategies from online resources (i.e. Lexia, IXL, RAZ-Kids, etc.)
- Increased collaboration amongst and across grade levels and content areas
- Social and Emotional Learning discussions (and data - SWIS)
  - Second Step during community meeting time
  - Choose Love program

Child Study Team

Implement the Child Study Team Model with Fidelity starting in October 2017

- ○ Regularly scheduled meetings (bi-monthly by topic/grade levels)
  - ■ Academics (first Friday of the month K-2 and 3-5)
  - ■ Attendance/Behavior (third Friday of the month K-2 and 3-5)

- ○ Improved action planning with an established timeline for reconvening to discuss progress
  - ■ TII should go for 4-6 weeks before reconvening
  - ■ TIII should go for 4 weeks before reconvening

Tiered Programming

Increase the use of ECRI for TI/TII in grades K-2 (15 minute whole class every day) while also increasing the variety of TII/TIII resources (SPIRE and/or ECRI don't work for everyone) - Road to the Code, Sound Sensible, LLI for comprehension, MegaWords, Syllable House, etc.

Collaboration with the instructional coach, reading teachers and tutor, and resource teachers will be very important.

Increased Parental Engagement

Increase parental engagement and educate our parents/guardians to help support at home (academics, behavior, attendance)

- We need to reduce the number of chronically absent students to zero (letters have already gone out over the summer to all students in K-5 who had 18+ absences for the 2016-17 school year).

- We need to encourage increased use of online programs at home - make it mandatory homework and teachers must track usage.

Behavior Expectations

Implement the Elementary Behavior Expectation Chart with fidelity in grades K-5.
- The chart is now in the handbook (also the planner for grades 3-5)
- All discipline issues/referrals go through school administration
- Elementary behavior chart will be reviewed whole school grades 3-5 at the start of the school year
- K-2 teachers are expected to review Levels 1-2 in the classroom as part of the community time at the start of the school year
- No more use of buddy rooms for timeouts (there is no paper trail)
- No more taking time off of recess for behavior issues - not on the chart
- Behavior (i.e. SWIS referrals) will be reviewed as part of horizontal and vertical data teaming (minimum of once per month)
- Behavior will be one of the CST target areas (once a month for grades K-2 and 3-5)
- Pupil services will no longer be the first line of defense but rather consult with administration and staff to best support students and staff through a tiered model approach similar to academics (data teams and CST)
- Administration will follow the behavior chart as outlined for repeat offenders