

Continuous School Improvement Action Plan – Smart Goal One SY 2010- 2011

PART I: OVERVIEW

Date: 16 September 2010

KADENA ELEMENTARY SCHOOL

SMART GOAL:

All students will improve their math performance across the curriculum with their ability to interpret, analyze, evaluate, reason, solve, and explain real life and algebraic problems, as measured by the selected school-based and system-wide assessments by June 2011.

Targeted Subgroup: The students will be comprised of a group whose scores on the *TerraNova* Math subtest are between the 25th and 40th percentiles. These are students who have scores in the lower third quartile. In addition to reviewing *TerraNova* results, placement will also be decided by teacher recommendations and performance on local assessments.

Triangulation of Data: (Copy from Profile Triangulation of Data Appendix B)

We chose this goal based on triangulating the following data sources:

- Balanced Assessment in Mathematics
- Larson Math
- Kindergarten Problem Solving Assessment
- First Grade Problem Solving Assessment
- *TerraNova* Multiple Assessment, 3rd Edition

System-wide Assessment(s)

TerraNova Multiple Assessment Grades 3-5

Indicator of success:

There is a meaningful increase in the percentage of students scoring in the top two National Quarters and a meaningful decrease in the percentage of students scoring in the bottom National Quarter as measured by the *TerraNova* Math Subtest

Local Assessment(s)

Name:

1. Pre-K Math Assessment (locally created)

Indicator of success: There is a meaningful increase in the percentage of pre-K students scoring at the standard or higher as measured by the Pre-K Math Assessment

2. Larson's Math Assessment (locally created) Grades K-5

Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Larson's Math Assessment

3. Math Text, Cumulative Test Form B Grades 1-5

Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Math Text, Cumulative Test Form B

4. Math Text, Grade 1 Pre-Test Used at end of school year for Kindergarten

Indicator of success: There is a meaningful increase in the percentage of kindergarten students scoring at the standard or higher as measured by the Math Text, Grade 1 Pre-Test

5. Targeted Subgroup

Indicator of success: There is a meaningful increase in the percentage of students receiving services scoring at the standard or higher as measured by local assessments (Larson's Math Assessment and Math Cumulative Assessment)

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Interventions and their descriptions applicable to ALL Students

<u>Intervention:</u> Larson's Math	<u>Brief Description:</u> Larson's math is a software program that is in place to provide quality content that meets the highest educational standards and to do so in a format that facilitates the learning process. The programs are based on the idea that every child can succeed in mathematics through the development of efficient learning skills. The NCTM standards are followed throughout the program. Curricular material is presented in an interactive multimedia format, with extensive use of concrete and verbal models, charts, graphs, and click-and-drag labels. The program provides positive feedback, scoreboards, and progress indicators.
<u>Intervention</u> Gradual Release Model	<u>Brief Description:</u> The gradual release instructional framework is based on the systematic transfer of responsibility for a particular learning task from the teacher to the student. The focus of this model is the level of responsibility the teacher must maintain to ensure a successful learning outcome or completion of a particular task, with controlled reduction of the amount of responsibility the teacher releases to the student.
<u>Intervention</u> Everyday Math (Sequences & Patterns)	<u>Brief Description:</u> The sequences and patterns portions of the Everyday Math program will be used as an intervention with the pre-K programs (PSCD and Sure Start)

Interventions and their descriptions applicable to the Targeted Subgroup

<u>Intervention</u> Problem Solver	<u>Brief Description:</u> Problem of the Week. Areas of weakness, or skill(s) to develop, in problem solving are identified using TerraNova Math subtest scores. The facilitator will choose a problem for each week using the Problem Solver Program. This program is in addition to the established mathematics curriculum. During the fourth week, the problem will be used for assessment. The results will be reviewed to determine if the taught skill was achieved or if re-teaching the same skill is needed for the next month.
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Interventions Implementation Timeline

Interventions	Resources	POC
1. Larson's Math	Larsons Computer Program	Math Committee Chair
2. Gradual Release Model	PLP training materials, S. Harvey and A. Goudvis. <i>2000 Strategies that work.</i> Portland, Maine: Stenhouse Publishers	Literacy Support Specialists
3. Everyday Math (Sequences & Patterns)	Everyday Math Curriculum Guide, Manual and Workbook	PSCD/SureStart Teacher
4. Problem Solver	<i>Problem Solver</i> , 1987, Creative Publications	Facilitator

Part II

**Kadena Elementary School
Results-Based Staff Development Plan
Larson Math, Gradual Release, and Problem Solver Interventions**

Staff Development Outcome

(What do teachers need to know and be able to do?)

Staff effectively implements Larson's Math program, Gradual Release, and Problem Solver Interventions.

(What teacher accountability evidence will we accept to verify staff development was effective.)

Staff evaluation of training.

Student Outcome

(What do we want students to know, learn, demonstrate?)

Improved mathematics abilities displayed through improvements in both local and standard assessments.

Effective Staff Development Steps	Knowledge <i>What you want people to walk away with</i>	Model/ Demonstrate <i>How this knowledge will be shown to the staff</i>	Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	Follow-up for Current Staff <i>Collaborative meetings</i>	Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i>
Implementation Activities	Quarter 1: <u>Larson Math</u> – Complete Quarterly module. <u>Gradual Release</u> (GR)– Teachers will document a lesson demonstrating use of this method. <u>Problem Solver</u> – Facilitator will provide evidence of student mastery on a monthly basis.	Facilitators and trainers will hold in-services and/or conduct mini-lessons at faculty meetings, and dedicated SIP in-service days. LSS and/or other trainers will model lessons and share ideas.	Grade level collaboration sharing student work samples and discussing best practices for implementing the interventions.	Demonstration and observation of grade team leaders, LSS and ET on request Peer observations	Monthly team meeting discussions-LSS and ET as needed	New teacher training by grade level math committee representative
Person/Group Responsible (LSS; Tech; etc.)	Math CSI committee, LSS and Educational Technologist	Math CSI committee, LSS and Educational Technologist	Math CSI committee, LSS and Educational Technologist	Math CSI committee, LSS and Educational Technologist	Team leaders	Grade level Math committee representative
Documented Evidence of Each Step	Quarter 1: <u>Larson Math</u> – completion of Larson Monitoring Tool. <u>Gradual Release</u> – Grade levels collaboratively complete the GR form. <u>Problem Solver</u> – Facilitator collects data on a monthly basis.	Staff Development Feedback Form	Grade levels collaboratively complete the GR form.	Student work samples	Team leader notes or documents	Log completion of training

Resources Needed	<ul style="list-style-type: none"> Facilitators and trainers who specialize or are experienced in the interventions. Professional Development Release time for Staff training. 	Facilitators and trainers for faculty meetings.	Collaboration time made available.	Release time for staff to perform peer observations.	Monthly team meetings	Release time for collaboration and supporting materials
Timeline Date/Time	Sept-Oct. 2010	Sept-Oct. 2010	Monthly	Sept-Oct. 2010	Sept-Oct. 2010	August 09 New Teacher Briefing Sept-Oct. 2010

2nd Quarter

Effective Staff Development Steps	Knowledge <i>What you want people to walk away with</i>	Model/ Demonstrate <i>How this knowledge will be shown to the staff</i>	Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	Follow-up for Current Staff <i>Collaborative meetings</i>	Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i>
Implementation Activities	Quarter 2: <u>Larson Math</u> – Complete Quarterly module. <u>Gradual Release (GR)</u> – Teachers will document a lesson demonstrating use of this method. <u>Problem Solver</u> – Facilitator will provide evidence of student mastery on a monthly basis.	Facilitators and trainers will hold in-services and/or conduct mini-lessons at faculty meetings, and dedicated SIP in-service days. LSS and/or other trainers will model lessons and share ideas.	Grade level collaboration sharing student work samples and discussing best practices for implementing the interventions.	Demonstration and observation of grade team leaders, LSS and ET on request Peer observations	Monthly team meeting discussions-LSS and ET as needed	New teacher training by grade level math committee representative
Person/Group Responsible (LSS; Tech; etc.)	Math CSI committee, LSS and Educational Technologist	Math CSI committee, LSS and Educational Technologist	Math CSI committee, LSS and Educational Technologist	Math CSI committee, LSS and Educational Technologist	Team leaders	Grade level Math committee representative
Documented Evidence of Each Step	Quarter 2: <u>Larson Math</u> – completion of Larson Monitoring Tool. <u>Gradual Release</u> – Grade levels collaboratively complete the GR form. <u>Problem Solver</u> – Facilitator collects data on a monthly basis.	Staff Development Feedback Form	Grade levels collaboratively complete the GR form.	Student work samples	Team leader notes or documents	Log completion of training
Resources Needed	<ul style="list-style-type: none"> • Facilitators and trainers who specialize or are experienced in the interventions. • Professional Development • Release time for Staff training. 	Facilitators and trainers for faculty meetings.	Collaboration time made available.	Release time for staff to perform peer observations.	Monthly team meetings	Release time for collaboration and supporting materials
Timeline Date/Time	Nov. 2010 – Jan. 2011	Nov. 2010 – Jan. 2011	Monthly	Nov. 2010 – Jan. 2011	Nov. 2010 – Jan. 2011	Nov. 2010 – Jan. 2011

3rd Quarter

Effective Staff Development Steps	Knowledge <i>What you want people to walk away with</i>	Model/ Demonstrate <i>How this knowledge will be shown to the staff</i>	Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	Follow-up for Current Staff <i>Collaborative meetings</i>	Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i>
Implementation Activities	Quarter 3: <u>Larson Math</u> – Complete Quarterly module. <u>Gradual Release (GR)</u> – Teachers will document a lesson demonstrating use of this method. <u>Problem Solver</u> – Facilitator will provide evidence of student mastery on a monthly basis.	Facilitators and trainers will hold in-services and/or conduct mini-lessons at faculty meetings, and dedicated SIP in-service days. LSS and/or other trainers will model lessons and share ideas.	Grade level collaboration sharing student work samples and discussing best practices for implementing the interventions.	Demonstration and observation of grade team leaders, LSS and ET on request Peer observations	Monthly team meeting discussions-LSS and ET as needed	New teacher training by grade level math committee representative
Person/Group Responsible (LSS; Tech; etc.)	Math CSI committee, LSS and Educational Technologist	Math CSI committee, LSS and Educational Technologist	Math CSI committee, LSS and Educational Technologist	Math CSI committee, LSS and Educational Technologist	Team leaders	Grade level Math committee representative
Documented Evidence of Each Step	Quarter 3: <u>Larson Math</u> – completion of Larson Monitoring Tool. <u>Gradual Release</u> – Grade levels collaboratively complete the GR form. <u>Problem Solver</u> – Facilitator collects data on a monthly basis.	Staff Development Feedback Form	Grade levels collaboratively complete the GR form.	Student work samples	Team leader notes or documents	Log completion of training
Resources Needed	<ul style="list-style-type: none"> • Facilitators and trainers who specialize or are experienced in the interventions. • Professional Development • Release time for Staff training. 	Facilitators and trainers for faculty meetings.	Collaboration time made available.	Release time for staff to perform peer observations.	Monthly team meetings	Release time for collaboration and supporting materials
Timeline Date/Time	Feb. – Mar. 2011	Feb. – Mar. 2011	Monthly	Feb. – Mar. 2011	Feb. – Mar. 2011	Feb. – Mar. 2011

4th Quarter

Effective Staff Development Steps	Knowledge <i>What you want people to walk away with</i>	Model/ Demonstrate <i>How this knowledge will be shown to the staff</i>	Low Risk Practice with Feedback <i>What will be in place for the teachers to try and how will they receive feedback</i>	On-the-Job Practice with Feedback <i>What programs will be in place: Teachers teaching teachers, Mentoring, Paired Learning, etc.</i>	Follow-up for Current Staff <i>Collaborative meetings</i>	Long-Term Maintenance Plan for New Staff <i>What is in place for long-term maintenance</i>
Implementation Activities	Quarter 4: <u>Larson Math</u> – Complete Quarterly module. <u>Gradual Release (GR)</u> – Teachers will document a lesson demonstrating use of this method. <u>Problem Solver</u> – Facilitator will provide evidence of student mastery on a monthly basis.	Facilitators and trainers will hold in-services and/or conduct mini-lessons at faculty meetings, and dedicated SIP in-service days. LSS and/or other trainers will model lessons and share ideas.	Grade level collaboration sharing student work samples and discussing best practices for implementing the interventions.	Demonstration and observation of grade team leaders, LSS and ET on request Peer observations	Monthly team meeting discussions-LSS and ET as needed	New teacher training by grade level math committee representative
Person/Group Responsible (LSS; Tech; etc.)	Math CSI committee, LSS and Educational Technologist	Math CSI committee, LSS and Educational Technologist	Math CSI committee, LSS and Educational Technologist	Math CSI committee, LSS and Educational Technologist	Team leaders	Grade level Math committee representative
Documented Evidence of Each Step	Quarter 4: <u>Larson Math</u> – completion of Larson Monitoring Tool. <u>Gradual Release</u> – Grade levels collaboratively complete the GR form. <u>Problem Solver</u> – Facilitator collects data on a monthly basis.	Staff Development Feedback Form	Grade levels collaboratively complete the GR form.	Student work samples	Team leader notes or documents	Log completion of training
Resources Needed	<ul style="list-style-type: none"> Facilitators and trainers who specialize or are experienced in the interventions. Professional Development Release time for Staff training. 	Facilitators and trainers for faculty meetings.	Collaboration time made available.	Release time for staff to perform peer observations.	Monthly team meetings	Release time for collaboration and supporting materials
Timeline Date/Time	Apr. – June 2010	Apr. – June 2010	Monthly	Apr. – June 2010	Apr. – June 2010	Apr. – June 2010

PART III

Kadena Elementary School Monitoring Plan Larson Math, Gradual Release, and Problem Solver Interventions
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Date	Intervention Focus	Monitoring Process	Person/Group Responsible						
<p>First Quarter Sept. 2010</p> <p>Administer Assessments – Oct. 25th - 29th</p> <p>Data Due Nov. 5th</p> <p>Compiled & Graphed Data Due Nov. 12</p> <p>Minutes Due Nov. 19th</p> <p>Present Report Due Dec. 2nd</p>	<p>Larson's Math:</p> <ul style="list-style-type: none"> Quarterly focus and objectives were chosen by Grade levels. The focus corresponds to 1st quarter on the Larson's monitoring tool. <table border="1" style="width: 100%; text-align: center;"> <tr> <td>K - House locating, sorting, and classifying</td> </tr> <tr> <td>1st - Toy Factory Understanding numbers to 100</td> </tr> <tr> <td>2nd - Top Shop & Nursery 1 & 2(both) Counting on and back by ones & tens</td> </tr> <tr> <td>3rd - Place Value & Money</td> </tr> <tr> <td>4th - Place Value & Money</td> </tr> <tr> <td>5th - Decimals</td> </tr> </table> <p>Gradual Release Model:</p> <p>Quarterly focus and objectives were chosen by Grade levels. Teachers will: model the math skill, interact with students to solve together, guide students through activities, and allow students to work independently</p> <p>Everyday Math (Sequences & Patterns for Sure Start & PSCD):</p> <p>Quarterly focus and objectives were chosen by Grade levels</p> <p>Problem Solver:</p> <p>Quarterly focus and objectives were chosen by Smart Goal 1</p>	K - House locating, sorting, and classifying	1 st - Toy Factory Understanding numbers to 100	2 nd - Top Shop & Nursery 1 & 2(both) Counting on and back by ones & tens	3 rd - Place Value & Money	4 th - Place Value & Money	5 th - Decimals	<p>Technology/Data Committee will develop and distribute monitoring data collection spreadsheet.</p> <p>Administer and grade Math Assessment and record results on Monitoring Data Collection spreadsheet in R drive. Grades K-5th</p> <p><u>Kindergarten/SS will complete their quarterly assessments and record results on the Monitoring Data Collection Form</u></p> <p>Compile & Organize (graph) data for Analysis.</p> <p>Grade Levels will meet to review data, discuss instructional interventions, and collaborate on successes and failures and steps for next quarter. Minutes will be submitted to Goal 1 Chair for review at CSILT meetings.</p> <p>Reporting quarterly results to all stakeholders as well as providing written recommendations for further action based on data and information obtained.</p> <p>Results from team meetings will be shared at CSILT meeting.</p>	<p>Technology/Data</p> <p>Classroom Teacher</p> <p>Kindergarten Teachers</p> <p>Data & Technology</p> <p>Team Leaders</p> <p>Monitoring Committee</p> <p>Smart Goal 1 Chair</p>
K - House locating, sorting, and classifying									
1 st - Toy Factory Understanding numbers to 100									
2 nd - Top Shop & Nursery 1 & 2(both) Counting on and back by ones & tens									
3 rd - Place Value & Money									
4 th - Place Value & Money									
5 th - Decimals									

<p>Second Quarter</p> <p>Administer Assessments – Jan. 18th-21th</p> <p>Data Due Jan. 28th</p> <p>Compiled & Graphed Data Due Feb. 3rd</p> <p>Minutes Due Feb. 10th</p> <p>Present Report Due Mar. 3rd</p>	<p><u>Larson's Math:</u></p> <ul style="list-style-type: none"> Quarterly focus and objectives were chosen by Grade levels. The focus corresponds to 2nd quarter on the Larson's monitoring tool. <table border="1" data-bbox="375 268 589 611"> <tr> <td>k- Vegetable Garden Exploring patterns</td> </tr> <tr> <td>1st - Cookie Jar Bakery Addition and subtraction facts to 12</td> </tr> <tr> <td>2nd - Train Station Telling time and counting money</td> </tr> <tr> <td>3rd - Subtracting Whole Numbers</td> </tr> <tr> <td>4th - Multiplying Whole Numbers</td> </tr> <tr> <td>5th - Adding & Subtracting Decimals</td> </tr> </table> <p><u>Gradual Release Model:</u></p> <p>Quarterly focus and objectives were chosen by Grade levels. Teachers will: model the math skill, interact with students to solve together, guide students through activities, and allow students to work independently</p> <p><u>Everyday Math (Sequences & Patterns for Sure Start & PSCD):</u></p> <p>Quarterly focus and objectives were chosen by Grade levels</p> <p><u>Problem Solver:</u></p> <p>Quarterly focus and objectives were chosen by Smart Goal 1</p>	k- Vegetable Garden Exploring patterns	1 st - Cookie Jar Bakery Addition and subtraction facts to 12	2 nd - Train Station Telling time and counting money	3 rd - Subtracting Whole Numbers	4 th - Multiplying Whole Numbers	5 th - Adding & Subtracting Decimals	<p>Administer and grade Math Assessment and record results on Monitoring Data Collection spreadsheet in R drive. Grades K-5th</p> <p><u>Kindergarten/SS will complete their quarterly assessments and record results on the Monitoring Data Collection Form</u></p> <p>Compile & Organize (graph) data for Analysis.</p> <p>Grade Levels will meet to review data, discuss instructional interventions, and collaborate on successes and failures and steps for next quarter. Minutes will be submitted to Goal 1 Chair for review at CSILT meetings.</p> <p>Reporting quarterly results to all stakeholders as well as providing written recommendations for further action based on data and information obtained.</p> <p>Results from team meetings will be shared at CSILT meeting.</p>	<p>Classroom Teacher</p> <p>Kindergarten Teachers</p> <p>Data & Technology</p> <p>Team Leaders</p> <p>Monitoring Committee</p> <p>Smart Goal 1 Chair</p>
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3 rd - Subtracting Whole Numbers									
4 th - Multiplying Whole Numbers									
5 th - Adding & Subtracting Decimals									

<p>Third Quarter</p> <p>Administer Assessments – Mar. 28th - April 1st</p> <p>Data Due April 8th</p> <p>Compiled & Graphed Data Due April. 22nd</p> <p>Minutes Due April 29th</p> <p>Present Report Due May 5th</p>	<p><u>Larson's Math:</u></p> <ul style="list-style-type: none"> Quarterly focus and objectives were chosen by Grade levels. The focus corresponds to 3rd quarter on the Larson's monitoring tool <table border="1" data-bbox="427 289 683 600"> <tr> <td>K - Cattail Café Using numbers to 20</td> </tr> <tr> <td>1st - Bus Station Telling time and counting money</td> </tr> <tr> <td>2nd - Art Mart +, -, two and three digit numbers</td> </tr> <tr> <td>3rd - Multiplying Whole Numbers</td> </tr> <tr> <td>4th - Dividing Whole Numbers</td> </tr> <tr> <td>5th - Multiplying Decimals</td> </tr> </table> <p>Gradual Release Model:</p> <p>Quarterly focus and objectives were chosen by Grade levels. Teachers will: model the math skill, interact with students to solve together, guide students through activities, and allow students to work independently</p> <p>Everyday Math (Sequences & Patterns for Sure Start & PSCD):</p> <p>Quarterly focus and objectives were chosen by Grade levels</p> <p>Problem Solver:</p> <p>Quarterly focus and objectives were chosen by Smart Goal 1</p>	K - Cattail Café Using numbers to 20	1st - Bus Station Telling time and counting money	2 nd - Art Mart +, -, two and three digit numbers	3 rd - Multiplying Whole Numbers	4 th - Dividing Whole Numbers	5 th - Multiplying Decimals	<p>Administer and grade Math Assessment and record results on Monitoring Data Collection spreadsheet in R drive. Grades K-5th</p> <p><u>Kindergarten/SS will complete their quarterly assessments and record results on the Monitoring Data Collection Form</u></p> <p>Compile & Organize (graph) data for Analysis.</p> <p>Grade Levels will meet to review data, discuss instructional interventions, and collaborate on successes and failures and steps for next quarter. Minutes will be submitted to Goal 1 Chair for review at CSILT meetings.</p> <p>Reporting quarterly results to all stakeholders as well as providing written recommendations for further action based on data and information obtained.</p> <p>Results from team meetings will be shared at CSILT meeting.</p>	<p>Classroom Teacher</p> <p>Kindergarten Teachers</p> <p>Data & Technology</p> <p>Team Leaders</p> <p>Monitoring Committee</p> <p>Smart Goal 1Chair</p>
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5 th - Multiplying Decimals									

Date	<u>Intervention Focus</u>	Monitoring Process	Person/Group Responsible
<p>4th Quarter</p> <p>Administer Assessments – May 9th- 13st</p> <p>Data Due May 27th</p> <p>Compiled & Graphed Data Due June 8th</p> <p>Present Report Due June 16th</p>	<p>Follow Up As Indicated by Larson's Math:</p> <ul style="list-style-type: none"> Quarterly focus and objectives were chosen by Grade levels. The focus corresponds to 4th quarter on the Larson's monitoring tool <p>Gradual Release Model:</p> <p>Quarterly focus and objectives were chosen by Grade levels. Teachers will: model the math skill, interact with students to solve together, guide students through activities, and allow students to work independently</p> <p>Everyday Math (Sequences & Patterns for Sure Start & PSCD):</p> <p>Quarterly focus and objectives were chosen by Grade levels</p> <p>Problem Solver:</p> <p>Quarterly focus and objectives were chosen by Smart Goal 1</p>	<p>CSI Standardized assessments will be administered by classroom teachers</p> <p>CSI Local Assessments Prepared for Distribution</p> <p><u>Kindergarten/SS will complete their EOY assessments and record results on the Monitoring Data Collection Form</u></p> <p>CSI Local Assessments Administered, Graded and Entered into data base</p> <ul style="list-style-type: none"> Larson Math (K-5th) Cumulative Math EOY (K-5th) <p>All CSI End of Year Data Compile and Organize (graph) data for Z-score Analysis.</p> <p>Reporting EOY results to all stakeholders as well as providing written recommendations for further action based on data and information obtained.</p> <p>CSILT Team will quantify, share, and display data.</p> <p>Grade Levels will meet to review data, discuss instructional interventions, and collaborate on successes and failures and steps for next school year. Minutes will be submitted to Goal 1 Chair for review at SILT meetings.</p>	<p>Counselors and Class</p> <p>Data Committee</p> <p>Kindergarten Teachers</p> <p>Classroom Teachers</p> <p>CSI Data & Technology committee</p> <p>Monitoring Committee</p> <p>CSILT</p>

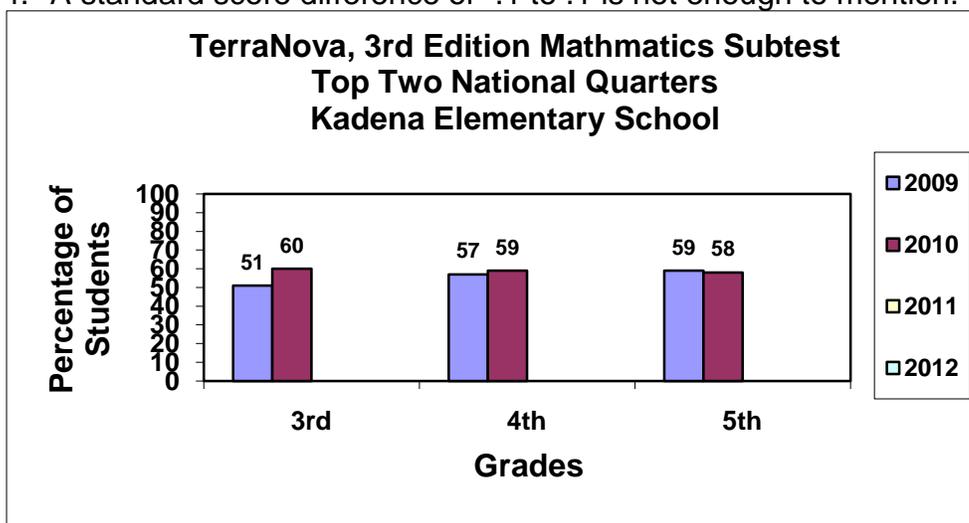
PART IV: STATUS REPORT

Smart Goal Statement: All students will improve their math performance across the curriculum with their ability to interpret, analyze, evaluate, reason, solve, and explain real life and algebraic problems, as measured by the selected school-based and system-wide assessments by June 2011.

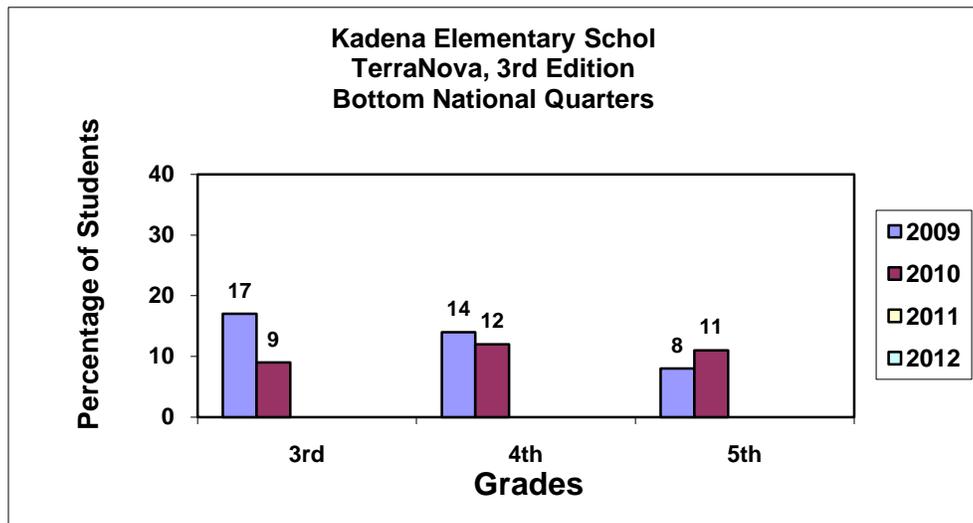
DATA ANALYSIS PROCEDURES

Baseline data and data collected at the end of each year of the school improvement cycle were disaggregated by grade level (and targeted subgroup) and were analyzed. Using NCA Data Analysis software, data were converted to standard scores (z-scores) and analyzed.

1. A standard score difference of .3 or greater is a substantial improvement and a difference of -.3 or greater is a substantial decline in student performance.
2. A standard score difference of .2 to .3 is quite good and a negative difference of -.2 to -.3 is a quite bad.
3. A standard score difference of .1 to .2 is enough to mention and a difference of -.1 to -.2 is enough to mention.
4. A standard score difference of -.1 to .1 is not enough to mention.



*Note: Beginning in spring 2009, the *TerraNova*, 3rd Edition was used. Z-score comparisons were computed for student performance data beginning in 2010, comparing student performance to that of 2009.



*Note: Beginning in spring 2009, the *TerraNova*, 3rd Edition was used. Z-score comparisons were computed for student performance data beginning in 2010, comparing student performance to that of 2009.

Indicator of Success:

There is a meaningful increase in the percentage of students scoring in the top two National Quarters and a meaningful decrease in the percentage of students scoring in the bottom National Quarter as measured by the *TerraNova* Math Subtest

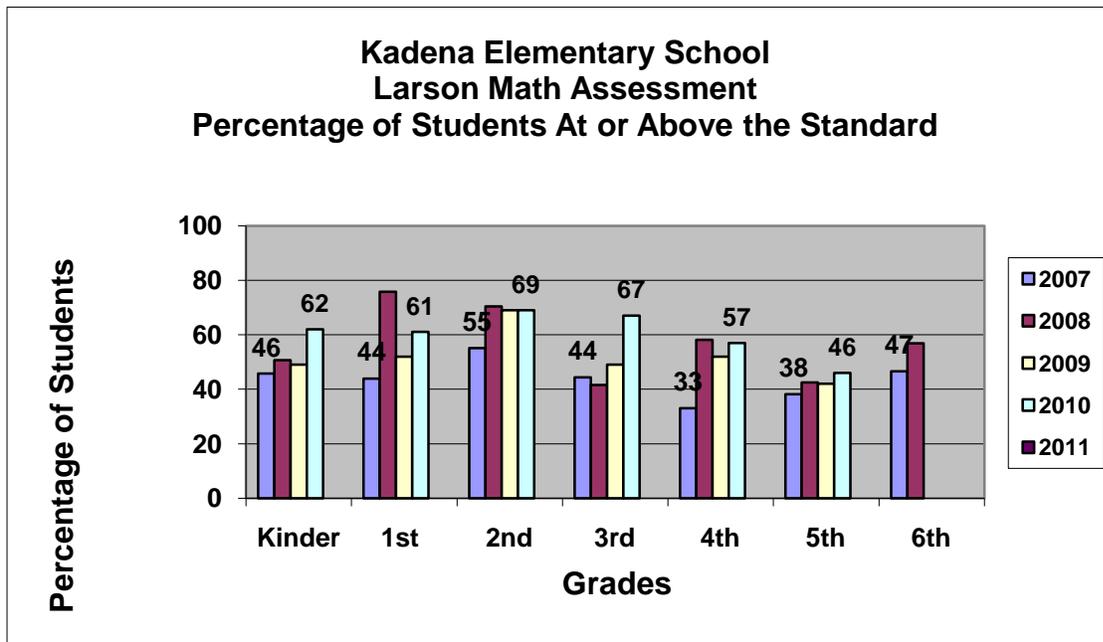
Findings: Top Two National Quarters (z-score analysis)

1. The difference in performance at the 3rd grade is
(Z= .43)
2. The difference in performance at the 4th grade is
(Z = .09)
3. The difference in performance at the 5th grade is
(Z= -.05)

Findings: Bottom National Quarter (z-score analysis)

1. The difference in performance at the 3rd grade is
(Z= -.38)
2. The difference in performance at the 4th grade is
(Z = -.09)
3. The difference in performance at the 5th grade is
(Z= .14)

DATA DISPLAY: LARSON MATH TEST



Indicator of Success:

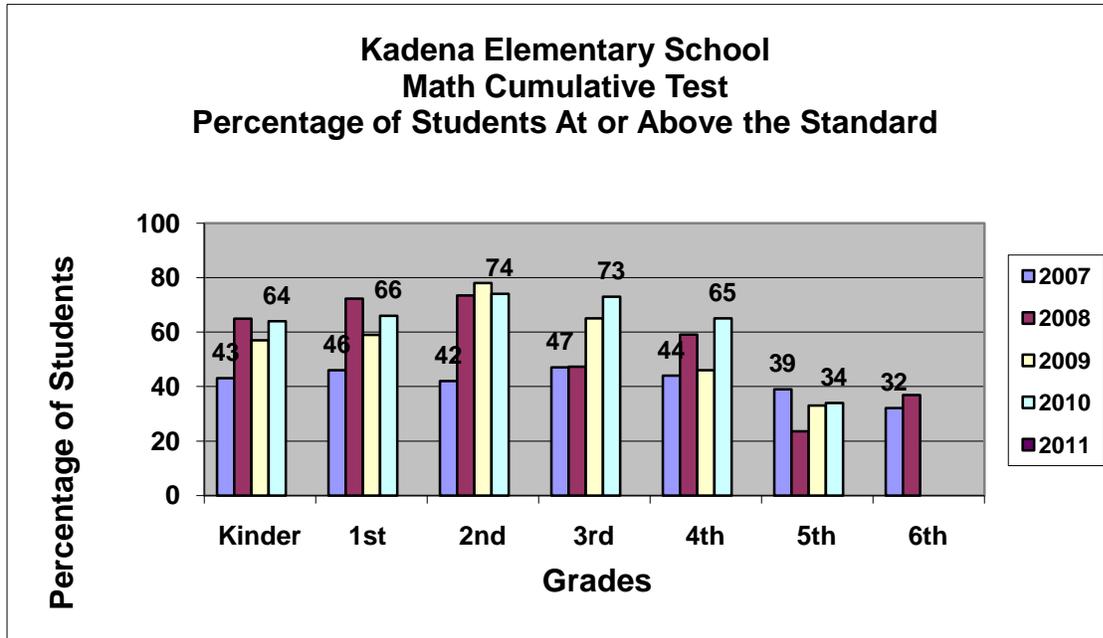
There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Larson's Math Assessment

Findings: (z-score analysis)

1. The difference in performance at the Kindergarten grade substantially better than the performance of the comparison group. ($Z = \underline{0.76}$)
2. The difference in performance at the 1st grade is substantially better than the performance of the comparison group. ($Z = \underline{0.81}$)
3. The difference in performance at the 2nd grade is substantially better than the performance of the comparison group. ($Z = \underline{0.66}$)
4. The difference in performance at the 3rd grade substantially better than the performance of the comparison group. ($Z = \underline{1.09}$)
5. The difference in performance at the 4th grade is substantially better than the performance of the comparison group. ($Z = \underline{1.14}$)
6. The difference in performance at the 5th grade is much better by enough to mention than the performance of the comparison group. ($Z = \underline{0.38}$)
7. The difference in performance at the 6th grade is much better than the performance of the comparison group. ($Z = \underline{0.26}$)

DATA DISPLAY: MATH CUMULATIVE TEST

Note: The data includes Math Text, Cumulative Test Form B for grades 1-5 and Math Text, Grade 1 Pre-Test for Kindergarten.



Indicator of Success:

1. Math Text, Cumulative Test

Indicator of success: There is a meaningful increase in the percentage of students scoring at the standard or higher as measured by the Math Text, Cumulative Test Form B (Grades 1-5).

2. Math Text, Grade 1 Pre-Test

Indicator of success: There is a meaningful increase in the percentage of kindergarten students scoring at the standard or higher as measured by the Math Text, Grade 1 Pre-Test

Findings: (z-score analysis)

1. The difference in performance at the Kindergarten is substantially better than the performance of the comparison group. ($Z = 1.00$)

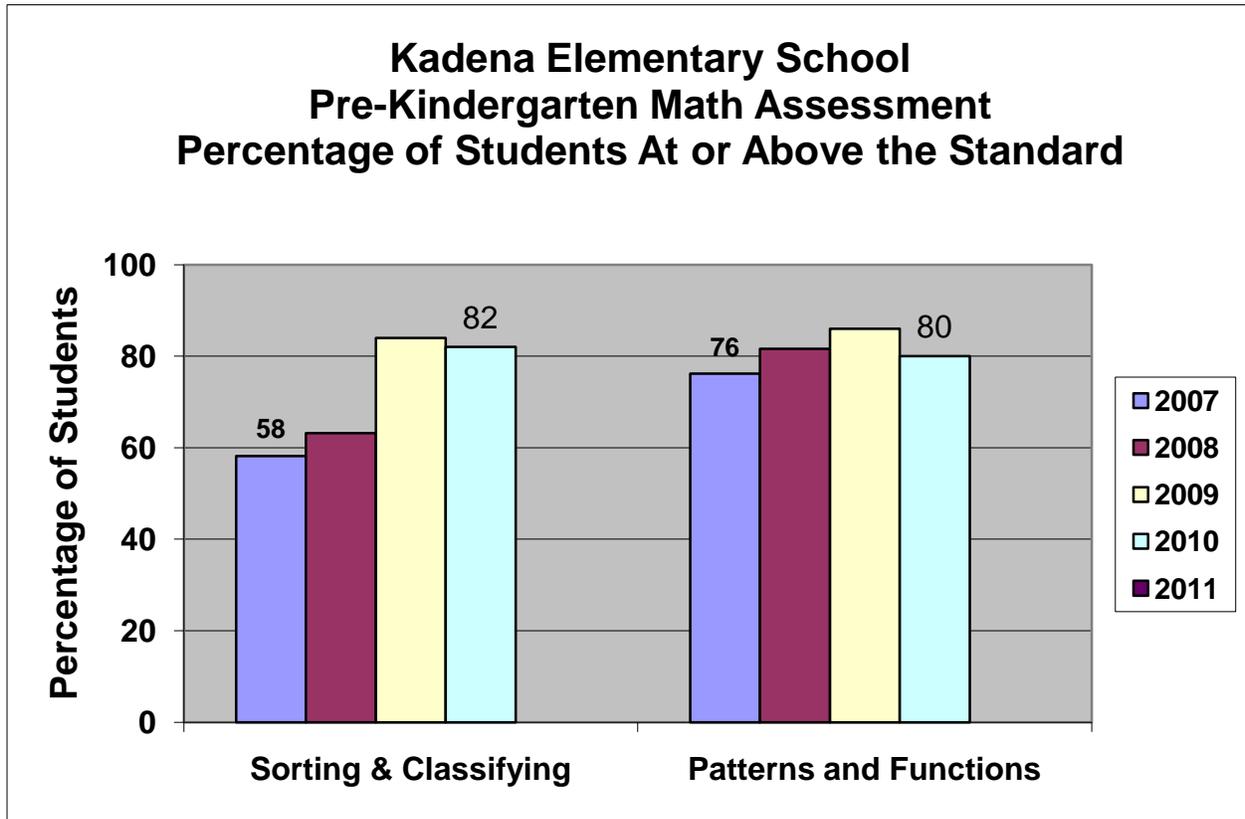
2. The difference in performance at the 1st grade is substantially better than the performance of the comparison group. ($Z = \underline{0.95}$)

3. The difference in performance at the 2nd grade is substantially better than the performance of the comparison group. ($Z = \underline{1.52}$)

4. The difference in performance at the 3rd grade is substantially better than the performance of the comparison group. ($Z = \underline{1.23}$)

5. The difference in performance at the 4th grade is substantially better than the performance of the comparison group. (Z= 1.00)
6. The difference in performance at the 5th grade is worse by enough to mention. (Z = -0.28)
7. The difference in performance at the 6th grade is better by enough to mention. (Z= 0.14)

DATA DISPLAY: PRE-Kindergarten Math Assessment



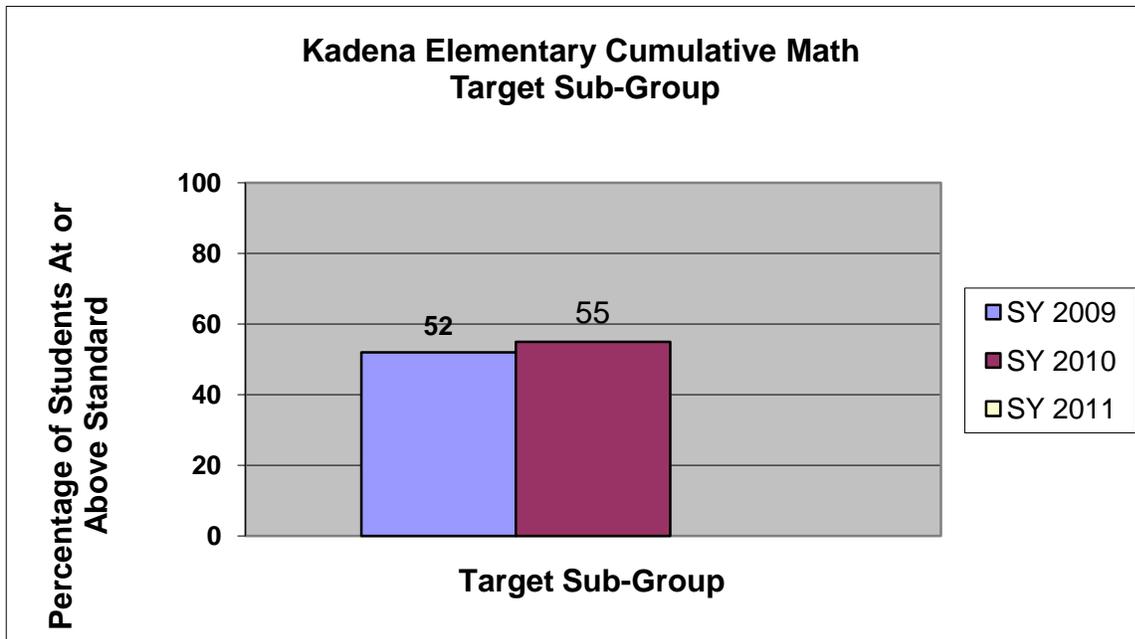
Indicator of Success:

There is a meaningful increase in the percentage of pre-K students scoring at the standard or higher as measured by the Pre-K Math Assessment

Findings: (z-score analysis)

1. The difference in performance for Sorting & Classifying is substantially better than the performance of the comparison group. (Z= 1.14)
2. The difference in performance for Patterns & Functions is substantially better than the performance of the comparison group. (Z = 0.19)

DATA DISPLAY: Target Sub-Group

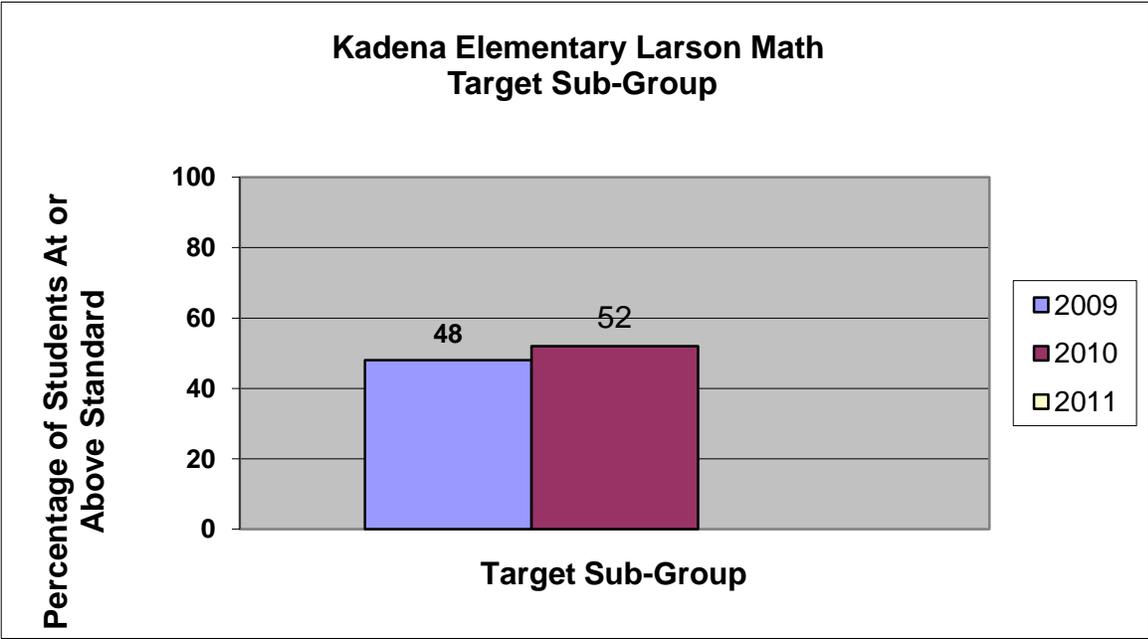


Indicator of Success:

There is a meaningful increase in the percentage of targeted sub-group students performing at or above the standard established for the targeted sub-group on the Cumulative Math Assessment.

Findings: (z-score analysis)

1. The difference in performance between your group and the comparison group or standard is better by enough to mention.
(Z= .14)



There is a meaningful increase in the percentage of targeted sub-group students performing at or above the standard established for the targeted sub-group on the Larson Math Assessment.

Findings: (z-score analysis)

1. The difference in performance between your group and the comparison group or standard is better by enough to mention.
(Z= .19)

ANALYSIS

ANALYSIS

Summary of student performance (z-score differences) for Assessment One TerraNova Second Edition Math Subtest:

In the Top Two National quarters, the third and fourth grade performance was better by enough to mention in 2010 when compared to baseline data. As for fifth grade their scores for 2010 decreased when compared to baseline data. In the Bottom National quarter, third and fourth grade scores in 2010 did show improvement but it was not enough to mention when compared to baseline data. As for fifth grade, after comparing their scores to the baseline data the student's performance was much worse and substantially worse in 2010.

Summary of student performance (z-score differences) for Assessment Two Larson Math (Local Assessment):

Kindergarten, first, second, third and fourth grades performance was substantially better in 2010 when compared to baseline data. Fifth grade performance was much better in 2010 when compared to baseline data.

Summary of student performance (z-score differences) for Assessment Three Math Cumulative Test (Local Assessment):

Kindergarten, second and third grades performance was substantially better in 2010 when compared to baseline data. First and fourth grade performance was much better in 2010 when compared to baseline data. Fifth grade performance was substantially worse in 2010 when compared to baseline data. Sixth grade performance was better by enough to mention in 2009 when compared to baseline data.

Summary of student performance (z-score differences) for Pre-Kindergarten Math Assessment (Local Assessment):

The performance in Sorting and Classifying in school year 2010 was substantially better when compared to baseline data. The performance in Patterns and Functions in school year 2010 was substantially better when compared to baseline data.

Summary of student performance (z-score differences) for Targeted Subgroup (Students receiving LSS services):

For the Larson Math Subtest the targeted subgroup performed substantially better in 2010 when compared to baseline data. On the Cumulative Math Subtest the targeted subgroup performed significantly better when compared to baseline data in 2010.

Impact of each intervention on student performance:

Math Gradual Release and Larson Math had a positive impact on student performance as shown by assessment data. Teachers participated in staff developments and worked towards implementation of the interventions in all curricular areas. Both interventions provided a common language among all stakeholders. Everyday Math:

Sequence and Patterns had a positive impact on student performance as shown by the assessment data. Sure Start and PSCD teachers reported positive gains in student performance as a result of using these interventions.

Action Needed: (How will the Continuous School Improvement Plan be modified in light of these assessment results?)

Which intervention(s) will continue? All interventions will continue as the staff works towards full implementation and institutionalizing the interventions.

Why? Even though progress was shown, the stakeholders feel there is still room for improvement. The school also feels that more than one year of data needs to be recorded to show the power of the interventions when fully implemented.

Which intervention(s) will be modified? How?

The interventions will continue as outlined in the plan.

Which intervention(s) will be discontinued? Why?

No interventions will be discontinued because we have not seen evidence to support a justification to discontinue.

PART V: DOCUMENTATION REPORT

Selection of Goals

In a December 2006 full-day School Improvement Workshop, a “Carousel Data Analysis” and Environmental Scan activity engaged the faculty and five KES parents in a review of student performance data contained in the School Profile document and concluded with the generation of a list of identified needs for student improvement. After triangulating the data, attendees used DoDEA standards and “Teacher Professional Judgment,” to reach consensus on the goals and the “essence” of each goal. Consensus was reached using the “fist to five” method, to indicate the degree to which they supported each goal. The “fist to five” is a method in which faculty members indicated whether they were in full agreement (5 fingers), varying degrees of agreement (1-4 fingers), or total disagreement and unable to “live with the goal” by showing a closed fist. Finally, goals were written in the format meeting NCA CASI requirements and were approved by the NCA State Committee.

Selection of Interventions

Subcommittees of teachers and parents were established for each student performance goal during Year 1 of the school improvement cycle. In March 2007 each goal subcommittee identified a set of research-based interventions congruent with the essence of the goal that could be implemented school-wide in all curricular areas. On March 19, 2007 the goal committees presented proposed research-based interventions to the staff at a school-wide meeting. These interventions were reviewed and discussed by the faculty and participating parents. The school reached consensus by using the previously described “fist to five”, as to which interventions would best effect

achievement of the identified goals. The selected interventions were officially adopted and submitted as part of the school improvement plan on March 28, 2007.

ADDENDUM 1: DoDEA CURRICULAR STANDARDS RELATED TO THE GOAL

Smart Goal #1 All students will improve their math performance across the curriculum with their ability to interpret, analyze, evaluate, reason, solve, and explain real life and algebraic problems, as measured by the selected school-based and system-wide assessments by June 2011.

PRE –K

Grade: Pre K Subject Area: Science

S1a: asks questions about objects, organisms, and events in the immediate environment.

Grade: Pre K Subject Area: Social Studies

SS1a: The student demonstrates appropriate social interactions that include, sharing, compromise, and respect for others.

Grade: Pre K Subject Area: Math

M2a: sort, classify, and order objects by one attribute.

Grade: Pre K Subject Area: Language Arts

E3a4: Discussing Books

Understanding the conventions of book reading is critical to the development of early reading skills. Discussing books should become an automatic companion to read-aloud sessions with preschoolers. Very young children relate texts primarily to their own experiences, but they also should be provided ample opportunities to discuss pictures, names and identify objects, and to react to stories.

Specifically, we expect preschool children to:

- know that words and pictures convey meaning;
- pose and answer specific questions about the text;
- if asked, use the text to predict what might happen next;

KINDERGARTEN

Grade: Kindergarten Subject Area: Art

VA2c: The student interprets the expression of ideas, moods, and feeling in art forms.

Grade: K Subject Area: Physical Education

PE1c: explore shapes, pathways, balance, levels, and speed, in movements while interacting with others.

Grade: K Subject Area: Host Nation

Standard II. Student will demonstrate an understanding of self, school and host nation friends.

Grade: K Subject Area: Health

HE5a: explain how to be careful with medicines.

Grade: K Subject Area: Science

S1f: communicates scientific explorations and explanations through speaking, drawing and writing.

Grade: K Subject Area: Social Studies

SS6a: explain the need for rules.

Grade: K Subject Area: Math

M2 Algebra

M2e: model a problem situation using actual objects.

Grade: K Subject Area: Language Arts

E1b3: Comprehension

In addition to recognizing words, kindergarteners should be able to get the gist of texts they read. When they read on their own with expected levels of accuracy and fluency, but the end of the year we expect kindergarten students to:

- give evidence that they are following the meaning of what they are reading (for example, retelling what they have read using their own words or colloquial phrasing).

Kindergarten children also should be able to concentrate on and make sense of texts they hear read to them. The following are visible indicators that comprehension is taking place. By the end of the year, we expect kindergarten students to:

- respond to simple questions about the book's content;
- make predictions based on illustrations or portions of stories.

GRADE 1

Grade 1 Subject Area: Art

VA6c: The student integrates what is learned in art with other curricular areas.

Grade 1: Subject Area: Music

MU6b: The student relates simple concepts of what is learned in music with other curricular areas.

Grade 1: Subject Area: Physical Education

PE2b: identify how regular physical activity strengthens the heart, lungs, and muscular system.

Grade: 1 Subject Area: Host Nation

Standard II: Identify similarities and differences in lifestyle between a host nation family and one's own.

Grade: 1 Subject Area: Health

HE2a: distinguish between safe and unsafe behaviors practiced at home, at school, and in the community (i.e., car, pedestrian, bicycle, playground, bus).

Grade: 1 Subject Area: Science

S1a: Asks questions about objects, organisms, events, and relationships in the environment.

Grade: 1 Subject Area: Social Studies

SS3c: distinguish among past, present, and future.

Grade: 1 Subject Area: Math

M6 Problem Solving

M6a: Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:

- build new mathematical knowledge through problem solving;
- solve problems that arise in mathematics and in other contexts;
- apply and adapt a variety of appropriate strategies to solve problems;
- monitor and reflect on the process of mathematical problem solving.

Grade: 1 Subject Area: Language Arts

E3a: Habits

Children must develop certain habits that become a natural part of their social and academic experience. They need daily interactions with peers and adults to engage in quality talk and attentive listening and to give and receive useful feedback. Learning to initiate and sustain lengthier conversations is important at this age. Quality preschool programs are rich in literacy so that children see the connection between spoken language and printed words.

GRADE TWO

Grade 2 Subject Area: Art

VA1b: the student demonstrates skills with materials, media, technology, techniques, and processes as a means of expressing visual ideas

Grade 2 Subject Area: Music

MU6a: the student makes connections between music and the other disciplines

Grade 2: Subject Area: Physical Education

PE2a: exhibits a physically active lifestyle and strives to achieve a health-enhancing level of physical fitness.

Grade: 2 Subject Area: Host Nation

Standard II: Name similarities and differences between one's own and the host nation neighborhood

Grade: 2 Subject Area: Health

HE3b: describe the relationship between food intake and good health

Grade: 2 Subject Area: Science

S1f: communicates scientific explorations, investigations and explanations through speaking, drawing and writing.

Grade: 2 Subject Area: Social Studies

SS3a: describe how communities change to meet the needs of their member.

Grade: 2 Subject Area: Math

M2a: Instructional programs should enable all students to understand patterns, relations, and functions.

Grade: 2 Subject Area: Language Arts

E1c: Reading Habits: students should recognize and be able to discuss literacy qualities of children's literature.

GRADE 3

Grade 3 Subject Area: Art

VA4a: The student understands that the visual arts have specific relationships to history and culture to include the host nation.

Grade 3 Subject Area: Music

MU6c: The student names and discusses music career opportunities.

Grade 3: Subject Area: Physical Education

PESK1: participate fully and communicate cooperatively with others.

Grade: 3 Subject Area: Host Nation

Standard II: The student will demonstrate understanding of the characteristics, resources, lifestyles and rules of the host nation communities.

Grade: 3 Subject Area: Health

HE5a: explain the meaning of warning labels and signs on commonly used household products.

Grade: 3 Subject Area: Science

S7c: observes, records, and describes objects in the sky in terms of characteristics, location, and movement.

Grade: 3 Subject Area: Social Studies

SS4d: explain how historical events have been influenced by geographic factors.

Grade: 3 Subject Area: Math

M6 Problem Solving

M6a: Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:

- build new mathematical knowledge through problem solving;
- solve problems that arise in mathematics and in other contexts;
- apply and adapt a variety of appropriate strategies to solve problems;
- monitor and reflect on the process of mathematical problem solving.

Grade: 3 Subject Area: Language Arts

E3 Speaking and Listening

E3a1: Talking a Lot

By the second and third grades, students are used to talking and asking questions about their own or others' reading and writing. Their use of language to learn, negotiate, work and play with one another sharpens to the point that they can tackle more complex tasks and communicate more complex concepts. Specifically by the end of third grade we expect children to:

- talk in small groups to collaborate on a project, ask questions, or to make comments or suggestions to facilitate work on a task or project;

GRADE 4

Grade 4 Subject Area: Art

VA1b: The student describes how different materials, media, technology, techniques, and processes cause different results.

Grade 4 Subject Area: Music

MU6b: The student integrates what is learned in main historical periods of Western Music with other curricular areas.

Grade 4: Subject Area: Physical Education

PESL6: Choose healthful physical activities to experience fun, challenge, self-expression and/or social interaction.

Grade: 4 Subject Area: Host Nation

Standard II Collect data for economic attributes of the host nation region and make conclusions about their significance to the region.

Grade: 4 Subject Area: Health

HESK2: Analyze influences on health.

Grade: 4 Subject Area: Science

S1b: accesses, evaluates and uses information from a variety of sources.

Grade: 4 Subject Area: Social Studies

SK1c: Organize and summarize information into usable and efficient forms (graphs, charts, maps, outlines, tables, time lines) when appropriate, using technology.

Grade: 4 Subject Area: Math

M6 Problem Solving

M6a: Instructional programs from Pre-Kindergarten through Grade 12 should enable all students to:

- Build new mathematical knowledge through problem solving;
- Solve problems that arise in mathematics and in other contexts;
- Apply and adapt a variety of appropriate strategies to solve problems;
- Monitor and reflect on the process of mathematical problem solving.

Grade: 4 Subject Area: Language Arts

E1c4: makes connections to related topics or information.

GRADE 5

Grade 5 Subject Area: Art

VA6a: The student describes how the principles of design are interrelated with other disciplines.

Grade 5 Subject Area: Music

MU6a: The student identifies ways that world music is connected to other disciplines (Visual Arts, Social Studies, Literature, Science) in the curriculum.

Grade 5 Subject Area: Physical Education

PE2e: engage in physical activities directly related to personal strength and muscular endurance development goals and explain their importance to physical activity participation.

Grade: 5 Subject Area: Host Nation

Standard II: Outline host nation country geographical attributes and compare to other countries.

Grade: 5 Subject Area: Health

HE3b: analyze information on comparable food labels.

Grade: 5 Subject Area: Science

S1 Scientific Inquiry

S1d: employs appropriate tools and techniques to systematically collect, record, analyze, interpret, and present data.

Grade: 5 Subject Area: Social Studies

SS3a: trace changes over time in the history of the United States and identify reasons for the change.

Grade: 5 Subject Area: Math

M8a Communication: analyze and evaluate the mathematical thinking and strategies of others

Grade: 5 Subject Area: Language Arts

E1c1: restates or summarizes information.

GRADE 6

Grade 6 Subject Area: Art

VA6a: The student describes how the principles of design are interrelated with other disciplines.

Grade 6 Subject Area: Music

MU6a: The student identifies ways that world music is connected to other disciplines (Visual Arts, Social Studies, Literature, Science) in the curriculum.

Grade 6: Subject Area: Physical Education

PE2e: engage in physical activities directly related to personal strength and muscular endurance development goals and explain their importance to physical activity participation.

Grade: 6 Subject Area: Host Nation

Standard II: Outline host nation country geographical attributes and compare to other countries.

Grade: 6 Subject Area: Health

HE3b: analyze information on comparable food labels.

Grade: 6 Subject Area: Science

S1d: employs appropriate tools and techniques to systematically collect, record, analyze, interpret, and present data.

Grade: 6 Subject Area: Social Studies

SS3a: trace changes over time in the history of the United States and identify reasons for the change.

Grade: 6 Subject Area: Math

M2 Algebra

M2c: use variables as unknown quantities in general rules when describing mathematical patterns and relationships.

Grade: 6 Subject Area: Language Arts

E1c1: restates or summarizes information.

ADDENDUM 2: Research Related to the Interventions

Intervention: Larson's Math

Supporting Research:

- ABT Associates. 1977. *Education as Experimentation: A Planned Variation Model* (Vol. IVB). Cambridge, MA: ABT Books.
- Adams, G. Winter 1995-96. "Project Follow Through and Beyond." *Effective School Practices* 15 (1).
- Adams, Elizabeth S., Linda Carswell, Ainslie Ellis, Patrick Hall (chair), Amruth Kumar, Jeanie Meyer, and Join Motil. 1996 Interactive Multimedia Pedagogies: Report of the Working Group on Interactive Multimedia Pedagogy, *Integrating Technology in Computer Science Education* 6: 182-191.
- Larson, Ron, 2004 Larson Learning, Inc.: Research Basis and Evidence of Success, *Evidence of Success*: 45-49.

These case studies were done in the Research Basis and Evidence of Success Manual by Ron Larson. The studies were taken of schools that were using the Larson's Mathematics Program.

Alhambra School District, Ramona Elementary School
Alhambra, California

From 2000-2001, the percent of second grade students of Ramona Elementary scoring at or above the 50th NPR in mathematics on the STAR Stanford 9 Test increased by 19% compared to a state-wide increase of 1%.

Cherry Creek 5 District, Cottonwood Creek Elementary School
Englewood, Colorado

From 1999-2002, the percent of fifth grade students of Cottonwood Creek Elementary ranking as Proficient or Advanced in mathematics increased by 17.7% compared to a state-wide increase of 8%.

Orange County School District, Citrus Elementary
Ocoee, Florida

From 2001-2003, the third grade students of Citrus Elementary have increased their FCAT mathematics scores by 27 points compared to a state-wide increase of 17 points.

Intervention: Gradual Release Instructional Framework

Supporting Research:

Pearson and Gallagher. Pearson, P.D. & Gallagher, M. (1983) "The Instruction of reading comprehension," *Contemporary Educational Psychology*, 8.

The Gradual Release model emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.

- Students are exposed to repeated modelings of expert behavior through teacher think-alouds and discussions of effective strategies for learning.
- Students are provided with ongoing guided practice before they are asked to be independent learners
- Students are encouraged to use each other in the context of cooperative classroom activities as they experiment with the thinking necessary to succeed in a variety of learning tasks.

Based on ideas by Lev Vygotsky this model presents instruction that moves from explicit modeling and instruction to guided practice and then to activities that incrementally position students into becoming independent learners.

Intervention: Everyday Math Program

Supporting Research:

The research evidence about Everyday Mathematics (EM) almost all points in the same direction. Children who use EM tend to learn more mathematics and like it better than children who use other programs. This finding has been supported by research carried out by the University of Chicago School

mathematics Project (UCSMP), by independent researchers at other universities, and by many school districts across the nation. The absolute amount of research is large – the reports fill several large binders – but, compared to what is available for other curricula, it is enormous. A report from the national Academy of Sciences (NRC, 2004) makes clear that no other currently available elementary school math program has been subjected to so much scrutiny by so many researchers. The agreement about the curriculum across so many research studies is itself, perhaps the strongest evidence that EM is effective.