

Acme Elementary School

Mount Baker School Board Presentation April 2008

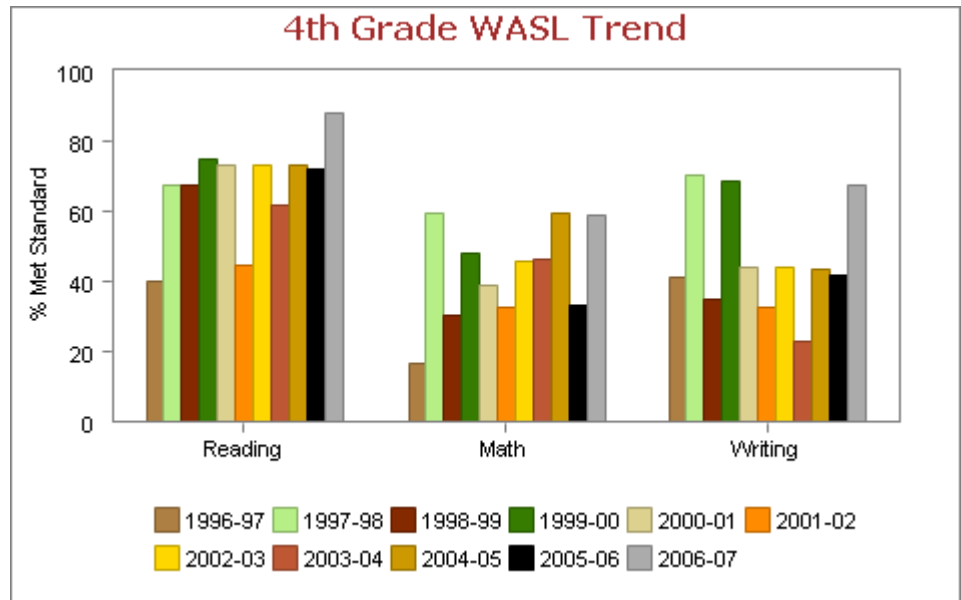
Context: Where have we been, how did we get here?

In August, we received the results of the 2007 WASL. At first glance we realized that we had met (and exceeded by 17 percentage points) our school improvement goal of 50% of Acme 4th grade students making standard on the Writing WASL by 2007. We also found evidence that by improving student writing, we were able to improve student scores in other assessment areas that require students to explain their thinking. It was exciting to see our improved scores, but we had questions about the cohort itself. With such small classes, were these improved scores a result of the cohort or our improvement efforts?

This early success gave our staff the opportunity to challenge ourselves to set a new goal while still continuing our learning and practice in assessing student writing. We will continue to fine tune our skill in assessment and use of interventions. Beginning with our meetings in August and September, we examined student data, tuned up our use of the 4 trait writing assessment and practiced using the CASL protocol in our grade level teams.

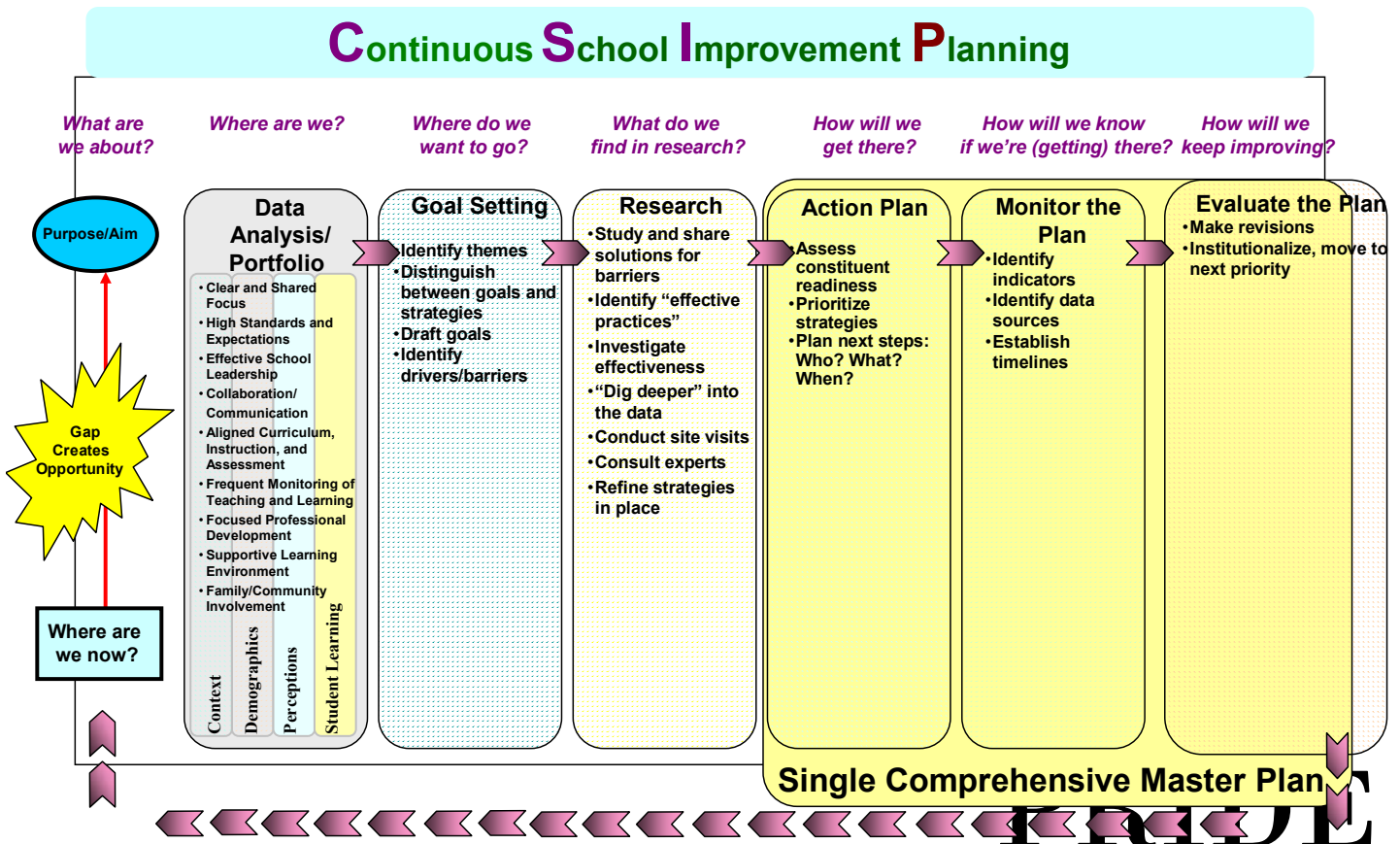
4th Grade WASL

Year	Reading	Math	Writing
1996-97	40.0%	16.7%	41.2%
1997-98	67.6%	59.5%	70.3%
1998-99	67.4%	30.2%	34.9%
1999-00	75.0%	47.9%	68.8%
2000-01	73.2%	39.0%	43.9%
2001-02	44.7%	32.4%	32.4%
2002-03	72.9%	45.8%	43.8%
2003-04	61.5%	46.2%	23.1%
2004-05	73.0%	59.5%	43.2%
2005-06	72.2%	33.3%	41.7%
2006-07	87.9%	58.8%	67.6%



School Goal: SMART Goals developed through CSI process.

By spring of 2009, the number of Acme students meeting standard on the WASL in Writing will increase by 34 percentage points from our initial 2006 score of 46%.



We are currently in the "Monitor the Plan" step of the CSI process, with the majority of the work being done by our classroom teachers. Our Acme Writing Team and Grade Level Teams have been meeting throughout the school year to examine the formative assessment data and adjust the instructional interventions according to individual and group need.

Plan: Summary of plan in narrative form.

Our school improvement plan is written to build on our success and continue the learning that was begun with the SIPTAP process. Our work in writing with the additional examination of individual student Reading data using the RtI Model and formative assessment are some of the examples of those activities that will continue.

Our plan focuses on these action steps

1. Continue the use of the 4 Trait Scoring Guide for Writing.
2. Continue using the CASL Protocol to collect individual and group writing data.
3. Continue to systematically examine Reading Data
4. Implement the use of Grade Level Teams as PLCs
5. Implement instructional strategies that benefit students.
6. Implement classroom and school-wide interventions to increase student achievement

Within each step we will

- set targets,
- study possible strategies,
- provide professional development for our staff,
- implement instructional strategies in our classroom and system-wide strategies in our school
- assess the impact of those strategies on students
- provide interventions based on classroom, school, and statewide assessments

Monitoring: How the school is frequently monitoring student achievement? (Formative assessments, Benchmark assessments) How are the aspects of curriculum, instruction, assessments and interventions being monitored? (Systems monitoring)

While WASL data allows us an annual indicator of our student success, we use assessments during the school year that helps guide the work being done in the classroom and throughout the school.

In writing:

- Continuing using the Acme writing assessment at all grades (three times a year).
- Continue using the CASL Protocol to utilize the grade level teams to determine focus and interventions

In reading:

- At the classroom level we are monitoring our student progress through the collection and analysis of reading data using the DRA (Developmental Reading Assessment), the MASI (Reading Fluency assessment) and the reading CBA (Classroom Based Assessments).
- The grade level teams are using this data to connect students with the appropriate instruction and interventions

Professional Development Overview: Professional development activities taking place in our school and how those activities are leading to successful implementation of the plan, and contributing towards increased student achievement.

This spring our professional development is focused on improving student writing as well as reading.

You can see from the attached SIP Calendar the professional development plan we have followed for the past 9 months.

Summative Reporting on School Data: In the fall report to the school board on student performance data, what assessment tools will be used?

We will be looking closely at WASL data. Although the WASL evaluates writing only at the 4th Grade, we hope to see a relationship between higher Acme Writing Assessments at the Third and Fourth Grades and success on the WASL. We are able with the assistance of the Curriculum Office to examine WASL scores for Acme Students currently in the Jr. High school.

Our work this spring will include using tools like EduSoft to lessen the time for teacher scoring and provide more time for examination of student data and planning interventions in reading. The student's written responses on the reading CBAs will also give us an indication of their progress in writing.

Implications for future development and study: Where are we going next? What do we anticipate are our next area of need?

We will continue our work on improving student writing with the additional focus upon using data and the Response to Intervention (RtI) methodology to train Grade Level Teams in the practices of Professional Learning Communities (PLCs).

We need help in responding to students who experience initial difficulty, providing classroom and school-wide interventions to improve their current levels of learning. Our plan is to systematize regular formative assessments, provide teachers with time together to analyze data and plan interventions.

Definition of terms:

RtI: Response to Intervention, a methodology for looking at student needs through data analysis and identifying appropriate interventions and monitoring progress of student learning.

MASI: Multi-Level Assessment Skills Inventory, a reading fluency assessment to measure student reading progress. These are done with all students in grades 1 through 6 in the Mount Baker School District as a benchmark reading assessment.

DRA: Development Reading Assessment, a reading assessment that measures accuracy, phrasing, fluency, and comprehension. Used in the Mt. Baker School District with all kindergarten through second grade students, and with older students as needed.

CASL: Collaborative Assessment of Student Learning, a protocol for looking at student work.

PLC: Professional Learning Communities, a framework for professional teams to work collaboratively together toward common student learning goals.