



Veterans Memorial Elementary School  
School Reform Plan  
Board of Trustees Meeting  
November 25, 2014

# Agenda for Tonight

## 1. Overview of School Reform Plan (SRP) Process

- Timeline and structure of 2014-2015 SRP

## 2. Discussion of SRP Interventions

- Key questions
  - To guide data collection and decision-making
- “Learnings”
  - Data-based indicators for adult behaviors and student outcomes
  - As of October 15<sup>th</sup>
- Next steps
  - Approved by RIDE in the “Dashboard”

# SRP Timeline

## Most Recent Cycle:

- October 24, 2014: Report due to RIDE
- November 5, 2014: Facilitated meeting with RIDE
- November 13, 2014: Plan and Dashboard formally approved by RIDE

## Upcoming Quarterly Reporting Dates:

- February 23, 2015
- May 22, 2015
- August 10, 2015

# Structure of SRP at Vets

The SRP is comprised of the following four Interventions:

- ★ **Attendance Intervention (C-III.3):** A focus on improving attendance/ decreasing chronic absenteeism
- ★ **PD and Core Content Intervention (C-III.1):** A focus on providing comprehensive professional development and implementing progress monitoring systems
- ★ **PD and Core Content Intervention (C-II.1):** A focus on the assignment of additional instructional coaches and job-embedded supports across core content areas
- ★ **Instructional Support Intervention (I-II.4):** A focus on establishing supports specifically designed for teachers of ELL and special education students

*\*For each of these Interventions, the SRP details data-based learnings, theory of action, and the data plan for the upcoming year.*

# ★ Attendance Intervention: Key questions

- How can we be sure that all staff are aware of attendance policies and protocols for monitoring absenteeism?
- Are we implementing the family notification policies and procedures with fidelity?
- What are the trends in student attendance? Do these trends vary by grade level?
- How many students can be classified as chronically absent? Do these frequencies increase/decrease as the year progresses?

# ★ Attendance Intervention: Adult Behavior Learnings

- Staff survey October 2014: **100%** of respondents agree that Vets has attendance policies in place
- School counselor effectively implementing a four-step plan to reduce chronic absenteeism
  - Step 1: Notification letter mailed to parents regarding absences & CFSD attendance policies
  - Step 2: Second notification letter, request for a meeting. Follow-up phone calls
  - Step 3: Parents meet with school counselor; asked to sign an attendance contract
  - Step 4: Truancy filing
- Attendance committee *actively* implementing attendance incentive programs, including...



Dance Party



Kona Ice Truck

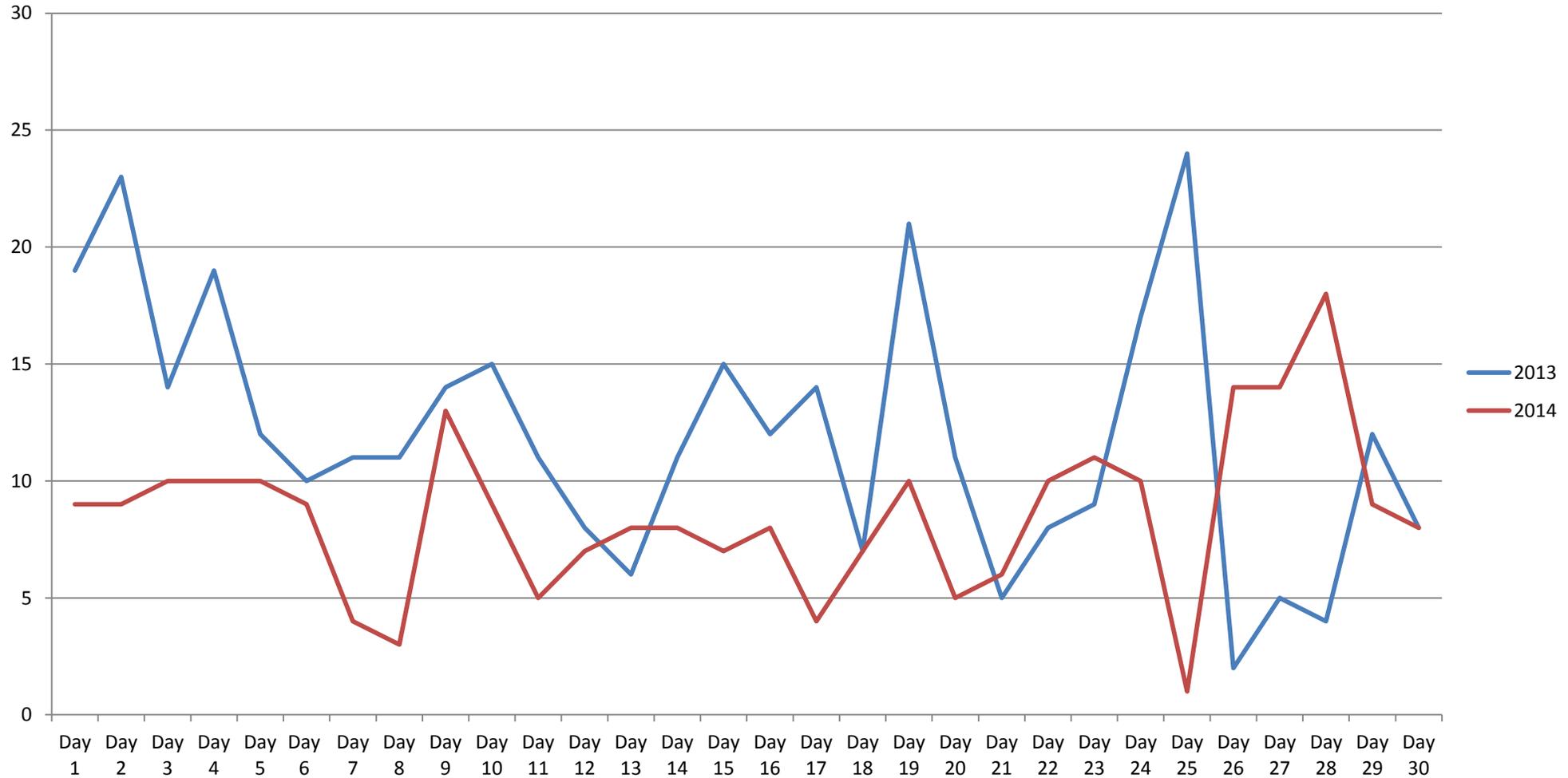


Breakfast Treats with the Principal!

# ★ Attendance Intervention: Student Outcome Learnings

- Data on chronic absenteeism: 77 students have three or more *total* absences; 35 of these have three or more *unexcused* absences
  - Grade 1 = 13 students
  - Grade 2 = 2 students
  - Grade 3 = 9 students
  - Grade 4 = 11 students
- Average attendance at Vets through October 15, 2014 was 96.5%, including four days at approximately **98%**

## Unexcused Absences for first 30 Days of School



\*\*There were **102** less unexcused absences this year compared to the same time period last year

# ★ Attendance Intervention: Next Steps

- Continue to convene monthly Attendance Committee to review attendance data, discuss context and strategies for chronic absenteeism, and plan activities to promote attendance
- Continue to monitor attendance by grade level, day of the week, and monthly
- Continue to implement 4-step family notification process for chronic absenteeism
- Examine data trends after attendance promotion activities

# ★ PD and Core Content Interventions: Key Questions

- Are teachers using assessment data (*e.g.*, STAR and DRA 2) to inform instruction?
- Are teachers receiving adequate PD/ job-embedded support in curricula and instructional practices? Is longitudinal growth shown in staff perceptions of progress monitoring, curricular implementation, and student assessment?
- How are students performing on assessments? Do students show growth on these assessments, *e.g.*, BOY to MOY?
- What skills are strongest/weakest in reading and mathematics?

# ★ PD and Core Content Interventions: Adult Behavior Learnings

- Staff survey findings on using data ( $n = 29$ )
  - 94% of staff agreed that they use STAR data to determine if students are performing at, above, or below benchmark
  - 90% agree that they use STAR data to examine student growth
  - 96% agree they use STAR data to progress monitor students.
- Staff survey findings on instructional practices ( $n = 36$ )
  - 89% agreed they work together to develop shared understandings of students & instruction
  - 86% agreed that regularly scheduled blocks of time are provided for teachers to meet to discuss student performance and educational practices
  - 80% agreed that information is readily available to help make planning decisions (e.g., data on student performance, resources, etc.).

## Staff survey findings by content area

	<b>Reading (n = 29)</b>	<b>Writing (n = 26)</b>	<b>Math (n = 24)</b>	<b>Science (n = 20)</b>
I believe the current curricula and materials in this content area meet the needs of all students in my class.	38%	15%	66%	65%
Assessments that I administer in this content area accurately indicate what students know and can do.	65%	15%	66%	65%
I have received an adequate amount of PD in this content area this year.	31%	15%	63%	45%

# ★ PD and Core Content Interventions: Student Outcome Learnings

## STAR Mathematics BOY

### Percent of students at/above benchmark

- Grade 1 = 56% ( $n = 117$ )
- Grade 2 = 46% ( $n = 118$ )
- Grade 3 = 44% ( $n = 104$ )
- Grade 4 = 54% ( $n = 137$ )

## STAR Reading BOY

### Percent of students at/above benchmark

- Grade 1 = 41% ( $n = 64$ )
- Grade 2 = 30% ( $n = 116$ )
- Grade 3 = 22% ( $n = 99$ )
- Grade 4 = 24% ( $n = 136$ )

### STAR Early Literacy

- Grade 1 = 32% at/above benchmark ( $n = 93$ )

# ★ PD and Core Content Interventions: Next Steps

- Hire consultants to support instruction activities in relevant areas
- Develop plan for consultant that will make clear areas of need and how success will be determined
- Coordinate with district to determine how to adjust course (if necessary) on PD to re-align with this years' needs and be effective for faculty and students; shift to literacy focus

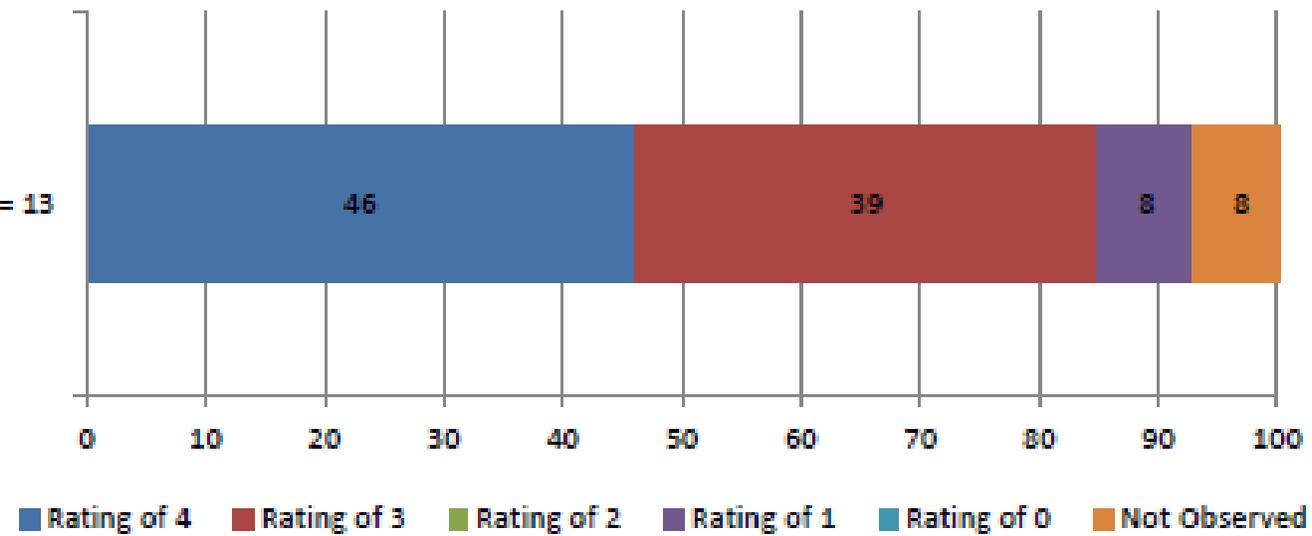
# ★ Instructional Support Intervention: Key Questions

- What are the current needs of Sheltered Instruction Observation Protocol (SIOP) training for staff at Vets? Are teachers implementing SIOP strategies in their classrooms?
- Are teachers using common planning time (CPT) to deepen their understanding of how to meet the needs of all students?
- What supports are Vets students currently receiving?
- How are Vets students scoring on the DRA 2? Do these scores vary across grade levels and student subgroups?

# ★ Instructional Support Intervention: Adult Behavior Learnings

- The ESL Support teacher at Vets has provided two CPT/PLC opportunities for staff: “Transforming Standards into Clear Goals,” and “Core Knowledge for Grades 1 and 2.” Evaluation data show that the majority of teachers found the time spent on these topics to be beneficial.
- 12 teachers participated in SIOP introduction and refresher trainings summer/fall 2014. Evaluation findings show that **100%** of these teachers agreed that the PD was relevant to current needs of students and that the training will help them support their students
- A team of teachers, school leaders, and district-level staff conducted a “Learning Stride” of 13 classrooms at Vets, using a SIOP walk-through tool...

Content Objectives/ Learning Targets, n = 13

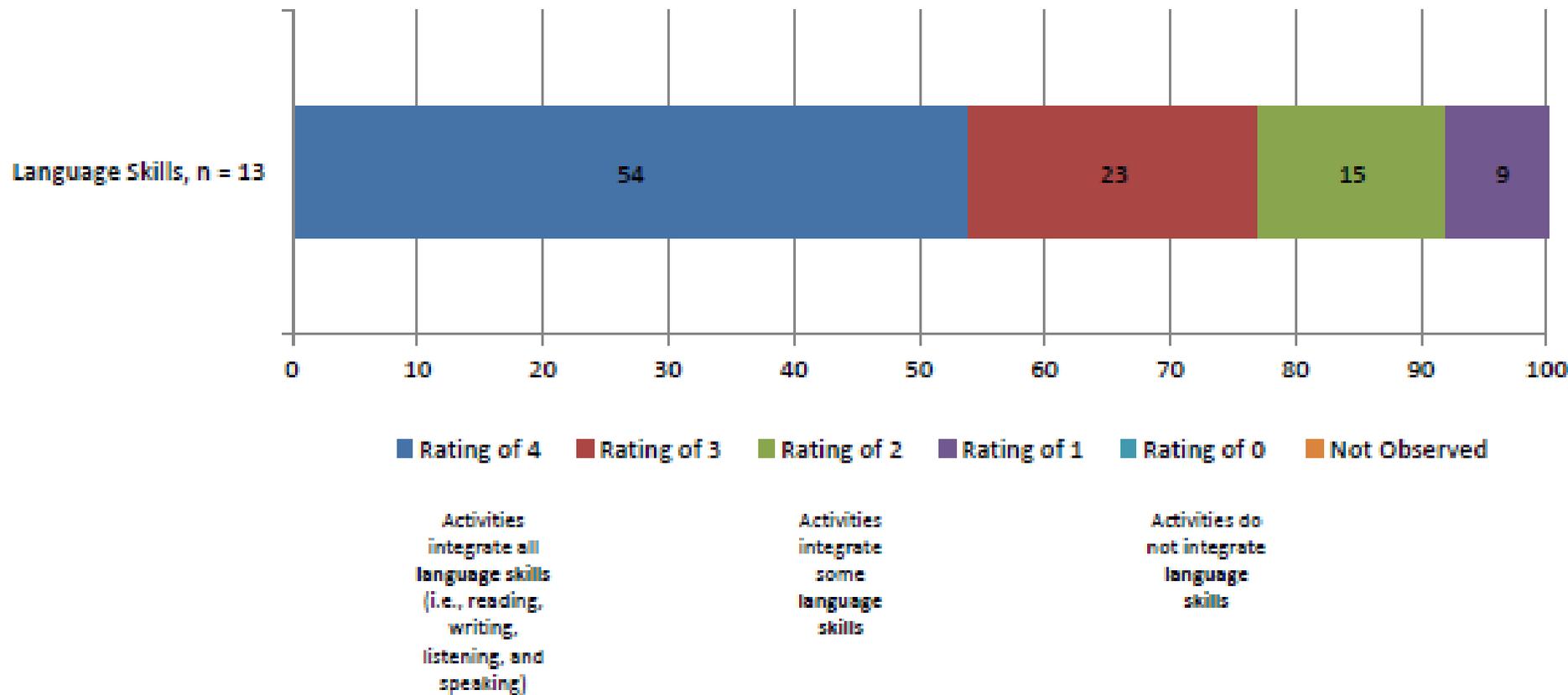


Content Objectives/  
Learning Targets  
clearly defined,  
displayed, and  
reviewed with  
students

Content  
Objectives/  
Learning  
Targets for  
students  
implied

No clearly  
defined  
Content  
Objectives/  
Learning  
Targets

85% of observed classrooms received a “3” or “4”



Over half of the observed classroom received the highest rating!

# ★ Instructional Support Intervention: Student Outcome Learnings

- DRA 2 data in “traditional” classrooms:

- Grade 1 = 46% of students at/above grade level
- Grade 2 = 51% of students at/above grade level
- Grade 3 = 54% of students at/above grade level
- Grade 4 = 54% of students at/above grade level

- DRA 2 data in Dual Language classrooms:

- Grade 1 = 74% of students at/above grade level\*
- Grade 2 = 64% of students at/above grade level\*
- Grade 3 = 53% of students at/above grade level
- Grade 4 = 44% of students at/above grade level

*\*Grades 1 and 2 tested in Spanish in Dual Language and Reading instruction is provided in Spanish.*

- DRA 2 data in ESL Classrooms:

- Grade 1 = 24% of students at/above grade level\*
- Grade 2 = 0% of students at/above grade level
- Grade 3 = 18% of students at/above grade level
- Grade 4 = 0% of students at/above grade level

*\*Please note, children leaving Kindergarten and entering Grade 1 are not exited from ESL which accounts for the higher percentage of students at/ above grade level in Grade 1.*

- DRA 2 data in Special education: 0% at/ above grade level across grade levels.

## Instructional Support Intervention: Next Steps

- Continue Learning Strides data collection using SIOP walk-through tool
- Examine common writing task assessment for ELL students
- Analyze STAR assessment student growth percentile (SGP) by grade level, overall, and by student subgroup
- Create crosswalk of ACCESS scores and support services