rsu5

Strategic Framework

Action Plan Reports
June 13, 2012

Providing our students with a world class education
that will challenge minds, engage creativity,
develop self-discipline, and advance inherent strengths.

Freeport High School

Goal 1
Raise the number of 9th grade students reading and writing at grade level by 10%, or up to 83% according to NWEA

Outcomes

Reading: **NWEA administered to students grade 9-10**
- 80.8% of our 9th grade students met or exceeded reading at grade level - an increase of 10.7% from 8th grade scores (writing was n assessed using NWEA)
- 85.6% of our 10th grade students met or exceeded reading at grade level

Writing: **SWAA administered to students in grades 9 -11**
- This year's freshmen showed a 4% improvement in meeting the standard over last year's freshmen.
- This year's sophomore class showed an 11% improvement of meeting the standard from their previous year (freshmen year.)

Goal 2

Increase achievement for all students with an emphasis on decreasing freshmen failure rate

Our focus was on first semester grades for last year's freshmen class and first semester grades for this year's freshmen class (failed 1 or more classes)

Outcomes:

- Our targeted group (students who were identified as most at risk - Focus 9 students, the failure rate was reduced by 27%.

- Overall - failure rate for this year's freshmen class remained somewhat flat

Goal 3
Create a plan to implement beginning steps to address flat SAT math scores and increase student growth.

Outcomes:

- We continue to provide before school SAT opportunities (purchased SAT practice books)

- We initiated an elective SAT class beginning with the second semester

- All math teachers of junior class students added SAT problems to their daily lessons. Teachers Initiated an SAT question of the day for 3rd year students and leading up to the SAT reviewed SAT Math testing procedures

- Created a math lab in next year's master schedule for student support. SAT prep will be one of the mandates of the lab with materials and support from staff available throughout the year.

F
M
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FMS Students Reading at Grade Level

Goal: 80% of students reading at grade level based on NWEA or F & P reading tests. We were at 72% at grade level for both tests last year.

Results:

	F and P 2011	F and P 2012	NWEA 2011	NWEA 2012
6th Grade	No data	75%	60%	77%
7th Grade	74%	82%	78%	84%
8th Grade	74%	93%	74%	78%

Based on both tests in all 3 grades 82% of students are reading at grade level

Students Making One Year's Growth or More on the NWEA Reading Test

Goal: 63% of students make their growth goals on NWEA reading test.

Results: FMS had 69% of the students make one or more year's growth on the NWEA reading test

(NWEA sets a goal of 55% to judge success)

FMS Strategies to Improve Reading

* Review all NWEA scores with students and teachers (teachers/strategist)

* Students set up individual growth goals with action steps

* Implementation of reader's workshop into our ELA classrooms

* Use F & P to progress monitor students below grade level and create pull out groups to target specific skill gaps or enrichment needs

* Create time in schedule for community reading (SSR) at each grade

* Strategist continued to work with content area teachers to enhance literacy in the content area

* Create flexible needs based reading groups in 7th and 8th grade SS

Durham Community School
2011-2012 Goals Report

- Goals continue to be PLC based for 2011/12.
- Teams reviewed data as well as current practices in developing the goals.
- Data includes all students, including special education students, Title 1 students, and other additionally supported students.

Kindergarten

Goal - Increase from 85% to 90% number of kindergarten students who meet letter sound fluency targets.

- **Outcomes:**
  - 99% Met or exceeded
- **What worked well?**

- Coordination of strategies
- Identifying children that needed intense instruction
- Using a variety of programs & activities

Grade 1-2

Goal - 80% of all students in grades 1 and 2 will meet the respective end of year reading benchmarks according to F&P testing.

- **Outcomes:**
  - 1st Grade: 69% met End of Year grade level benchmark.
  - 2nd Grade: 67% met End of Year grade level benchmark.
  - Number of students exceeding the standard increased, of students not meeting the standard decreased.

- **What worked well?**
  - Coordination of interventions.
  - Focus on students making specific growth.

Grade 3-4

Goal: Increase Words Per Minute within oral reading fluency, for students below target speed, by one level on proficiency rubric.

Outcomes:
~ 95% of the students met the fluency goal
~ All students who met the goal moved at least one standard level, and more than half moved two standard levels.

What worked well?

- Sharing teaching methods for fluency practice and honing in on "long and strong" (common language).
- Timed paired readings so students could measure their own progress.
- Providing ample opportunities for oral reading: book buddies, reader's theatre, timed partner reading, poetry recitation, direct instruction about what the components of reading fluency are, repeated reading of passage.

Grade 5-6

Goals - 60% of 5th grade students and 80% of 6th grade students will meet the target for fact fluency.

Outcomes
- In Grade 5, 80% of the students met the fact fluency goal in May.
- In Grade 6, 88% of the students met the fact fluency goal in May.

What worked well?
- Consistent expectation, practice, and assessment tools
- Using both technology-based and paper-pencil practice
- Entire Grade 5/6 team involved, allowing for additional practice opportunities
- Parent contact and home practice for those needing the most improvement

Grade 7-8

Goal - 7th and 8th grade NWEA growth targets will increase by 10 percentage points to 55% and 65%respectively.

Outcomes:
7th Grade:
- 72% of students met their growth targets in seventh grade.
- 85% of students showed growth.

8th Grade:
- 59% of students met their growth targets in eighth grade.
- 85% of students showed growth.

What worked well?
- Math teacher seeing *all* of the students who needed additional support on a regular basis.
- Working closely with these students for the extra time each week made it was easier to identify individual needs.

Pownal Elementary School
2011-2012 Goals Report

Goal 1: 80% of students will make at least a year's growth in Reading as measured by the Fountas and Pinnell Benchmark Assessment.

Results:
80% of students made at least a year's growth.

Catch Up Growth:
41% of students who did not meet the standard in September made 1.5 years or more progress.

Pownal Elementary School
2011-2012 Goals Report

Goal 2: 80% of students in grades 2-5 will meet or exceed the math fact automaticity targets in addition and/or multiplication by May 2012.

Results:

Addition

63% of second graders &
81% of third graders met or exceeded automaticity targets.

Multiplication:

48% of third graders,
74% of fourth graders, &
76% of fifth graders met or exceeded automaticity targets.

Mast Landing School

2011-2012 Goals Report

Goal 1:
Using fall to spring Fountas and Pinnell data, the number of students meeting grade level benchmarks will increase by 10%

Results:
54% met the fall benchmark

65% met the spring
benchmark

average growth: 3.4 levels

Mast Landing School
2011-2012 Goals Report

Goal 2:
Classroom teachers will teach 4 Units of Study as Year 1 of the RSU5 Reading Workshop Implementation Plan 100% of the time.

Teacher survey results:
- 100% of teachers met the goal
- average 60 minutes daily
- average 4.2 days per week
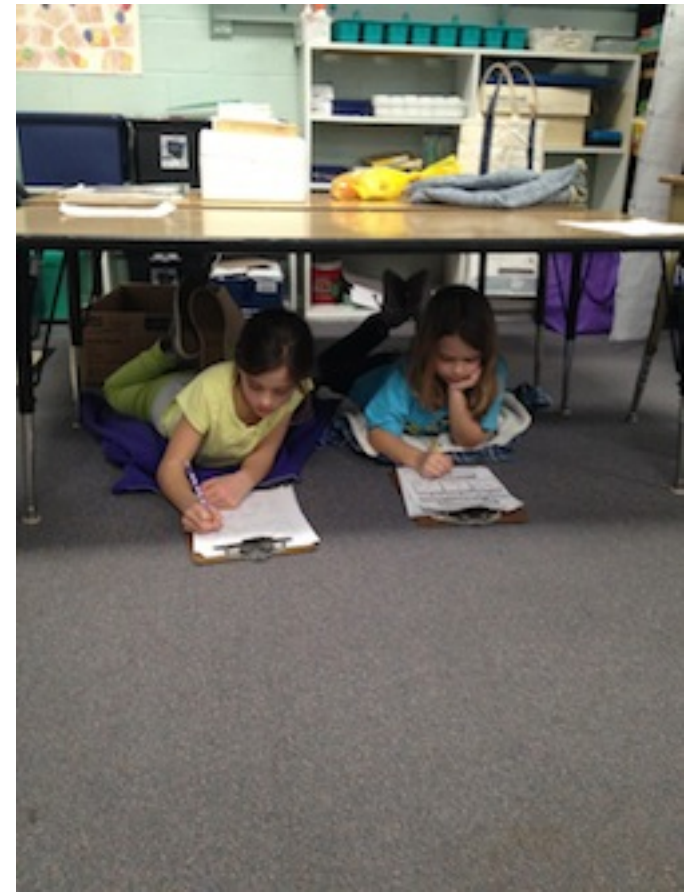
Mast Landing Strategies

- weekly PLC meetings
- 2 hours intervention/enrichment time weekly
- Leveled Literacy Intervention
- continuous PD support for teachers
- students reading more and longer at their level
- committed teachers

Morse Street School

2011-2012 Goals

1. Utilize data analysis and instructional strategies to ensure that 90% of students are reading at or above grade level by the end of second grade. Based on end of the year data 10% of the current second grade class will need support to achieve this goal.

2. Create a school culture that supports clearly defined behavioral expectations consistently throughout the school.

Morse Street School

	September	May
Second Grade		
Does Not Meet and Partially Meets	45%	26%
Meets or Exceeds	55%	74%
First Grade		
Does Not Meet and Partially Meets	44%	26%
Meets or Exceeds	56%	74%
Kindergarten		
Does Not Meet and Partially Meets	45%	15%
Meets or Exceeds	55%	85%

Morse Street School
Outcomes for Goal 1

- Set team and individual goals based on fall data
- Developed Individual Learning Plans for all students (ILP)
- Planned annual growth or catch up growth for every child to monitor growth for all students including those who need enrichment
- Tracked formative and summative data to inform instruction
- Teachers worked collaboratively with literacy coach and administration to implement the Readers Workshop
- Incredible PD with Kathy Collins
- Moved more literacy support into Kindergarten

Morse Street School

Outcomes for Goal 2

- Collaboratively developed guidelines for behavior expectations and consequences
- Taught expected behaviors and consequences
- Staff attended one day workshop with Dr. Greene
- Dr. Greene and Kim Hopkins worked with MSS staff
- Utilized PLCs to improve skills for implementing Collaborative Problem Solving
- CPS is utilized as part of our Student Assistance Team referral process
- Next Step: PBIS

Strategic Framework

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Thank You!

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