

HPSG MONITORING REPORT

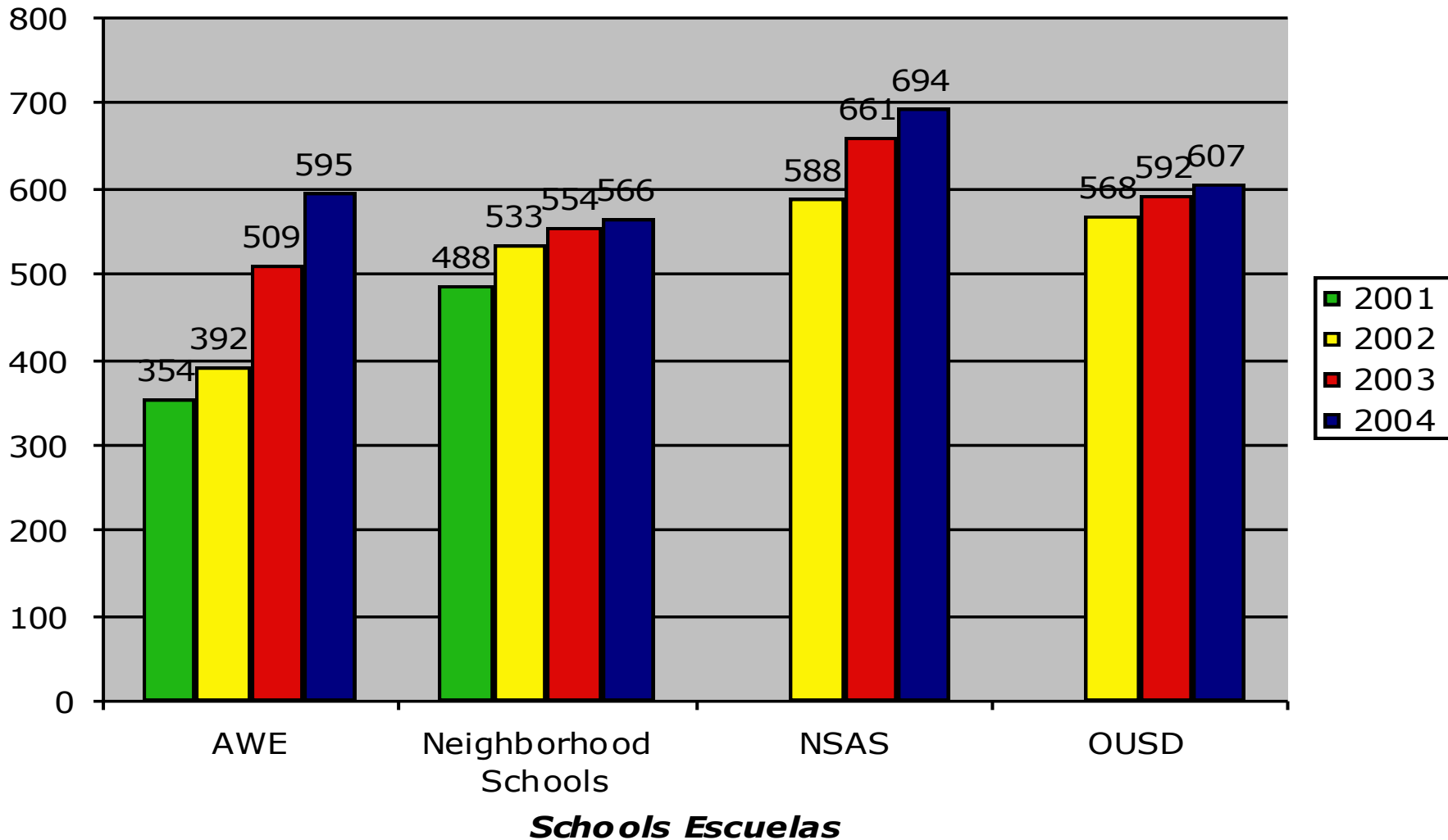
**ACORN Woodland
Elementary School**

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May 11, 2005

API Comparison 2001-2004

Comparación del API 2001-2004



DATA ANALYSIS: Open Court

	GAINS / GROWTH	NEEDS IMPROVEMENT
Fluency	Grades: 1, 2, 3, 5	Grades: 4
Comprehension	Grades: 2, 3, 5	Grades: 4
Writing	Grades: 1, 3, 4	Grades: 2, 5
Word Reading	Grades:	Grades: K, 1
Vocabulary	Grades: 2, 3, 4	Grades: 5
Overall:	Above the district average in fluency or Comprehension: 1, 2, 3 and 5	Greatest support needed in Kindergarten and Grade 4.

DATA ANALYSIS: Harcourt Math

	GAINS / GROWTH	NEEDS IMPROVEMENT
Number Sense	Gr. 2, 4	Gr. 1 decrease of 35% at or above. Gr. K, 3, 5 (minor retrograde movement)
Measurements / Geometry	Gr.:2	Gr. 4, 5
Algebra & Functions		Gr. 5
OVERALL	Students at/above: K: 81.1% Gr. 1: 60% Gr. 2: 65.% Gr. 3 81.1% (30.5 % above dist. Average) Gr. 4 gained 30.5 % Gr. 5 gained 15.6 %	Gr. 1 students need more intervention support. In spite of gains, Gr. 4 and 5 need continuing support
2/17/2015		

STRENGTHS & WEAKNESSES

- ◆ Fluency, comprehension and vocabulary have been the foci for our work in Reading First, and we are seeing overall improvement in these areas.
- ◆ Writing remains a challenge area although much of our instructional coaching has focused on writing instruction embedded in the OCR units.
- ◆ Although our overall CELDT growth was some of the strongest in the district, redesignation rates among ELL students must be accelerated further, which we will do using Guided Language Acquisition Design.

STRENGTHS & WEAKNESSES

- ◆ Ten out of twelve teachers have received training in OCR 2002 and GLAD strategies which we have applied to OCR instruction.
- ◆ We have a continuing need to raise scores in reading comprehension. We improve our practice through collegial planning and data based inquiry.
- ◆ Student progress in Math, initially strong, must be given a supportive push, especially for strategic students in Grades 1, 4 and 5.

INTERVENTION STRATEGIES

READING

Strategies Employed	Frequency Of Intervention	Targeted Population
In class and after school small group intervention	Daily or 2-4 times weekly	Below Benchmark readers with teachers in own classrooms.
ARC Associates SES Reading	4x weekly for average of eight weeks	FBB and BB student 3-5
Kaplan SES Reading	2x weekly for average of seven weeks	FBB and BB students 3-5
ARC Associates SES -- English language development	4x weekly for an average of 4 weeks	FBB and BB students in Grades K-2
2/17/2015		

INTERVENTION STRATEGIES

MATH		
Strategies Employed	Frequency of intervention	Targeted Population
ARC Associates SES - Math	4x weekly for average of eight weeks	FBB and BB student K-5
Kaplan SES - Math	2x weekly for average of seven weeks	FBB and BB students 3-5
Additional small group work in class	3-5 x weekly	Gr. 3-5 students below benchmark
ARC Associates SES -- Math	4x weekly for an average of 4 weeks	FBB and BB students in Grades K-2

PROFESSIONAL DEVELOPMENT STRATEGIES: MATH

- ◆ Teachers were led through a process of ‘unpacking’ the standards during a math collaboration meeting.
- ◆ Grade levels identified the ‘high leverage’ mathematics standards in preparation for the upcoming CST exam.

PROFESSIONAL DEVELOPMENT STRATEGIES: READING

- ◆ Our Reading First coach has been facilitated our primary grade teachers in strengthening their use of the comprehension strategies and vocabulary strategies.
- ◆ Schoolwide we have developed a focus on fluency and have held staff development on defining fluency, reading professional articles on fluency and discussing high leverage fluency strategies.
- ◆ Teachers have received training in how to debrief practice exam questions in order to help students analyze the vocabulary and tasks required in various types of questions.

PARENT INVOLVEMENT

- ◆ Revisioning Team parents visited several high achieving elementary schools this year and came back with ways to promote higher expectations for student achievement, family involvement, and school culture.
- ◆ Family Reading Night, October: Storyteller, book give-away, literacy prize raffle.
- ◆ Family Science Night in June will provide an experience to help parents understand how to hold conversations with their children on topics related to science and math in daily life.