

SAIT MONITORING REPORT

Santa Fe Elementary

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5/25/05

DATA ANALYSIS: Open Court

The following are results for OCR assessments:

	GAINS / GROWTH	NEEDS IMPROVEMENT
Fluency	Grades: 1, 3, 5	Grades: 4
Comprehension	Grades: 2, 5	Grades: 1, 3,4
Writing	Grades: 1, 3	Grades: 2,4
Word Reading	Grades: 1	
Vocabulary	Grades: 5	Grades: 2, 3, 4
Spelling	Grades: 3, 5	Grades: 2,4

Schoolwide Results: Fluency 39% → 46%

Reading Comprehension 20% → 35% students at benchmark.

DATA ANALYSIS: Math

The following are results for Standards Aligned Math assessments:

GRADE	STRENGTHS	NEEDS INSTRUCTION
K	Matching objects	
1	Addition & subtraction	Ordering and Comparing
2	Whole #' up to 1,000	Problem solving
3	Number Sense	Fractions and Decimals
4	Manipulating equations	Number line decimals
5	Reading Graphs	Word Problems

Teachers backload instructional plans and provide recursive practice.

Areas of focus this year:

- ▶ Workshop in Open Court Reading and Math
- ▶ Standards aligned instruction
- ▶ Instructional consistency
- ▶ Fluency
- ▶ Reading Comprehension
- ▶ Number Sense Standards

STRENGTHS & CHALLENGES

Strengths

- ◆ Grade level collaborative meeting time provided through Enrichment Program
- ◆ Teachers with high fidelity to program
- ◆ 90% of teachers had OCR 2002 training this year.

Challenges

- ◆ New teachers and longterm substitutes placed at site.
- ◆ Combining with Reading First schools with lower APIs, but no access to Reading First resources.

What is Different Now:

- ◆ Enrichment time provides two afternoons for release time for teachers to collaborate.
- ◆ Intervention Specialist provides coaching and one-to-one intervention.
- ◆ First grade teachers had coaching intensive
- ◆ Math Coaching
- ◆ U.C. Berkeley tutors provide interventions afterschool.
- ◆ Teachers tutor FBB students afterschool

Areas to Improve Next Year

- ◆ Continued focus on specific areas of implementation based on data
- ◆ Math tutoring access and differentiation
- ◆ Afterschool program enhancement and coherence.
- ◆ Teacher-Parent-Student academic conferences.
- ◆ Community outreach and counselors
- ◆ Culturally relevant pedagogy

INTERVENTION STRATEGIES

READING		
Strategies Employed	Frequency Of Intervention	Targeted Population
Intervention Specialist	2 days a week	1 st & 2 nd grades disfluent students
Workshop Time	Daily	All Students- Differentiated 30 minutes
21 st Century After-School Program & UC	5 days a week	Basic and Below students, grades 1-5
Tutors – Temple Sinai	30 minutes once a week	Basic and Below students, grades 1-5
After-School Tutoring by Teachers	2 days a week	Targeted Far Below Basic

INTERVENTION STRATEGIES

MATH		
Strategies Employed	Frequency of intervention	Targeted Population
15 minutes daily targeted intervention	Daily/ or every other day	Students in grades 1 and 2
21 st Century Tutors: AmeriCorps, UC Berkeley Homework Help	5 days a week	Lowest students
Targeted Tutoring by teachers	2 days a week	Lowest students

PROFESSIONAL DEVELOPMENT STRATEGIES: MATH

- ◆ Standards-based and data driven
- ◆ Monthly collaborative meetings through enrichment period
- ◆ Discuss & practice specific instructional strategies.
- ◆ Math coach provide PD for specific teachers in classrooms K-5
- ◆ Piloting use of EduSoft

PROFESSIONAL DEVELOPMENT STRATEGIES: READING

- ◆ OCR coaching focused in grades 1, 2 & 4
- ◆ Grade level review of data
- ◆ Identification of successful methods of instruction through data analysis
- ◆ Observations schedule for peers
- ◆ Video & DVD study
- ◆ CIC meetings
- ◆ Open Court 40-hour summer training

PARENT INVOLVEMENT

- ◆ Parent meetings: discussion of foundations for learning grade level standards at each grade level.
- ◆ Family Activities (Twilight Learning)
 - ◆ Math Sessions by grade levels
 - ◆ Test Preparation and Standards information (K-College)
- ◆ 3 times a year parent conferences review of progress
- ◆ Newsletters, phone calls, home visits