|  |  |  |  |
| --- | --- | --- | --- |
| **Directions:** Based on a complete analysis of the 5 data components below create data statements that identify data patterns or trends, list areas of strength and areas of concern. | | | |
| ***Data Components*** | ***Patterns or Trends***  *(written in data statements)* | ***Areas of Strength*** | ***Areas of Concern*** |
| ***Student Achievement***  ***(EOGs, ABCs growth, EVAAS, AMOs,*** | ***Include Formative Data, BOY to MOY 12-13***  **EOG**   * A dip in EOG Reading because of 3rd grade cohort is so much lower than previous 2 cohorts. * Hispanic has taken a 10 point drop. * Expected growth in math and expected growth in reading in 5th grade last year on EOG last year. * Science: above the county average * Overall, met expected growth status, but did not meet expected growth in reading overall * Last year AMO we did not make it in reading for all students, hispanic students and ED students. * Last year AMO, we did not make it in math for the same three subgroups as the last bullet.   AIMSWEB:  Kindergarten: LNF – the Latino/Hispanic subgroup exceeded the 1.4 LNF per week target at 1.7, where white and black subgroups did not make the target. All subgroups met the Winter LNF target of 38 LNF/per minute. PSF, based on Winter targets, all subgroups are above the target of 18. NWF, all subgroups at or above the target of 19.  1st Grade: NWF – all subgroups above the benchmark targets for Fall and Winter. In fluency, African American subgroup is not at the target, but they are very close.  2nd Grade: Oral Reading Fluency – the white and hispanic subgroup is not performing as well as the other subgroups, not meeting the targets.  3rd Grade: Hispanic and African American are below the target. However, African American is making growth above the target rate but Hispanic is not.  4th Grade: African-American and Hispanic did not meet the targets, and the African American subgroup did not meet the growth rate target.  5th Grade: Most of the subgroups did not meet the fall or winter oral reading fluency targets.  EVAAS:  Math: 4th Grade -1.6 value added, 5th grade .7 value added,  Reading: 4th grade -2.0 value added, 5th grade -0.2 value added  In both grades, the highest subgroups had the least value added growth.  Over time, science has been an overall negative value added, and this year was the first time in the positive and there’s a brand new team.  Science: 5th grade 1.1 value added  What is shows is that students did not perform well on the test like their like-buddy peers across the state in reading. In math, slightly above and in science, above.  CASE 21:   * 3rd Quarter results – 4th and 5th grade are at Eastern Wake county averages when removing Extend 2 students (Extend 2 students were accidentally scanned with the regular administration – not accurate data) 3rd grade significantly above Eastern Wake county averages in math and reading. | * Positive trends in math and reading except Hispanic * 4th grade at risk group is closest to the county average in Case 21 data, at mid-year. * 3rd grade 3rd quarter Case 21 above average. * Continued positive trends in EOG performance. * Aimsweb data show a majority of subgroups are meeting growth and proficiency targets in all grades. * In 3rd grade all sub ethnic groups that got targeted instruction in fluency   grew at a higher rate than the targeted rate. | * Current 4th grade as a group is about 10% points higher in special needs and LEP than any other grade in the school. Extremely at risk group of kids. * In 4th grade all groups with the exception of African American made growth. * In 5th grade all groups with the exception of Hispanic/Latino, and multi-racial hit the target growth. * In 2nd grade all groups with the exception of Hispanic/Latino, and white hit the target growth. * Fluency in 5th grade. * Growth in EOG reading.. * AMO for Hispanic and ED. * 4th Grade EVAAS scores. |
| ***Include Summative Data***  ***2009-2012***   * Overall positive trends in Aimsweb and EOG growth since the first year that Lake Myra was in existence in 2009. Historically, the ED and Hispanic subgroups have performed lower, SPED subgroup is performing above target measures. Met expected growth last year for the first time. Our overall proficiency was 74.9% up from 71.9% which was up from 64%. African-American subgroup has improved over time, but a consistent gap still remains. | ***Include Summative Data***  ***2009-2012***   * Increased growth over time. * Increased proficiency over time. * Increased AIMSweb over time, hitting proficiency targets and ROI. * SPED subgroup hitting AMO in both reading and math. | ***Include Summative Data***  ***2009-2012***   * Increased growth over time. * Increased proficiency over time. * Increased AIMSweb over time, hitting proficiency targets and ROI. * SPED subgroup hitting AMO in both reading and math. * African-American and Hispanic subgroup achievement gaps. * Not meeting AMO. * EVAAS scores. * Reading EOG, proficiency and growth. |
| ***Instructional Practices***  ***(Daily 5/Café, SIOP, Math talk, Math Student leaders, Project-based learning, STEM, etc)*** | * Hispanic growth/fluency growth  1. We have to do something in core for our Hispanic kids 2. Cues, questions, advanced organizers, setting objectives and feedback, providing non linguistic representations are the 3 highest instructional strategies by teachers. 3. Summarizing/note taking, non linguistic representations, and cooperative leaning are most observed by students. 4. A huge emphasis in training for teacher behaviors in large and small group. Almost all of it is what is the teacher doing? More should be focused on what the kids are doing.   Blooms:   * Analyzing was the most often seen level of Blooms observed * Describing, Analyzing and Inferring with Picture of the Day * Critical Thinking Rubric * Critical Thinking Frames- “because” * Marzano’s Strategies   Core Literacy Block   * Emphasis on foundational aspects of literacy in all grade levels (LM Literacy Landscape) * Writer’s Workshop * Vocabulary Notebooks * K-2 Letterland Phonics Instruction * 3-5 Word Work * Close Reading in Stretch Bands   Guided Reading Block   * Additional support to reduce class/group sizes * Pre and post assessments   Math Block   * Pre and Post Assessment * Push-in to lower class sizes * 5th Grade Team Teaching * Math Stations * Math Talk * Mathematical Instructional Practices * Manipulatives & Calculator Use * Conceptual Based Teaching per the Common Core   Science Block   * Inquiry based learning * Hands on * Science Note booking * Pre and Post Tests * Vocabulary notebooks * CMAPP pacing & KIT usage | * Beginning in the 3rd quarter grades 3-5 began fluency instruction in the core block. * K-5 vocabulary instruction in core with use of Vocabulary Notebooks. * K & 2 use Text Talk lessons weekly with fidelity. * K-1 sight word/letter naming fluency is being taught as part of core instruction * K-5 comprehension rubrics and instruction. * K-5 following CMAPP pacing * 3-5 Tier 2 all long term literacy kids are goals setting fluency * Addressing phonics/word work in core (K-5) * Grade levels in math collaborate together to build their own content knowledge in order to teach the concepts with a higher level of teacher understanding. * Frontloading science vocabulary through ESL pullout time | * Some of the skills K students need now are not aligned the Letterland pacing * Explicit fluency instruction K-5 * Inconsistent use of varied instructional practices to reinforce math skills (ex: math workshop, guided math, math stations, etc.) * Hispanic growth and fluency * K-1 Tier 2 * Consistent comprehension instruction with complex text (K-5) * Students are not getting multiple opportunities to practice and reinforce phonics skills taught in the core phonics lesson. |
| ***Staff and Student Demographics***  ***(demographic trend data, NC Report Card teacher turnover, etc)*** | * 100% of staff is highly qualified. * 100% certified teachers. * 9.1 % of teachers are BT. * 10.4% teacher turnover, which is below the state average. * 4.6% of teachers have more than 25 years experience. * 18.2 have national board. * 43% have higher than a 4 year degree. * Last year, we were 45% FNR. * Consistently in the 50-55% FNR range. * Student enrollment has gone up every year. * 600 projected next year. * 11% are special ed. * 13% LEP | All teachers are highly qualified.  All teachers certified.  Low percentage of BT’s.  Low teacher turnover. | Increased percentage of FNR population this year than last year. |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Perception***  ***(Student Survey, Parent Survey, TWC, in-house surveys, etc)*** | * 100% of students like their school. * 95% feel school is safe. * 18 short term suspensions. * Stability of the campus is 98%. * All TWC survey items had more positive results that state and district. * Parent surveys done through Title 1 show positive perceptions of Lake Myra. | * Positive school climate. * Overall positive perceptions, students and parents. * Higher positive perceptions than state and district. |  |
| ***Program***  ***(PAC, PBIS, Ext. Learning, Parent Compacts)*** | * 4 PAC Meetings were held throughout the school year * Parent Compacts are signed to show the agreement to strengthened the relationship between home and school * Parent resource room was opened for parent & student use * Intercession program provided for at risk 3rd, 4th, & 5th grade students * K-2 home reading program * Grant awarded to launch Leader In Me Initiative | * Strong parent attendance at PAC meetings * System to get new kids enrolled to have a compact signed * 24 Leapfrog kits going home with at risk students in grades K-2 from the resource room * Strong attendance from the students who agreed to come & positive learning experience for the students who attended. * Students & parents are involved in reading | * There is a lack of parent follow through/recognition of what the compact looks like * Once the compact is signed and returned, it is filed. * Whole school buy in to the parent resource room * A need to increase parent participation and visibility in the school |

|  |  |  |
| --- | --- | --- |
| **Verification of Causes-Root Cause Analysis**  **Directions:** From your areas of concern, identify priority concerns. For each priority concern, determine the root causes that impact or impede the priority concerns. Identify research-based solutions that address the priority concerns. | | |
| **Priority Concerns** | **Root Causes**  *(with evidence)* | **Solutions** |
| A limited increase in Hispanic & SWD Literacy performance. | * Limited language acquisition * SWD (see scores) | Have students work through “Talk Moves”   * Students use complete sentences * Conversation starters * Text Talk lessons |
| Lack of student accountability and confidence in math & reading performance for Hispanics  Lack of time and place for student to practice and reinforce skills learned in the core lesson  Hispanic, ED, SWD subgroups are not making accelerated growth to close the achievement gaps | * Inconsistent student feedback & student ownership of their own data | We fully implement The Leader In Me program.   * Goal setting established   We implement rigorous independent activities aligned to our core whole group and small group instruction   * PLT collaboration between grade levels, special ed, and ESL teacher * Implement with fidelity high yield strategies for vocabulary & language development   Increased coaching cycles  More frequent peer observations of instructional practices with pre and post conferences |
|  |  |  |
|  |  |  |

|  |
| --- |
| **Data Summary**  Describe your Priority Concerns, including the evidence you used to determine them. |
| Priority Needs & Concerns for student achievement:   * For the most part we are ok with the things that we have tightened up (core for phonics, core for fluency, phonemic awareness) but we need to address Hispanic group. * Tier 2 there are concerns with K-1 Tier 2 instruction or lack of * Phonics: direct instruction is working, but there is not enough reinforcement opportunities to practice the skills and strategies that they are learning in the instruction * We have begun addressing but need more time for staff to be comfortable with close reading and text complexity * TAs need to be trained on Letter Land or any phonics strategies or instruction. * Core strategies for Hispanic or ELL kids are needed (SIOP strategies)  1. Whole group and small group instruction at LM rocks 2. Implementing SIOP Strategies is needed 3. Strengthening the independent work opportunities to ensure multiple learning opportunities in the Big 5/Math needs to happen.   Priority Concern:   * Independent opportunities: to support core skills and strategies   Holding kids accountable to high quality work  Tic Tac Toe based on student goal setting: you have to do these activities based on your goals  Check list divided into 5 areas and kids meet the goals |

Update Comp

Update Transition Report (you have it saved on your computer because we had to revise it at the beginning of this year per Melanie)

Add “The Leader in Me” in the Professional Development Plan (but we can’t access the SIP plan online, it’s all locked)

Update the Intervention Planning Matrix, but adding mClass to it, if necessary