Final Report: 2014-2015 school year

Replication Grant for Low-Performing Schools

Dissemination District: Gorham Middlesex   **Dissemination School: Marcus Whitman Elementary**
Replication District: Harpursville Central Schools   **Replication School: W.A. Olmsted Elementary**

Please refer to the best practices and strategies/activities mentioned in your joint work plan when completing this report.

1. Best Practice disseminated/replicated: Targeted Data Teaching
Narrative summary of completion of goals and objectives related to this specific Best Practice
Throughout the course of the year our teams met with Results First results leaders, Les Loomis and Al DeGroote to discuss our data within the school and next steps to continually improve this data. With each of these meetings we came forward with an action plan based on our data sets and this information was then directly related back to our grade level teams. Also, throughout the course of this school year our teams participated in regionally created common assessments that were used for this Data Driven Instructional practice. With each of these assessments the teams would look at the data from the students and then see what needed to be changed in their teaching as well as action plans for struggling students.
Any specific concerns or issues encountered during implementation
We found that it was difficult to track our reading levels throughout the course of the school year as the program we are using does not lend itself to more diagnostic measures for student growth and often times is messy in an overall correlation for the student, there was also a determination that additional factors as to the assessor were apparent.
Narrative summary of evidence of impact/effectiveness of Best Practice (attach any supporting documentation)
Overall we are pleased with our Reading and Course failure data: • Our reading levels for the building have gone from 54% in 2012-13 at or above grade level to 71% in the 2014-15 school year. • Our course failure information is tremendous and it can be seen that great strides in this area have been made.

Grand
Totals   **Total Course Failures**

	Q1	Q2	Q3	Q4	FGR
2013	85	106	170	123	97
2014	135	109	107	65	76
2015	37	54	68	61	48

Next steps beyond grant completion

We will continue to look for ways to keep our reading levels growing with additional diagnostic tools throughout the school year to supplement our current system.

2. Best Practice disseminated/replicated: Response to Intervention

Narrative summary of completion of goals and objectives related to this specific Best Practice

This school year we met with the Marcus Whitman RtI team to identify how our RtI team could continue to work with our staff to see increases in student achievement. The team meets regularly with the grade levels throughout the building to develop action plans and protocols with struggling students. Members of the team were also partly responsible for developing a Superintendent Conference Day with a RtI speaker, Jim Wright for the grade levels to hear more about interventions.

Any specific concerns or issues encountered during implementation

We had trouble with scheduling substitutes throughout the school year for this team to meet with one another and our teachers. We often had to cancel meetings and plan additional morning meetings for the team to meet with parents and staff.

Narrative summary of evidence of impact/effectiveness of Best Practice (attach any supporting documentation)

Grade 3   Total Course Failures

	Q1	Q2	Q3	Q4	FGR
2013	26	11	19	20	15
2014	31	32	16	11	14
2015	2	3	8	9	3

Grade 4   Total Course Failures

	Q1	Q2	Q3	Q4	FGR
2013	9	13	34	30	17
2014	19	17	11	3	6
2015	0	3	5	5	0

Grade 5   Total Course Failures

	Q1	Q2	Q3	Q4	FGR
2013	19	40	56	34	32
2014	48	28	60	36	38
2015	23	25	30	13	20

Grade 6	Total Course Failures				
	Q1	Q2	Q3	Q4	FGR
2013	31	42	61	39	33
2014	37	32	20	15	18
2015	12	23	25	34	25

Evidence of the effectiveness of this team's work can be seen through the overall decrease in total course failures that we had throughout the life of the grant. Continually this team would meet with grade level teams to give them more ways to reach struggling students through multiple opportunities to see and understand the curriculum.

Next steps beyond grant completion

Our team has a plan for development moving into the next school year that will include alternative ways of scheduling meetings so that we do not have to rely on substitutes as heavily as we did in previous meetings. We believe that through the communication and efforts this team made this school year that they have created a structure for our building teams to continue to help their students achieve at high levels.

3. Best Practice disseminated/replicated: Flood Reading and Flood Math
Narrative summary of completion of goals and objectives related to this specific Best Practice
Our teachers set out to replicate Flood reading groups as we saw with the Marcus Whitman Elementary Schools. In this model students are grouped based on similar need in the classroom and they may go to different teachers for reading groups based on this unique need. In this model the teachers plan collaboratively to have a solid plan for each of the groups as well as how the groups will be kept as small as possible in the process by utilizing as many staff members as possible. While we initially developed this plan for reading, our staff also adopted this practice for math groups and in several grade levels.
Any specific concerns or issues encountered during implementation
We quickly noticed that we would like to have more staff at every grade level as an option to keep the numbers of the groups down. As a result of this, we were not able to hire additional staff but we used the staff that we had in more unique roles, often using multiple staff to serve with multiple grade levels.
Narrative summary of evidence of impact/effectiveness of Best Practice (attach any supporting documentation)

END OF THE YEAR READING LEVELS

KINDERGARTEN   **2014**

49	STUDENTS OUT OF 59 READING AT OR ABOVE GRADE LEVEL
83	CLASS % READING AT OR ABOVE GRADE LEVEL
80	2013 CLASS % READING AT OR ABOVE GRADE LEVEL
3	% INCREASE

KINDERGARTEN   **2015**

47	STUDENTS OUT OF 52 READING AT OR ABOVE GRADE LEVEL
90	CLASS % READING AT OR ABOVE GRADE LEVEL
83	2014 CLASS % READING AT OR ABOVE GRADE LEVEL
7	% INCREASE

1ST GRADE

28	STUDENTS OUT OF 50 READING AT OR ABOVE GRADE LEVEL
56	CLASS % READING AT OR ABOVE GRADE LEVEL
50	2013 CLASS % READING AT OR ABOVE GRADE LEVEL
6	% INCREASE
80	2013 COHORT % READING AT OR ABOVE
24	% COHORT DECREASE

1ST GRADE

40	STUDENTS OUT OF 55 READING AT OR ABOVE GRADE LEVEL
73	CLASS % READING AT OR ABOVE GRADE LEVEL
56	2014 CLASS % READING AT OR ABOVE GRADE LEVEL
17	% INCREASE
83	2014 COHORT % READING AT OR ABOVE
10	% COHORT DECREASE

2ND GRADE		**2ND GRADE**	
34	STUDENTS OUT OF 53 READING AT OR ABOVE GRADE LEVEL	36	STUDENTS OUT OF 52 READING AT OR ABOVE GRADE LEVEL
64	CLASS % READING AT OR ABOVE GRADE LEVEL	69	CLASS % READING AT OR ABOVE GRADE LEVEL
61	2013 CLASS % READING AT OR ABOVE GRADE LEVEL	64	2014 CLASS % READING AT OR ABOVE GRADE LEVEL
3	% INCREASE	5	% INCREASE
50	2013 COHORT % READING AT OR ABOVE	56	2014 COHORT % READING AT OR ABOVE
14	% COHORT INCREASE	8	% COHORT INCREASE

Next steps beyond grant completion

We will continue to use this practice after the grant has closed, the students have enjoyed going to other classrooms and the staff have become accustomed to planning for student success in this fashion as well.