

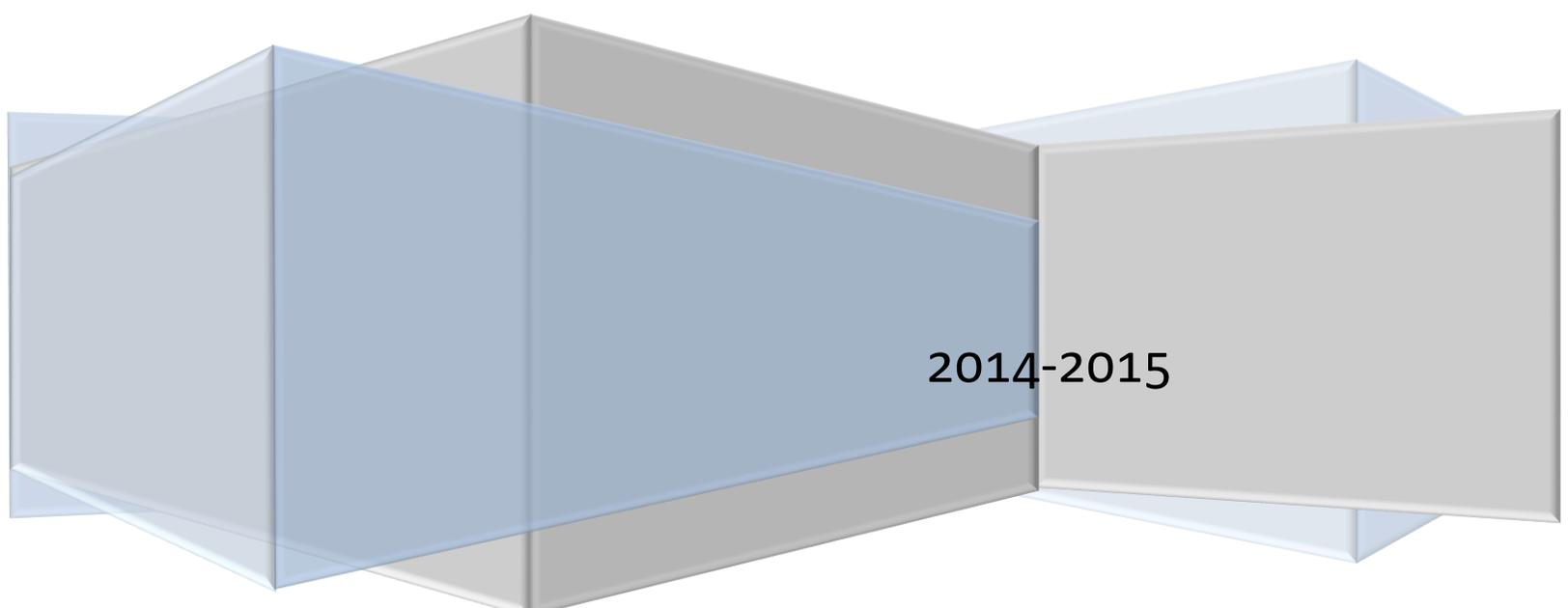
**Fifth Street Elementary School**

# **School Improvement Plan**

**2014-2015**

**Fifth Street Elementary Committee Review and Work**

**Submitted by Leah Jessee, Principal**



2014-2015

# **Fifth Street Elementary School**

## **AdvancED District Accreditation**

### **Fifth Street's Mission Statement**

(Revised on October 10, 2013)

The staff of Fifth Street Elementary School, together with families, and community, will develop the whole child by providing a safe, supportive and enriching environment. Through the collaboration of adults and careful analysis of state and local data, we are devoted to excellence where students achieve beyond the standards, embrace learning for life, and are equipped with leadership skills to succeed in the 21<sup>st</sup> Century.

### **Fifth Street's Core Values**

Our students, faculty, staff, families, and community will create a SAFE environment, demonstrate RESPONSIBILITY, and behave RESPECTFULLY.

# School Improvement Components

**Statutes and rules suspended:**

Fifth Street Elementary School is a PK-2 primary school and operates within compliance of directives and guidelines established by the Indiana Department of Education (IDOE). Therefore, Fifth Street Elementary School does not require any statutes or rules to be waived.

**Curriculum:**

The local curriculum reflects a focus on the College and Career Ready Standards recently adopted here in Indiana. Greater Jasper Consolidated School Corporation has established curriculum requirements for each grade level based on the Indiana Standards and will continue to revise the curriculum this upcoming 2014-2015. All teachers have access to an updated version of the standards and will continue to review and refine teaching based on the College and Career Ready Standards. A copy of the curriculum and standards is located at the Greater Jasper Central Office for inspection by members of the public.

**Assessments:**

Through the district wide school improvement team’s research efforts, a district wide assessment system was launched during the summer of 2012. The Renaissance Learning Assessment System K12 program was chosen to better predict students’ reading/math abilities and monitor progress longitudinally across the district. In-service was provided to all administrators and educators during the summer of 2012. Students at Fifth Street Elementary feed into Tenth Street Elementary where ISTEP+ is administered. The Fifth Street Data team met with Tenth Street’s data team in July, 2014. Additionally, second grade teachers from Fifth Street assisted teachers at Tenth Street during the testing window for ISTEP+ and will continue this support of our feeder school. Fifth Street and Tenth Street teams will meet periodically each year to review and set up a systemic data review process.

## Assessments for Fifth Street Elementary K-2 School

<b>Assessment</b>	<b>Purpose</b>	<b>Dates for assessment</b>	<b>Other information</b>
<u>STAR Early Literacy</u> Preschool/Kindergarten Other grades as needed	Screening/Progress Monitoring	Fall/Winter/Spring	New assessment began in 2012-2013
<u>STAR Reading</u> First and Second and Kindergarten as needed	Screening/Progress Monitoring	Fall/Winter/Spring	New assessment began in 2012-2013
<u>STAR Math</u> K, 1, and 2 <sup>nd</sup> grades	Screening/Progress Monitoring	Fall/Winter/Spring	New assessment began in 2012-2013

<u>Weekly and Unit Assessments</u> all grades	Check mastery of standards	Weekly/Quarterly/Monthly	
<u>Formative Assessments</u> All grades	Check for understanding of lesson/skills/standards	Daily/Weekly	
<u>LAS Links</u> soon to be WIDA	Indiana Language Acquisition Assessment System (ILAAS)	January 22 February 28	
<u>NWEA</u> (Northwest Evaluation Association)	Additional assessment of academic progress for potential high ability learners	February/March	
<u>CogAT</u> (Cognitive Abilities Test)	High Ability Identification K and 2 grades and new students	December/January	

**Cultural Diversity:**

Fifth Street provides opportunities for all students to access the general education curriculum. Teachers and staff facilitate the achievement of all students through effective teaching and learning practices. These practices are grounded in an awareness of cultural context and the strengths that students and families bring to our school.

We believe cultural responsiveness permeates every aspect of education: curriculum, instruction, data based decision-making, assessment, family and community engagement, and policy decisions.

Fifth Street provides translations of important documents and also provides translators for parent teacher conferences, back to school registration, and Title I meetings.

**School Improvement Plan Available to the public:**

The school improvement plan is submitted to the school board of trustees and superintendent prior to submission to the Indiana Department of Education. Additionally, this plan is posted on Fifth Street Elementary School’s website.

**Parent Participation:**

The Parent Teacher Organization (PTO) board meets monthly to discuss, plan, and implement activities and fundraisers to support and enhance overall school achievement. One of our PTO parents and teachers began the very first annual Whiskers’ Walk where students, staff, and community leaders walk laps to promote wellness and community involvement. Our PTO continues its promotion of Fifth Street Elementary School through this annual event and many others such as: The annual Chili Supper, Spring Carnival, and transportation for student field trips. Additionally, the PTO sponsors our annual trip to a Jasper Community Arts Production, and much more. Parent outreach and communication occurs through phone calls, letters, flyers, etc.

A room parent program was initiated by the PTO Board to provide parents with additional feedback and resources to maximize more parent participation. Parents participate in various district and school wide committees such as the Feasibility Committee, Title I, Focus Groups, Vision Team, and Recommendation Committee.

**Community Participation:**

Community partnerships include the numerous local vendors who joined Fifth Street for the Community Health Fair offered through the HEROES grant initiative the last three years. On behalf of the Wellness Committee at Fifth Street Elementary School, several partnerships have occurred. Specifically, a few partnerships are as follows: Indiana State Police, local Fire Department, local Police Department, Mental Health Agencies, Dental and Medical Services, Health Food Vendors, Massage Therapists, YMCA, and several others. Fifth Street Elementary desires to sustain this initiative for our school community as over 300 participants enjoy this community outreach each year.

Fifth Street Elementary school joined forces with Memorial Hospital and Junior Achievement.

Professionals from Memorial Hospital volunteered their time to teach entrepreneurship, social skills, and much more to our second grade students last year in 2013-2014. Indiana Standards are addressed through the lessons taught by our community professionals. Both second and first grade students will enjoy this partnership in 2014-2015.

**Safe and disciplined learning environment:**

A safe and disciplined learning environment for students and teachers is a priority at Fifth Street Elementary. The core values of safety, responsibility, and respectfulness are taught, modeled, and expected from all children and staff at Fifth Street. While Fifth Street Elementary is committed to supportive, positive structures, a security system requires visitors to state their name and signal their desire to enter the building. All faculty and staff wear name badges and each guest in the building receives a nametag and must sign-in and out of the building. Monthly fire drills are practiced as well as other required drills throughout the year. These drills include: lockdown and tornado/disaster drills twice a year. Additionally, we added the "Shake-Rattle-and Roll" Earthquake Drill. The crisis team meets at least once a month to review and update safety procedures. A resource officer was hired part-time for the Greater Jasper School Corporation as he will visit our school, provide direction and feedback regarding our safety procedures, and function as a support to all schools in our district.

A focus on school climate and Positive Behavior Supports (PBS) is continuous. The principal, social worker, teachers, and staff each spend time teaching responsible, respectful, and safe choices. Expectations are explained, modeled, and taught school wide. Feedback from teachers, staff, and parents helped us refine our Clip Chart program to better meet the needs of our students.

### **Leader in Me (Purpose and Direction):**

Leadership skills through Steven Covey's Seven Habits were explored and piloted during the 2013-2014 school year. Additionally, a committee was formed as we partnered with the Dubois County Community Foundation to explore possible funding options for future expansion of our leadership focus. A strong effort to involve our central office, Tenth Street Elementary, and our community will carry on. We will continue leadership as our purpose and direction for 2014-2015. Several teachers and staff attended a Leadership Day at four different schools in Indiana and Kentucky during the spring semester of 2014. A debriefing meeting for all staff in May, of 2014, resulted in the decision to seek training in the Seven Habits during the summer of 2015. Our students, teachers, and staff will continue the common language and development of leadership for Fifth Street Elementary School through lessons, music, and visuals. Greater Jasper's Superintendent, the Dubois County Community Foundation President, and the Mayor of Jasper attended one of our "Leader in Me" Committee meetings last year. The insight, support, and affirmation from these stakeholders both extended the thinking of our committee and encouraged us to move forward with a vision to leave a legacy in this community of Jasper.

### **Technology:**

Each teacher received an iPad in August 2011 for classroom and professional use. Internet access is available to teachers and students as an additional resource for information and activities. The existing computer lab of ten computers was expanded to a 28-station lab during the summer of 2012. Assistive technology for special needs students allows access of the curriculum. The faculty and staff in documenting, evaluating, and analyzing student data for the purposes of school improvement also utilize technology sources. Specifically, teachers make use of Smart Board, Mimeo, and Elmo devices. Three new Smart Boards were installed during the summer of 2011, providing Fifth Street with a total of seven Smart Boards. The school website is updated monthly by one of Fifth Street's teachers. The technology team meets monthly. In 2012-2013, Fifth Street Elementary Technology Team pursued an innovative grant through the partnership of Five Star Technology and the Indiana Department of Education. Although Fifth Street did not receive the grant, the efforts put forth allowed our team to take the lead in designing a three year technology plan as part of the district's efforts to provide equity in technology. During 2012-2013, the district secured funds to provide each teacher with a large screen TV and an Apple TV attachment to provide more engaging, authentic educational experiences for students. Each classroom at the elementary level received five (5) iPad minis for small group instruction. Professional development was provided with an exciting in-house district-wide technology conference taught by teachers for teachers. Additionally, the district provided ongoing support for computer apps, the new assessment system through Renaissance Enterprise, My Big Campus, Power School Training, and much more. During the summer of 2013, administrators received in-service for the new data warehouse system titled PIVOT through Five Star Technology. With this opportunity to view data at a glance principals and teachers will experience a more efficient process by which data can be viewed and discussed. During the summer of 2014, our district provided a technology summit for teachers and staff.

### **Grant Awarded to Fifth Street through the Welborn Baptist Foundation:**

Beginning in 2011-2012, Fifth Street Elementary School was awarded a grant of about \$75,000 divided out over three years. Fifth Street Elementary School is considered a Healthy, Energetic, Ready, Outstanding, and Enthusiastic School (HEROES). Through the Welborn Baptist Foundation Grant, Fifth Street Elementary was positioned to refine the development of lifelong healthy habits in students, staff, and families. Fifth Street Elementary received two awards during the 2012-2013 school year through the HEROES grant. The Cafeteria award for creating a unique approach to helping students try new foods titled, "Fear Factor" placed Fifth Street at the forefront of other schools in Indiana. As a result of this award, Fifth Street was featured in the newspaper and asked to share during a regional HEROES meeting in Evansville. Fifth Street also received the Silver Plaque Award in collaboration with the Indiana State Department of Health for three consecutive years. Specifically the following items were purchased through these funds: water bottles for students, playground equipment for recess, equipment for indoor recess and physical education, the SPARK curriculum for physical education, incentives for the walking program, staff incentives, and much more. Other major activities include the Annual Community Health Fair, our morning walking program for students, a fitness program for all Greater Jasper staff, the cafeteria Fear Factor Challenge, and much more.

### **Professional Development:**

Several layers of ongoing professional development took place the last few years as a district and at Fifth Street Elementary School.

#### At the district level the following occurred:

- RISE Teacher evaluation process
- Technology and the new assessment system: Star Enterprise
- Curriculum and Common Core
- District-wide school improvement
- Technology Summit in March, 2013 for the district
- Feasibility Study District Committee
- Six Traits Writing K-12
- Elementary Recommendation Committee
- District Technology Team Meetings
- Title I/ELL/Special Education Committees and ongoing support

#### At the building level the following occurred:

- Professional development imbedded into faculty meetings, grade level team meetings, after school webinars, lunch and learn sessions and more
- Thursday's with the principal is more of a Professional Learning Community (PLC) and meets once a week on Thursday mornings before school. In general the following took place:
  - Sharing of ideas from workshops
  - Brainstorming areas of focus and needs for school improvement
  - Reviewing data

- Discussion of articles, and other topics such as school climate, technology, RISE, and how best to market Fifth Street Elementary School.
- Thursday Morning meeting topics included but not limited to the following:
  - Continuous Improvement Focused Monitoring (CIFM)
  - Six Traits Writing with full implementation in 2013-2014
  - Purpose and Direction using the paper passing tool to review and revise the mission statement
  - Creating greatness in our students
  - Data and goal conferencing
  - Vocabulary Instruction
  - Initiative Overload
  - Leadership and Covey's Seven Habits for Happy Kids
  - Annual and ongoing analysis of student performance data
  - School Improvement
- Instructional Assistants met on October 18, 2013 with a focus on urgency, guided reading, and overall support of teachers and students
  - Six Traits as presented by our Title I Coordinator/Literacy Coach
  - Principal discussed role of assistants

**Teacher Evaluation/RISE:**

The teacher evaluation system designed by the Indiana Department of Education was fully implemented in 2012-2013. In preparation for the RISE teacher evaluation, principals of Ireland, Tenth and Fifth Street Elementary Schools offered a joint meeting for all teachers in 2012-2013. A committee of teachers and administrators modified the current IDOE, RISE for a win-win document designed to better meet the needs of Greater Jasper Schools. This new revision was implemented in 2013-2014 and will continue in 2014-2015.

**Monitoring Implementation:**

School Improvement will continue to be the umbrella of our efforts here at Fifth Street Elementary School. A systemic process is necessary to align district and building level goals and processes.

In the spring of 2014, various committees finalized plans, activities and/or goals for 2014-2015. Specifically, the Wellness Committee, Leader in Me Committee, Title I District Committee, Crisis Team, Student Assistance Team, Technology Team, Wellness Team, Grade Level Coordinators, and Data Team each met to discuss the current and/or upcoming years. These efforts resulted in the revision of this plan.

During the 2014-2015 school year, our school will begin using ASSIST through AdvacED as the tool for our school improvement process. Our team will attend the Fall AdvancEd Conference, 2014.

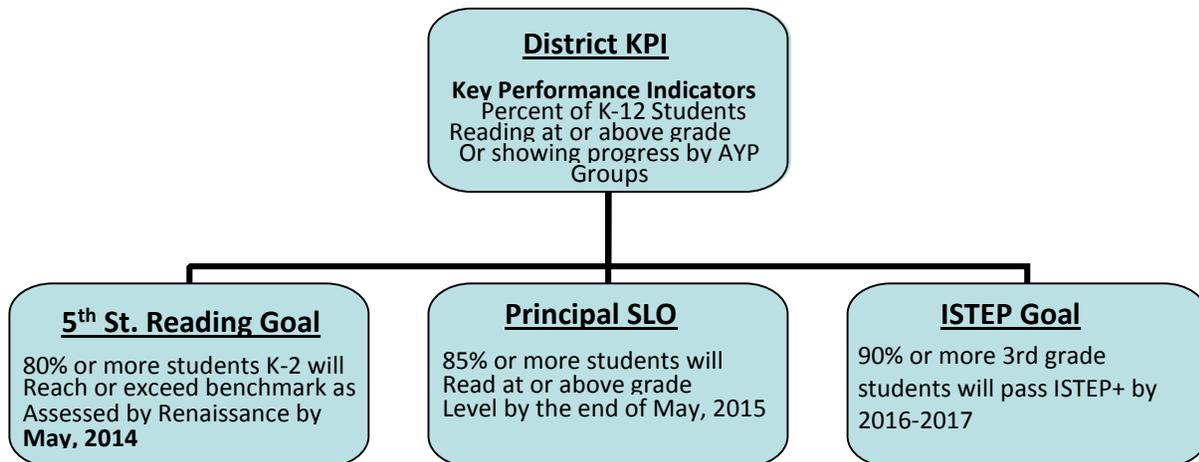
**Goals for School Performance**  
**Aligned with district Key Performance Indicators (KPI's)**

Students at Fifth Street Elementary will achieve academic success as measured by the following goals:

1. As assessed by STAR Enterprise, Quarter Assessments, and grade specific standards checklists, **90%** of Fifth Street Elementary Students will be reading at grade level or above by the end of the 2016-2017 school year.
2. As assessed through STAR Enterprise, specifically benchmark screening: The following Reading Goals will be achieved and monitored:

Mid-level goal for 60% or more K, 1<sup>ST</sup>, and 2<sup>ND</sup> graders to reach benchmark by December, 2014  
 End of year goal for 80% or more K, 1<sup>ST</sup>, and 2<sup>ND</sup> graders to reach benchmark by May, 2015

3. Fifth Street will increase attendance to 97.3% or more by the end of 2014-2015.
4. English Language Learners will improve at least 3 points in each of the following areas: Conversation, Writing, and Vocabulary as measured by LAS Links/WIDA.



**Activities in 2014-2015 to meet these goals:**

1. Data review once a month per grade level team (In addition to weekly meetings)
2. Student Data Notebooks Updated and Refined for student self-monitoring, including attendance
3. Pre-teaching of vocabulary for Tier III and EL Learners
4. School-wide bulletin boards displaying progress toward goals
5. Ongoing professional development regarding formative assessment/standards/grading
6. Focus on informational non-fiction text to increase knowledge in social studies, science, etc.
7. Math: Focus on problem solving and number sense and spend time planning as teams
8. Peer observations of teaching within the district, school, and/or outside the district
9. Grade level team meetings focused more on continuous improvement and planning
10. Continuing our purpose and direction toward 21<sup>st</sup> Century Learning through Leadership

## School Profile

### **Community and School Overview:**

Fifth Street Elementary School is located in Bainbridge Township of Dubois County and is one of three elementary schools in the Greater Jasper Consolidated School Corporation. Originally constructed in 1958 to accommodate students in grades K-8, the school underwent a renovation, addition, and reconfiguration in 1992 to educate children K-2. According to 2012 demographics document provided by the South Central Economic Development Committee, Jasper, Indiana has a population of 15,393. Jasper, is the center of commerce for a multi-county region of Southern Indiana and according to the website: <http://www.jasperindiana.gov>, the daily workforce is greater than Jasper's population. There are four primary categories of commerce in Jasper: Manufacturing, Distribution/Logistics, Medical, and Retail. With most industry centering on the production of home and office furniture manufacturing, the economy of Jasper is made up of industry and agriculture.

The Fifth Street Elementary School facility includes: eighteen general education classrooms, two special education resource rooms, and two developmental preschool classrooms. Five rooms in the basement for music, art, physical therapy, and storage complete the physical structure at Fifth Street. A gymnasium, library, cafeteria, teacher's lounge, extra rooms for small group instruction, data room, calm room, auditorium, and a 28-station computer lab complement the facility.

### **Faculty and Staff Profile:**

The certified staff consists of one principal, sixteen general education teachers, two preschool teachers (developmental preschool), one Title I/literacy coach, two special education resource teachers, and one speech/language pathologist. One full-time teacher for English Language Learners (ELL) and two half-time teachers in the areas of art and music complement the overall program. One half-time school social worker, one full-time nurse, eighteen instructional assistants, one library assistant, two secretaries, two custodians, one maintenance and three cafeteria staff members complete the non-certified staff at Fifth Street Elementary.

### **Student Profile:**

	2008-09	2009-10	2010 -11	2011-12	2012-13	2013-14
Pre K	55	38		35	20	41
Kindergarten	151	139	133	119	126	124
Grade 1	146	152	145	125	124	118
Grade 2	186	149	140	145	115	129
TOTALS	539	478	418	424	385	412

The enrollment history indicates a significant drop in enrollment between 2009 and 2010. In 2011, full day kindergarten was implemented for all students at the daily rate of \$8.00, with a choice of the ½ day program without a tuition fee. A significant drop in kindergarten is noted between 2010 and 2011. For 2012-2013, the full-day kindergarten program did not include tuition fees for families/guardians and continues to operate without tuition. Regardless of where a family resides, incoming kindergarten students/families have the choice to attend Ireland Elementary or Fifth/Tenth Street Schools. Several families who reside in Jasper have chosen to attend Ireland Elementary, a kindergarten through fifth grade school located about seven miles west of Jasper. Tenth Street Elementary, the feeder school for Fifth Street Elementary is a third grade through fifth grade school and is located within Jasper city limits and only a few blocks from Fifth Street.

**Student Population Demographics:**

Year	White	Black	Hispanic	Asian	Multi-Racial	Native American	TOTAL
2009	406	4	107	7	17	0	538
2010	335	4	102	5	32	0	478
2011	336	4	104	4	29	1	478
2012	312	4	103	3	2	0	424
2013	278	2	93	1	11	0	385
2014	303	1	97	3	8	0	412

**Language Minority and Special Education:**

As the demographics of our student population have evolved, so has the marked increase of students requiring additional support through differentiation of learning as they acquire the English language. However, through the support of Head Start and other preschool programs more of our Hispanic children speak English when they enter kindergarten. While 24% of our students are Hispanic, 14.8% qualify for services through Title III, English Language Learners (ELL).

Year	ELL%	Year	Special Education
2009	13.6 %	2009	17.7 %
2010	16.5 %	2010	18 %
2011	16.7 %	2011	11.5 %
2012	14.62%	2012	19.58 %
2013	14.8%	2013	21.6 %
2014	15.8%	2014	25%

**Student Socio-Economic Status:**

The percentage of students qualifying for free or reduced lunches and textbook assistance has remained steady over the past four years with a 9% increase for 2012.

Percentage of Students Qualifying for Assistance (Free)

Year	% Free
2009	36%
2010	36%
2011	36%
2012	45%
2013	48%
2014	42.5%

Fifth Street Elementary is committed to the belief that children are limited only by our ability or failure to provide rich academic opportunities. Education is the vehicle for changing conditions; therefore, we are committed to focusing on what students can do, providing all children an equitable, rich curriculum.

An increase of students qualifying for financial assistance is district-wide; however, it is more significant in the elementary schools located within the Jasper city limits.

**Attendance Rate:**

The attendance history rate is as follows:

Year	% Rate
08-09	96.25 %
09-10	96.88 %
10-11	96.3 %
11-12	96.9 %
12-13	96.6 %
13-14	97.0%

**High Ability:**

Fifth Street Elementary school continues to differentiate instruction and provide opportunities for enrichment in the classroom and across the curriculum. A High Ability coordinator at Fifth Street supports our efforts by attending in-service opportunities and joining other coordinators in the district for a unified process. High ability students in Greater Jasper are identified through a cognitive abilities assessment and an academic achievement assessment. Once identified, teachers differentiate to provide enrichment for high ability learners. Students are not placed in a program or pulled out; however, they are afforded opportunities to meet their academic needs. Parents can meet with teachers to learn more about how differentiation will occur.

**Journeys Core Reading Program:**

The Greater Jasper Consolidated School Corporation adopted a new reading series in 2013-2014 titled "Journeys Common Core Reading Program" through Houghton Mifflin Harcourt.

Journeys Common Core is a K–6 reading program with rigorous Common Core instructional design. The vocabulary instruction builds better readers and writers while also providing intervention for struggling students. Easy organization, proven instruction and exceptional differentiation set Journeys Common Core apart as the Common Core reading curriculum of choice for our district. However, given the newly adopted College and Career Ready Standards we are in the process of addressing the gaps in our current curriculum.

### **Scheduling:**

Each year the scheduling team meets to review and revise a schedule suited to meet the needs of students. The principal provides the team with a set of minimum specifications from which to build the schedule.

Each teacher is expected to provide the following:

- 90 minute block of uninterrupted reading daily
- 60 minutes of math daily
- 30 minutes of intervention/enrichment for all students daily
- 30 minutes, at least four times a week of Six Traits Writing

### **Data:**

Data Triangulation informs our instruction here at Fifth Street Elementary and is also the vehicle by which we determine eligibility for Title I services. Additionally, our data determines the strength of our core instruction. Educational experts believe a school demonstrates a solid instructional core if at least 80% of its students meets and/or exceeds benchmark. Each year at Fifth Street our benchmark screening data has shown a steady incline in both math and reading. When our district transitioned from DIBELS to Star Enterprise we noticed a difference or slight dip in benchmark data for first and second grades.

### **Data Review:**

ISTEP+ data was reviewed as well as IREAD-3. Specifically, data teams met in the spring of 2013 for a “data dig” meeting with our consultant from the Indiana Department of Education. Following this meeting, our data was reviewed in grade level team meetings. During the summer of 2014, Tenth Street Elementary 3-5 and Fifth Street Elementary K-2 met to analyze ISTEP+, IREAD-3, and Star Screening data. Findings from these meetings led to the goals and activities outlined in this document.

### **Charts:**

Charts are provided in this document as a quick snapshot of how goals were determined. ISTEP+, IREAD-3, and Star Enterprise data are three pieces of data reviewed; however, standards checklists, unit tests, and daily checks for understanding are also helpful in determining next steps and informing instruction. For the purpose of this document and determining goals ISTEP+ and STAR data are presented. Brief explanations are provided with each chart, explaining the outcomes.

## ISTEP+ Data Review

YEAR	English Language Arts			Math			Both ELA/Math
	2012	2013	2014	2012	2013	2014	2014
3 <sup>rd</sup>	83%	78%	89%	78%	77%	82.2%	78.8%
4 <sup>th</sup>	72%	82%	84%	74%	87%	81.5%	72.4%
5 <sup>th</sup>	79%	7%	82.8%	92%	86%	86.8%	78.9%
ALL 3 <sup>rd</sup> -5 <sup>th</sup>			85.3%			83.5%	76.6%

**Data Digs:** The following information was gathered and discussed regarding ISTEP+:

- 3<sup>rd</sup> grade experienced an increase of 11% in English Language Arts from 2013 to 2014
- 3<sup>rd</sup> grade experienced an increase of 5.2% in Math from 2013-2014
- 25 students in 3<sup>rd</sup> grade did not pass one or both of the tests

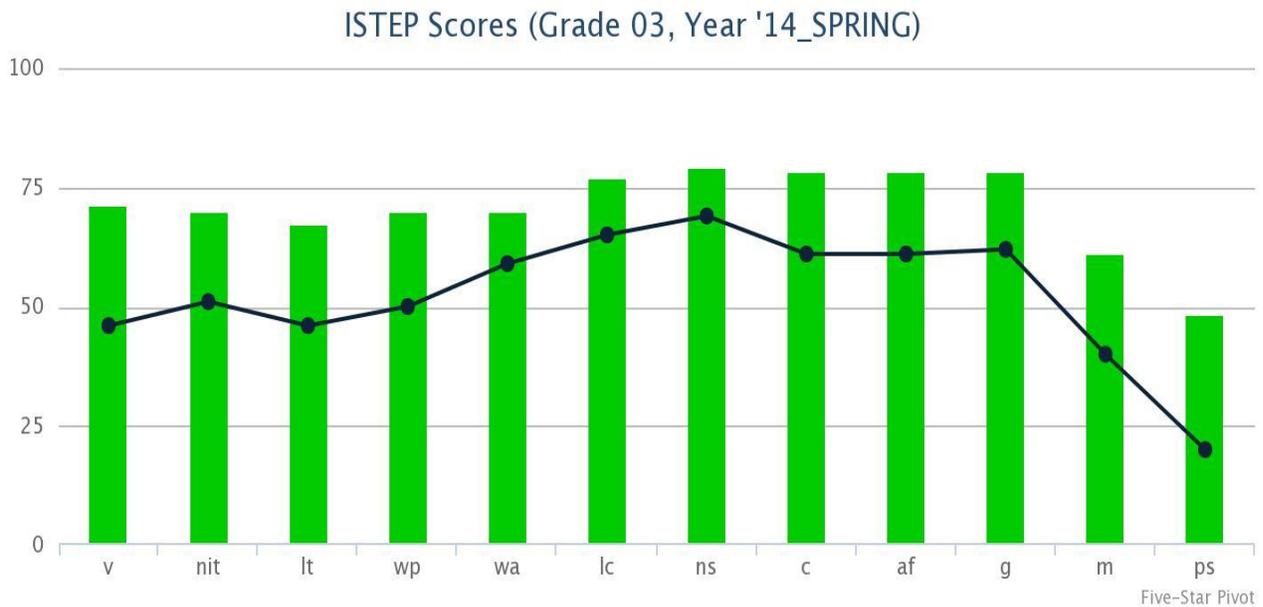
**Indiana Performance Index (IPI):**

Each standard has an IPI “passing” or “cut” score. Passing varies from standard to standard and year to year. The IDOE Academic Standards Summary Report provides IPI data. The difference between the State “pass” or “cut” score and the grade level Mean IPI (negative or positive) determines areas that might need attention and also allows us to review strengths and weaknesses. Specific to our 3<sup>rd</sup> grade IPI scores, all areas were positive overall. Mean IPI scores of more than 3 or 4 points from a comparison, whether it is the “passing standard” or compared with the district or state average, is significant.

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## All 3<sup>rd</sup> Grade Students' IPI and State IPI Scores:

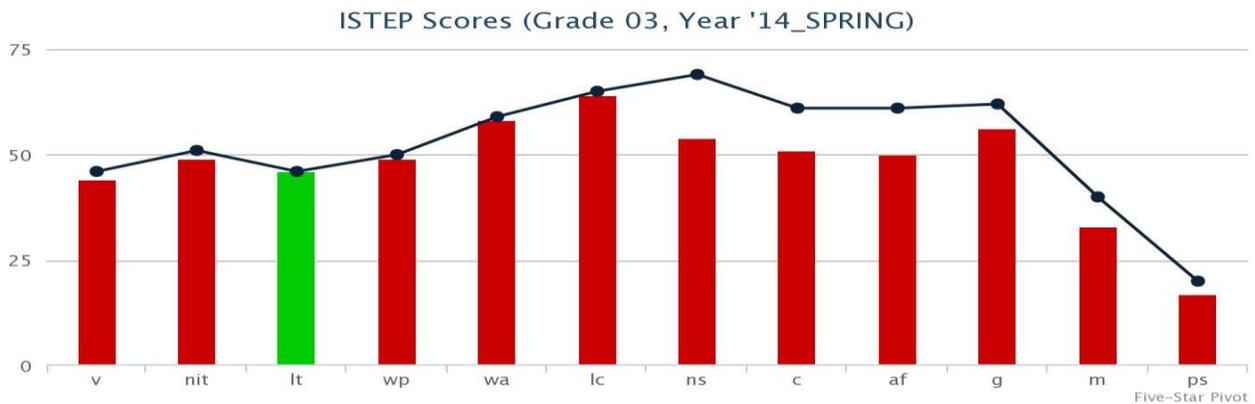
- The bars represent Tenth Street 3<sup>rd</sup> grade students overall
- The dots represent the cut or pass IPI State scores
- Each IPI Standard is weighted differently due to points possible
- Overall IPI's were reviewed by the data teams of Fifth and Tenth Street (July, 2014)
- Further review for Fifth Street focused on the 3<sup>rd</sup> grade results (August, 2014)
- In the chart below the possible points for each standard and the response type is provided
- MC is Multiple Choice
- OE is Open Ended (short answer and essay)



Label	IPI	Score	CUT	PD	Points Possible
v	Vocabulary	71.27	46	25.3	8 points; MC
nit	Nonfiction/Info Text	70.63	51	19.6	14 points, MC
lt	Literature Text	67.25	46	21.3	15 points; MC/OE
wp	Writing Process	70.25	50	20.3	6 points; MC
wa	Writing Applications	70.95	59	12	13 points; MC/OE
lc	Language Conventions	77.72	65	12.7	13 points; MC/OE
ns	Number Sense	79.85	69	10.9	16 points; MC/OE
c	Computation	78.15	61	17.2	12 points; MC/OE
af	Algebra and Functions	78.09	61	17.1	9 points; MC
g	Geometry	78.8	62	16.8	7 points; MC
m	Measurement	61.88	40	21.9	10 points; MC/OE
ps	Problem Solving	48.8	20	28.8	10 points; MC/OE

## 3<sup>rd</sup> Grade students who did not pass (DNP) ISTEP+

- 25 students did not pass one or both tests on ISTEP+
- The graph below shows the difference between the State's IPI scores and the 25 students who did not pass ISTEP+ in one of the tests or both
- All areas were negative except for Literature Text
- Number sense, computation, and Geometry were significantly in the negative
- Goals and Activities were imbedded into the document based on this and other data



Label	IPI	Score	CUT	PD	Points Possible
<b>v</b>	Vocabulary	44.6	46	-1.4	8 points; MC
<b>nit</b>	Nonfiction/Info Text	49.9	51	-1.1	14 points; MC
<b>lt</b>	Literature Text	46.6	46	0.6	15 points; MC/OE
<b>wp</b>	Writing Process	49.9	50	-0.1	6 points; MC
<b>wa</b>	Writing Applications	58.6	59	-0.4	13 points; MC/OE
<b>lc</b>	Language Conventions	64.0	65	-1	13 points; MC/OE
<b>ns</b>	Number Sense	54.6	69	-14.4	16 points; MC/OE
<b>c</b>	Computation	51.9	61	-9.1	12 points; MC/OE
<b>af</b>	Algebra and Functions	50.0	61	-11	9 points; MC
<b>g</b>	Geometry	56.2	62	-5.8	7 points; MC
<b>m</b>	Measurement	33.9	40	-6.1	10 points; MC/OE
<b>ps</b>	Problem Solving	17.5	20	-2.5	10 points; MC/OE

## STAR DATA BENCHMARK SCREENING 2012-2013

<u>SUMMARY</u>	Kindergarten				First Grade				Second Grade			
<u>Star Literacy Screening</u>	Fall	Winter	Mid Winter	Spring	Fall	Winter	Mid Winter	Spring	Fall	Winter	Mid Winter	Spring
<b>At Benchmark or +</b>	78%	94%	94%	95%	61%	74%	71%	76%	70%	78%	76%	72%
<b>On Watch</b>	10%	2%	4%	4%	25%	20%	17%	12%	9%	12%	12%	12%
<b>Interventions</b>	10%	3%	1%	1%	14%	6%	8%	10%	13%	75	8%	12%
<b>Urgent Interventions</b>	2%	1%	1%	0%	1%	1%	4%	2%	8%	3%	4%	4%
<b>Total Below</b>	22%	6%	6%	<b>5%</b>	39%	26%	29%	<b>24%</b>	30%	22%	24%	<b>28%</b>

(2014 ISTEP+ 3<sup>rd</sup> graders were at Fifth Street during this time)

- STAR Data and ISTEP+ data have some correlation, predicting the possible outcome of ISTEP+
- Of the 25 students who did not pass ISTEP+ 2014, only 18 of these students were at Fifth Street during 2012-2013. These 18 students averaged a score that was below benchmark.
- Of the 25 students who did not pass ISTEP+ 2014, STAR Math in 2012-2013 indicated an average score above benchmark.
- 9 of the 25 students who did not pass are labeled as English Language Learners
- 3 of the students are special education with one student both special education and EL
- 14 of the students who did not pass are in the free and reduced (FR) category (of the 14 some are both EL and FR or Sp. Ed. And FR)



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