

COMPONENT: SCHOOL AND STUDENT PERFORMANCE DATA

Describe what standards-based measures are used to evaluate student progress

Nuffer Elementary School uses a variety of standards based assessment tools to measure student progress. These include STAR testing (CST, CAT6, writing assessment-grade 4), district benchmarks (Faces to Data), district writing samples, ALT testing (grades 3-5), and CELDT among others. We also use teacher made assessments, some norm referenced and criterion referenced assessments, textbook specific assessments (e.g. HMR assessments), observations, running records, and teacher logs.

Describe how state and local assessments are used to modify instruction and improve student achievement

Each fall teachers meet before the start of school to analyze STAR and CELDT results from the previous year. Results are compared to previous years and across grade levels to look for trends and areas of concern. Teachers then plan as a team to emphasize those skills with a high degree of importance while covering the other necessary skills prior to spring testing. Benchmark and DRA scores as well as teacher anecdotal records are used to level students for reading instruction. Students are moved to new groups as their level of mastery increases. These results are also used in part to determine which students are in most need of after school tutoring. Each participating teacher formed tutoring groups of 3-5 students each, which met at least one hour a week, and in many cases, 2-3 hours a week, for added intervention. Three times a year the principal meets individually with each teacher to review assessment data and help plan next steps for the class.

Describe the process administrators and teachers will use to monitor and evaluate the implementation of the School Plan and its impact on student achievement

The Nuffer Elementary School staff and the SDM/SSC members review multiple data to ascertain what programs are needed to ensure student success and to determine what activities should be included in the budget. This coming year we plan to address one to two areas of our plan at each SDM/SSC meeting to ensure adequate time to discuss each aspect of our program. Since allocations change during the school year, our plan has to be very flexible in order to accommodate the gain and/or loss of projected dollars. Staff and members of the SDM/SSC discuss each program and activity at length, survey other stakeholders, and eventually determine what to cut, what to keep, and what to add. Fortunately we anticipate being able to keep all programs from last year as part of our current school plan. These programs include the counseling program, LAP (literacy assistants), after school tutoring, after school enrichment/extension classes, study trips, consultants for assemblies and science classes.

Based on data analysis, input from staff and parents, and discussions about program observations, our SDM/SSC is able to evaluate the implementation of the school plan. The principal and teacher members share results of our data analysis with parents on the SDM/SSC and ELAC. Parent and staff input is actively sought before taking a final budget recommendation to the SDM/SSC. The SDM/SSC is then charged with final approval of the budget and school plan. SDM/SSC members are also responsible for approving the Renewal and Safety Plans.

How will student achievement and school effectiveness results be communicated to parents and the community

Student achievement and school effectiveness are communicated to the school community via parent meetings, parent conferences, report cards, individual STAR and CELDT result reports, assessment profiles, progress reports, newsletters, and the SDM/SSC meeting highlights (which are sent home 7x a year). Translation in Spanish is provided.

COMPONENT: ANALYSIS AND USE OF DATA

Analyze the disaggregated pupil achievement data and other indicators to determine whether all groups and types of pupils are making adequate yearly academic progress toward short-term growth targets and long-term performance goals

The next few pages contain data for CST and Benchmark testing for all population groups in language arts and math (CST only).

State annual academic growth targets, based on analysis of disaggregated data, that are at least as high as those adopted by the State.

Nuffer Elementary School has experienced periods of tremendous growth as well as periods of minimal growth:

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| 99/00 | API growth = 95 points | expected growth = 12 |
| 00/01 | API growth = 1 point | expected growth = 11 |
| 01/02 | API growth = 87 points | expected growth = 11 |
| 02/03 | API growth = 19 points | expected growth = 7 |
| 03/04 | API growth = -9 points | expected growth = 6 |
| 04/05 | API growth = 19 points | expected growth = 7 |
| 05/06 | API growth = 11 points | expected growth = 6 |

Total growth attained = 223 pts. Total expected growth = 60 pts.

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| 06/07 | API growth = TBA | expected growth = 5 |
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Our overarching area of emphasis is literacy. During the past two years we have been focusing on improving vocabulary skills as well as reading comprehension. All teachers implement at least some portions of the Literacy Initiative.

State short-term academic objectives for two-year period that will allow the school to make adequate yearly progress toward the growth targets established for pupil achievement

Our goal is the same as every school in the Norwalk La Mirada Unified School District: to have 9 out of 10 students reading at grade level. Our goal in terms of STAR assessment was to raise every student's score by 5%ile points in each subject area. Now that the state has shifted to CST scores only in grades 2, 4, and 5 we have established a goal of increasing the combined percentage of students scoring at the advanced and proficient levels by at least 5%ile points.

Each year each grade level is asked to develop a SMART goal (specific, measurable, attainable, reliable, timely) based on our work with Reading by 9/Focus on Results. These goals have been established in order to ensure adequate yearly progress towards our growth targets. SMART goals for the 2006/07 school year included:

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| Kdg. | 85% of kindergarten students will grow two DRA levels by June, 2007 Met: the average growth for kindergarten was 3 levels |
| Grade 1 | First grade students will progress at least one instructional DRA reading level by June, 2007 Met: the average growth for first grade was 5 levels |

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| Grade 2 | Second grade students will progress at least one instructional DRA reading level by June, 2007 Met: the average growth for first grade was 5 levels |
| Grade 3 | By June, 2007, 90% of students assessed on the HMR running records will grow by 2 or more levels Met: on average, students grew two or more HMR levels |
| Grade 4 | 75% of students will score a 3 or higher on the benchmark reading assessment by the end of trimester 3 Not met: As of June, 2007, 69% of students scored at level 3 or higher. |
| Grade 5 | 75% of students will score a 3 or higher on the benchmark reading assessment by the end of trimester 3 Not met: As of June, 2007, 72% of students scored at level 3 or higher. |

Identify the current barriers at the school and the district toward improvement in pupil academic achievement and underlying causes for low achievement.

Results from an analysis done by our external evaluator, Ms. Pat Puleo, indicated that the following barriers existed when we submitted our II/USP grant application in Spring, 2000, Items in bold type still exist to the same/similar degree as in 2000. Items in italics are barriers which have appeared since 2000. Items in normal type have been reduced significantly or eradicated since 2000.

- lack of uniform, comprehensive teacher training
- limited training in the area of diagnosing student needs based on available data
- inadequate/inconsistent training of classified staff who work with students on literacy
- lack of opportunity to discuss student work vertically
- need of staff to stay current on research and practice in reading
- limited resources which address current research
- limited text purchase due to limited funding
- limited text taking skills among students
- unmotivating library environment
- need for focused budget allocations based on comprehensive needs assessment
- need for restructuring personnel allocations
- need for connecting budget expectitures to student achievement
- lack of background experiences among students**
- need for increased parent involvement and parent training**
- lack of adequate reading materials accessible to students** (classroom libraries are still limited in scope)
- limited supplemental materials such as leveled readers** (still exists to some extent)

- lack of formalized, continuous planning and review of student product** (still exists to some extent)
- lack of training in developing inquiry skills to promote higher level thinking skills** (addressed in 2001 but when trained staff left the barrier returned)
- increased incidences of parents who are not in the home (especially in the case of incarcerated parents)*
- increased number of students in transitional living situations*
- increase number of students with mitigating factors such as Austictic Spectrum, ADD, prenatal exposure to controlled substances*

Additional barriers which continue to affect student achievement included:

- limited vocabulary base (especially academic language) even among English only speakers
- lack of books at home
- limited use of the public library by parents and their children
- limited access to the internet (school and home) and to computers (home)
- lack of readiness for school (less than 30% of our students have any preschool experience)
- limited English language fluency (among students and parents)
- increased incidence of less than ideal family settings (divorce, separation, incarceration, domestic abuse, emotional or health problems)
- student mobility
- poor attendance patterns (lots of tardies and a significant number of students who have been absent 20% or more)
- limited staff resources to remediate poor attendance
- somewhat high mobility among teachers
- a large variety of reading levels exist in each class (we balance classes when we first set them up but as students more in or out the balance is upset)
- there are many gaps in the skills mastery of students
- many students do not/cannot receive assistance at home with homework

Identify school and district wide strategies for overcoming these barriers

The most sweeping reform at the district level has been the implementation of the Good to Great Literacy Initiative. During the 05/06 school year all administrators, the literacy coaches, and a demo teacher from each site were trained in the five balanced literacy strategies. Since Nuffer had seven teachers volunteer to serve on the Literacy Team including participating in monthly inservices/trainings, at least 120 (about 20%) of our students received on going instruction using Interactive Read Alouds and Shared Reading. Additionally, more than 80 students are participating in the summer Literacy Academy (in 2007) designed to help at risk

readers. Teachers reported that students who participated in the academy were more confident and participated more in partner talks during the school year. All certificated staff attended the monthly Good to Great roll out meetings and implemented some of the strategies learned in their own classrooms.

Reform and improvement efforts at the school site (over the past two-three years) include

- Project GLAD training for all teachers
- 5 teachers were enrolled in the Project GLAD trainer of trainer programs
- demo lessons and staff development workshops by trainers in training for other teachers
- week long Project GLAD practice run by trainers in training for 10 teachers and one class of students
- demo lessons using strategies from the Good to Great Literacy Initiative
- 40 hours of training on the language arts curriculum (HMR)
- AB 75 training for the principal
- 8 hours of Writer's Workshop training
- Reading by 9 participation (principal)
- increased purchases of supplemental materials which support literacy
- increased purchases of books for the library
- purchase of Study Island standards based internet access
- implementation of Study Island language arts (2005/06)
- purchase of test readiness materials
- realignment of the budget to support literacy
- increased opportunities to build background knowledge through student trips and assemblies
- weekly parent education opportunities
- participation in the Norwalk Family Word of the Day program
- continued counseling support for emotionally at risk students
- continued referral to SART and SARB as appropriate
- continued opportunities for tutoring
- newly established after school enrichment and extension classes
- continued use of LAP program to increase the number of adults working with at risk students
- all five kindergarten teachers attended the Kindergarten Institute
- release time for team planning, collegial visits, and professional development in the area of literacy and Project GLAD
- release time for teachers to work individually with the principal on data analysis and planning

- access to the data via Data Director and use of item bank to develop personalized standards based assessments

Describe the effective allocation of resources and management of the school that are linked to overcoming these barriers to students' academic achievement

- continued funding of 5 literacy aides to work with at risk students
- principal worked with a group of students during reading instruction (2004/05)
- principal coached ten teachers on Literacy Initiative strategies and did demo lessons in 85% of classrooms (2005/06)
- principal and literacy coaches provided demo lessons based on the Good to Great Literacy Initiative strategies
- budget priorities focused on literacy
- sub coverage for IEP attendance and collegial visits/work sessions/ planning
- supplementary materials purchased including test readiness materials
- funding for study trips and assemblies
- subs for assessment, team planning, data analysis w/ principal
- additional teacher training (Project GLAD)
- after school classes (tutoring, enrichment/extension)
- counselor
- consultants for staff development and parent education
- science consultant (Inside the Outdoors and Science Adventures)
- principal taught a year long, once a week, GATE class to each of the fourth and fifth grade classes during their prep time