

Juda Elementary School (4K-8)

SOARING Grant Reflection Presentation



The story our data told in 2013...

We found out when we were offered the SOARING stipend that our students with disabilities were not performing as well as their non-identified peers.

We also need to share that in 2013-2014 we experienced significant staffing changes including:

- New Superintendent/Principal/Special Education Director/School Psychologist

- New Reading Specialist

- Transitioned a K-12 special education teacher to elementary support

- New Speech-language pathologist

We gathered STAR data but didn't use it to guide our instruction.

Teachers used their intuition to group students.

Prior to 2013 we were a targeted school for Title I services. In 2013-2014, we became a school wide Title I school.

Evidence/Root Cause(s) 2013-2017

We did the SIR and realized that we were blaming students who open-enrolled into our district, but they weren't the struggling students.

Our students changed, but our practices didn't. Ten years ago 17.5% of our students received free or reduced lunch. Today 53% do.

Goals and Benchmarks, 2013-2017

Establish Rtl system

Establish Universal reading curriculum

purchase standards-aligned materials

Improve reading outcomes for all students

Train staff in effective reading instruction

Train staff to use data to guide instruction

Train staff to unpack ELA standards

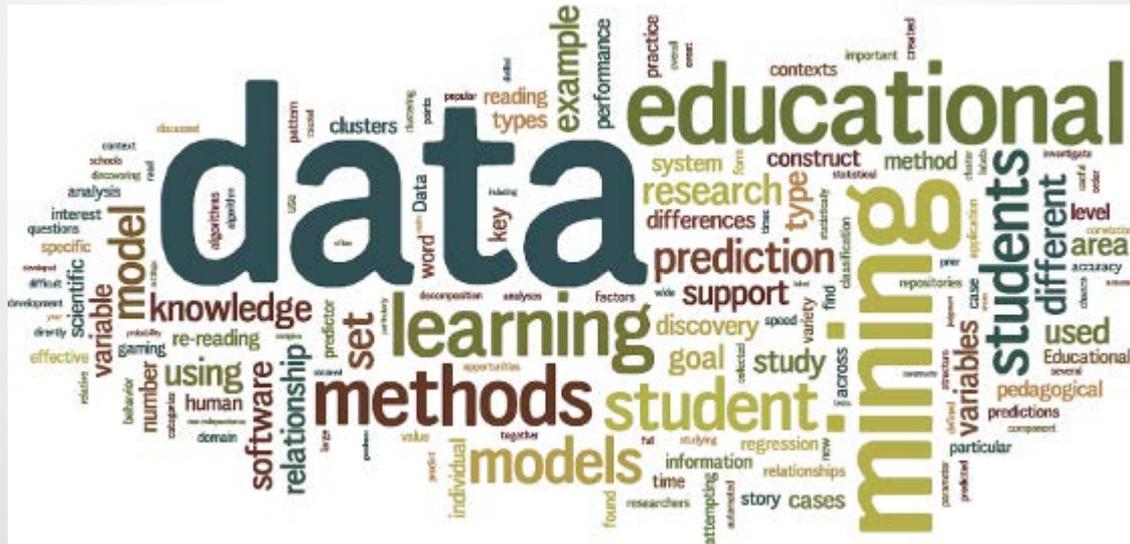
Strategies 2013-2017

Chosen strategies, progression and rationale for strategies	How did you engage stakeholders?	What professional Development and/or coaching was needed to support the strategies?	How did the team assess the effectiveness of strategies or implementation?
Trained staff in reading instruction and standards	Trained small group and scaled up	Universal K-5 Reading Training through Rtl Center this team supported elementary staff learning	Ensured staff participated Looking for alignment between what was learned and classroom practice
Trained staff to use data to guide instruction	Trained small group and scaled up	Webinars for core group Used staff meeting and professional learning days to share knowledge	Rtl team meetings reviewing process—ensuring fidelity
Established common beliefs about teaching and learning through grade 8	Conversations using Rtl Center tools and training	SIR Universal Reading training	Listening to the language teachers are using as they talk about their teaching and student learning

Barriers we overcame 2013-2017

Teacher beliefs about using data to guide instruction.

Teacher beliefs about how we meet the needs of all students—this is better, but as Betty said, “We will always be improving. This work is never done.”



Resources for Engagement 2013-2017

DPI Discretionary Grant Partners	Additional Resources/Partnerships
Rtl Center SIR and All-Staff to keep our System perspective	Internal: Consistent time for reading specialist to facilitate professional learning conversations across grade levels
RSN to be a sounding board	Internal: Protected time for on-going professional learning so this work isn't an "add-on"
	Partner with Albany and Monticello for professional learning days

Successes to celebrate 2013-2017

Successes due to having the Grant

We're actually using our data!

- We are doing pre and post assessments
- Students in grades K-9 participate in reading assessments
- Data days

We have a solid Rtl system in place!

Our students are better readers. Data shows that in grades 1, 2, and 3 students on average completed the grade level at a higher reading level!



Opportunities for growth 2017-2020

Continue to support use of standards to guide instruction through
alignment of standards resources in teaching guides with instruction
common planning time

Continue to support use of data to guide instruction through
common planning time
ongoing conversations about RtI and classroom

Continue to support cross-grade level conversations to build consistency throughout our system

Focus on transitions between grade levels to ensure appropriate rigor and high expectations
provide time for conversation between teachers in grade level above and below

Refine assessment system

The story our data tells in 2017

On the following slide, note:

- STAR assessment administered with fidelity to all students K-9
- We are using Median Student Growth Percentile (SGP)
- SGP measures average growth each student makes rather than grade level
- Kindergarten: Early Literacy data only
- First grade: 14 students Early Lit, 4 students Reading in 2017 (only one student tested in 2013)
- Students 6-9 were not assessed in 2013 in Reading (STAR)

STAR Reading	2013 SGP	2017 SGP
K - Early Literacy	62 (2 students)	59 (15 students)
1	45 (1 student)	EL-62, R-77
2	68	77
3	46	52
4	46	29
5	42	55
6	Not assessed	59
7	Not assessed	46
8	Not assessed	46
9	Not assessed	66

STAR DATA OBSERVATIONS

- Grades 1,2,3,5 showed increase in average growth percentage
- Grades K & 1 had significantly increased fidelity, all students assessed
- Grades 6-9 had growth monitored

The system we want to be in 2022

By 2022 we want to...

- Continue to improve our use of data/data systems to make informed decisions regarding instruction, best practices and student placement in reading curriculum and/or grouping
- Evaluate instructional materials and practices regularly to ensure alignment with CCSS and data outcomes
- Commence work on assessment and standards based report cards
- Maintain and modify (if needed) Rtl system and practices and build resources/materials
- Provide early literacy opportunities for students and families and daycare providers prior to entering our 4K program

Sustainability Plan 2017-2022

In order to sustain prior work and achieve our future goals, we will need to...

- Have regular non-negotiable meeting/planning times built into teacher schedules to discuss, plan and take action on goals
- Set regular data meetings on school calendar
- Plan dates for early literacy opportunities
- Collaborate with other districts/classroom teachers on reading practices, assessments and report cards
- Share the workload by forming sub-committees for each task/goal
- Utilize CESA services if warranted