

# **Richard G. Wilson Elementary School**

112 Lavoie Avenue  
Ft. Benning, GA 31905  
(706) 545-5723  
Dr. Renee Mallory, WES Principal



**Home of the Wilson Wildcats!**

**Dr. Fordyce Stone, Interim Superintendent GA/AL**

**Wilson Elementary School Profile**

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**Richard G. Wilson Continuous School Improvement Team**

Principal, Dr. Renee Mallory

CSI Chair, Susan Dobbs

Data Chair, Jeffery Stansfield

Math Chair, Richard Thomas

Reading Chair, Kay Wiggins

Profile Chair, Shannon Kewin

School Climate Chair, Evelyn Montgomery

## DoDEA Vision

Communities Committed to SUCCESS for ALL students.

## DoDEA Mission

To provide an exemplary education that inspires and prepares all DoDEA students for success in a dynamic, global environment.

## DoDEA Guiding Principles

S-Success for all Students

T-Trust and Respect for Others

U-Uncompromising Advocacy for Others

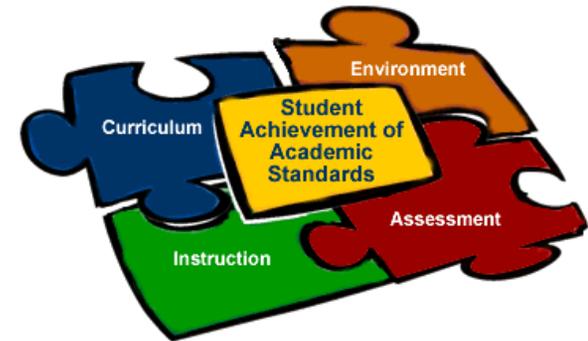
D-Development of Lifelong Learners

E-Equal Access to Quality, Rigorous Education

N-New and Motivating Challenges to Inspire Excellence

T-Teaching with High Expectations

S-Safe and Stable Learning Environment



## Richard G. Wilson School Vision

Wilson Elementary School's Vision is to serve the needs of our military's children so that they will excel in learning and life.

## Richard G. Wilson Mission Statement:

"To Provide an Exemplary Education that Inspires and Prepares All DoDEA Students for Success in a Dynamic, Global Environment"

## Beliefs

**W---Willing to Meet the Needs of the Military Child**

**I--- Instilling a Community of Life Long Learners**

**L---Learning in a Safe Environment**

**S---Striving to Respect & Contribute to the Well Being of the School**

**O---Offering to Collaborate and Support School's Mission**

**N---New Ways to Compete in a Global Community**

**Motto: I Can and I Will Do My Very Best!**





## School History

Richard G. Wilson Elementary School is named for PFC Richard G. Wilson. PFC Wilson received the Congressional Medal of Honor for his heroic deeds while serving in Company 1, Medical Company, 187th Airborne Infantry Regiment, in Opari, Korea. Pfc. Wilson distinguished himself by conspicuous gallantry and intrepidity above and beyond the call of duty in action. As medical aid man attached to Company I, he accompanied the unit during a reconnaissance in force through the hilly country near Opari. The main body of the company was passing through a narrow valley flanked on 3 sides by high hills when the enemy laid down a barrage of mortar, automatic-weapons and small-arms fire. The company suffered a large number of casualties from the intense hostile fire while fighting its way out of the ambush. Pfc. Wilson proceeded at once to move among the wounded and administered aid to them oblivious of the danger to him, constantly exposing himself to hostile fire. The company commander ordered a withdrawal as the enemy threatened to encircle and isolate the company. As his unit withdrew Private Wilson assisted wounded men to safety and assured himself that none were left behind. After the company had pulled back he learned that a comrade previously thought dead had been seen to be moving and attempting to crawl to safety. Despite the protests of his comrades, unarmed and facing a merciless enemy, Pfc. Wilson returned to the dangerous position in search of his comrade. Two days later a patrol found him lying beside the man he returned to aid. He had been shot several times while trying to shield and administer aid to the wounded man. Pfc. Wilson's superb personal bravery, consummate courage and willing self-sacrifice for his comrades reflect untold glory upon him and uphold the esteemed traditions of the military service.

SOURCE: <http://www.history.army.mil/html/moh/koreanwar.html>

## **School Overview**

Richard G. Wilson Elementary School is located in the Indianhead Terrace Housing Area on an Army Installation at Fort Benning, Georgia and is a part of the Georgia/Alabama School District, which is under the direction of Dr. Fordyce Stone, Interim Superintendent, and follows the directives, curricula, and guidelines from the umbrella organization of DoDEA (Department of Defense Education Activity).

Richard G. Wilson Elementary School is one of 64 schools in DOD DDESS (Department of Defense Domestic Dependents' Elementary and Secondary Schools) which operates on 17 installations and is organized into five districts. It is one of seven schools located at Fort Benning and serves students in Pre-K through fifth grade.

Ft. Benning has been primarily a training facility for the United States Infantry; however, Fort Benning will also be the new home of the Maneuver Center. Wilson Elementary School is currently experiencing the effects of the new military housing revitalization that is taking place on the installation. The housing in Indianhead, which is over 40 years old, is currently undergoing demolition and renovation. As a result, Wilson will accommodate not only students from Indianhead, but other housing areas that are undergoing transition. Wilson has changed from a neighborhood school to a school where 58% (Fall 2010) of the children are transported by the district or a parent because they do not live in the neighborhood adjacent to the school. Wilson will undergo another change in student population when the Indianhead housing area renovation is completed and open for occupancy.

## **Fallen Soldier Tree Dedication**

A tree dedication ceremony took place on Arbor Day in the spring of 2008 to honor one of Wilson's fallen soldiers. Specialist Gamble was killed in the line of duty while he was stationed in Iraq. Chaplin Vickers presided over the ceremony which included all students, staff, and local residents to pay tribute to Specialist Gamble's wife and children. The tree is a symbol of all the soldiers who have fallen in Iraq.

## **Students' Signatures in Space**

In 2004, Wilson Elementary School was chosen to participate in Lockheed Martin and NASA Student Signature in Space program. All students, teachers and staff members participated to pique students' interest in space. All students in grades Kindergarten through 5<sup>th</sup> signed their names on a poster. However, the signatures for the 2003, 2004, 2005, and 2006 programs were collected after the tragic Columbia accident in 2003. The Wilson posters were held until NASA returned its Space Shuttle fleet to flight. The poster with Wilson students' signatures was flown on mission STS-117 in June 2007. The poster is now on display across from the Wilson School library.

## **Artistic Talents**

Wilson Elementary School is known for developing artistic talent. Several of our students have received recognition from various organizations for their artistic creativity, talent, and unique expression. Wilson has been honored to have many students win such notable contests such as The National YMCA Calendar contest, The Steeple Chase, Law Day, River Fest, and Keep Columbus Beautiful. Recently, a student won first place in the Jimmy Carter Peanut Fest Postcard Contest.

## **Philanthropic Work**

Wilson School is a member of Kids Care Club. We have been a member for the past 10 years and because of Kids Care, students are learning to give back to their community as well as learning that a great deal of satisfaction can be derived by doing for others. Kids Care also takes part in projects that help people abroad. Wilson Kids Care Club has received grants on many occasions. With these grants we have done the following:

- toiletries for Veterans at Tuskegee Hospital
- An Entertainment hour for residents at Muscogee Manor Nursing Home. We also donated toiletries.
- Nursing Home visits
- Tennis Shoes for children in Iraq
- Volunteer for Poplar Farm Horse Show
- Baby Blankets for Mozambique
- Baby items for “Peaches” project in Atlanta, Georgia
- “Help the Hooch” (clean up campaign)
- Collecting pet toys for local humane shelter (PAWS)
- Clothing and gifts for Foster Children

### **Plans for the present school year include:**

- revisit to Tuskegee Hospital
- “Help the Hooch” Cleanup campaign
- Nursing Home visit (Columbus Georgia)
- make lunch for worker for Habitat for Humanity

## Partners in Education:

We are proud to have the following as our partners:

Headquarters, Headquarters Company 197<sup>th</sup> Infantry Brigade, the 2/11 (part of the 199<sup>th</sup>), and Embracing Military Families.

Below are a few ways we optimize our partnerships:

- Mentors for at risk children
- Flag Etiquette
- Safety Demonstration (for children of deployed parents)
- “Leaders on the Move” (grades 4 and 5, program stresses leadership and service)
- Citizen of the Month-Partners provide certificates as well as coins for recipients.
- Partners also teach children about the Army Values during the COM assemblies.
- Terra Nova Encouraging Notes-Partners write encouraging notes to students during the week of standardized testing
- HOTX-Partners arrange for students to see demonstrations (tank exhibition, rifle exhibition, etc.)
- Month of the Military Child Celebration-Partners join faculty and staff as we celebrate the greatest kids on the face of the earth!! Military Kids!
- Field Day-partners provide static vehicles, tents, water buffalo.
- Fall Festival-partners provide tents, manpower, and help with grilling.
- Commander Swap-Principal and Company Commander swap vocations for a morning.
- “The Princess Within”-This program is for our 5<sup>th</sup> grade girls. The goal is to teach girls about the following: healthy body weight, healthy eating, grooming, and manners/etiquette. Our partners help with escorts for our girls (girls are escorted in for our celebration dinner). Our PIE also provide (or help secure) speakers for the various segments of the program.
- “A Gentleman’s Morning Out”-this program is for our 5<sup>th</sup> grade boys. The goal is to teach our young boys about manners/etiquette. Our partners provide speakers and chaperones for this special project.
- Embracing Military Families provide the following:
  - Supplies for our “Supply Closet”, stuffed animals for kids of deployed soldiers, stuffed animals are also used for reading buddies.
  - Gifts for families in need during the Christmas/holidays season
  - A gift for each child during the Christmas/holiday season
  - Gift for our Santa Shop (children are given the opportunity to buy gifts for family and friends at an affordable price. Proceeds go to Wilson PTO.

### **Kids with a Message**

These children serve and provide leadership for the students at Wilson School. The children also perform at the Month of the Military Child Assembly at the end of the year.

Kids give a message to fellow students through song and movement. The messages given range from patriotism to getting along with others. This group is a peer helper group and an extension of the counselor.

### **Parent Academy**

The Wilson School faculty understands the importance of helping parents in areas that will help their children be successful, not only in school life but in life in general. We offer parent academies that cover relevant topics including internet safety, discipline, and parenting skills, etc. One particular parent academy that is popular is our “Holiday Make and Take”. Materials and supplies are provided to each parent free of charge. Parents are able to make a holiday wreath for their home. This academy has been a success from year to year. Childcare has been provided in the past and we hope to provide this service again this year.

Planned Academies for the year:

- Military OneSource
- Holiday Make and Take
- Behavior Modifications for parents
- Reintegration

### **Caught in the Act Program**

This program is a proactive approach for combating bullying. Names are submitted on a weekly basis. Each person is “caught in the act of kindness”. Names are read once weekly via our television broadcast.

Each winner is given a treat from the school store.

## **Unique Local Insights**

### **Data Collection Instruments**

We selected the following topics for examination and collection of data related to unique local insights:

- Wilson School Demographics
- Teacher Demographics
- Student Demographics
- Mobility and Deployment Rates
- Current Ethnicity of Students
- Free and Reduced Lunch

### **Current School Demographics**

The school's population of about 325 is drawn from the Indianhead neighborhood and Patton II Village. The average class size in the primary and elementary grades is 18.

There are 18 classrooms that are assigned as following: two Pre-K classes (one a.m. and one p.m. session), three kindergarten classes, three first grade classes, three second grade classes, three third grade classes, and two fourth and fifth grade classes.

### **Mobility Rate**

Wilson School, in the 2008-2009 school year, had the highest mobility rate of any DoDEA school. The mobility rate was over 100%. In addition, Wilson's primary housing area has been under complete renovation. Many Wilson families have been relocated to other housing areas (this is on-going). Finally, students were locally reassigned from a new housing area, Patton Village II, to Wilson Elementary School. Patton II students arrived after the December 2009 holiday break. SY 2009-2010, Wilson's primary housing area continues with the renovation process. According to the Status of Student Mobility report, Wilson Elementary School had a mobility rate of 38.24%. This percentage placed Wilson seventh out of the ten schools within the Georgia/Alabama District. There were three schools with a lower mobility rate, and six schools with a higher mobility rate within the GA/AL District.

### **Current Ethnicity of Students**

Wilson has a culturally diverse population. Based on parents' reporting, they identify their children as 35% Caucasian, 24% African American, 17% Hispanic, 2% Native American, 1% Pacific Islander, 6% Multiracial, 2% Asian and 12% listed as unknown.

### **Faculty Demographics**

There are 45 full-time employees at Wilson. This number includes an administrator, teachers, a counselor, teaching assistants, office support staff, a registered nurse, and custodial staff. Wilson also has a full-time IS reading support teacher for grades 3<sup>rd</sup>-5<sup>th</sup>. Ninety percent of the teachers have earned advanced degrees and 77% have a reading endorsement on their teaching certificates. Educators have the following teaching experience: 10% with 0-5 years of experience, 33% with 6-15 years of experience, 23% with 16-25 years of experience, and 33% with more than 26 years of experience. The faculty and staff at Wilson is 83% Caucasian, 17% African American, and 11% of our faculty and staff is male.

### **Free and Reduced Lunch**

Forty-nine (49%) percent of the students at Wilson qualify for free lunch and 31% qualify for reduced lunch. Collectively, this accounts for 80% of Wilson's students.

### **Special Populations**

Fifteen percent of Wilson's students have Individual Education Plans (I.E.P.s), with ten percent of those receiving services in Speech and Language. Approximately 2% of the students have been identified for gifted education and are receiving services in the gifted program. Students who need enrichment, but do not qualify for gifted services receive differentiated instruction to meet their specific academic needs in regular classrooms under guidance of the gifted education and classroom teachers. Thirty-seven (37%) of 3<sup>rd</sup>-5<sup>th</sup> graders qualify for Read 180, a DoDEA sponsored reading intervention program.

### **Average Daily Attendance**

The average daily attendance for Wilson students last year (2008) was 93%. The average daily attendance for Wilson students beginning this school year (August/September 2010) was 92%. This, however, does not take into account when the military parents have a change of duty station. Parents often withdraw students early to have extra time to move, or they do not immediately enroll children when they arrive at a new destination.

### **Parent Involvement**

Parents often come to school celebrations, performances and required conferences or when their child is being recognized. We encourage parents to help in classrooms, assist teachers and participate in academic school activities. We have given parents support through our Parent Academies, Mother's Morning Out, discipline workshops, as well as economic support for needy families (food baskets, clothing bank, adopt-a-family for holidays). We have also had positive parent participation in Kid's Care Projects which are coordinated by the counselor.

### **Current Parent Military Ranks**

Ninety-two percent of the military sponsors at Wilson hold the rank of E4 (Specialist), E5 (Sergeant), E6 (Staff Sergeant), or E7 (Sergeant First Class), 2 % hold the rank of First Sergeant, 0.5% hold the rank of Second Lieutenant, and the remaining 5% hold the rank of E3 and below. The Indianhead neighborhood, when renovation is complete, will house E-1 through E-4 soldiers and their families.

### **Military Deployments**

During the 2007-2008 school year, over one-third of the military sponsors (120) were deployed to Iraq or Afghanistan, many having already served two or three deployments in the region of the world. At the beginning of the 2008- 2009 school year Wilson had 12% of the military sponsors deployed. One fourth of Wilson’s students had a parent deployed to Iraq by the end of 2009. In SY 2009 – 2010, reports of deployment continue to be approximately 12%. In SY 2010 – 2011, reports of deployment continue to be approximately 14%. Wilson’s teachers and the counselor work closely to support the special needs of students with deployed parents.

### **Implications:**

Since Wilson School is comprised of families who have in common the military experience, it is a school with rich diversity. This requires a unique understanding by all Wilson educators, who strive to incorporate instructional strategies that accommodate many learning styles and make all students feel valued and included. The faculty observes that the high mobility rates and deployment patterns impact the lives and schooling of our students. The school counselor offers counseling groups for students with deployed parents and provides support for military spouses and guardians. Wilson also provides a “welcome buddy” for new students and a special “sendoff” for students who have to leave during the school year. Students are encouraged to keep in touch through school assigned email accounts.

Well over half (80%) of Wilson’s students qualify for free/reduced lunch. Recognizing that Wilson families may benefit from school sponsored services, the PTO and the faculty work together to ensure that all students have equitable educational opportunities. Wilson works with parents to provide free eye glasses, funds for field trips, food baskets for special occasions, clothing, holiday gifts and other needs, as they are identified.

Wilson’s population of special needs students is accommodated in a variety of ways. In addition to our resource services, we use our instructional support staff to help us fill in the achievement gaps identified by individual student data. Our Read 180 teacher

## Wilson Elementary School Profile 2010-2011

and Instructional Support teacher collaborate regularly to identify students and review progress quarterly to adjust the flexible groups in grades 3-5. Our gifted education teacher and our Instructional Support teacher also provide additional literacy support for identified primary grade level students. Our faculty uses bi-monthly curriculum updates to coordinate the instructional practices of classroom teachers and special area teachers. This collaborative planning allows special needs students to participate with peers in the regular classroom for the majority of the day.

The population of students at Wilson is mobile and the faculty realizes that Wilson students must learn to adapt and become independent and increasingly self-reliant. The staff at Wilson Elementary School recognizes the changing needs of our students and is committed to adapt instruction to meet the needs of our unique population of learners.

### **Existing School Data**

Student Performance Data

Instructional Data

Community Data

Student survey

Parent survey

Customer Satisfaction Survey

Teacher survey

Summary of data/implications

## **Data Collection Instruments**

We selected the following instruments for review of data related to student academic performance:

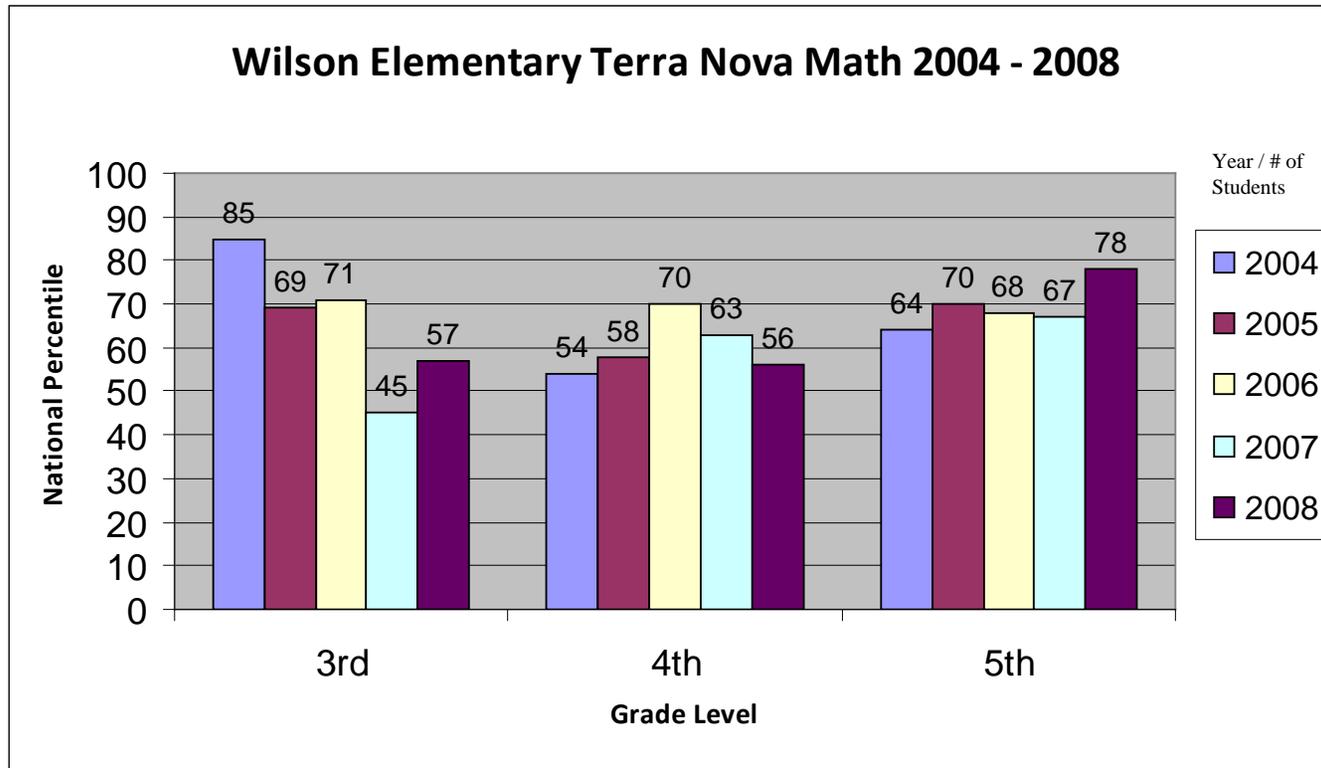
- **Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition-** DoDEA system wide norm- referenced assessment given annually in early spring at all grades 3<sup>rd</sup>-5<sup>th</sup>, 2004-2008
- **Terra Nova Multiple Assessment, 3<sup>rd</sup> Edition-**DoDEA system wide norm-referenced assessment given annually in early spring to all grades 3<sup>rd</sup>-5<sup>th</sup> - 2009- 2010
- **Scholastic Reading Inventory Test (SRI) -** Local reading assessment given quarterly, grades 3-5.
- **Developmental Reading Assessment-** System reading assessment given fall and spring in grades K-3.
- **Scholastic 3 Minute Reading Assessment,** a local assessment given quarterly at all grade levels 1<sup>st</sup>-5<sup>th</sup>

## **Assessments**

The faculty at Wilson Elementary School believes that a variety of assessments are needed to measure the academic level of students and identify areas for improvement. Wilson teachers assess all students in 3rd-5th grades in reading each quarter using the Scholastic Reading Inventory (SRI). Second graders take the SRI assessment at third and fourth quarters only. All teachers who teach grades 1<sup>st</sup>-5<sup>th</sup> assess students' reading fluency rate quarterly. All students in grades K-3 are assessed using the Developmental Reading Assessment (DRA) at the beginning, middle, and at the end of the school year. Problem-solving Exemplars will be used quarterly to assess student progress in problem solving (K-5).

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2004-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 138 students in March of 2005, 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The chart below depicts the National Percentile rankings of Wilson’s students in **mathematics** from SY 2004 – SY 2008.



**Findings:**

The data from Terra Nova 2<sup>nd</sup> Edition in Math shows that third grade performed at the 85% in 2004, 69% in 2005, 71% in 2006, 45% in 2007, and 57 % in 2008.

The data from Terra Nova 2<sup>nd</sup> Edition in Math shows that fourth grade performed at the 54% in 2004, 58% in 2005, 70% in 2006, 63% in 2007, and 56 % in 2008.

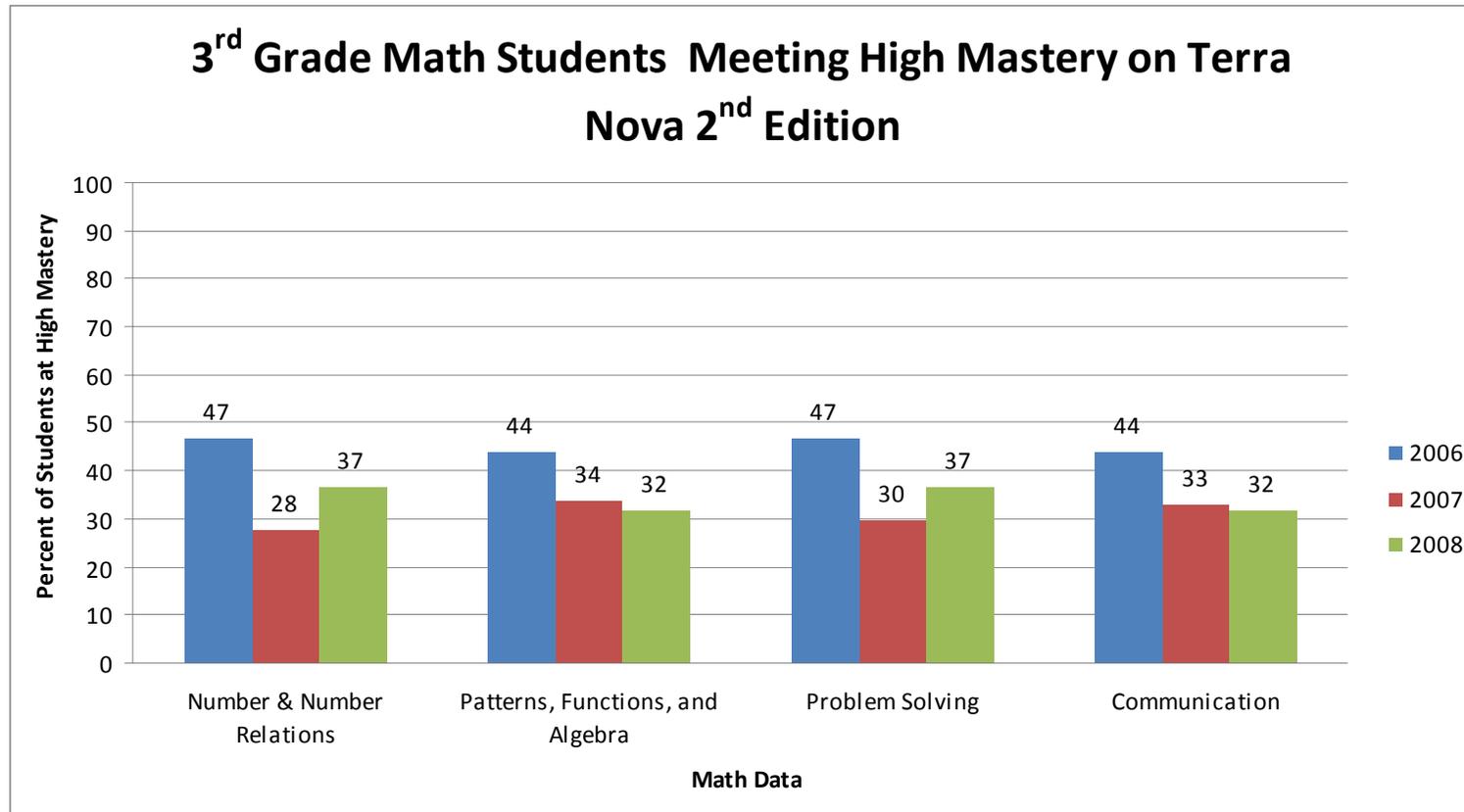
The data from Terra Nova 2<sup>nd</sup> Edition in Math shows that fifth grade performed at the 64% in 2004, 70% in 2005, 68% in 2006, 67% in 2007, and 78 % in 2008.

**Analysis:**

Wilson's trend data in mathematics generally demonstrates patterns of performance above the 50<sup>th</sup> %, or the national average. A decline in the third grade achievement in math between SY 2004-2008 is noted. Fourth grade scores remained flat during this 5-year period and the fifth grade scores indicated a gradual improvement. These data are informative and noteworthy. They draw attention to mathematics as an area for further review and deeper data analysis.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2006-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The Objective Summary Part 1: Percentage of Students Attaining High Mastery of Objectives was selected for the purpose of this analysis.



**Findings:**

In 2006, 53% of 3<sup>rd</sup> grade students did not reach High Mastery in Numbers and Number Operations; 56% of students did not reach High Mastery in Patterns, Functions, and Algebra; 53% of students did not reach High Mastery in Problem Solving; 56% of students did not reach High Mastery in Communication.

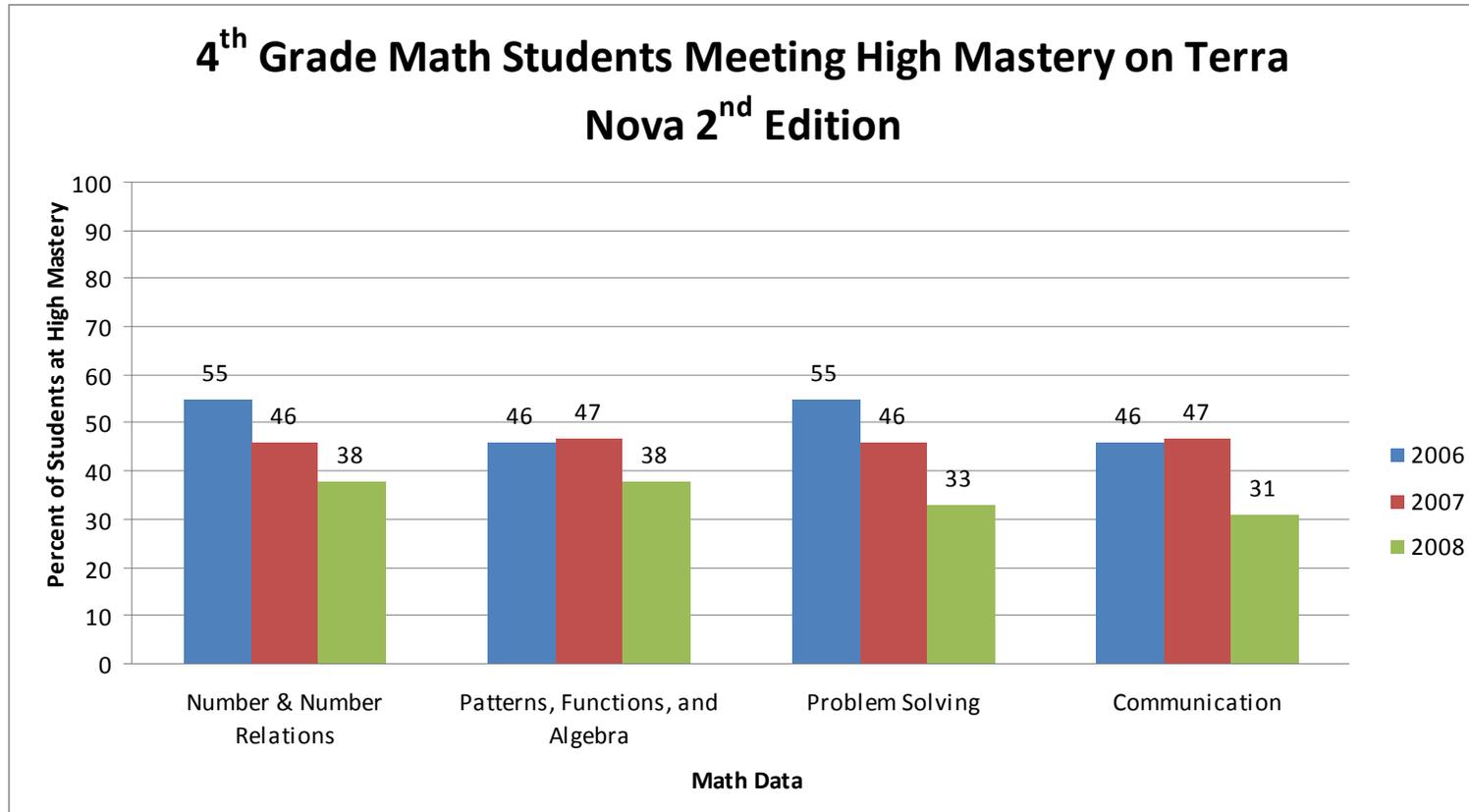
In 2007, 72% of 3<sup>rd</sup> grade students did not reach High Mastery in Numbers and Number operations; 66% of students did not reach High Mastery in Patterns, Functions, and Algebra; 70% of students did not reach High Mastery in Problem Solving; 67% of students did not reach High Mastery in Communication.

In 2008, 63% of students did not reach High Mastery in Numbers and Number Operations; 58% of students did not reach High Mastery in Patterns, Functions, and Algebra; 63% of students did not reach High Mastery in Problem Solving; 58% of students did not reach High Mastery in Communication.

**Analysis:** These data show that over a three year period, the percentage of students in 3<sup>rd</sup> grade who achieved high mastery declined in all subskills: Numbers and Number Operations, Patterns, Functions and Algebra, and Problem Solving and Communications.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2006-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The Objective Summary Part 1: Percentage of Students Attaining High Mastery of Objectives was selected for the purpose of this analysis.



**Findings:**

In 2006, 45% of 4<sup>th</sup> grade students did not reach High Mastery in Numbers and Number operation; 54% of students did not reach High Mastery in Patterns, Functions, and Algebra; 45% of students did not reach High Mastery in Problem Solving; 54% of students did not reach High Mastery in Communication.

In 2007, 54% of 4<sup>th</sup> grade students did not reach mastery in Numbers and Number Operations; 53% of students did not reach High Mastery in Patterns, Functions, and Algebra; 54% of students did not reach High Mastery in Problem Solving; 53% of students did not reach High Mastery in Communication.

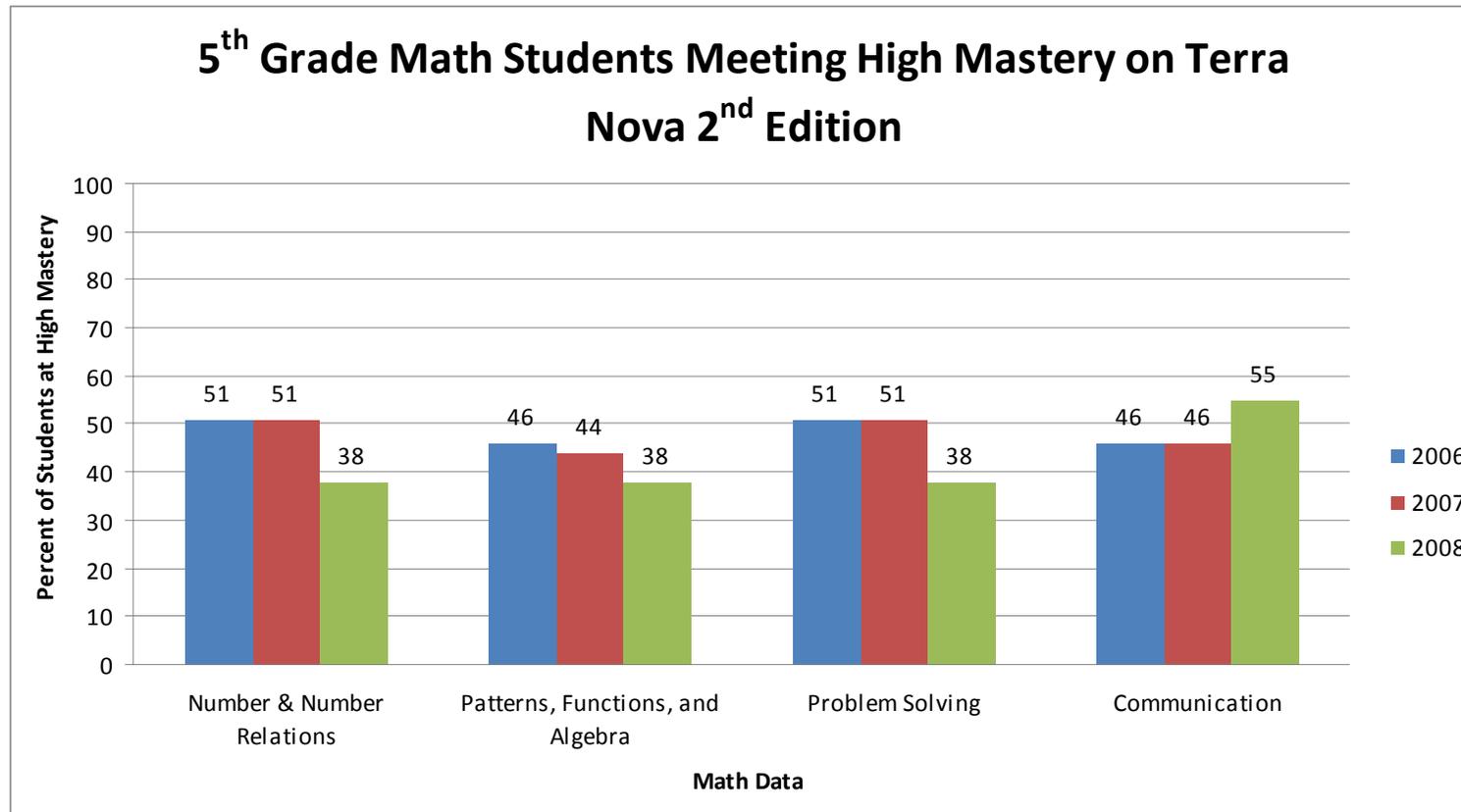
In 2008, 62% of 4<sup>th</sup> grade students did not reach mastery Number and Number operation; 62% of students did not reach High Mastery in Patterns, Functions, and Algebra; 67% of students did not reach high mastery in Problem Solving; 69% of students did not reach High Mastery in Communication.

**Analysis:**

The data show that over a three-year period, the percentage of students in 4<sup>th</sup> grade who achieved high mastery declined in all subskills: Numbers and Number Operations, Patterns, Functions and Algebra, and Problem Solving and Communications.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2006-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The Objective Summary Part 1: Percentage of Students Attaining High Mastery of Objectives was selected for the purpose of this analysis.



**Findings:**

In 2006, 49% of students did not reach High Mastery in Numbers and Number operations; 54% of students did not reach High Mastery in Patterns, Functions, and Algebra; 49% of students did not reach High Mastery in Problem Solving; 54% of students did not reach High Mastery in Communication.

In 2007, 49% of students did not reach High Mastery in Numbers and Number operation; 56% of students did not reach High Mastery in Patterns, Functions, and Algebra; 49% of students did not reach High Mastery in Problem Solving; 54% of students did not reach High Mastery in Communication.

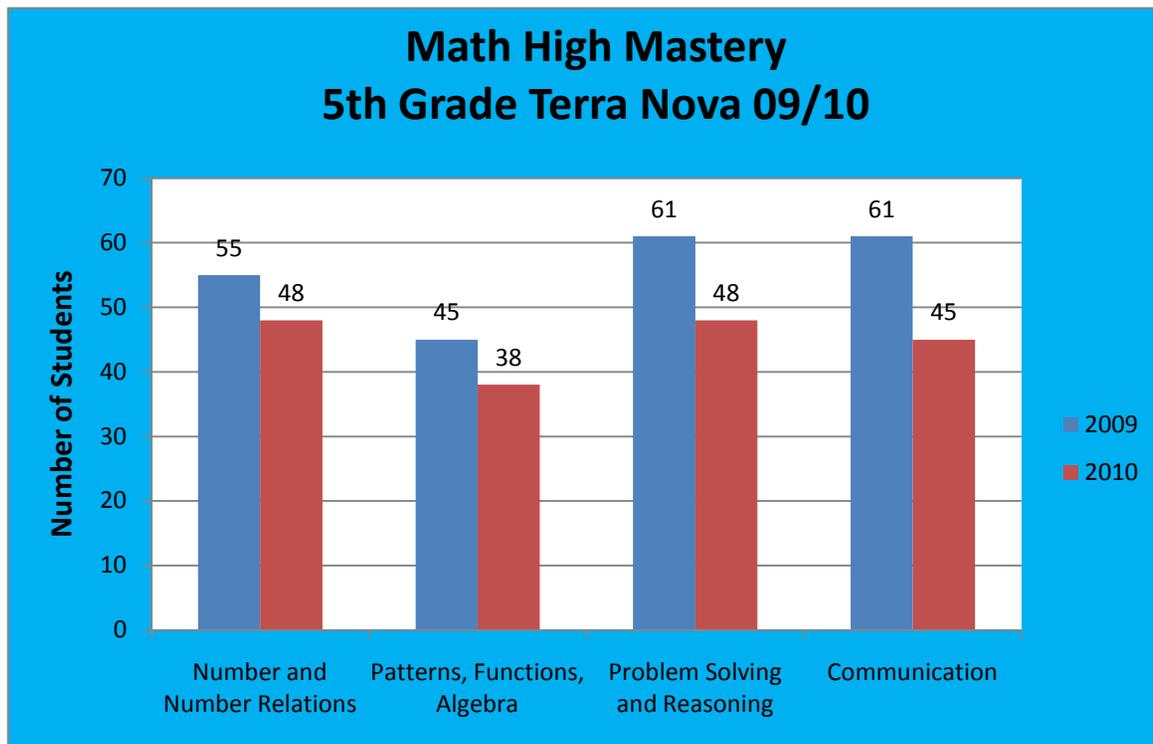
In 2008, 62% of students did not reach High Mastery in Numbers and Number operation; 62% of students did not reach High Mastery in Patterns, Functions, and Algebra; 62% of students did not reach High Mastery in Problem Solving; 45% of students did not reach High Mastery in Communication.

**Analysis:** The data show that over a three-year period, the percentage of students in 5<sup>th</sup> grade who achieved high mastery declined in all subskills: Numbers and Number Operations, Patterns, Functions and Algebra, and Problem Solving.

**Implications from Trend Data:** Over a three-year period, the percentages of students in 3<sup>rd</sup> – 5<sup>th</sup> grades who failed to achieve high mastery in all mathematics subskills: Numbers and Number Operations, Patterns, Functions and Algebra, and Problem Solving and Communications is a disturbing trend that commands the focused attention of the Wilson Faculty.

### Trend Data – Terra Nova Multiple Assessment, 3rd<sup>d</sup> Edition 2009-2010

The Terra Nova Multiple Assessment, 3<sup>rd</sup> Edition was administered to 125 students in March of 2009. **This new standardized assessment becomes baseline data for future analysis of student achievement.** The Terra Nova Multiple Assessment, 3<sup>rd</sup> Edition was administered to and to 144 students in March of 2010. Following an analysis of Objectives Summary Part 2 (OPI), The Objective Summary Part 1: Percentage of Students Attaining High Mastery of Objectives was selected for the purpose of this analysis.



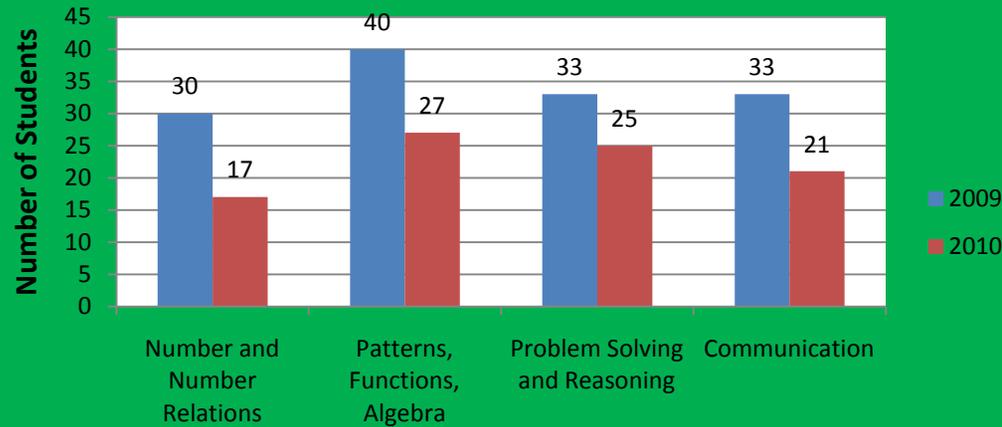
#### Findings:

In 2010, fifty-two percent of 5th grade students did not reach High Levels of Mastery in Numbers and Number Relations, 62% in Patterns, Functions, and Algebra, 52% in Problem Solving, and 55 % in Communication.

#### Analysis:

In SY 2009-2010, low percentages (38-48%) of fifth grade students meet high levels of mastery in the sub skills of mathematics: Numbers and Number Relations, Patterns, Functions, and Algebra, Problem Solving, and Communication.

### Math High Mastery 4th Grade Terra Nova 09/10



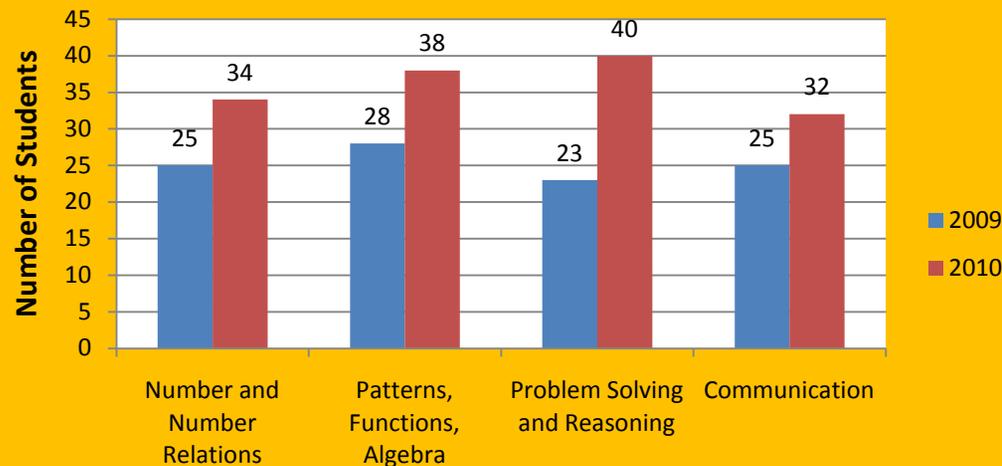
**Findings:**

In 2009-2010, eighty-three percent of 4th grade students did not reach High Levels of Mastery in Numbers and Number Relations, 73 % in Patterns, Functions, and Algebra, 75% in Problem Solving, and 79 % in Communication.

**Analysis:**

In SY 2009-2010, low percentages (38-48%) of fourth grade students meet high levels of mastery in the sub skills of mathematics: Numbers and Number Relations, Patterns, Functions, and Algebra, Problem Solving, and Communication.

### Math High Mastery 3rd Grade Terra Nova 09/10



**Findings:**

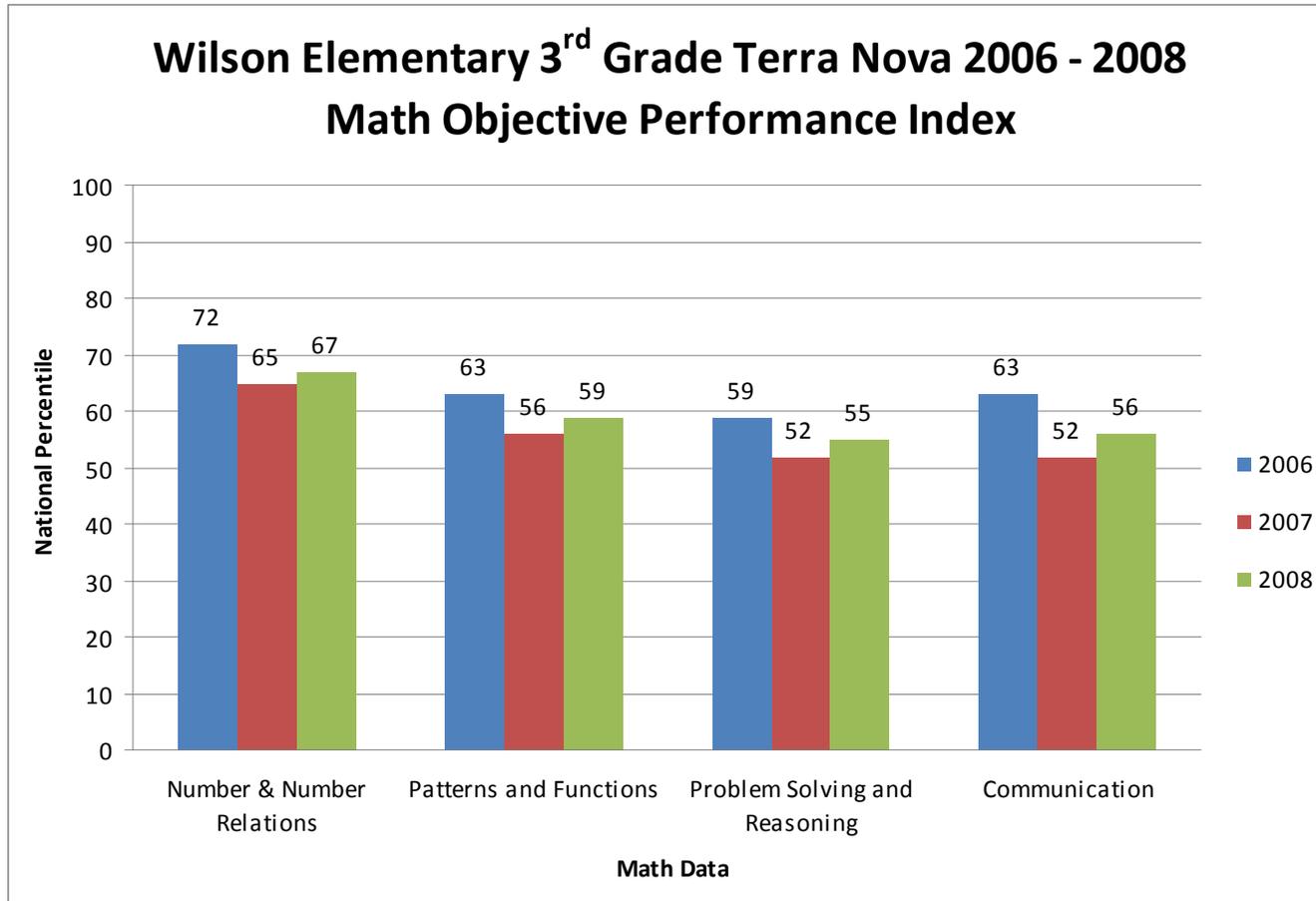
In 2009-2010, sixty-six percent of 3<sup>rd</sup> grade students did not reach High Levels of Mastery in Numbers and Number Relations, 62% in Patterns, Functions, and Algebra, 60% in Problem Solving, and 68 % in Communication.

**Analysis:**

In SY 2009-2010, low percentages (32-40%) of third grade students meet high levels of mastery in the sub skills of mathematics: Numbers and Number Relations, Patterns, Functions, and Algebra, Problem Solving, and Communication.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2006-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The Objectives Summary Part 2 (OPI), was selected for the purpose of this analysis.



**Findings:**

In 2006, 3<sup>rd</sup> grade scored at the 72<sup>nd</sup> percentile in Numbers and Number Relation, 63% in Patterns and Functions, 59% in Problem Solving, and 63% in Communication.

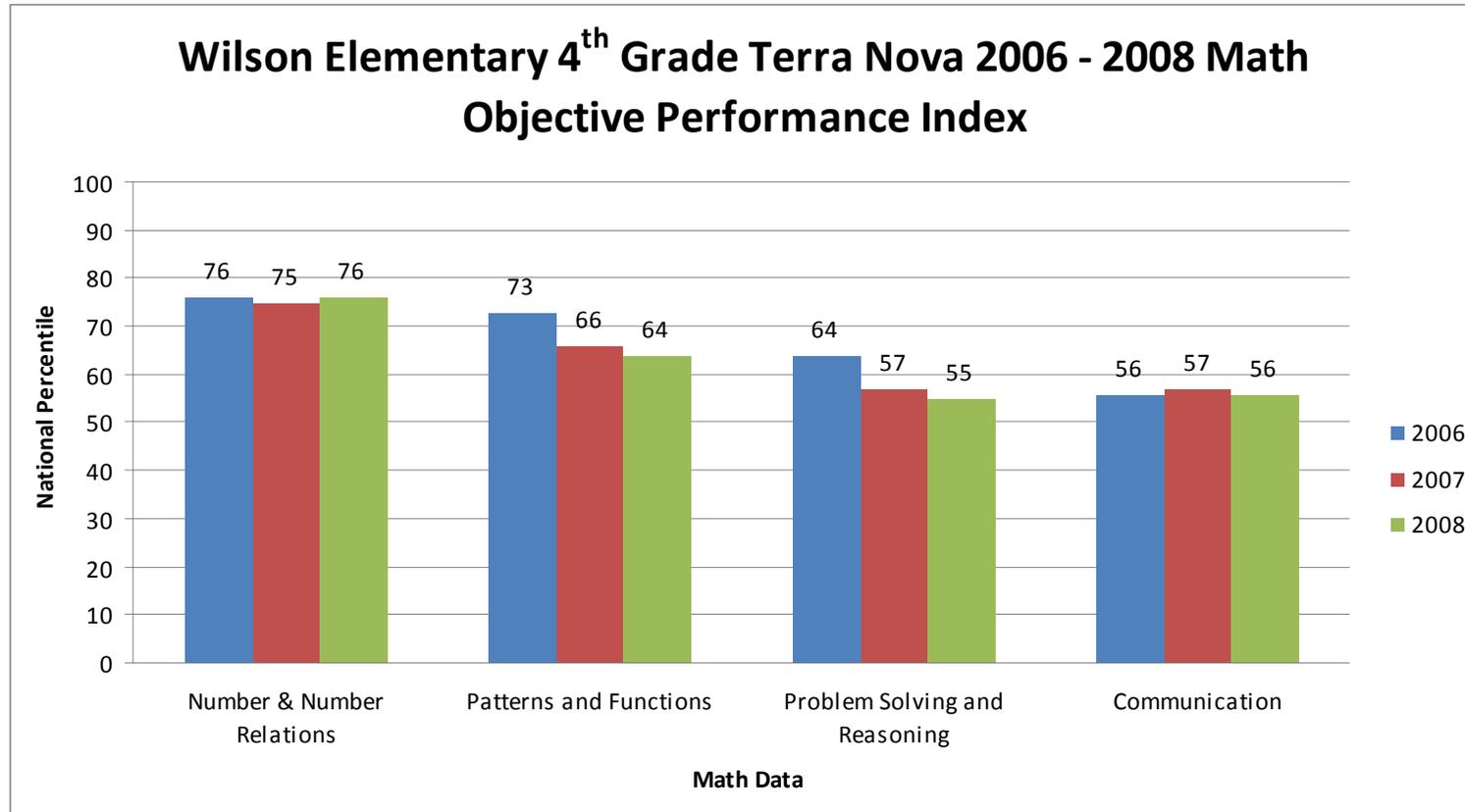
In 2007, 3<sup>rd</sup> grade scored at the 65<sup>th</sup> percentile in Number and Number Relations, 56% in Patterns and Functions, 52% in Problem Solving, and 52% in Communication.

In 2008, 3<sup>rd</sup> grade scored at the 67<sup>th</sup> percentile in Number and Number Relations, 59% in Patterns and Functions, 55% in Problem Solving, and 56% in Communication.

**Analysis:** The data show that third grade students need improvement in the OPI subskill Problem Solving and Reasoning, the lowest documented performance level for third grade students.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2006-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The Objectives Summary Part 2 (OPI) was selected for the purpose of this analysis.



**Findings:**

In 2006, 4<sup>th</sup> grade scored at the 76<sup>th</sup> percentile in Numbers and Number Relations, 73% in Patterns and Functions, 64% in Problem Solving, and 56% in Communication.

In 2007, 4<sup>th</sup> grade scored at the 75<sup>th</sup> percentile in Number and Number Relations, 66% in Patterns and Functions, 57% in Problem Solving, and 57% in Communication.

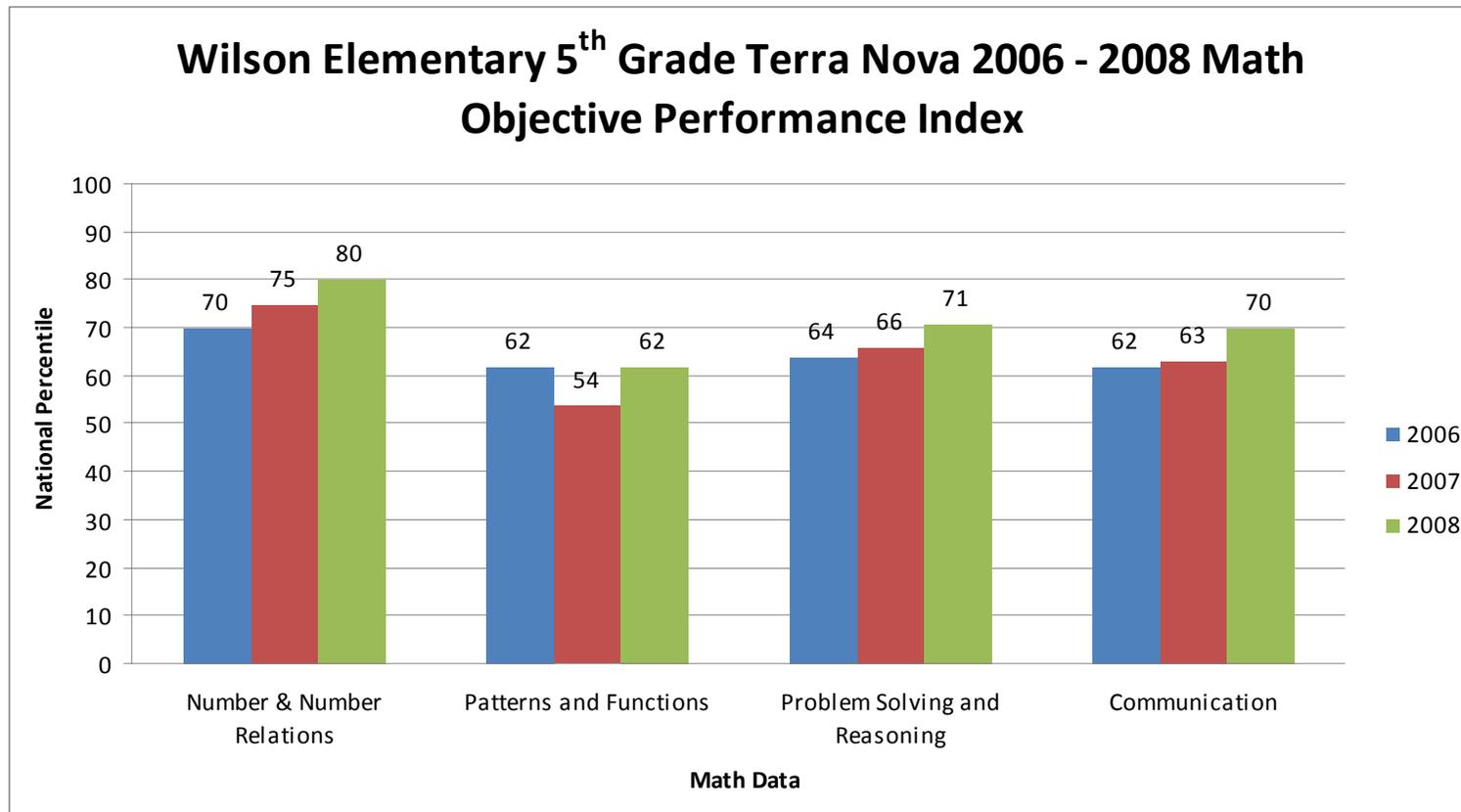
In 2008, 4<sup>th</sup> grade scored at the 76<sup>th</sup> percentile in Number and Number Relations, 64% in Patterns and Functions, 55% in Problem Solving, and 56% in Communication.

**Analysis:**

The data show that fourth grade students need improvement in the OPI subskills Problem Solving and Reasoning and Communication, the lowest two documented performance levels for fourth grade students.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2006-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The Objectives Summary Part 2 (OPI) was selected for the purpose of this analysis.



**Findings:**

In 2006, 5<sup>th</sup> grade scored at the 70<sup>th</sup> percentile in Number and Number Relations, 62% in Patterns and Functions, 64% in Problem Solving, and 62% in Communication.

In 2007, 5<sup>th</sup> grade scored at the 75<sup>th</sup> percentile in Number and Number Relations, 54% in Patterns and Functions, 66% in Problem Solving, and 63% in Communication.

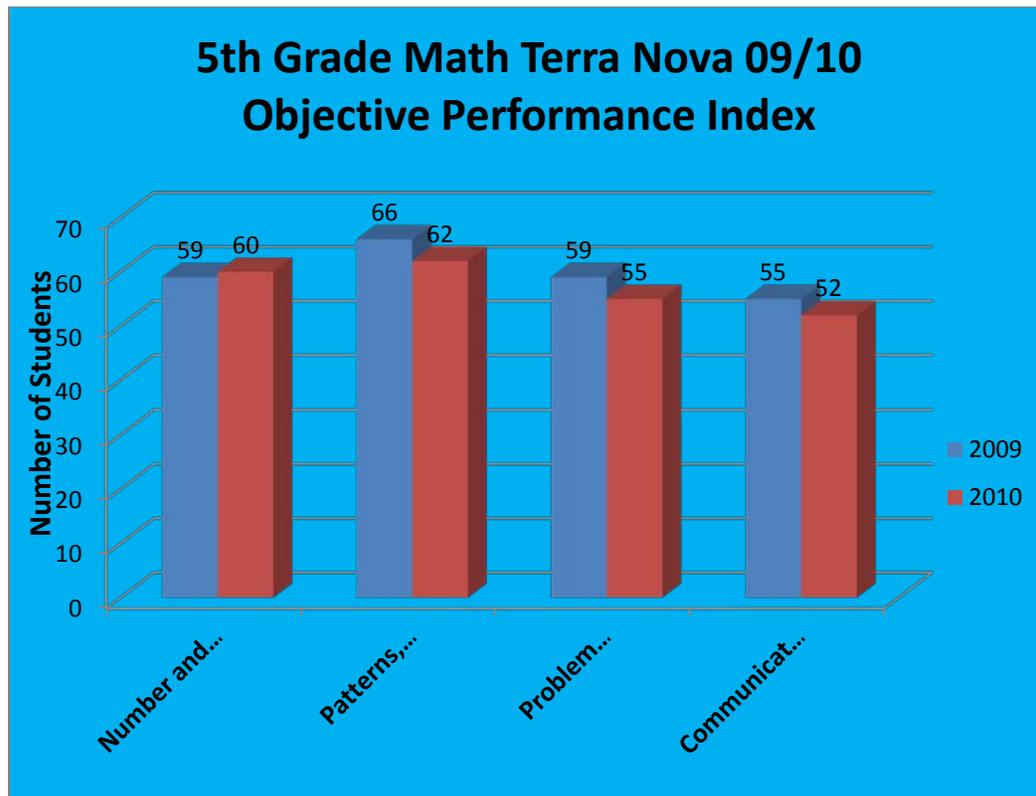
In 2008, 5<sup>th</sup> grade scored at the 80<sup>th</sup> percentile in Number and Number Relations, 62% in Patterns and Functions, 71% in Problem Solving, and 70% in Communication.

**Analysis:**

The data show that fifth grade students need improvement in the OPI subskills Patterns and Functions, Problem Solving and Reasoning and Communications, the lowest documented performance levels.

### Trend Data – Terra Nova Multiple Assessment, 3rd<sup>d</sup> Edition 2009-2010

The Terra Nova Multiple Assessment, 3<sup>rd</sup> Edition was administered to 125 students in March of 2009. **This new standardized assessment becomes baseline data for future analysis of student achievement.** The Terra Nova Multiple Assessment, 3<sup>rd</sup> Edition was administered to 144 students in March of 2009 and to 144 students in March of 2010. The Objectives Summary Part 2 (OPI) was selected for the purpose of this analysis.



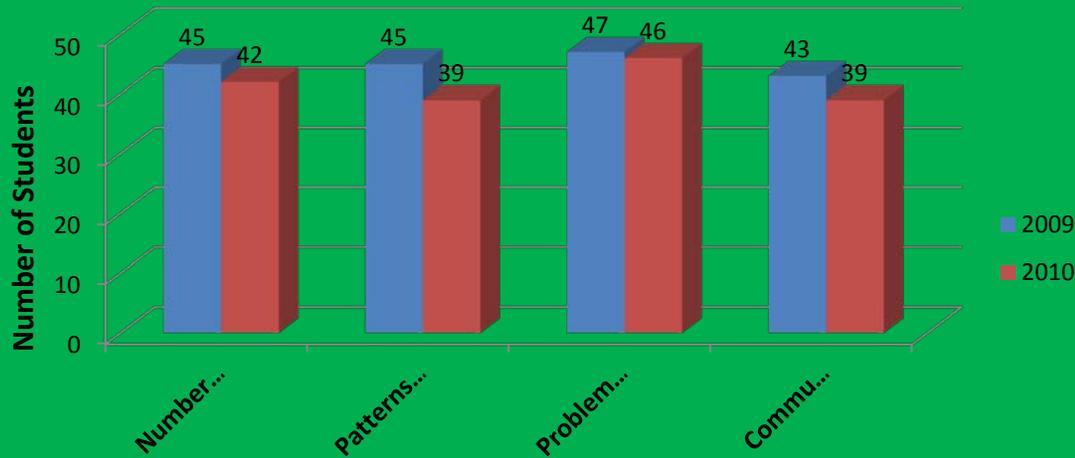
#### Findings:

In 2010, 5th grade scored at the 60<sup>th</sup> percentile in Number and Number Relations, 62<sup>nd</sup> percentile in Patterns and Functions, 55<sup>th</sup> percentile in Problem Solving, and 52<sup>nd</sup> percentile in Communication.

#### Analysis:

In 2010, the data show that fifth grade scores were just above the 50<sup>th</sup> percentile in all sub skills.

### 4th Grade Math Terra Nova 09/10 Objective Performance Index



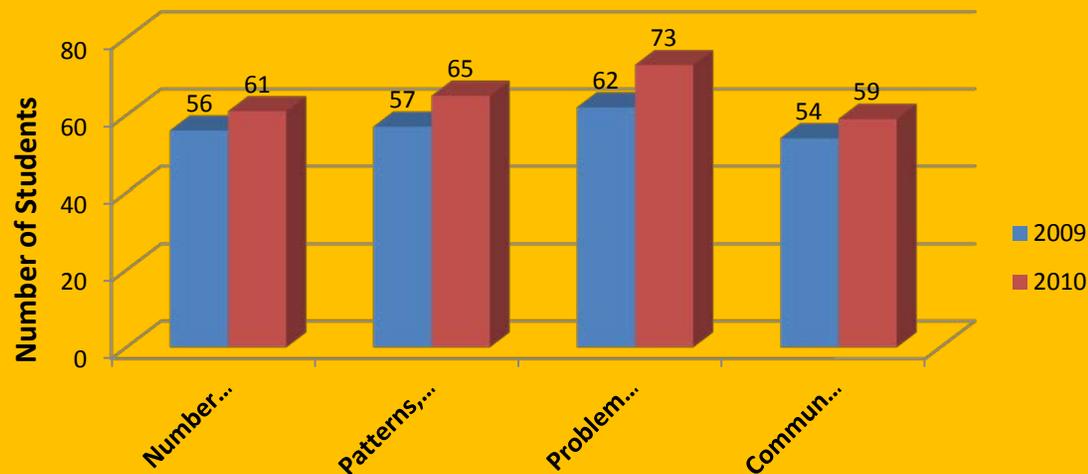
**Findings:**

In 2010, 4<sup>th</sup> grade scored at the 42<sup>nd</sup> percentile in Number and Number Relations, 39<sup>th</sup> percentile in Patterns and Functions, 46<sup>th</sup> percentile in Problem Solving, and 39<sup>th</sup> percentile in Communication.

**Analysis:**

In 2010, the data show that fourth grade scores were below the 50<sup>th</sup> percentile in all sub skills; third and fifth grades scored higher, but still did not score in the top quarter for any sub skills.

### 3rd Grade Math Terra Nova 09/10 Objective Performance Index



**Findings:**

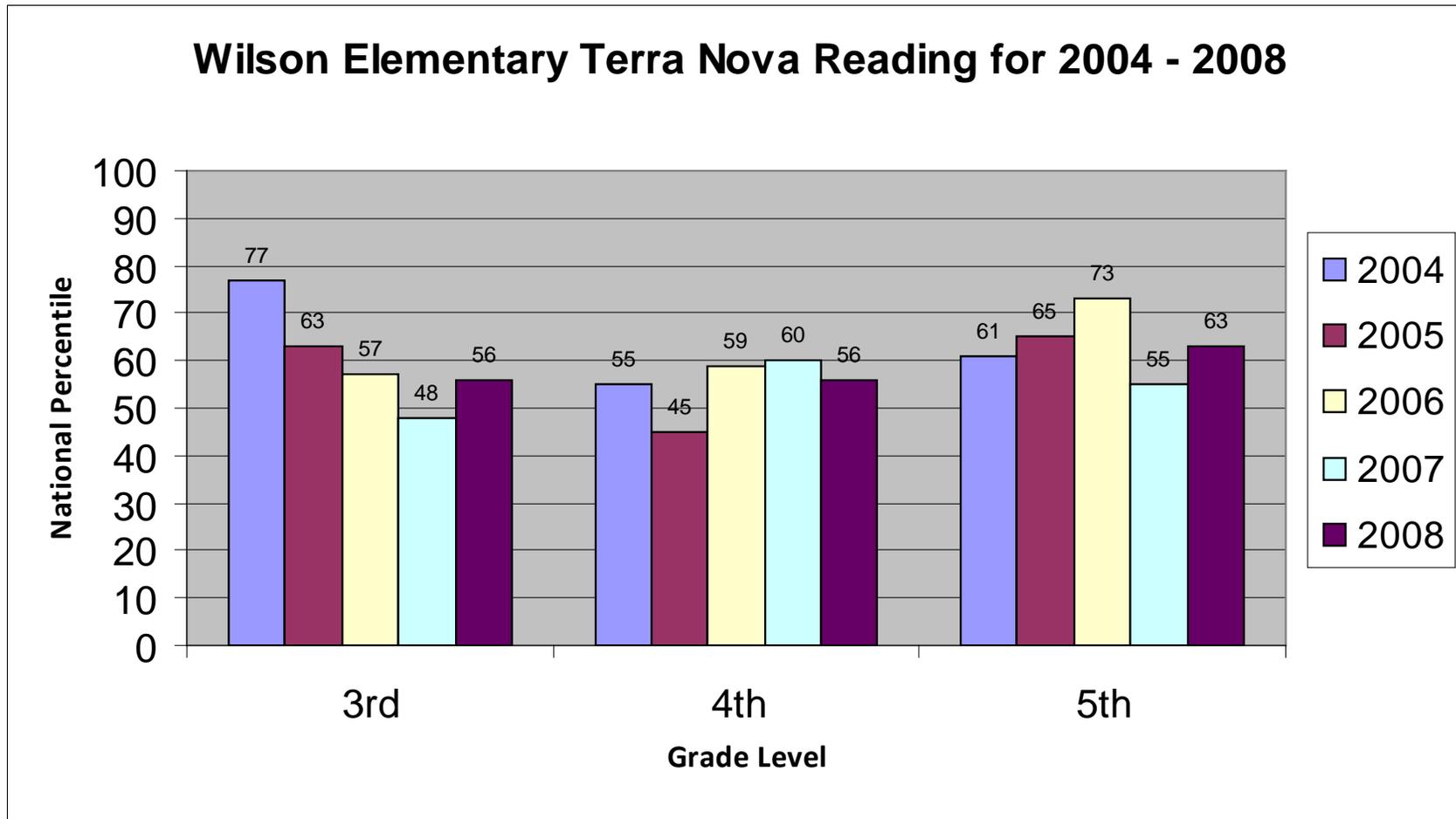
In 2010, 3rd grade scored at the 61<sup>st</sup> percentile in Number and Number Relations, 65<sup>th</sup> percentile in Patterns and Functions, 73<sup>rd</sup> percentile in Problem Solving, and 59<sup>th</sup> percentile in Communication.

**Analysis:**

In 2010, the data show that third grade scores were within and just above the 50<sup>th</sup> percentile in all sub skills and approached the 75<sup>th</sup> percentile in Problem Solving.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2004-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 138 students in March of 2005, 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The chart below depicts the National Percentile rankings of Wilson’s students in **reading** from SY 2004 – SY 2008.



## Wilson Elementary School Profile 2010-2011

### **Findings:**

The data from Terra Nova 2<sup>nd</sup> Edition in Reading shows that third grade performed at the 77% in 2004, 63% in 2005, 57% in 2006, 48% in 2007, and 56 % in 2008.

The data from Terra Nova 2<sup>nd</sup> Edition in Reading shows that fourth grade performed at the 55% in 2004, 45% in 2005, 59% in 2006, 60% in 2007, and 56 % in 2008.

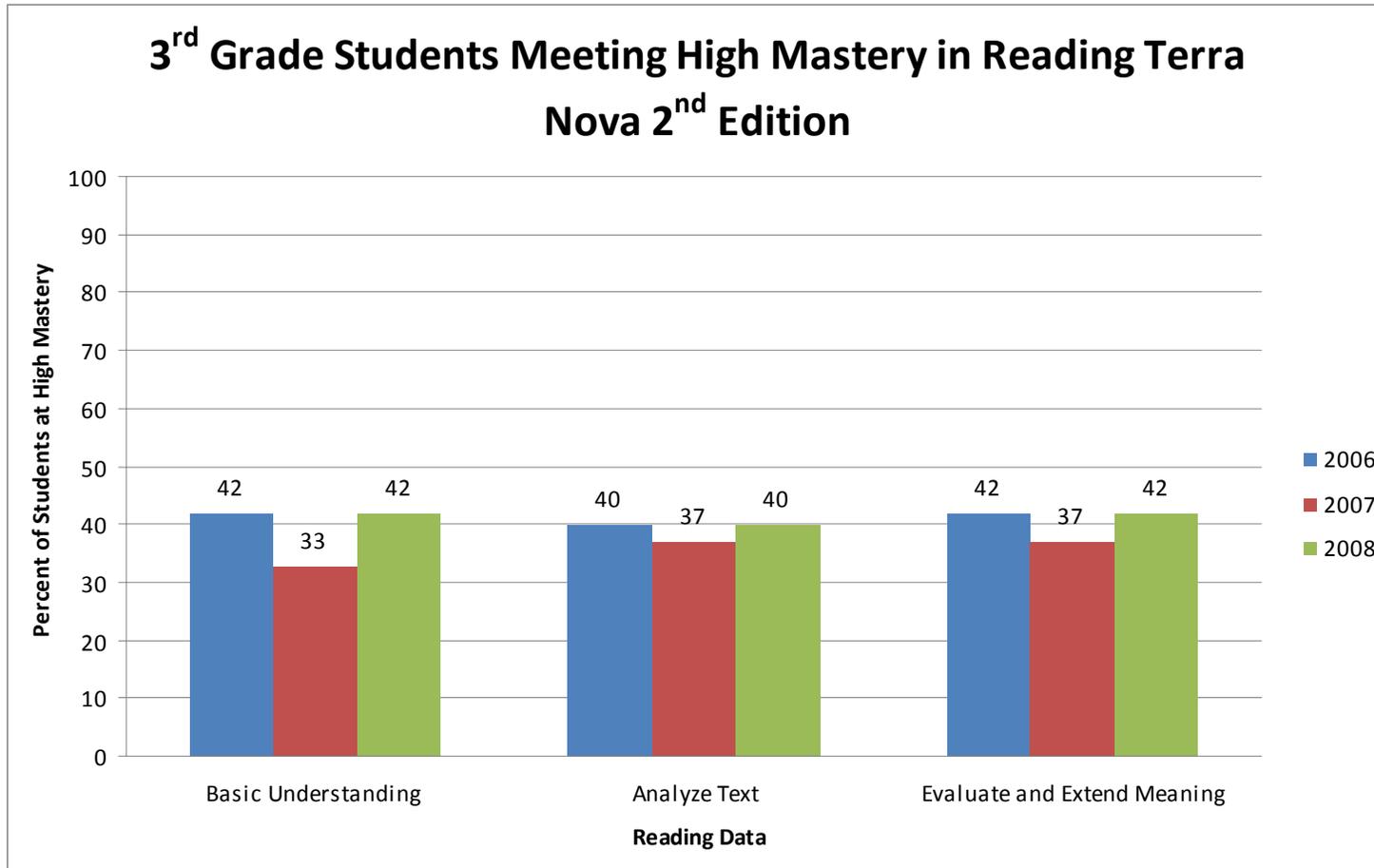
The data from Terra Nova 2<sup>nd</sup> Edition in Reading shows that fourth grade performed at the 61% in 2004, 65% in 2005, 73% in 2006, 55% in 2007, and 63 % in 2008.

### **Analysis:**

The five-year trend data indicates that students in grades 3<sup>rd</sup>-5<sup>th</sup> have either declined in achievement or remained stagnant in their performance in the area of reading comprehension. These data are informative and noteworthy. They draw attention to reading comprehension as an area for further review and deeper data analysis.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2006-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. . The Objective Summary Part 1: Percentage of Students Attaining High Mastery of Objectives was selected for the purpose of this analysis.



**Findings:**

In 2006, 58% of 3<sup>rd</sup> graders did not achieve High Mastery in Basic Understanding; 60% did not achieve High Mastery in Analyzing Text, and 58% did not achieve High Mastery in Evaluate and Extend Meaning.

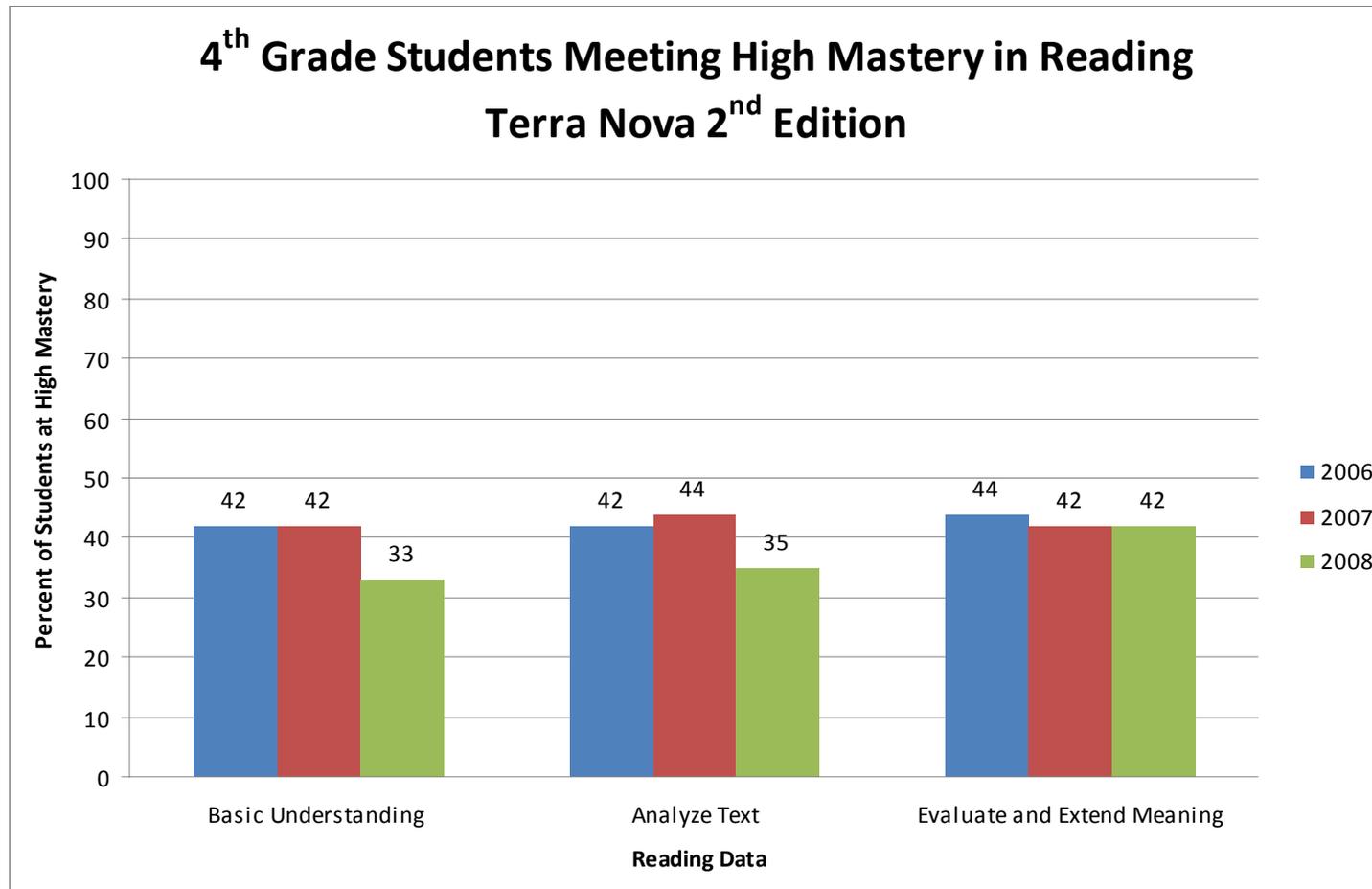
In 2007, 67% of 3<sup>rd</sup> graders did not achieve High Mastery in Basic Understanding; 63% did not achieve High Mastery in Analyzing Text, and 63% did not achieve High Mastery in Evaluate and Extend Meaning.

In 2008, 58% of 3<sup>rd</sup> graders did not achieve High Mastery in Basic Understanding; 60% did not achieve High Mastery in Analyzing Text, and 58% did not achieve High Mastery in Evaluate and Extend Meaning.

**Analysis:** The data show that the majority of 3<sup>rd</sup> graders are not achieving High Mastery in the reading subskills. Further, there is no evidence of academic growth over this three-year period.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2006-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The Objective Summary Part 1: Percentage of Students Attaining High Mastery of Objectives was selected for the purpose of this analysis.



**Findings:**

In 2006, 58% of 4<sup>th</sup> graders did not achieve High Mastery in Basic Understanding; 58% did not achieve High Mastery in Analyzing Text, and 56% did not achieve High Mastery in Evaluate and Extend Meaning.

In 2007, 58% of 4<sup>th</sup> graders did not achieve High Mastery in Basic Understanding; 56% did not achieve High Mastery in Analyzing Text, and 58% did not achieve High Mastery in Evaluate and Extend Meaning.

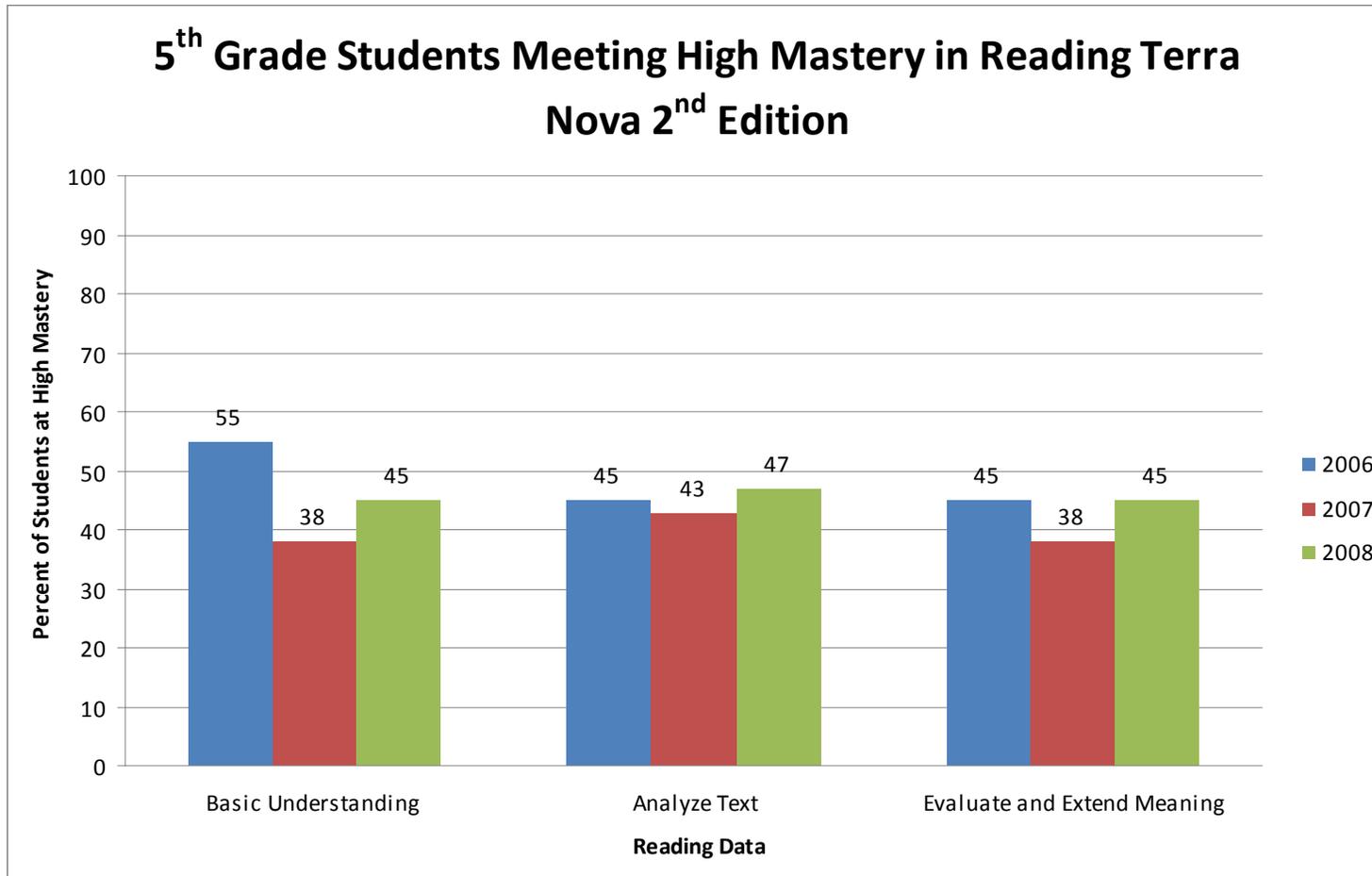
In 2008, 67% of 4<sup>th</sup> graders did not achieve High Mastery in Basic Understanding; 65% did not achieve High Mastery in Analyzing Text, and 58% did not achieve High Mastery in Evaluate and Extend Meaning.

**Analysis:**

Low percentages (33-44%) of fourth grade students meet high levels of mastery in the subskills of reading: Basic Understanding, Analyzing Text, Evaluate and Extend Meaning.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2006-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The Objective Summary Part 1: Percentage of Students Attaining High Mastery of Objectives was selected for the purpose of this analysis.



**Findings:**

In 2006, 45% of 5<sup>th</sup> graders did not achieve High Mastery in Basic Understanding; 55% did not achieve High Mastery in Analyzing Text, and 55% did not achieve High Mastery in Evaluate and Extend Meaning.

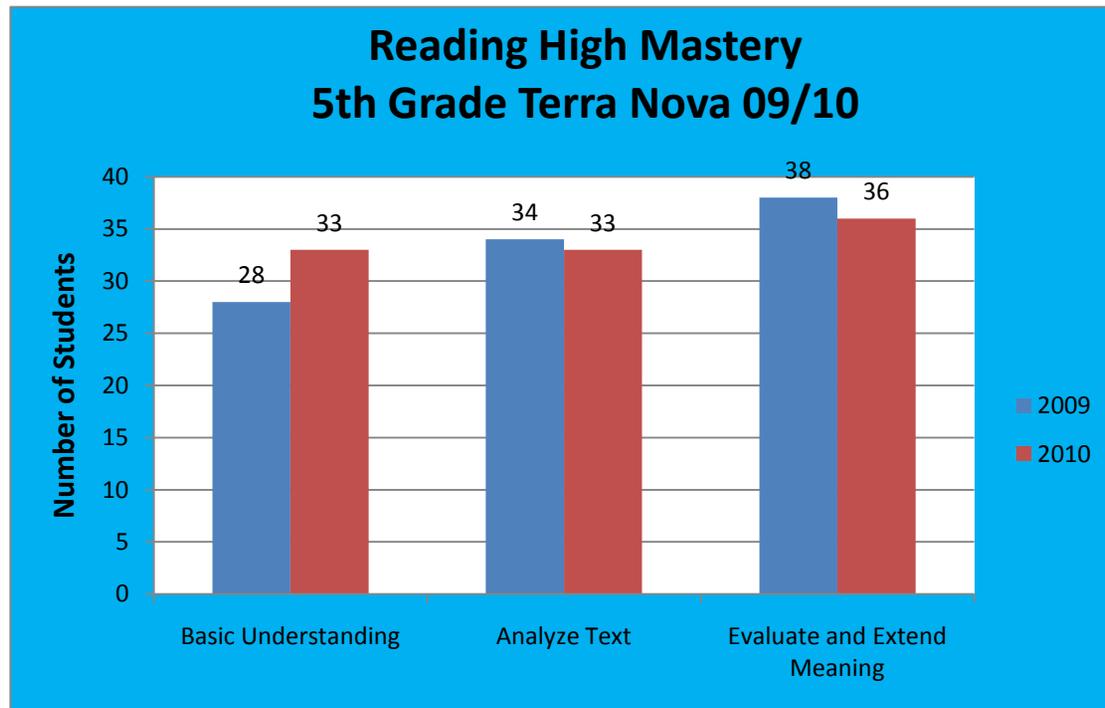
In 2007, 82% of 5<sup>th</sup> graders did not achieve High Mastery in Basic Understanding; 57% did not achieve High Mastery in Analyzing Text, and 62% did not achieve High Mastery in Evaluate and Extend Meaning.

In 2008, 55% of 5<sup>th</sup> graders did not achieve High Mastery in Basic Understanding; 53% did not achieve High Mastery in Analyzing Text, and 55% did not achieve High Mastery in Evaluate and Extend Meaning.

**Analysis:** Low percentages (38-55%) of fifth grade students meet high levels of mastery in the subskills of reading comprehension: Basic Understanding, Analyzing Text, Evaluate and Extend Meaning. Over a three-year period, student achievement in these subskills declined or remained relatively stagnant.

### Trend Data – Terra Nova Multiple Assessment, 3<sup>rd</sup> Edition 2009-2010

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 125 students in March of 2009. **This new standardized assessment becomes baseline data for future analysis of student achievement.** The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 125 students in March of 2010 and to 144 students in March of 2010. The Objective Summary Part 1: Percentage of Students Attaining High Mastery of Objectives was selected for the purpose of this analysis.



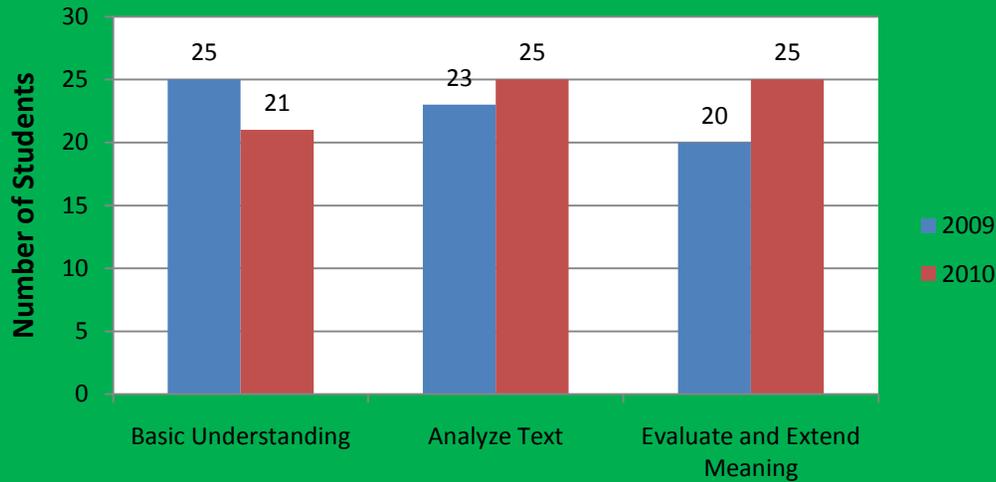
#### Findings:

In 2009, Seventy-two percent of 5<sup>th</sup> grade students did not reach High Levels of Mastery in Basic Understanding, 66 % in Analyzing Text, 62% in Evaluate and Meaning. In 2010, Sixty-seven percent of 5<sup>th</sup> grade students did not reach High Levels of Mastery in Basic Understanding, 67 % in Analyzing Text, 64% in Evaluate and Meaning.

#### Analysis:

The majority of fifth grade students are not meeting High Levels of Mastery in the foundational areas of reading comprehension: Basic Understanding, Analyzing Text, and Evaluate and Extend Meaning. This trend continued in data from 2010.

### Reading High Mastery 4th Grade Terra Nova 09/10



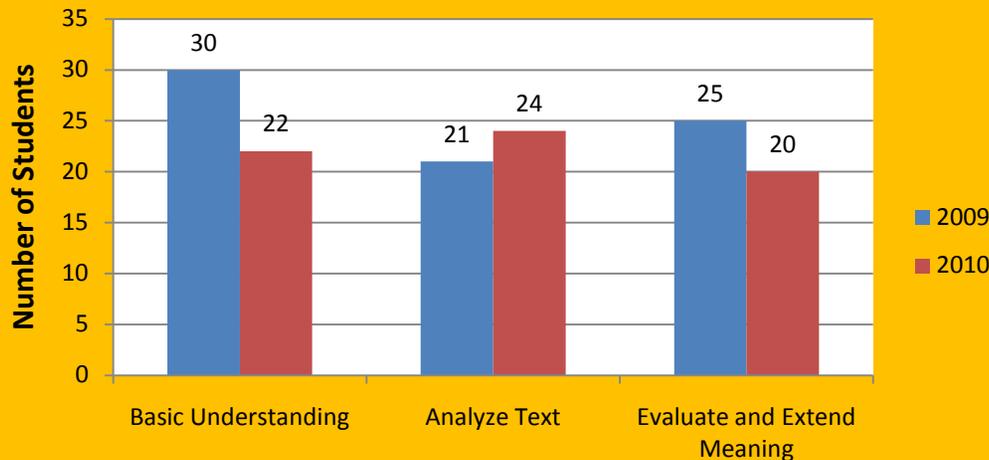
#### Findings:

In 2009, Seventy-five percent of 4<sup>th</sup> grade students did not reach High Levels of Mastery in Basic Understanding, 77 % in Analyzing Text, and 80 % in Evaluate and Extend Meaning. In 2010, Seventy-nine percent of 4<sup>th</sup> grade students did not reach High Levels of Mastery in Basic Understanding, 75 % in Analyzing Text, and 75 % in Evaluate and Extend Meaning.

#### Analysis:

The majority of fourth grade students are not meeting High Levels of Mastery in the foundational areas of reading comprehension: Basic Understanding, Analyzing Text, and Evaluate and Extend Meaning. This trend continued in data from 2010.

### Reading High Mastery 3rd Grade Terra Nova 09/10



#### Findings:

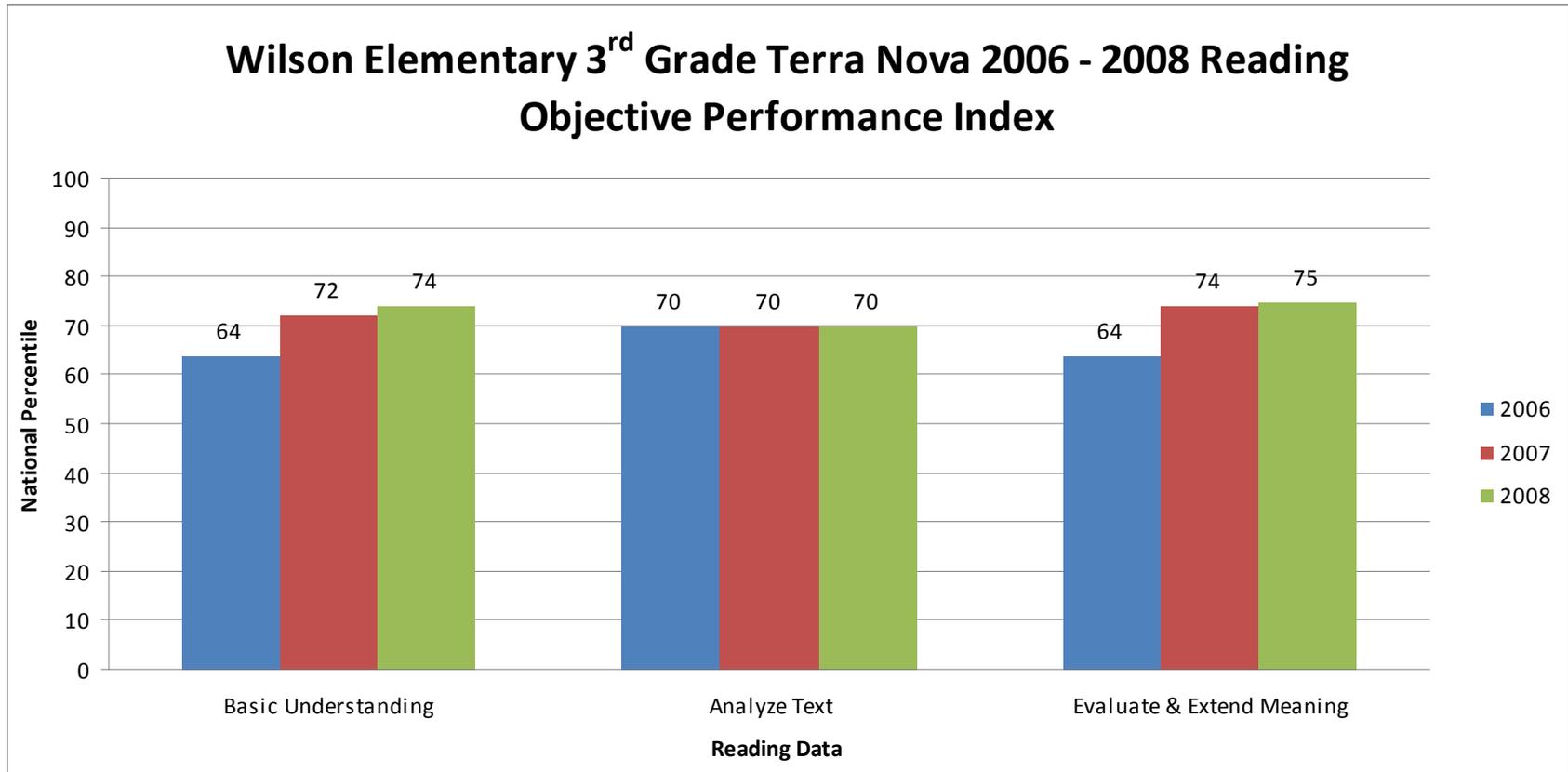
In 2009, Seventy percent of 3<sup>rd</sup> grade students did not reach High Levels of Mastery in Basic Understanding, 79 % in Analyzing Text, and 75% in Evaluate and Extend Meaning. In 2010, Seventy-eight percent of 3<sup>rd</sup> grade students did not reach High Levels of Mastery in Basic Understanding, 76 % in Analyzing Text, and 80% in Evaluate and Extend Meaning.

#### Analysis:

The majority of third grade students are not meeting High Levels of Mastery in the foundational areas of reading comprehension: Basic Understanding, Analyzing Text, and Evaluate and Extend Meaning. This trend continued in data from 2010.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2006-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The Objective Summary Part 2 (OPI) was selected for the purpose of this analysis.



**Findings:**

In 2006, 3<sup>rd</sup> grade scored at the 64<sup>th</sup> percentile in Basic Understanding, the 70<sup>th</sup> in Analyze Text, and the 64<sup>th</sup> in Evaluate and Extend Meaning.

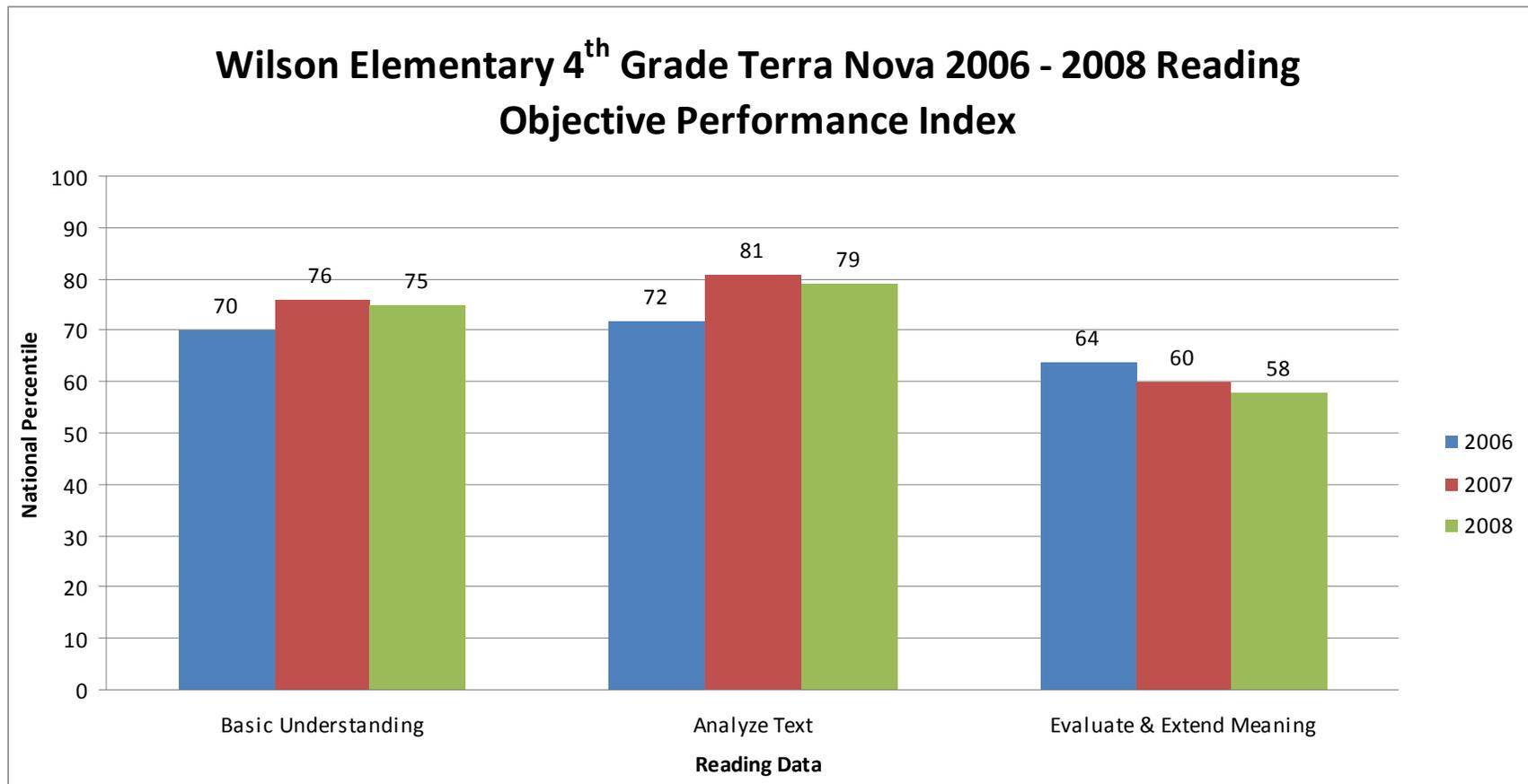
In 2007, 3<sup>rd</sup> grade scored at the 72<sup>nd</sup> percentile in Basic Understanding, the 70<sup>th</sup> in Analyze Text, and the 74<sup>th</sup> in Evaluate and Extend Meaning.

In 2008, 3<sup>rd</sup> grade scored at the 74<sup>th</sup> percentile in Basic Understanding, the 70<sup>th</sup> in Analyze Text, and the 75<sup>th</sup> in Evaluate and Extend Meaning.

**Analysis:** The data show that the third grade has shown growth in Basic Understanding and Evaluate and Extend Meaning and has flat scores in Analyzing Text.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2006-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The Objective Summary Part 2 (OPI) was selected for the purpose of this analysis.



**Findings:**

In 2006, 4<sup>th</sup> grade scored at the 70<sup>th</sup> percentile in Basic Understanding, the 72<sup>nd</sup> in Analyze Text, and the 64<sup>th</sup> in Evaluate and Extend Meaning.

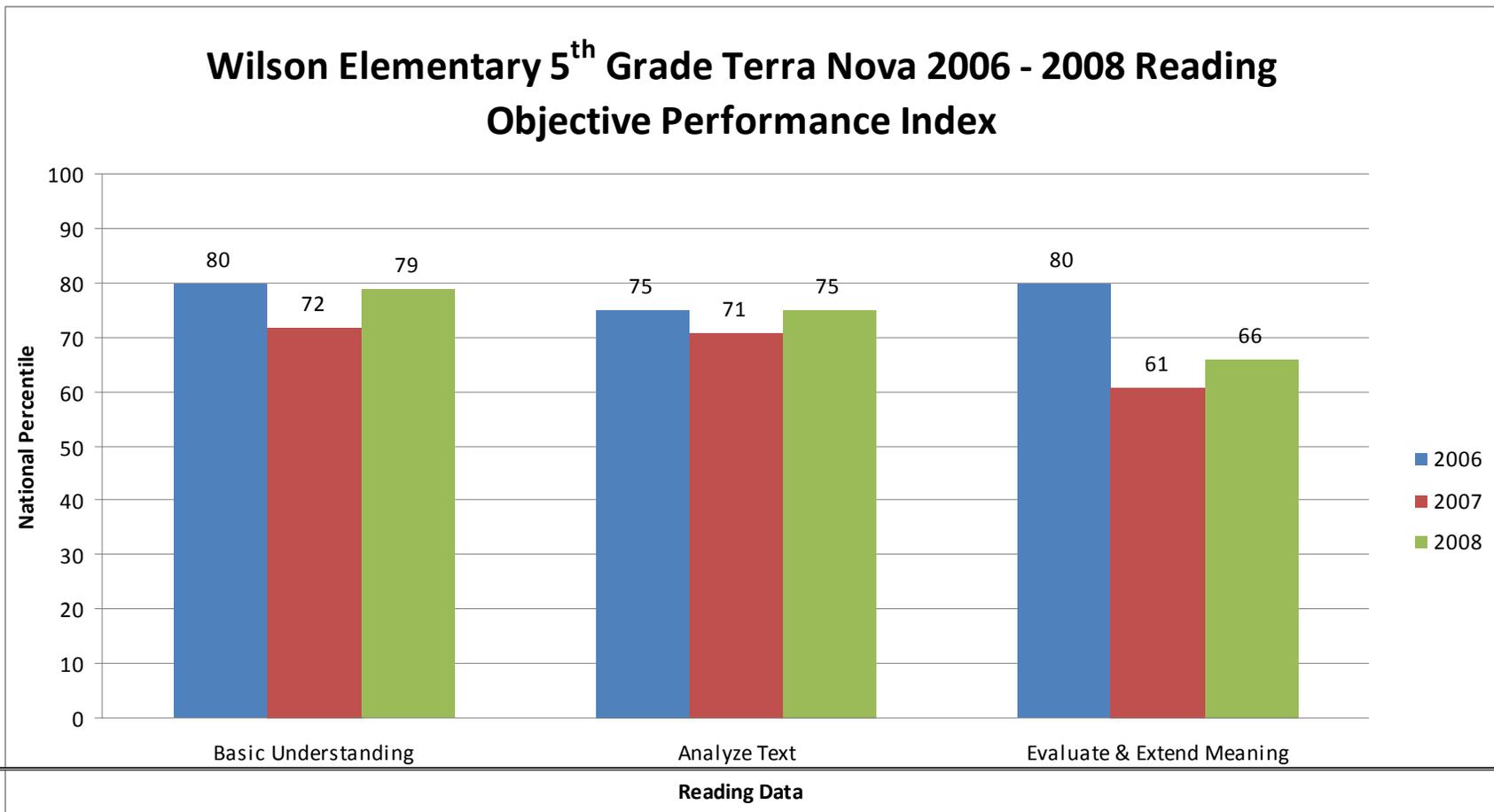
In 2007, 4<sup>th</sup> grade scored at the 76<sup>th</sup> percentile in Basic Understanding, the 81<sup>st</sup> in Analyze Text, and the 60<sup>th</sup> in Evaluate and Extend Meaning.

In 2008, 4<sup>th</sup> grade scored at the 75<sup>th</sup> percentile in Basic Understanding, the 79<sup>th</sup> in Analyze Text, and the 58<sup>th</sup> in Evaluate and Extend Meaning.

**Analysis:** The data show that fourth grade scores improved in Basic Understanding and Analyze Text and declined in Evaluate and Extend Meaning.

### Trend Data – Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition 2006-2008

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 129 students in March of 2006, 166 students in March of 2007, and 127 in March of 2008. The Objective Summary Part 2 (OPI) was selected for the purpose of this analysis.



**Findings:**

In 2006, 5<sup>th</sup> grade scored at the 80<sup>th</sup> percentile in Basic Understanding, the 75<sup>th</sup> in Analyze Text, and the 80<sup>th</sup> in Evaluate and Extend Meaning.

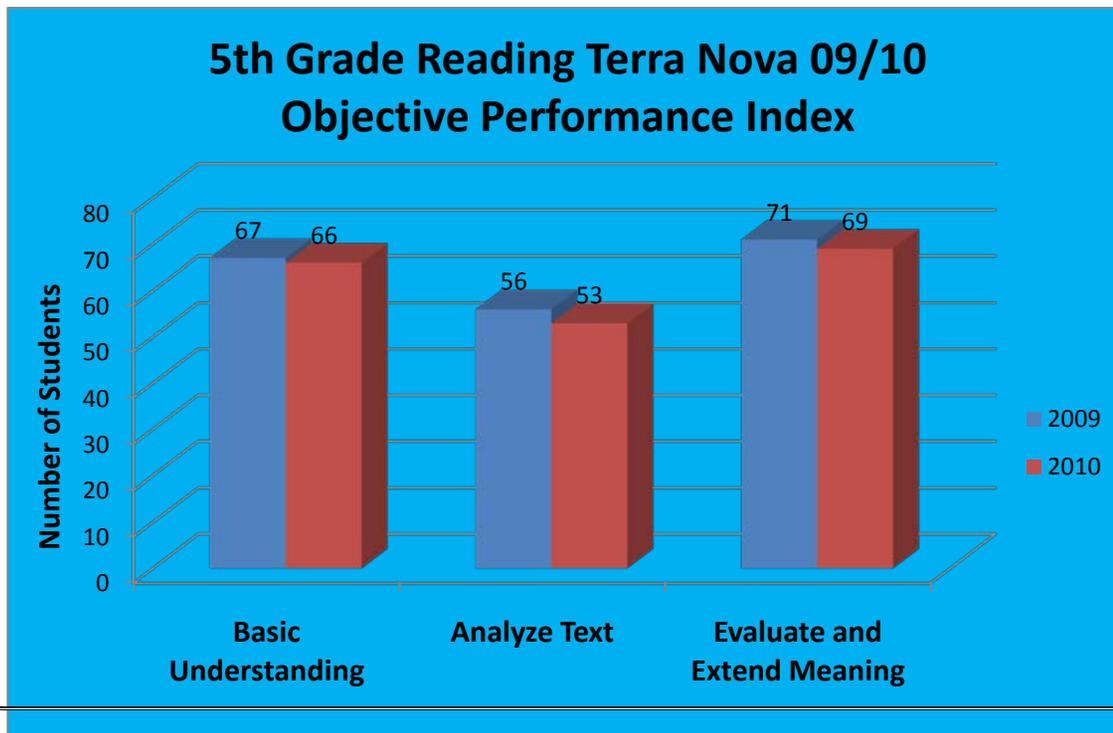
In 2007, 5<sup>th</sup> grade scored at the 72<sup>nd</sup> percentile in Basic Understanding, the 71<sup>st</sup> in Analyze Text, and the 61<sup>st</sup> in Evaluate and Extend Meaning.

In 2008, 5<sup>th</sup> grade scored at the 79<sup>th</sup> percentile in Basic Understanding, the 75<sup>th</sup> in Analyze Text, and the 6<sup>th</sup> in Evaluate and Extend Meaning.

**Analysis:** The data show that fifth grade scores are flat in Basic Understanding and Analyze Text and have declined in Evaluate and Extend Meaning.

### Trend Data – Terra Nova Multiple Assessment, 3<sup>rd</sup> Edition 2009-2010

The Terra Nova Multiple Assessment, 2<sup>nd</sup> Edition was administered to 125 students in March of 2009 and to 144 students in March of 2010. **This new standardized assessment becomes baseline data for future analysis of student achievement.** The Objective Summary Part 2 (OPI) was selected for the purpose of this analysis.



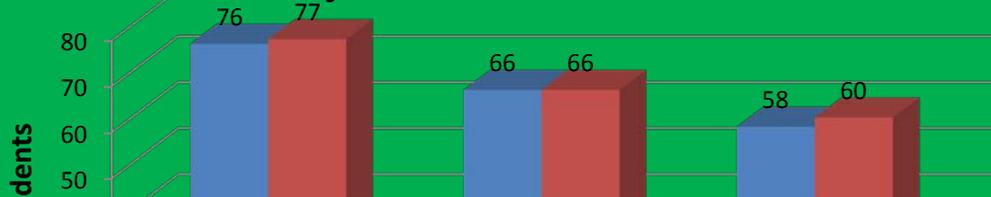
#### Findings:

In 2010, fifth grade scored in the 66<sup>th</sup> percentile in Basic Understanding, the 53<sup>rd</sup> percentile in Analyze Text, and the 69<sup>th</sup> percentile in Evaluate and Extend Meaning.

#### Analysis:

In 2009, fifth grade showed slightly higher performance in Basic Understanding than in Analyze Text and Evaluate and Extend Meaning. This pattern is noted throughout the examination of longitudinal data related to reading comprehension. In 2010, although there was a slight drop, the trend noted above continued.

### 4th Grade Reading Terra Nova 09/10 Objective Performance Index



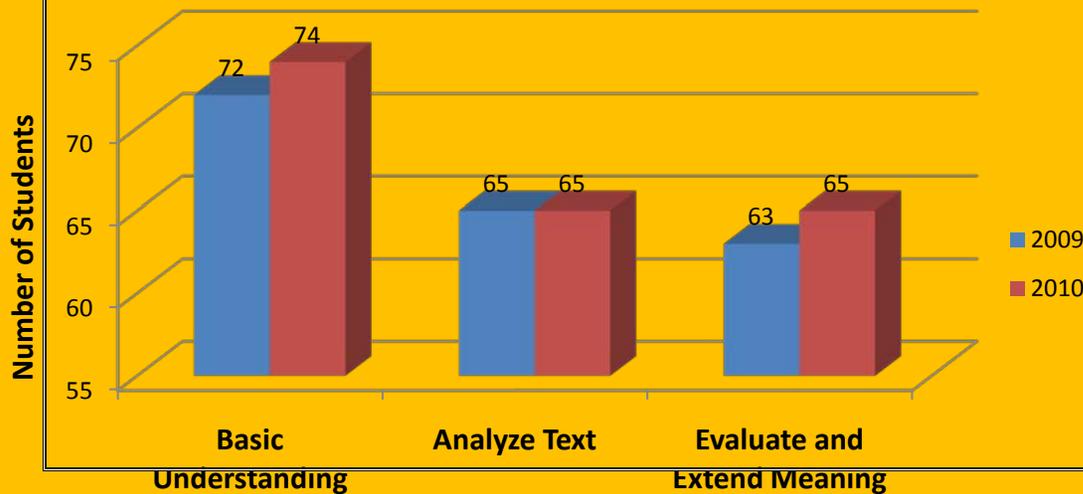
**Findings:**

In 2010, Fourth grade scored in the 77<sup>th</sup> percentile in Basic Understanding, the 66<sup>th</sup> in Analyze Text, and the 60<sup>th</sup> in Evaluate and Extend Meaning.

**Analysis:**

In 2009, fourth grade showed slightly higher performance in Basic Understanding than in Analyze Text and Evaluate and Extend Meaning. This pattern is noted throughout the examination of longitudinal data related to reading comprehension. In 2010, although there was a slight increase, the trend noted above continued.

### 3rd Grade Reading Terra Nova 09/10 Objective Performance Index



**Findings:**

In 2010, third grade scored in the 74<sup>th</sup> percentile in Basic Understanding, the 65<sup>th</sup> percentile in Analyze Text, and the 65<sup>th</sup> percentile in Evaluate and Extend Meaning.

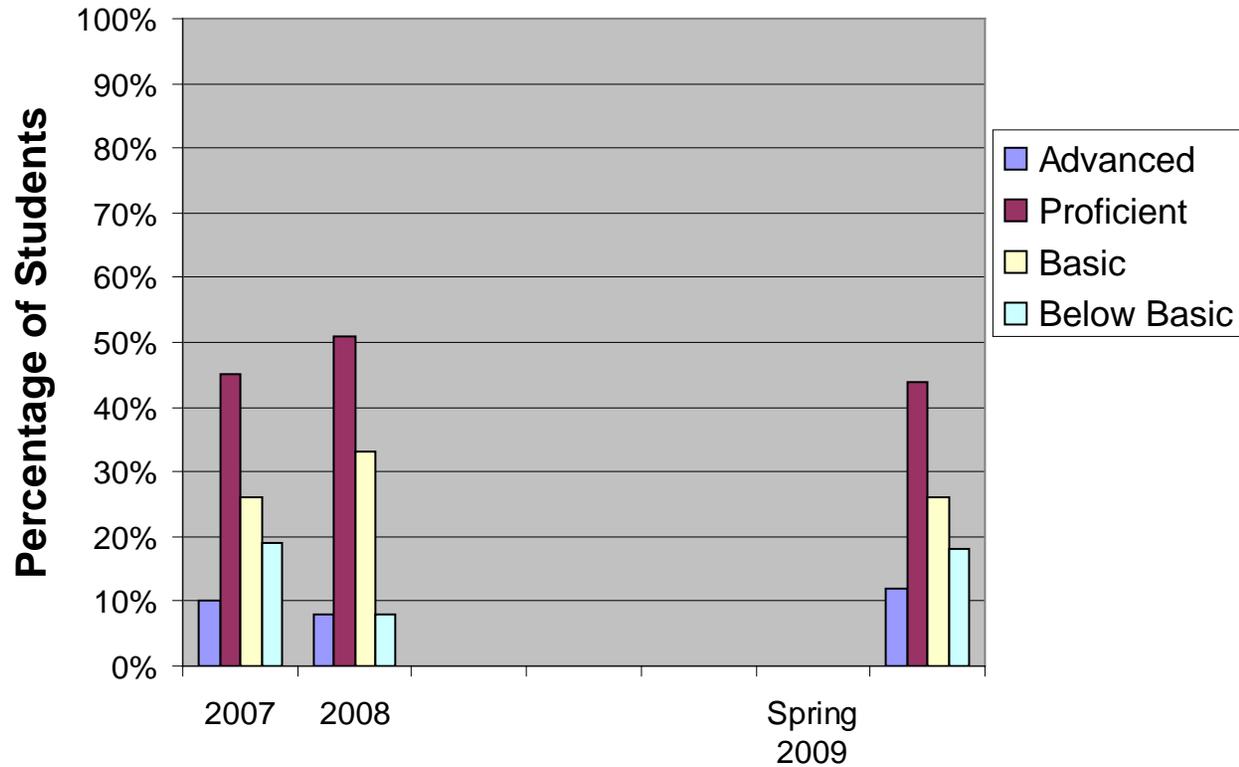
**Analysis:**

**Description of Data:**

The Scholastic Reading Inventory Test is a norm-referenced assessment administered locally to all students in grades 2<sup>nd</sup>-5<sup>th</sup>. The Scholastic Reading Inventory yields Lexile levels for independent and instructional reading texts and reflects reading comprehensions skills. The graphs below show the percentage of students who scored in each of the following categories: Advanced, Proficient, Basic, and Below Basic (May 2007, May 2008, May 2009-also our baseline).

**Scholastic Reading Inventory 2007-2009**

Wilson Elementary School Profile 2010-2011



**Findings:**

The 2006-2007  
Reading  
Proficiency

Scholastic  
Inventory  
Summary

Report findings show that 55% of students who took the Scholastic Reading Inventory Test at the end of 4<sup>th</sup> Quarter of 2007 scored at the Proficiency or Advanced level. Forty-five percent of the students who took the Scholastic Reading Inventory Test scored at the Basic or Below Basic level.

The 2007-2008 Scholastic Reading Inventory Proficiency Summary Report findings show that 59% of students who took the Scholastic Reading Inventory Test at the end of 4<sup>th</sup> Quarter of 2008 scored at the Proficiency or Advanced level. Forty-one percent of the students who took the Scholastic Reading Inventory Test scored at the Basic or Below Basic level.

## Wilson Elementary School Profile 2010-2011

The 2008-2009 Scholastic Reading Inventory Proficiency Summary Report findings show that 57% of students who took the Scholastic Reading Inventory Test at the end of 4<sup>th</sup> Quarter of 2008 scored at the Proficiency or Advanced level. Forty-three percent of the students who took the Scholastic Reading Inventory Test scored at the Basic or Below Basic level.

The Baseline SRI Proficiency Summary Report findings show that **37% of students who took the SRI at the beginning SY 2009** scored at the Proficiency or Advanced level. **Sixty-three percent** of the students that took the SRI scored at the Basic or Below Basic (Far Below Grade) level.

### **Analysis:**

There has been an **increase** in the number of students who are not reading at the Proficient level and a **decrease** in the number of students reading at the Advanced level. These findings are indicative of a declining trend in students' reading levels over time.

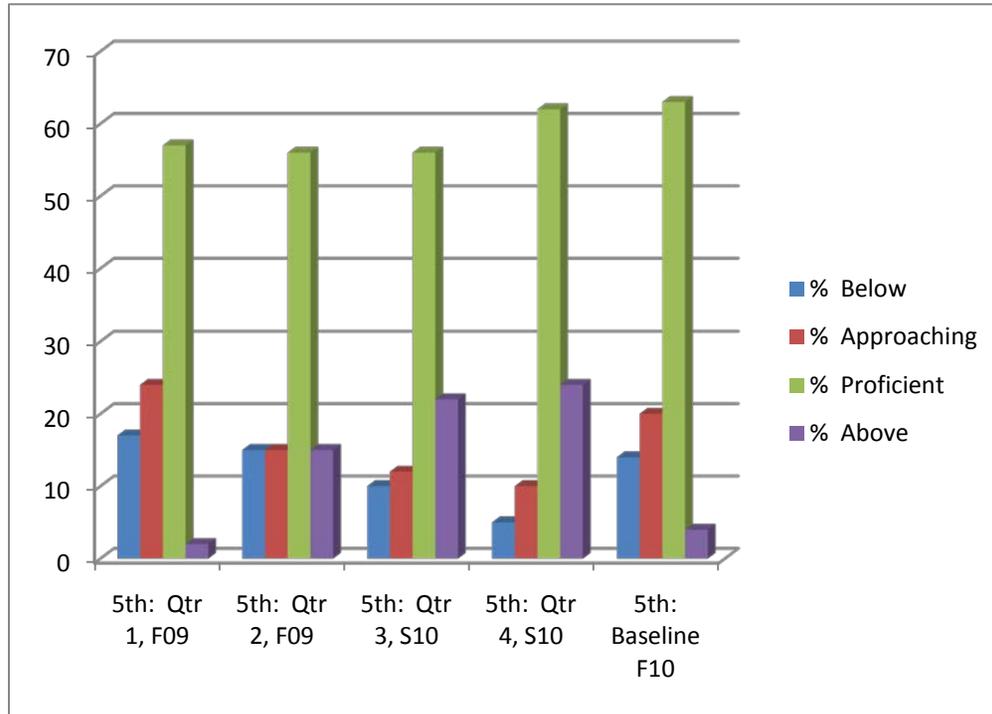
Together, with the Terra Nova data, the SRI findings support selection of an improvement goal in reading comprehension.

## **Scholastic Reading Inventory 2009-2010**

### **Description of Data:**

During SY 2009-2010, Wilson Elementary School began implementation of strategies to address the Reading Comprehension Goal. The following data represents the SRI for grades 3-5:

## Wilson Elementary School Profile 2010-2011



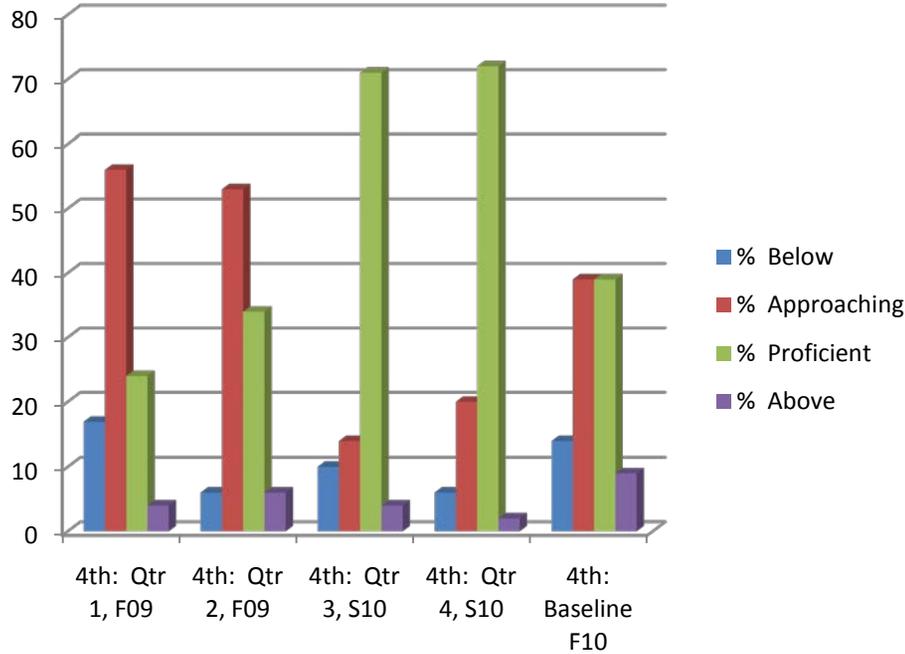
**Findings:**

2009 data reveals approximately 60% of fifth grade students were reading proficiently at grade level or above. In turn, the remaining 40% of fifth grade students were reading below or far below grade level. The end of the year data reveals that just over 80% of fifth grade students were reading proficiently at grade level or above. In turn, the remaining students, less than 20% of fifth grade students were reading below or far below grade level. Baseline data for fall 2010 reveals approximately 65% of fifth grade students were reading proficiently at grade level or above. In turn, the remaining 35% of fifth grade students were reading below or far below grade level.

**Analysis:**

Growth in reading comprehension remained progressive during SY 2009-2010. The progress held relatively constant over the summer break, and SY 2010 baseline data looks promising.

## Wilson Elementary School Profile 2010-2011

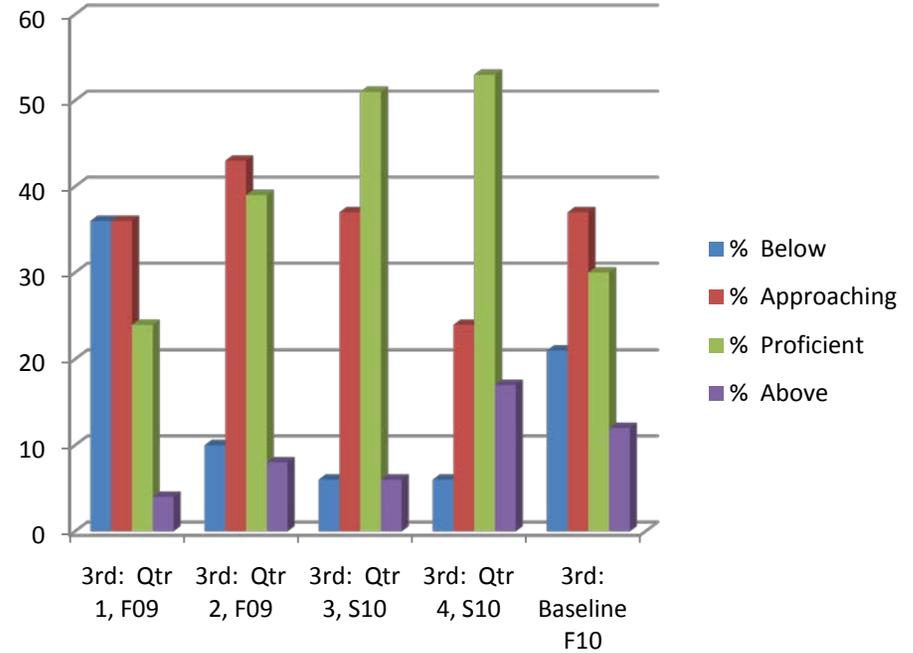


**Findings:**

2009 data reveals approximately 30% of fourth grade students were reading proficiently or above. In turn, the remaining 70% of fourth grade students were reading below or far below grade level. The end of the year data reveals that approximately 75% of fourth grade students were reading proficiently or above. In turn, the remaining 25% of fourth grade students were reading below or far below grade level. Baseline data for fall 2010 reveals approximately 45% of fourth grade students were reading proficiently or above. In turn, the remaining 55% of fourth grade students were reading below or far below grade level.

**Analysis:**

Growth in reading comprehension climbed steeply during quarters three and four. SY 2010 baseline data, revealed a slight drop as less than 50% of current fourth grade students are reading proficiently or above. Just over 50% of current fourth grade students are reading below or far below grade level.



**Findings:**

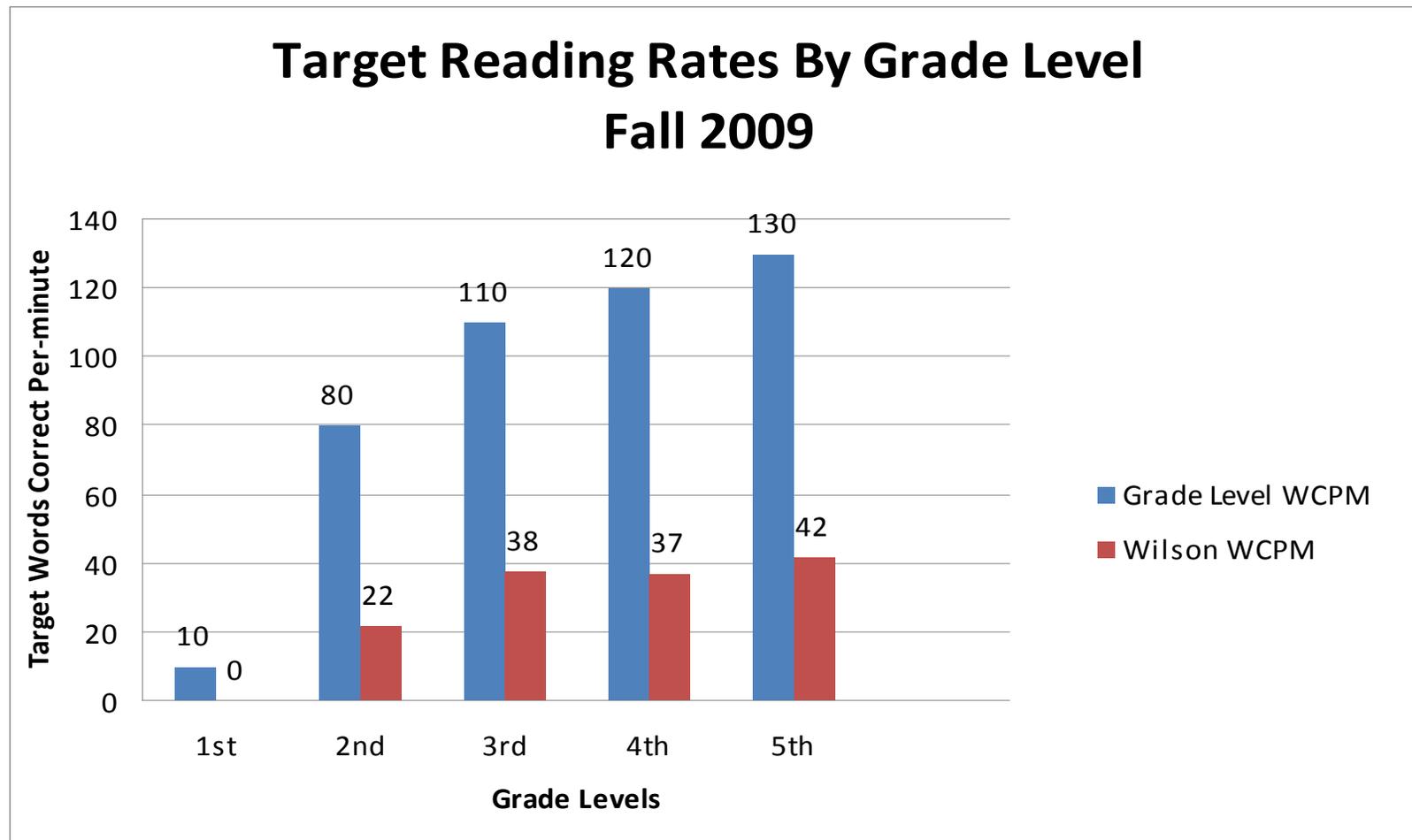
2009 data reveals approximately 30% of third grade students were reading proficiently or above. In turn, the remaining 70% of third grade students were reading below or far below grade level. The end of the year data reveals that approximately 70% of third grade students were reading proficiently or above. In turn, the remaining 30% of third grade students were reading below or far below grade level. Baseline data for fall 2010 reveals approximately 45% of third grade students were reading proficiently or above. In turn, the remaining 55% of third grade students were reading below or far below grade level.

**Analysis:**

Growth in reading comprehension remained progressive during SY 2009-2010. SY 2010 baseline data, revealed a slight drop as approximately 45% of third grade students were reading proficiently or above. In turn, the remaining 55% of third grade students were reading below or far below grade level.

**Description of Data:** The Scholastic 3 Minute Reading Assessment was administered in August of 2009 as baseline data to determine the reading fluency levels of 268 students in grades 1-5. The test assesses a student's oral reading rate by determining the number of words read correctly per minute. The oral reading rate is converted to a percentage of mastery at grade level fluency norms.

**Description of the Test:** The Scholastic 3- Minute Reading Assessment measures the three components of fluency: Fluency-Automaticity, Prosody, and Comprehension. Teachers will administer the assessment three times per year: Fall, Winter, Spring. Wilson's teachers chart class progress toward research-based, appropriate reading rates at each grade level. The chart below compares class average scores for words correct per minute to the top score for Grade Level Target Reading Rates in Fall 2009.



## Wilson Elementary School Profile 2010-2011

**Findings:** The Scholastic 3 Minute Fluency Assessment results show that 0% of 1<sup>st</sup> grades tested as fluent readers, 22% of 2<sup>nd</sup> graders tested as fluent readers, 38% of 3<sup>rd</sup> graders tested as fluent readers, 37% of 4<sup>th</sup> graders tested as fluent readers, and 42% of 5<sup>th</sup> graders tested as fluent readers.

**Analysis:** The data show that Wilson's students are not reading at the research-based grade level fluency norms. These findings correlate and support the SRI and Terra Nova findings of a declining trend in students' reading levels. It is evident that the students need improvement in reading comprehension, and that reading comprehension should be the selected goal.

### **Summary of Data/Implications**

The data collected reveals a complex picture of the academic achievement of Wilson Elementary School students. The Terra Nova 2<sup>nd</sup> and 3<sup>rd</sup> Editions, although based on a different set of norms, indicate that our fifth grade students perform at higher levels than grades 3 and 4, especially in the critical areas of reading (basic understanding, analyzing text, and evaluate and extend meaning) and mathematics( number and number relations, functions in algebra, problem solving, and communication). However, no grade level has achieved large numbers of students reaching high levels of mastery in reading and math. For this important reason, by consensus of the faculty, the areas of reading and math were identified as targets for school improvement goals.

Consideration of the student learning data in the area of mathematics involved quantitative measures to narrow the focus of the math goal. Those measures included longitudinal data from the TerraNova (TN2) 2<sup>nd</sup> Edition National Percentile Ranking and Objectives Performance Index (OPI). The data indicate that most Wilson students are not achieving high levels of mastery in the math sub skills: **Problem Solving and Reasoning** and **Communication**. By consensus of the faculty, based on the quantitative data, teacher observation and student artifacts, the academic focus for the math goal was narrowed to **Problem Solving and Reasoning**.

Wilson Elementary students need interventions in both mathematics and reading at the most basic level to assist them in moving toward highest student achievement. The indicators reveal that our students must have reading and math interventions to help them bridge from foundational skills to more advanced processes. Our students need a strong foundation in the essential components of reading to help improve reading comprehension for all students. They need to become proficient in the use of computation facts, multiple strategies, and they should be able to apply in-depth reasoning to improve their problem solving abilities. The quantitative data clearly indicate that reading comprehension and mathematics problem solving and communication should be strongly considered as the academic focus for school improvement.

In considering the student learning data in the area of reading comprehension, three quantitative measures were examined to narrow the focus of the reading goal. Those measures included: 1.) longitudinal data from the TerraNova (TN2) 2<sup>nd</sup> Edition; 2.) longitudinal data from the Scholastic Reading Inventory (SRI); and 3.) longitudinal data from the Developmental Reading

## Wilson Elementary School Profile 2010-2011

Assessment (DRA), which was discarded for lack of confidence in the data collection processes and scoring conventions. As faculty analyzed student performance in the TN2 OPI reading subskills, and the SRI reports of Lexile Levels, it became apparent that Wilson's students struggle with the foundational skills that underpin reading comprehension. The students' scores on the TN2 Reading subskill **Basic Understanding** fall well under the 50<sup>th</sup> % at all grade levels. Scores in the more advanced reading sub skills **Analyze Text** and **Extend Meaning** are lower still. These data drove a cycle of intense faculty discussion and research in the area of reading comprehension as teachers searched the literature to identify research-based best practices that offer viable strategies for improving reading comprehension. The prolonged search for a reading solution tailored to the needs of the Wilson student population came to an abrupt end when the faculty completed an extensive review of the role of **fluency** in reading comprehension. Long recognized as an often "overlooked" component of essential foundational reading skills, **oral reading fluency** was identified as the "bridge" Wilson students needed to higher levels of reading comprehension. To confirm this notion, the Wilson faculty administered the Scholastic 3 Minute Reading Assessment to determine students' oral reading rate. When compared to research-based, grade level fluency norms, Wilson's students were found to be woefully underperforming. Understanding that reading comprehension cannot take place without the automaticity of word recognition and meaning making achieved through fluent reading, the faculty identified oral reading fluency as a potential intervention to improve reading comprehension at Wilson Elementary School.

The data from the 2010 TerraNova testing did not reflect anticipated growth of Wilson students. The SRI data at the end of SY 2009-2010 reflected growth in reading comprehension that was better than anticipated. Upon reflection, the measure of student growth is expected to be revealed better by data from the 2010-2011 TerraNova, as students will then have the benefit of just over a full year of full implementation as many strategies were implemented mid-year 2009-2010.

## **Existing School Data: Instructional Data**

### **Data Collection Instrument(s)**

**We chose the following instrument to collect data regarding instructional practices**

- **Instructional Model Survey**

### **Presentation of Data**

The following data is from the teacher survey that was given to staff members in Fall, 2010. The survey was administered to all teachers. Out of 28 surveys, 22 were returned. This section of the survey examines the various instructional models and strategies used in the classroom and how often they are used. Teachers were asked to rate themselves on a scale of 1-5 (5 being the highest) on the following categories. They were to identify how comfortable they were teaching each category as well as how often they used each category in their classrooms.

**Lecture, Whole Group, Small Group, Cooperative Group, Project-based Learning, Independent Study, Peer Tutoring, Learning Centers, Guided Practice, Questioning and Inquiry Based, Integrated Units, and Co-teaching**

**From a scale of 1-5 (5 being the highest) how comfortable are you with using the following instructional models?**

**N=21**

	Lecture	Whole Group	Small Group	Cooperative Group	Project-based Learning	Indep. Study	Peer Tutoring	Learning Centers	Guided Practice	Question and Inquiry	Integrated learning	Co-teaching
Highly Comfortable (5)	11	14	15	9	3	2	4	8	8	2	3	6
Very Comfortable (4)	3	4	4	6	7	5	9	6	8	10	8	6
Comfortable (3)	3	2	1	2	5	5	1	3	2	5	7	5
Moderately Comfortable (2)	3	0	0	2	3	2	5	1	3	3	2	4
Not Comfortable (1)	0	0	0	0	1	3	1	2	0	0	0	0

### How often do you use the following instructional models?

	Lecture	Whole Group	Small Group	Cooperative Group	Project-based Learning	Indep. Study	Peer Tutoring	Learning Centers	Guided Practice	Question and Inquiry	Integrated learning	Co-teaching
Daily	8	16	16	3	1	2	5	7	10	7	4	1
Weekly	2	4	2	10	3	0	12	8	6	9	11	3
Monthly	3	1	1	2	8	6	2	2	2	1	2	1
Yearly	1	0	0	1	3	1	0	0	0	0	0	1
Never	1	0	1	1	1	2	0	1	0	1	2	3
N/A	0	0	0	1	3	5	1	1	2	3	1	5

#### Findings:

The Instructional Model Survey (2008) shows that, of those who responded, 76% felt highly or very comfortable using lecture as an instructional approach. 94% of those surveyed felt very comfortable using whole group and 84% felt very comfortable using small group. Only 21% of those surveyed felt very comfortable using co-teaching as an instructional approach. Only 26% of those surveyed felt comfortable integrating learning. The IMS (Fall 2010) shows that of those who responded, 70% felt highly or very comfortable using lecture as an instructional approach. 90% of those surveyed felt highly or very comfortable using whole group and 95% felt highly or very comfortable using small group. 60% of those surveyed felt highly or very comfortable using co-teaching as an instructional approach. Only 55% of those surveyed felt comfortable integrating learning.

#### Analysis:

The 2008 instructional data reveals that teachers use instructional models with which they are very comfortable. The majority of those surveyed felt comfortable using lecture, small and whole group and, since they felt very comfortable, they tended to use those approaches more regularly. Questioning, integrated learning, and co-teaching models were selected as the least comfortable in use among those surveyed and therefore utilized less frequently than any other instructional approach. In Fall 2010, Co-teaching, Independent study, and Project-based learning were selected as the least comfortable and used among those surveyed. Whole group, small group, and peer tutoring were the top three instructional models among those surveyed.

**Community Data**

**Current Student DoDEA Survey:**

In September 2008, a DoDEA approved Student Survey was administered to all 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students. The academic achievement and safe school environment were the only areas students were asked for input. Academic achievement was deemed the most useful information and was chosen for presentation.

<b>Questions</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>When I need help with my school work, someone at my school is available to help me.</b>	<b>50%</b>	<b>39%</b>	<b>8%</b>	<b>1%</b>	<b>2%</b>
<b>This school is preparing me well for the next grade.</b>	<b>57%</b>	<b>32%</b>	<b>11%</b>		<b>8%</b>

**Statement of Findings:**

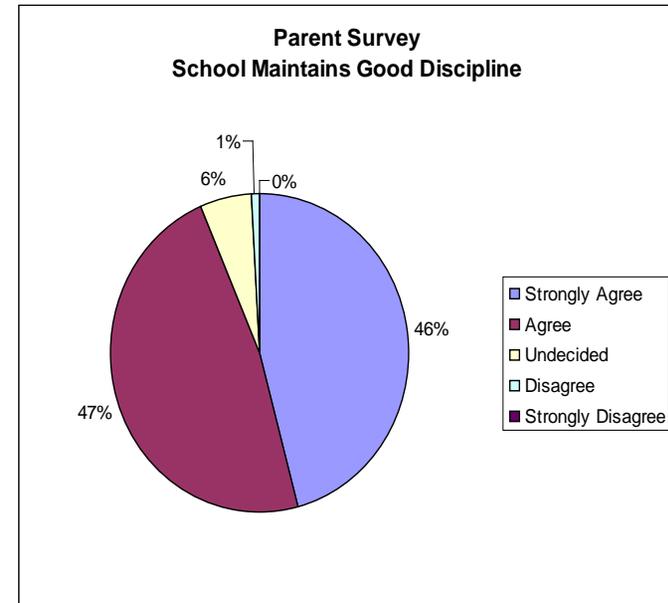
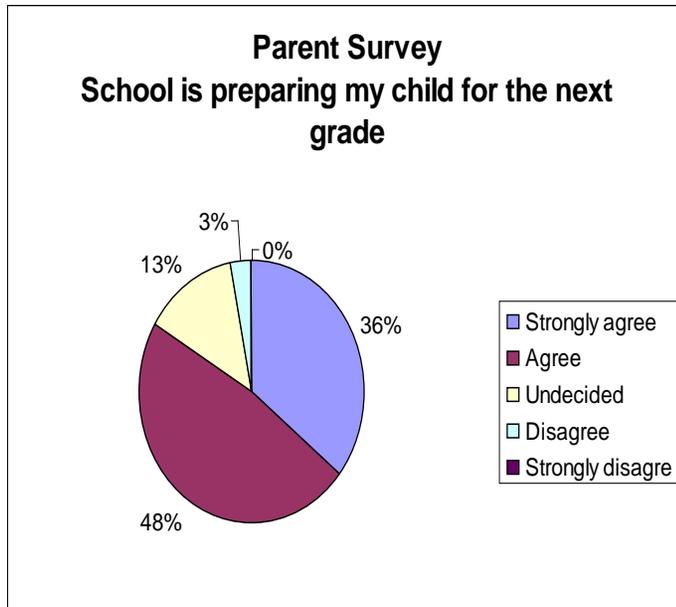
Eighty-nine percent of students report that they receive help when they ask, and 33% disagree or strongly disagree. Eighty-nine percent of students report that they are being prepared for the next grade level, and 8% strongly disagree.

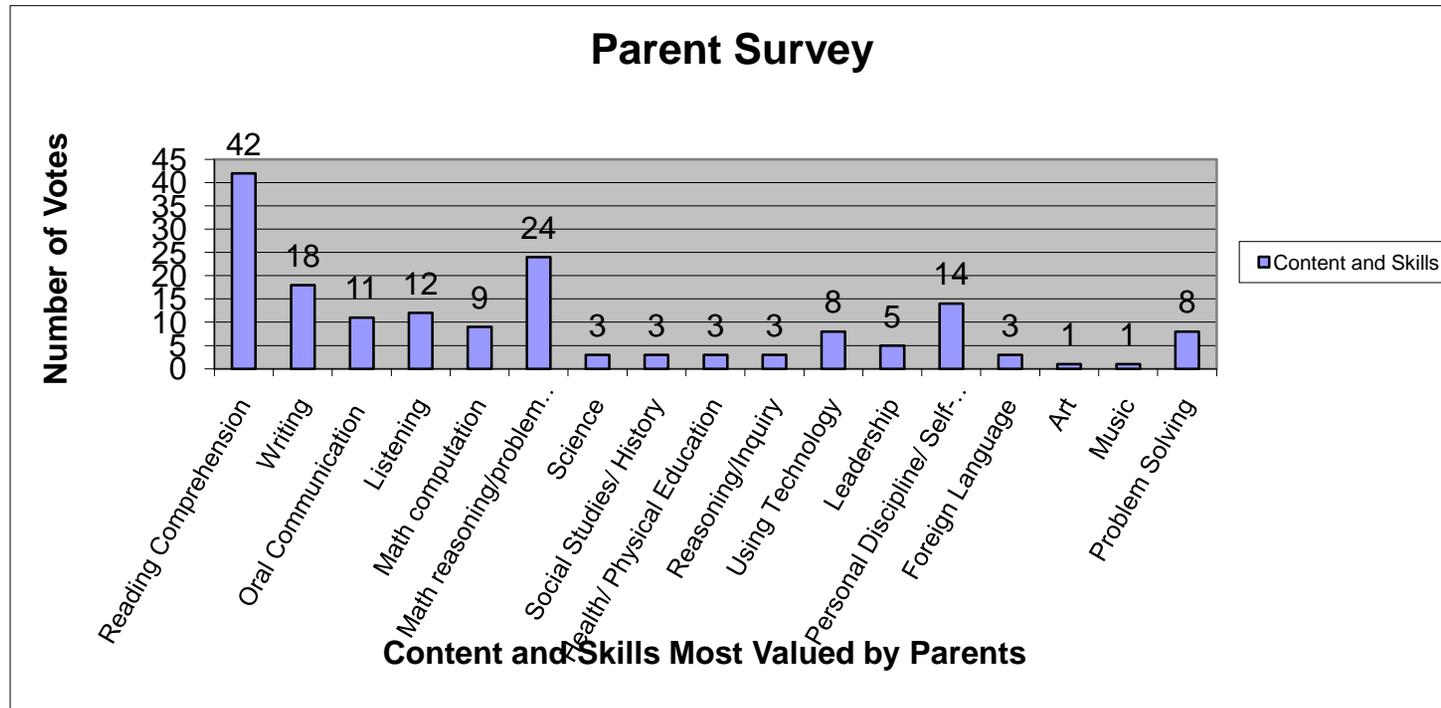
**Analysis:**

Students feel that they receive help and are being prepared for future academic learning.

### Parent Survey

In September 2008, a DoDEA approved Parent survey was sent home. A total of 59 were returned. This was approximately 40 % of the population (many of our families have several children enrolled). The questions were sorted into the following categories: Achievement, Safe Environment, and School Partnerships.





**Statement of Findings:**

Eighty-four (84%) percent of parents surveyed agreed /strongly agreed that Wilson ES is preparing their children for the next grade level. Ninety-three (93%) percent strongly agree that Wilson ES maintains good discipline. Ninety-nine percent report that children are very safe at school. **Reading Comprehension and Math reasoning/problem solving were the two academic areas that parents felt were most important.**

**Analysis:**

Findings from the Parent Survey that focus on the academics of the school show that parents believe that math and reading skills are more valued than special area classes such as art, music, or P.E.

### **Parent Customer Service Survey**

Parents who withdraw their students are asked to fill out a Customer's Service Survey. Twenty-six parents of Wilson students filled out a Customer Service Survey when they withdrew their children during the 2008-09 school year. Many of these parents had more than one child at Wilson. The primary reason for withdrawal was a change of duty station for the military parent. The survey asked parents to rate the school in several areas from 1(lowest) to 5(highest). Parents were also asked to give the school an overall grade (A,B,C,D or undecided). Of the 26 respondents, 25 gave Wilson an A, and 1 a B. Twenty-three of the parents rated the overall quality of education at Wilson a 4 or 5 and the quality of the teachers and Principal's overall leadership were both rated at an average of 4.6. Parents also seemed pleased with the school's communication with them and with the quality of the texts and materials being used. The only area where parents expressed any real dissatisfaction was in the school lunch program, which is administered at another site (the food is cooked and brought in from another location). The average rating for the lunch program was 2.6. Most parents reported that their children had a positive attitude toward school with a 4.8 average rating on this question. Comments indicated that many parents like the fact that Wilson is truly a neighborhood school that is close to their home and many teachers were mentioned by name as having a positive influence on children.

Wilson Elementary School Profile 2010-2011

**Wilson Elementary School**

**End of year 2009/2010 Withdrawal from School/Customer Feedback**

(Lowest to Highest 1-5)

1                      2                      3                      4                      5

Overall quality of education			6%	18%	76%
Quality of the teachers				12%	88%
Discipline in the schools				18%	82%
Principal's overall leadership				12%	88%
School/parent communication			12%	6%	82%
Maintenance of the school building			6%	6%	88%
Quality of text and materials			6%	12%	82%
Child's attitude toward school		6%		6%	88%
School lunch program			12%	6%	82%
If you could give Wilson a grade, what would we get?					
<b>Overall</b>	<b>U</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
				18%	82%

**Findings:** The majority of the parents completing the exit survey, in 2008/2009 and 2009/2010, scored Wilson Elementary School as being highly effective in meeting their child's academic needs. The results of the Customer Service Survey were tentative because of the small number of responses in 2008-2009; however, results were verified as survey results continued to support previous data.

**Analysis:** According to the data, the parents believe that their children are getting a quality education, but do have concerns about the school lunch program. The data above reveals an improvement in the concerns over the school lunch program.

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**Teacher Survey**

**Presentation of Data**

The Wilson School Climate Survey Staff Questionnaire was administered to the staff members at Richard G. Wilson Elementary School. The questionnaire was administered to gather data about the staff’s perceptions. In the fall of 2010, a twenty-two item questionnaire was distributed to approximately 37 faculty and staff members. Sixty-eight percent of the staff completed the climate survey.

**Wilson Fall 2010 School Climate Survey**

(For data collection purposes, each number represents the percentage of staff members while an empty cell represents 0 percent.)

Questions	Always	Mostly	Occasionally	Some-times/ Both	Occasionally	Mostly	Always	Questions
1. People clearly understand the school’s vision, mission, and goals	36%	52%		4%				People are unclear about the school’s vision, mission, and goals
2. Clear-alignment/common focus of leadership at the top	48%	32%	4%	8%				Obvious lack of alignment at top
3. Two-way frequent open communications	56%	32%	4%	4%	4%			Top-down inadequate communications
4. We are flexible/fluid/empowered	36%	44%	8%	12%				Hierarchical/boss-driven
5. High-quality awareness and focus on education	56%	40%		4%				Quality education not a top priority

Wilson Elementary School Profile 2010-2011

<b>6. High service conscience/focus on students</b>	48%	44%	4%	4%				<b>Low service conscience; lack of focus on students</b>
<b>7. Teamwork/Mutual support and cooperation</b>	44%	44%	4%	8%				<b>Narrow focus/turf issues/we vs. they</b>
<b>8. High performance expectations</b>	56%	36%		8%				<b>Low performance expectations</b>
<b>9. Self-starters/High initiative</b>	28%	44%	12%	12%				<b>Need direction low initiative</b>
<b>10. Sense of urgency/bias for action</b>	40%	32%	12%	12%				<b>Indecisive/Bureaucratic, slow to respond</b>

<b>11. People are highly accountable for results and actions with their job</b>	32%	52%	4%	12%				<b>People find excuses/Blame others/ Feel victimized</b>
<b>12. Open to change</b>	12%	64%	12%	4%	4%			<b>Resistant to change</b>
<b>13. Encouraged to innovate/Creativity welcomed</b>	56%	24%	12%	8%				<b>Do what is told/Risk averse/Poor support for new ideas</b>
<b>14. High levels of feedback and coaching</b>	36%	52%	8%	12%				<b>Infrequent or no feedback and coaching</b>
<b>15. High performance is recognized and rewarded</b>	36%	32%	12%	4%	4%	4%		<b>High performance is expected, but not recognized</b>

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<b>16. Core values and ethics are very important</b>	48%	36%	4%	4%		4%		<b>Values and ethics not stressed or tend to be ignored</b>
<b>17. People feel appreciated and valued</b>	44%	32%	16%	4%		4%		<b>People don't feel appreciated and valued</b>
<b>18. High trust/Openness between people</b>	28%	52%	12%	4%		4%		<b>Low trust/ lack of openness</b>
<b>19. Healthy/Fast-paced environment</b>	24%	52%	8%	4%	4%	4%		<b>High stress/Burnout Pace</b>
<b>20. Positive/optimistic/ forgiving</b>	32%	52%	8%			4%		<b>Insecure/fearful or negative environment</b>
<b>21. Focused/Balanced/ Effective</b>	32%	56%	4%	4%		4%		<b>Distracted/ Overwhelmed Inefficient</b>
<b>22. Respect for diversity of ideas and people</b>	40%	44%	12%	4%				<b>Lack of respect for diversity of ideas and people</b>

**Statement of Findings:**

The School Climate Questionnaire (2008 and Fall 2010) results show that our school has a healthy, focused environment with a positive leadership. In analyzing the top two categories, most questions received comparable percentages with minor fluctuations. Questions 15, 17, and 9 revealed the largest changes in response percentages.

**Analysis of Data:**

The faculty thinks the overall school climate is positive and a good learning environment. The fast pace and sense of urgency were concerns of some faculty members in the 2008 survey. The fast pace and sense of urgency were still concerns of some faculty members in the Fall 2010 survey, and also the responses did not cluster in the top two categories but had an increase in responses toward the right side of the survey.

## **Summary of Surveys/Implications**

Parents are aware of and expect the school to respond to the overall well-being of their children, academically, socially and emotionally. Parents indicated that reading comprehension, oral communication and math reasoning were the content and skills most valued for their children's education, confirming the needs of Wilson students as identified in the quantitative student learning data. They expressed confidence in the overall quality of education and leadership provided at Wilson Elementary School. The survey results were reviewed by the faculty and staff and suggestions were made of how we could best serve the needs of our military families and continue to provide a quality education to their children.

The faculty instructional survey showed that many teachers feel comfortable with traditional teaching methods. They are moderately comfortable with student-focused instruction, which would include student projects and problem solving. Teachers are less comfortable with inquiry learning and small cooperative learning groups. The majority of Wilson classroom teachers attended two best practices classes, Building Systems of Ten and Making Meaning of Operations in 2008. These classes were to familiarize teachers with a variety of student focused strategies for teaching problem solving. Differentiation of instruction and innovative teaching practices will be a focus for faculty development.

Many of the academic surveys show that students are not continuing to improve in reading and mathematics. Administrators, teachers, and parents feel an urgency to make Wilson students more proficient in reading and give them the tools and skills to become better problem solvers.

## Environmental Scan

We choose the following to collect research and data for the Environmental Scan:

- *2006-2016 Map of the Future Forces*; Knowledgeworks Foundation. 2006
- *A Whole New Mind* by Daniel H. Pink, 2006
- *U.S. Department of Labor Bureau of Statistics, Fastest Growing Occupations 2002-2012*
- *Ten Trends; Educating Children for Tomorrow's World.* By Gary Marx
- *Tough Times, Tough Choices: The Report on the New Commission of the Skills of the American Workforce by the National Center on Education and the Economy.*
- Revised Bloom's Taxonomy, 2006
- *Leadership Series*, Jim Blanchard
- 21<sup>st</sup> Century teaching and Learning Presentation (9 faculty attended); October 2008; Marc Prensky
- Columbus State University Leadership Seminar; John Maxwell
- Daniel Pink, Thomas Freidman (3 faculty attended) September 2008

### **Presentation of Data:**

Each committee in Wilson Elementary School's CSI was given the task of bringing in and discussing current research on what the future holds for the students we are educating today. They looked at job trends, essential skills, best practices and technology. Each group brought one piece of research to the full faculty for discussion. Areas of interest were identified and further research was conducted.

### **Findings:**

The faculty concluded that, while some jobs of the future can be identified, the exact nature of most jobs will be very difficult to predict. Jobs in Healthcare and in the field of Technology will continue to be in demand, but jobs that require little creativity are in danger of being outsourced. The pace of technological change will accelerate, generating advances in research and development, production processes and changing the nature of products and services.

The research tells us that our current students should not prepare for a specific job, but acquire a set of skills that will make them marketable as the world continues to change. Today's students can expect to have multiple jobs in their lifetimes and flexibility will be a key ingredient in their success. According to Gary Marx, social and intellectual capital will become the primary economic value in society. In essence, we must teach our students to think at a higher level. We must insure that they acquire problem-solving skills and learn to work together. Daniel Pink advises that people who demonstrate creativity and the ability to "think outside the box" will become the dominant economic force of the future.

The goal for the faculty and staff of Wilson Elementary School is to develop qualities and skills in our students that will lead them to be productive, responsible citizens. We need to insure that students have the basic tools—reading, writing, mathematical reasoning, problem-solving and collaborative learning skills—to be successful. We also need to provide students with opportunities to become technologically savvy by utilizing technology in the classroom as a major part of the learning experience for students.

## Wilson Elementary School Profile 2010-2011

The Wilson faculty has identified a list of skills and competencies that our students will need in order to compete in a global society:

- Critical thinking skills
- Problem-solving skills
- Reading comprehension skills
- Working cooperatively
- Managing information effectively
- Understanding and using technology
- Global awareness

We know that the future for our students will be vastly different than the world that we live in now. A standards-based curriculum should provide students with the opportunity to develop the skills they will need. We must identify the most effective methods to maximize student learning to help equip them to live in a global society. We must also insure that teachers receive the support and training they need to keep up with the changes. Giving teachers the opportunity for collaborative teaching and learning and top notch staff development are essential to student success.

As we teach elementary aged students how to read, write and solve problems, it is important that we utilize research-based strategies that will maximize their learning. The skills that have been identified as essential for the future should be incorporated in the lessons we prepare for students every day. Our task is to determine which methods and strategies will yield the most gains in learning for our students. Our parents echo our beliefs and support our commitment to help their children reach highest student achievement.

## Wilson Elementary School Profile 2010-2011

**Student Goal #1:** Seventy-five percent of students will achieve more than a year growth in text comprehension by the end of the 4<sup>th</sup> quarter through use of the strategies of matching readers to appropriate text and explicit fluency instruction as measured by age appropriate quarterly assessments, including the Dolch List (K), the Three Minute Fluency Assessment and rubrics (grades 1-5), the Developmental Reading Assessment (grades 1-3), the Scholastic Reading Inventory (grades 3-5), and the Terra Nova, 3<sup>rd</sup> Edition (grades 3-5).

**We chose this goal based on triangulating the following data sources:**

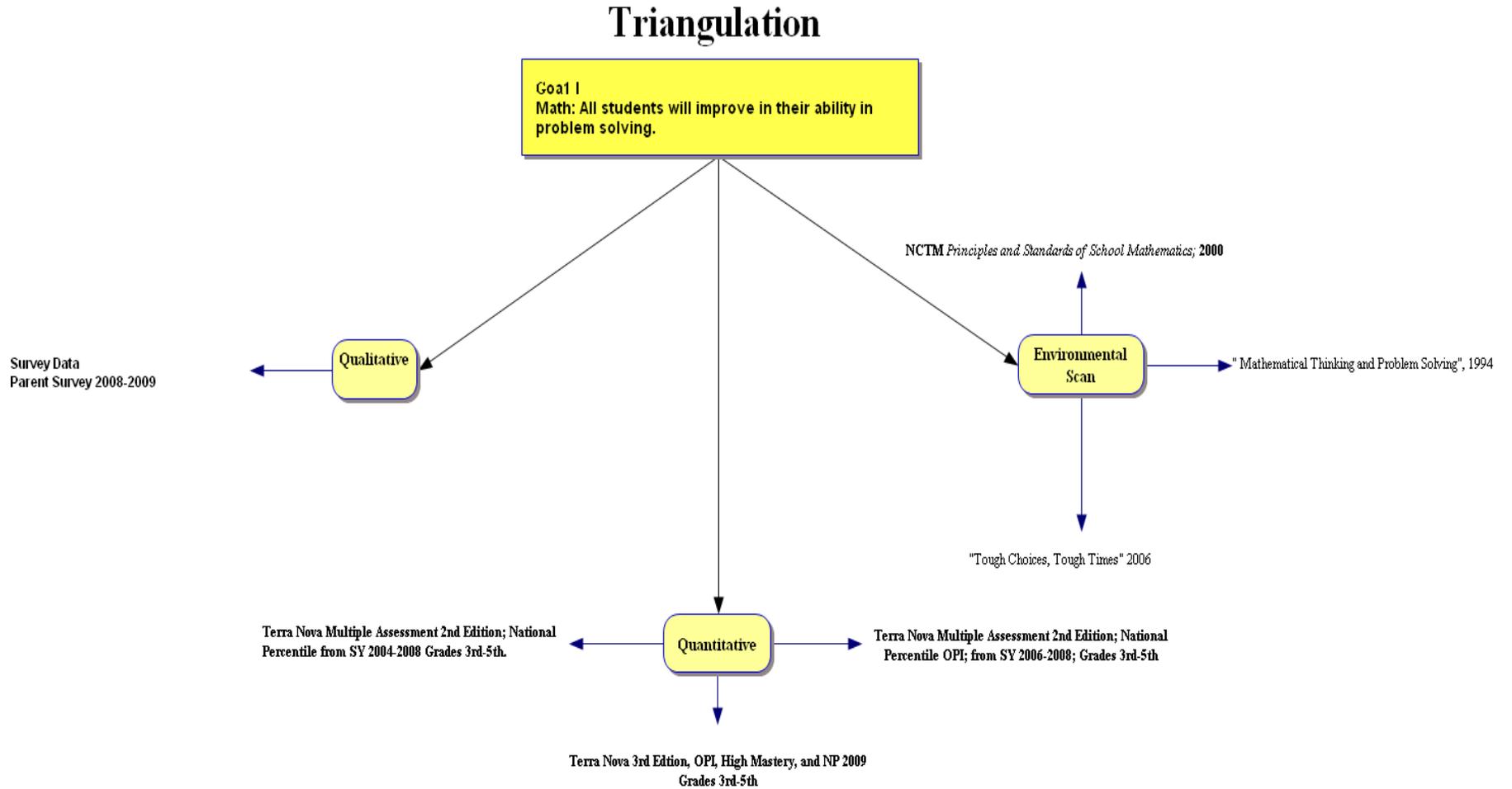
1. *Terra Nova Multiple Assessment 2<sup>nd</sup> Edition*; National Percentile Math SY 2004-2008; Grades 3<sup>rd</sup>-5<sup>th</sup>.
2. *Terra Nova Multiple Assessment 2<sup>nd</sup> Edition*; Objectives Summary Part 1 Math SY 2006-2008; Grades 3<sup>rd</sup>-5<sup>th</sup>.
3. *Terra Nova Multiple Assessment 2<sup>nd</sup> Edition*; Objective Summary Part 2 (OPI) Math SY 2006-2008; Grades 3<sup>rd</sup>-5<sup>th</sup>
4. *Terra Nova Multiple Assessment 3<sup>rd</sup> Edition*; National Percentile Math SY 2009; Grades 3<sup>rd</sup>-5<sup>th</sup>.
5. *Terra Nova Multiple Assessment 3<sup>rd</sup> Edition*; Objectives Summary Part 1 Math 2009; Grades 3<sup>rd</sup>-5<sup>th</sup>.
6. *Terra Nova Multiple Assessment 3<sup>rd</sup> Edition*; Summary Part 2 (OPI) Math SY 2009; Grades 3<sup>rd</sup>-5<sup>th</sup>
7. Parent Survey 2008
8. Environmental Scan

**Student Goal #2:** Seventy-five percent of students will score at the practitioner level of the Exemplar problem solving rubric by the end of the 4<sup>th</sup> quarter through use of the strategy of explicit instruction on problem solving methods.

**We chose this goal based on triangulating the following data sources:**

1. *Terra Nova Multiple Assessment 2<sup>nd</sup> Edition*; National Percentile Reading SY 2004-2008; Grades 3<sup>rd</sup>-5<sup>th</sup>.
2. *Terra Nova Multiple Assessment 2<sup>nd</sup> Edition*; Objectives Summary Part 1 Reading SY 2006-2008; Grades 3<sup>rd</sup>-5<sup>th</sup>.
3. *Terra Nova Multiple Assessment 2<sup>nd</sup> Edition*; Objective Summary Part 2 (OPI) Reading SY 2006-2008; Grades 3<sup>rd</sup>-5<sup>th</sup>
4. *Terra Nova Multiple Assessment 3<sup>rd</sup> Edition*; National Percentile Reading SY 2009; Grades 3<sup>rd</sup>-5<sup>th</sup>.
5. *Terra Nova Multiple Assessment 3<sup>rd</sup> Edition*; Objectives Summary Part 1 Reading 2009; Grades 3<sup>rd</sup>-5<sup>th</sup>.
6. *Terra Nova Multiple Assessment 3<sup>rd</sup> Edition*; Summary Part 2 (OPI) Reading SY 2009; Grades 3<sup>rd</sup>-5<sup>th</sup>

- 7. Parent Survey 2008
- 8. Environmental Scan



Wilson Elementary School Profile 2010-2011

# Triangulation

