

# Pope Elementary School Living Profile (2011-2012)

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## Mission and Vision Statements

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### **DoDEA's Mission**

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

### **Pope School's Vision**

Teaching for the Future.....Learning for a Lifetime!

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## Unique Local Insights

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Pope Elementary is extremely appreciative of their many existing military and civilian partnerships that promote educational excellence. These partnerships improve education and afford opportunities for collaboration between stakeholders for the benefit of all students. Partnerships within our school community are long and short term, and vital to making Pope Elementary a wonderful place to educate children.

The Pope Parent Teacher Organization (PTO) has been in existence for many years and provides opportunities for families to be involved in the school. The Parent Teacher Organization (PTO) sponsors activities such as: author visits, popcorn days, book fairs, yearbooks, Curriculum Night, Family Night, Reading Counts Store, Picture Day and offer support for the teachers' needs within the classroom. The executive leadership is selected from parents by secret ballot. The school principal and one teacher normally attend the PTO meetings.

The 3<sup>rd</sup> Aerial Port Squadron (APS) has also been a long-term partner with our school to assist with a variety of projects which include: assisting with assembling furniture, painting, and relocating heavy items. We also hold many evening events that require additional assistance with operating the carnival booths. Pope Elementary is also appreciative of the past support from the 43<sup>rd</sup> Airlift Group. They have supported "Earth Day," by providing volunteer soldiers and funding. The 43<sup>rd</sup> Commander and his Senior Enlisted Advisors participated in many events at the school, such as reading to children during the "Month of the Military Child". During the 2009 – 2010 school-year, the 43<sup>rd</sup> Civil Engineering Squadron also contributed to the beautification and safety of our grounds by replacing a damaged segment of our sidewalk where numerous students travel daily.

Effective March 1, 2011, Pope Air Force Base transitioned to Pope Army Air Field as required by the Base Realignment and Closure Act. During this gradual transition, Army personnel are becoming more acclimated to their new role of the Bragg/Pope military airfield. The blend of families from both military branches compliments the school climate.

During the 2009 – 2010 school years, the elite Golden Knight Parachute Team performed for the students on the last day of school. An Army unit of Noncommissioned Officers provided support by painting and cleaning our grounds. During the "Month of the Military Child," the 82<sup>nd</sup> Airborne All American Chorus performed for the students.

Pope Elementary also believes that our school facility is a community building and needs to be available for community organizations. The Pope Chapel utilizes our facility for Sunday school during the school year. Also, Girl Scouts and Brownies meet weekly in our cafeteria. During the summer months, youth camps are held in our multipurpose room by community organizations, focusing on drug prevention activities. Pope Elementary is fortunate to also maintain a quality playground that is available to our neighborhood families during non-student hours.

## Pope Elementary

We also recognize partnerships through grant money made available by organizations to improve student achievement and our facility. Pope Elementary is appreciative of organizations such as: The Bragg and Barn Thrift Shop, General Dynamics, and the Kiwanis Club of Fayetteville, for their generous grant money. These organizations continue to support our efforts by providing additional resources to children each year.

Our organization is extremely appreciative of the broad support available by our military and civilian communities. We recognize that building ongoing relationships are vital to this effort. As an expression of our appreciation, Pope Elementary students send thank you notes to organizations and individuals who actively support our school.

The administration and staff attend functions to network and thank community members for their support. A goal of our public relations efforts is to strengthen our partnerships. Opportunities are provided for our parental and community partners to become better acquainted with our school through scheduled visits. The administration will continue to network partnerships with community leaders. It is our belief that communication is an effective way to highlight our accomplishments and apprise the community of our needs.

### **Parent Input**

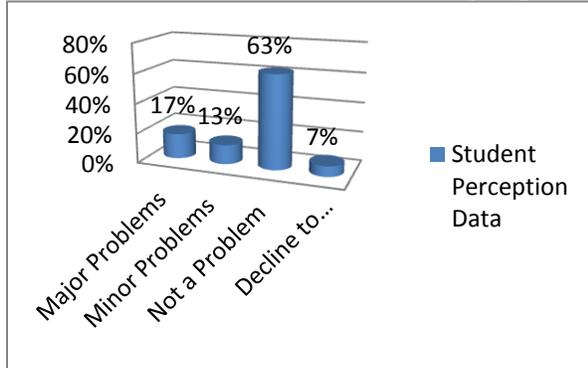
In 2010-2011, Pope Elementary invited parents to participate in the DoDEA Customer Satisfaction Survey. Notices were sent home through email, on paper, and in newsletters. An announcement was placed on the marquee in front of the school. Parents had access to our computers if they did not have their own computers. Parents were encouraged to take the survey during PTO evening events as well as before and after school.

Only 17 parents responded to the survey. Due to this limited participation, parent responses for Pope Elementary were not tallied by the survey. We do not have measurable data to include from parents. We plan to provide paper surveys as well as online surveys in the future to increase participation.

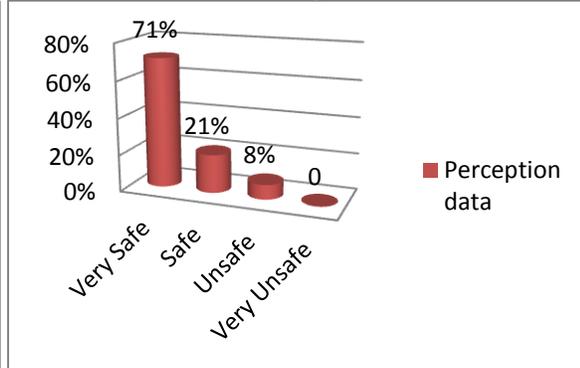
### **Student Input**

In 2010-2011, 24 students at Pope Elementary participated in the online DoDEA Customer Satisfaction Survey. The surveys were completed in the computer lab with the supervision of the educational technologist.

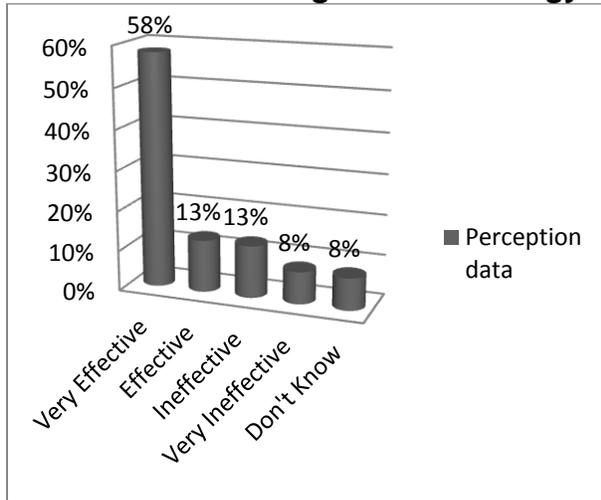
**Question 1: Prevalence of bullying**



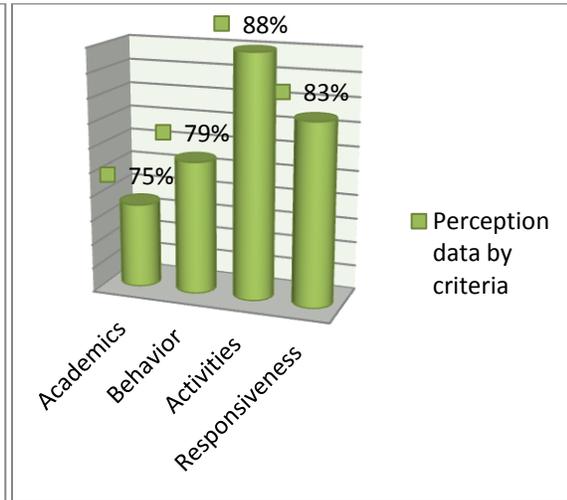
**Question 2: Safety at School**



**Question 3: Learning with technology**



**Question 4: Excellent communication**



**Implications**

Students generally feel that bullying is not a problem; however, there are enough students who note the prevalence of bullying as a concern for the school to address this issue. Our guidance counselor and teachers are working together to implement DoDEA’s “Stop Bullying Now” initiative. The staff is working on character education and development of student self-esteem, too, through guidance lessons, award ceremonies, and classroom expectations.

The majority of students feel safe at Pope Elementary. For the few students who do not feel safe, it might help for teachers to point out safety measures used throughout the school.

Most students indicate satisfaction with the effectiveness of technology for learning. There are a few who feel it is ineffective, and some who do not know if it is effective. One way to address this perception is to help students track their progress on technology activities. Older students may collect independent projects and save them electronically to monitor growth over the school year. Younger students may monitor growth through programs such as Education City.

Overall, students are quite satisfied with the quality of teacher communication. They feel particularly well-informed about activities. They also note that teachers are very responsive to

questions and concerns. Students who have concerns about academic progress may access their grades through GradeSpeed in fourth and fifth grades. Student and parent conferences also increase awareness of progress at all grade levels.

### **Teacher Input**

Teachers did not have the option to participate in the DoDEA Customer Satisfaction Survey since they are the service providers. We plan to have a survey approved for teachers so we can conduct an internal survey that yields data.

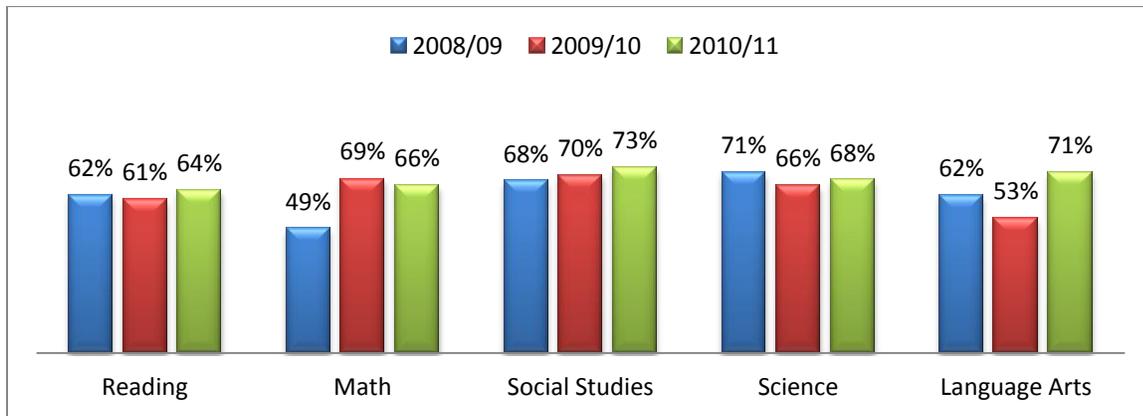
## School Student Data

### Standardized Test Data

#### TerraNova, Third Edition

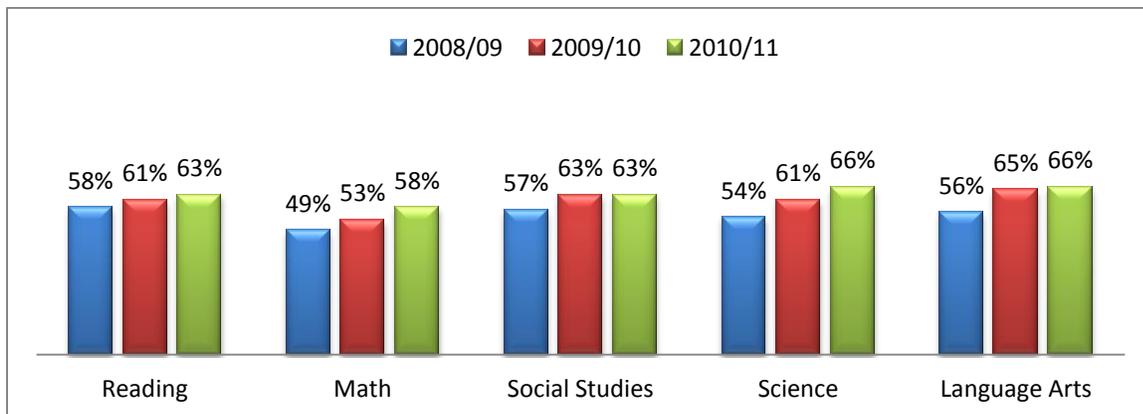
Normative scores reflect student performance on a different test and a new normed group of students; they cannot be directly compared to the TerraNova results from previous years. It is the recommendation that we do not compare results from the two editions of the TerraNova. The 2009 scores are used to compare student scores with the scores of the new national norm group. The 2009 scores became the new baseline for comparison with results from future administrations of this test.

**Figure #1: TerraNova Scores, 3<sup>rd</sup> Grade by Subject and Year**



Numbers represents percentage of students who exceeded the national median score.

**Figure #2: TerraNova Scores, 4<sup>th</sup> Grade by Subject and Year**

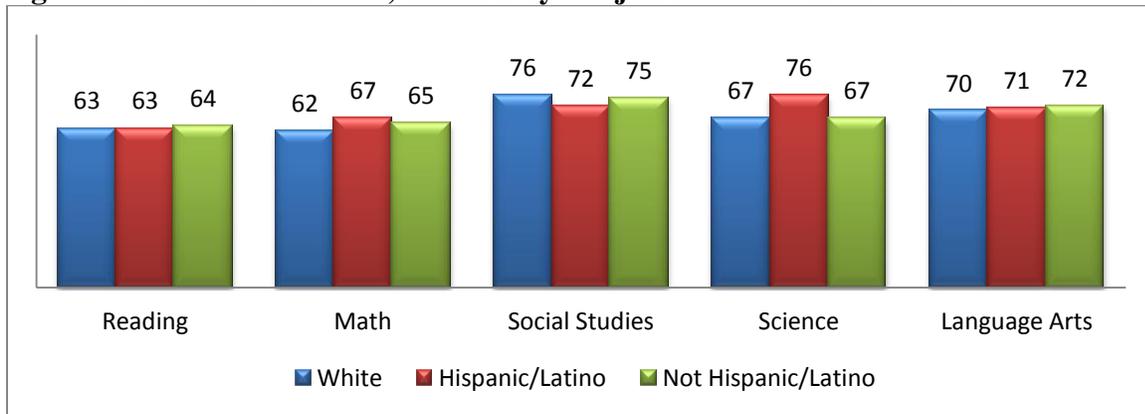


Numbers represents percentage of students who exceeded the national median score.

**Summary**

Third grade normative scores as measured by the TerraNova indicated growth in Reading, Math, Social Studies, Science and Language Arts. The data indicated that the national median score was met in all areas, except math, among 3<sup>rd</sup> graders but fell short of DoDEA standard. The 4<sup>th</sup> grade data indicated all students met the national median score but fell short of meeting the DoDEA standard.

**Figure #3 TerraNova Scores, Grade 3 by Subject and Race 2010-2011**

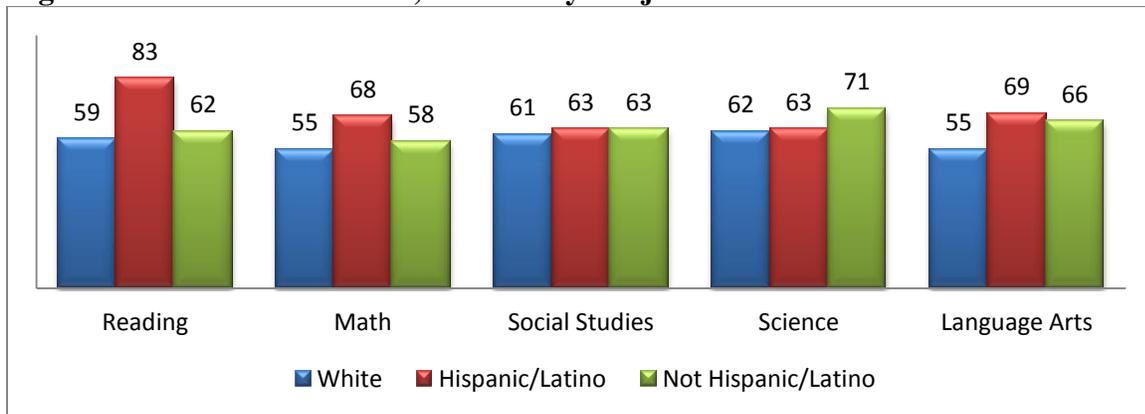


Numbers represents percentage of students who exceeded the national median score.

**Summary**

The three dominant ethnic populations, among 3<sup>rd</sup> graders, have score above the national median score in Reading, Math, Social Studies Science and Language Arts. White and Not Hispanic/Latino scored at or above DoDEA’s standard in Social Studies.

**Figure #4: Terra Nova Scores, Grade 4 by Subject and Race 2010-2011**

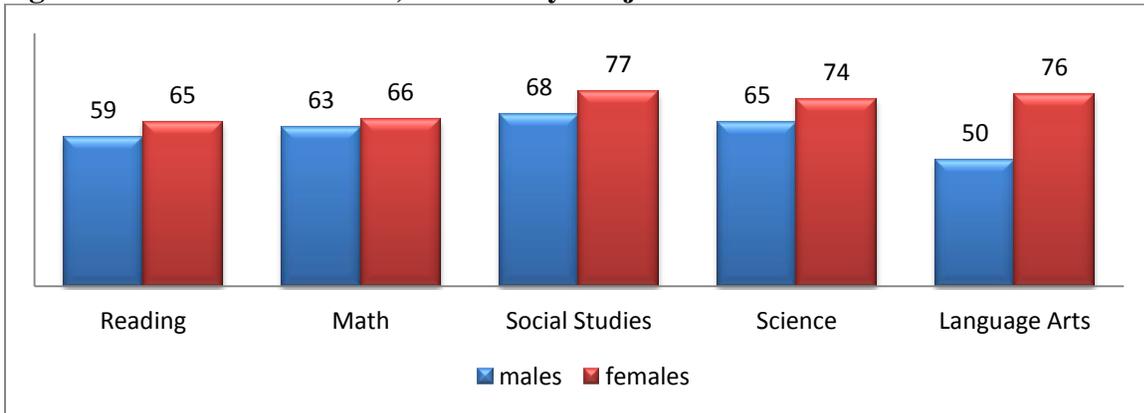


Numbers represents percentage of students who exceeded the national median score.

**Summary**

The three dominant ethnic populations, among 4<sup>th</sup> graders, have score above the national median score in Reading, Math, Social Studies Science and Language Arts. Hispanic/Latino is the only group to score above DoDEA’s standard in Reading.

**Figure #5: TerraNova Scores, Grade 3 by Subject and Gender 2011**

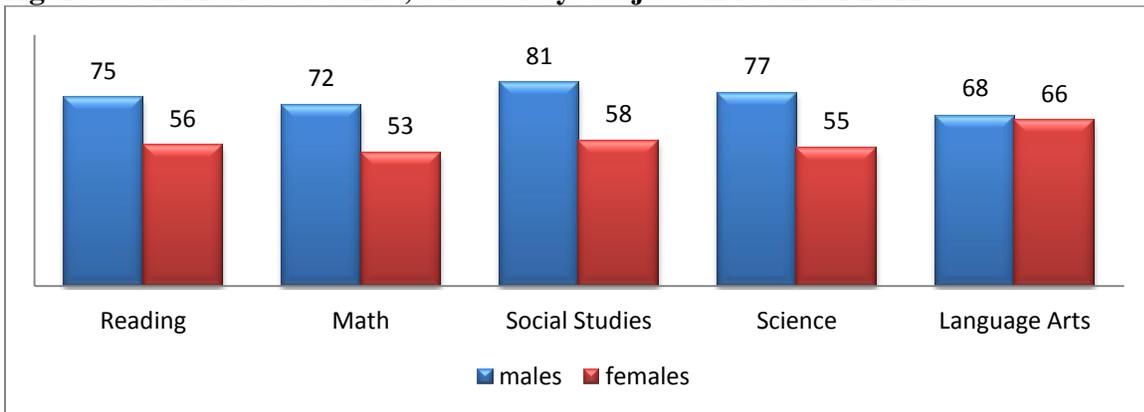


Numbers represents percentage of students who exceeded the national median score.

**Summary**

Among 3<sup>rd</sup> grade males and females both scored at or above the national median score in all areas. Overall, females scored better than males students meeting the DoDEA standard in Social Studies & Language Arts.

**Figure #6: Terra Nova Scores, Grade 4 by Subject and Gender 2011**



Numbers represents percentage of students who exceeded the national median score.

**Summary**

Among 4<sup>th</sup> grade males and females both scored at or above the national median score in all areas. Overall, males scored better than the female’s students meeting the DoDEA standard in reading, Social Studies and Science.

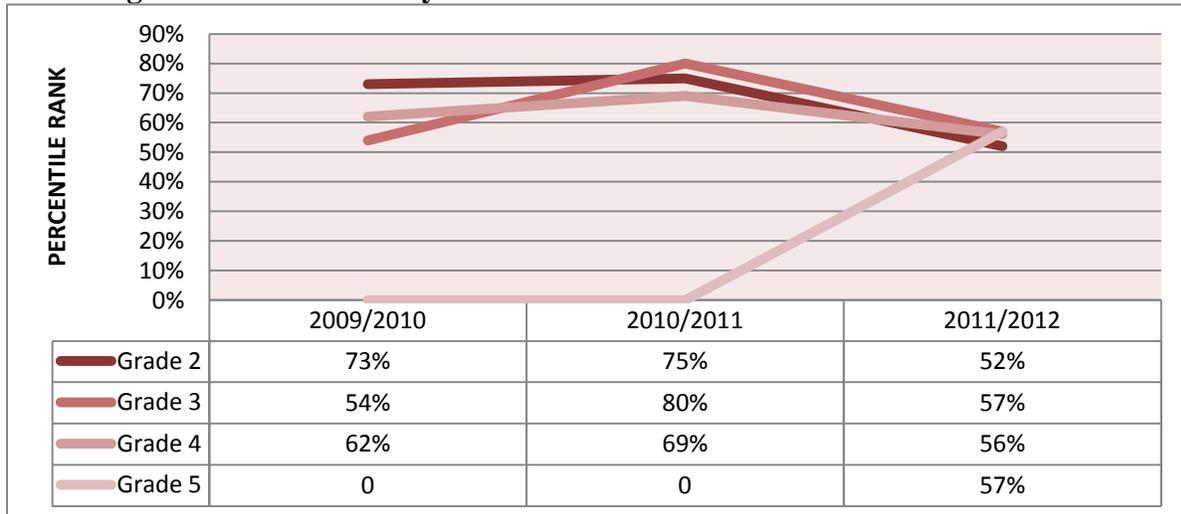
The 2011 TerraNova was administered, March 12<sup>th</sup> -16<sup>th</sup> 2012, to all 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students. The data obtained will used to evaluate the vision and current Smart Goals for Pope Elementary School.

## School Assessments

### Scholastic Reading Inventory

The Scholastic Reading Inventory (SRI) is a research-based assessment administered four times yearly to 3<sup>rd</sup>-4<sup>th</sup> graders and twice yearly to 2<sup>nd</sup> graders. SRI is used by grades 2<sup>nd</sup>-5<sup>th</sup> to assist teachers in monitoring student progress and differentiating instruction.

**Figure #7: SRI Scores by Year**



❖ Data reported for 2011/2012 SY is reflective of midyear assessment

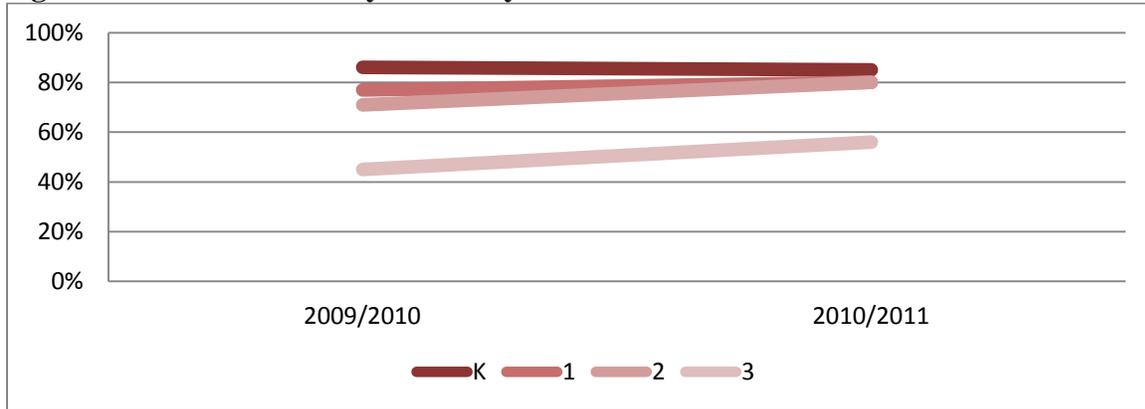
### Summary

Grade level data was collected for the first time during 2010-2011 SY. Scores for previous years are not available due to the transitioning of several reading specialists throughout the year. The data on the 2<sup>nd</sup> grade level indicated no significant growth (2%); the 3<sup>rd</sup> grade data indicated a 26% increase which is significant, while 4<sup>th</sup> grade data indicated marginal growth (4%). Growth at the midyear point, for the 2011/2012 SY, exceeds 50<sup>th</sup> percentile rank and with the continued application of differentiated strategies and best practices additional growth is expected.

### Developmental Reading Assessment

The Developmental Reading Assessment provides teachers with a method for assessing and documenting primary students' development as readers over time. Specifically, this assessment identifies students' reading levels; defined as a text on which they meet specific criteria in terms of accuracy, fluency, and comprehension.

**Figure #8: DRA Proficiency Scores by Grade Level**



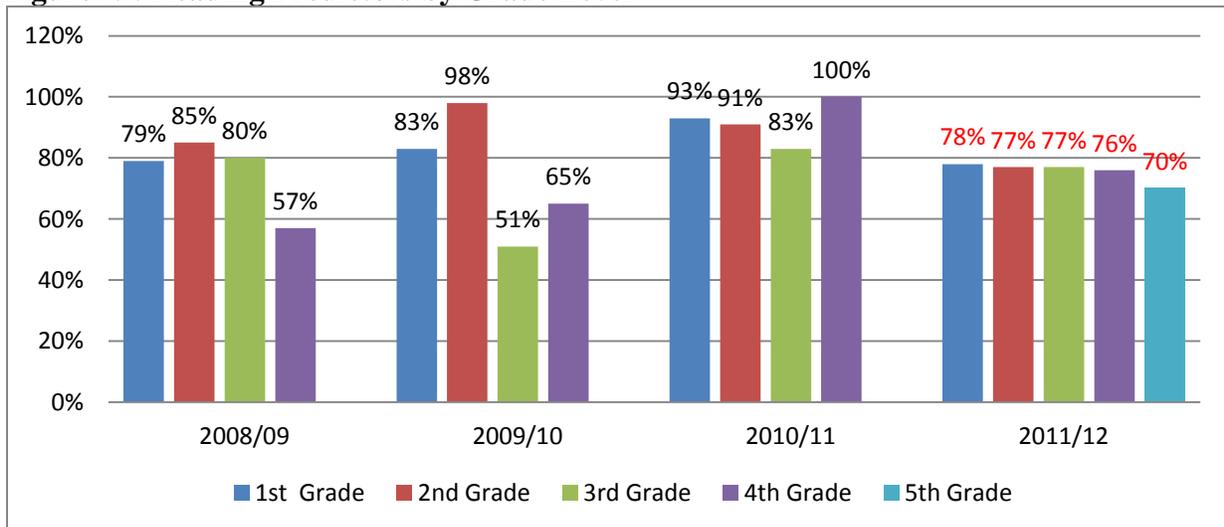
**Summary**

During the 2009-2010 SY, significant growth was noted among 2<sup>nd</sup> & 3<sup>rd</sup> grade students. Evidence of a lack of growth was evident among Kindergarten students, while minimal growth was noted among 1<sup>st</sup> graders. This assessment has been retired effective 2011-2012 SY and will be replaced by the Fountas and Pinnell Optional Assessment school-wide during the 2012-2013 SY.

**Options Reading Predictors**

A diagnostic tool used to assign students to appropriate grade level reading materials. The test is a predictor of generalized performance at a specific grade level, and is designed in a standardized test format. It also assists in determining student reading proficiency, strengths, weakness and successful placement in grade-level materials.

**Figure #9: Reading Predictors by Grade Level**



❖ Data reported for 2011/2012 SY is reflective of midyear assessment

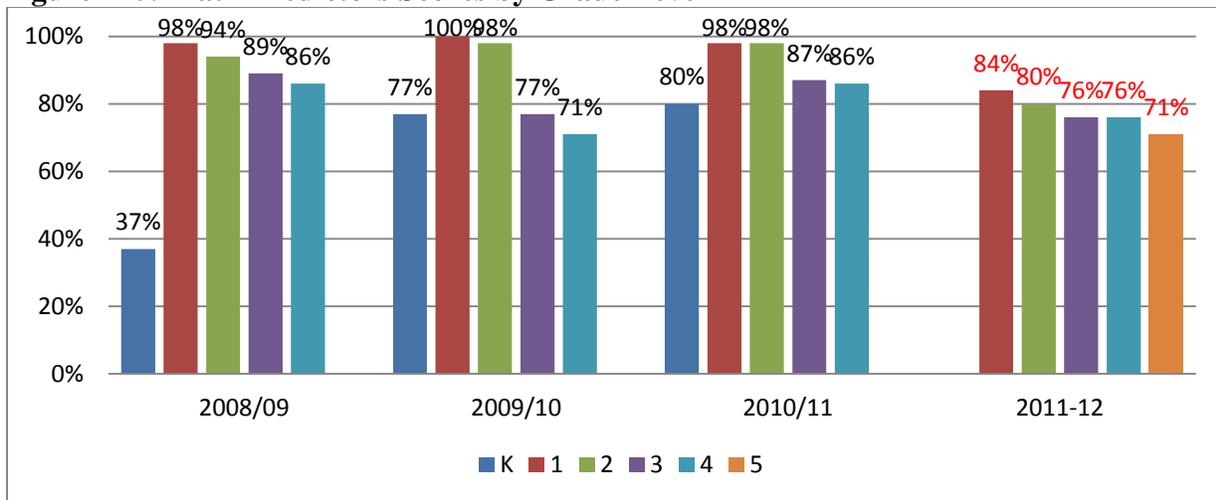
**Summary**

The assessment indicated that 1<sup>st</sup>, 3<sup>rd</sup> & 4<sup>th</sup> grades have made significant growth over time, while grade 2 has maintained an acceptable achievement level. The 2011/2012 midyear data indicated that all grade levels are at/or above 70% indicating a positive achievement growth pattern as measured by the Reading Predictor assessment.

**Options Math Achievement Predictors**

A diagnostic tool used to assign students to appropriate grade level math materials in order to differentiate instruction. This assessment is currently being used for placement, diagnosis and evaluation purposes.

**Figure #10: Math Predictors Scores by Grade Level**



❖ Data reported for 2011/2012 SY is reflective of midyear assessment

**Summary**

The assessment indicates growth on all grade levels noting a possible fluctuating pattern among 3<sup>rd</sup> grade. The 2011/2012 midyear data shows that all grade levels are above 70% indicating a positive achievement growth pattern as measured by the Math Predictors Assessment.

## Other Data

### Topic #1: Student Population Breakdown by Racial/Ethnic Grouping and Grade

Table #1: Racial/Ethnic Group, Grade and Gender (2011/2012 SY)

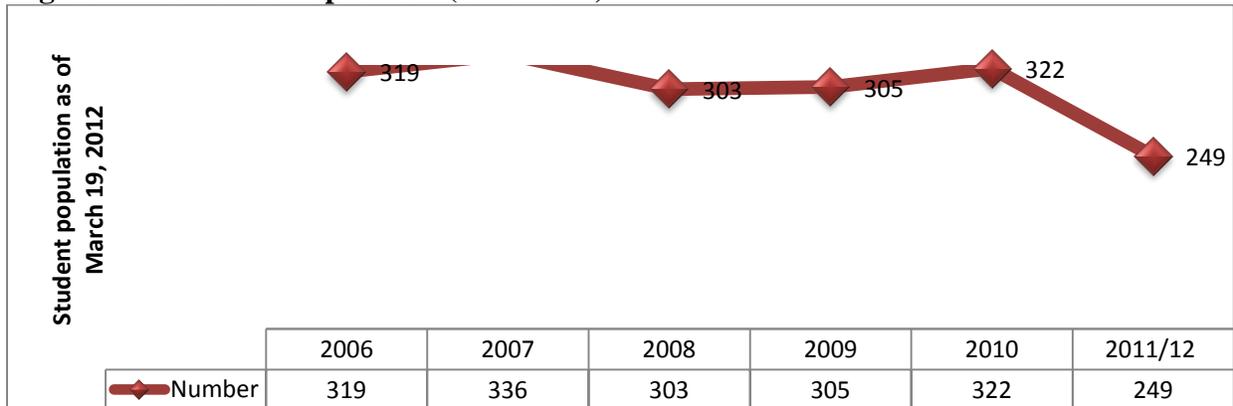
Grade/Gender	Afr.Am	Asian	Nat.Amr	Pac.Is.	White	Multi.	Unknown	Hisp	Total
Pre K	2	3	0	0	23	3	4	3	38
Kindergarten	3	1	0	0	28	0	1	6	39
1 <sup>st</sup> grade	6	1	0	1	31	1	4	7	51
2 <sup>nd</sup> grade	4	0	1	0	15	2	1	6	27
3 <sup>rd</sup> grade	8	2	0	0	18	4	1	8	41
4 <sup>th</sup> grade	5	1	0	0	17	1	0	7	31
5 <sup>th</sup> grade	3	1	0	0	11	2	0	5	22

### Data Results

The student enrollment information indicated that our school population is primarily White (57%) and Hispanic (19%).

### Topic # 2: Enrollment

Figure #11: Student Population (2005-2012)



### Summary

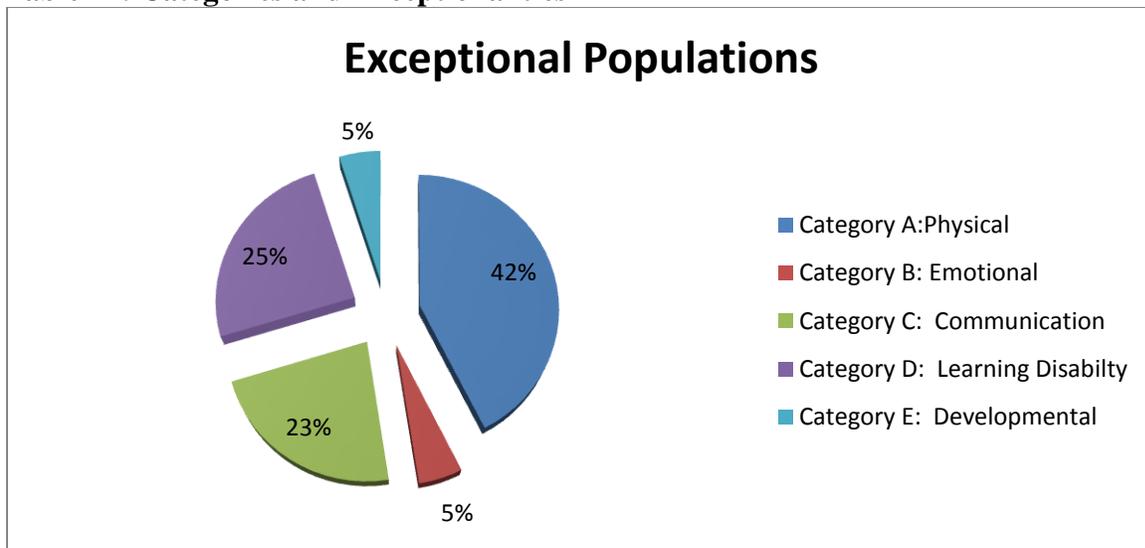
Pope Elementary School’s enrollment has typically remained around 300 each year. The transition of military personnel, based on the mission, has fluctuated and has increased as high as 336 students. As of March 19, 2012, our student enrolled has dropped below 300 students.

### Implications

The BRAC has not impacted our ability to accommodate an increase in student enrollment. During the 2009/2010 SY we experienced 131 total withdrawals school-wide. During the 2011/12 SY our enrollment has fluctuated resulting from housing renovations.

### Topic 3: Exceptional Students Services (2011/2012)

Table #2: Categories and Exceptionalities



### Summary

Pope Elementary has a relatively large exceptional children’s population as compared to the total school’s population from prior years. Currently, 16% of our student population is on an active IEP.

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## School Instructional Data

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### Teacher Instructional Practices

#### Data Collection Method

During the 2011/2012 SY, with the exception of Pre-K and Kindergarten, each grade level will use three assessment sources to cross-check student performance and to validate instructional approaches to various concepts. Kindergarten has chosen to use the Scott Foresman Benchmark Assessment Unit 1: “All Together Now”, which provides multiple assessments specific to comprehension.

#### Description

As normative assessments indicate weaknesses teachers have collectively agreed upon a plan of action to address these deficiencies. Reading Comprehension was identified as a school-wide goal specifically targeting phonological awareness, decoding, fluency and vocabulary as immediate areas for intervention. Differentiated instruction is being used as a foundational methodology for instruction. Teachers will use graphic organizers and flexible guided reading groups, materials and books specific to the students’ individual reading levels. Mathematical problem solving is identified as an additional area of weakness. The plan of action is to teach students to identify the problem, select strategies to devise a plan, implement strategies to solve problems and evaluate results. Collectively, all teachers will use the UPSL methodology to solve problems (understand, plan, solve & look back). Teachers will introduce this methodology and students will be guided through this problem solving process.

#### Implications

The goals that we have selected are clearly validated by formative and local assessments. Data over time supports the direction of targeting indicators related to reading comprehension and process reinforcement for mathematical understanding.

#### Best Practices

The staff believes and demonstrates that all students can achieve success with essential school skills, through setting high expectations. Teachers use standard based and student achievement data to drive instruction based on individual students’ needs. Student academic progress is measured frequently through a variety of assessment measures, and results are used to improve individual student performance and opportunity for differentiation to accommodate students learning styles. Achievement/assessment data are publicly displayed and feedback is communicated in a timely manner. A research based Dodea-wide literacy program designed on a balanced literacy philosophy is utilized in grades K – 5<sup>th</sup> grade to focus on comprehension strategies, vocabulary development, and written expression. Mathematical reasoning,

understanding, and critical thinking are promoted through the use of UPSL, with Everyday Math in Pre-K – 2<sup>nd</sup> grade, and enVisions Math in grades 3 - 5. Teachers work in learning communities with vertical and horizontal planning. Teachers implement a daily schedule. Children learn best when each day follows a consistent schedule, which is carefully planned to include individual, small-group, and large-group experiences and a balance of teacher-centered and child-centered activities. The emphasis is on a hands-on approach in which children work with manipulative materials, apply skills to solve practical problems, and learn to communicate the results of their efforts in a variety of formats. Many explorations require cooperative work and all learners are engaged in meaningful tasks.

## **Student Engagement**

### **Pegasus Power Period**

Third and fifth grade students are involved in a tri-level approach to reinforcing academic achievement in math and reading comprehension. Instruction is differentiated through the identification of specific academic deficiencies. The use of technology (smart boards & computers) enhanced student interest and learning. The activities are grade appropriate and specifically geared towards the students' present academic performance levels. Our students work at their own pace, while teachers offer additional support and reinforcement as needed. The guidance counselor provides mini workshops for the students addressing strategies for successful test taking, effective study skills, and demonstrates the correlation of the UPSL process to successful conflict resolution. This initiative is a forty-five minute block, held four days a week, for the entire school year. During the 2011-12 SY enrichment is provided in the morning before school to 3<sup>rd</sup> -5<sup>th</sup> graders identified by classroom teacher as a review of reading and math skills previously taught.

When scheduling is available, our specialists support the program through innovative movement, music and artistic expressions, while demonstrating how math and reading are integrated throughout the learning process. Pope Elementary School's master schedule is designed to ensure time for quality instruction without constant interruptions. Students are engaged in literacy block for 120 minutes and math block for 90 minutes.

### **Description**

The activities planned are in direct alignment with DoDEA standards for math and reading. This initiative is being spearheaded by specific school personnel (Math Instructional School Support Specialist, Read 180, Media Special and Educational Technologist). Students in the 40<sup>th</sup> -60<sup>th</sup> percentile were targeted to participate in this intervention rotation to reinforce deficiencies identified by the TerraNova and other local assessments. All other students receive reinforcement by their classroom teachers and/or classroom partnerships.

**Implications**

We are currently in the second stages of our intervention initiative. Last year, the program was offered to all 3<sup>rd</sup> and 4<sup>th</sup> grade students. Progress in reading and math skill acquisition was noted by all grade levels achieving above the 50<sup>th</sup> percentile in each area, respectively.

**Table #3 Program Participation by grade level (40<sup>th</sup> -60<sup>th</sup> percentile)**

Subject	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Males	Females
Math	5	3	4	10	2
Reading	6	4	4	8	6

**Summary**

Collectively we are looking at 26 students in the first rotation from grade levels 3-5 who fell within the 40<sup>th</sup>-60<sup>th</sup> percentile on the TerraNova and Predictors assessments. The second rotation occurred in January 2012, as indicated by midyear assessments. The remaining student population will be enriched through their classroom teachers as individually needed.

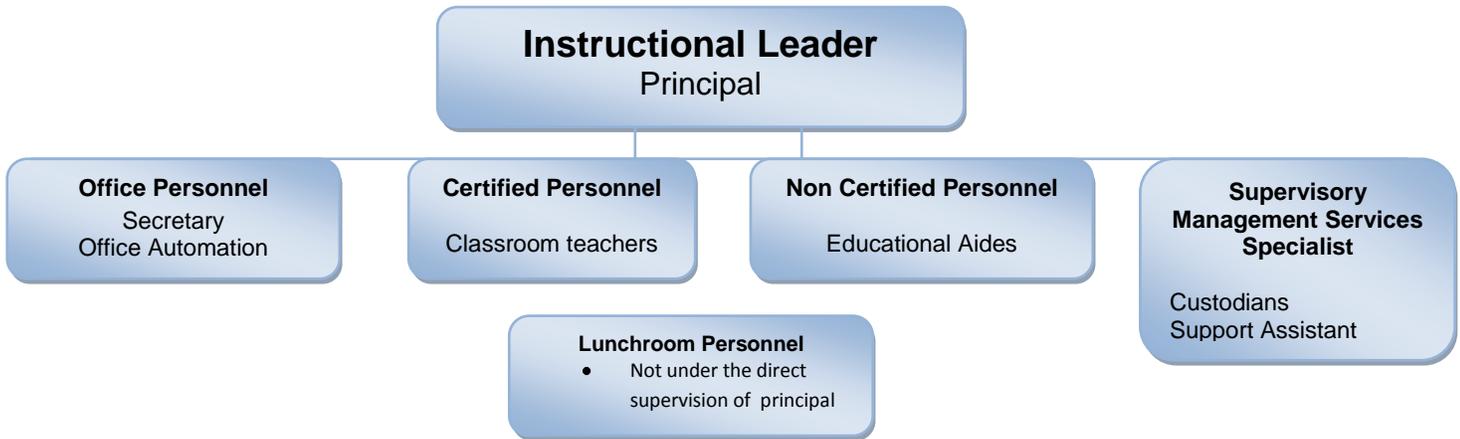
**Staff Development**

A needs assessment survey was administered to solicit staff perception of the tools needed in order to address the goals. The results of the inquiry indicated that teachers are requesting more for support in math, more time to work with the new program, math training incorporating the smart board, and more learning community interaction. The reading data suggested that teachers needed more options for identifying flexible guided reading groups, more guided reading strategies and more time to become familiar with the new reading program.

**Implications**

Staff perception is always solicited but the incorporation of new initiatives has created more needs and more concerns. For the 2011-2012 SY, a concentrated effort will be applied with support from in-house ISSS and district ISS to provide the support needed to address all new initiatives.

## School Organization



### Implications

Currently, the organizational structure of Pope Elementary is not under review. We have a new instructional leader, starting the 2011/12 school year, whose personal vision and mission unfolds daily. All staff members are aware of the chain of command as structured by DoDEA.

### Support Programs

- Media
- Speech Therapy Occupational Therapy
- Physical therapy
- ESL
- READ 180
- Math Support
- Gifted
- Psychologist
- Social worker
- School Counselor
- Special Education
- Special Education Assessor
- Reading Club
- Math Club
- Leadership Club
- Music Club
- Cup Stacking
- Chorus Club
- Art Club
- Military and Family Life Consultant

These specific clubs have not been in effect for the past year but are under consideration for 2012/2013 SY.

## Community Data

### Demographics

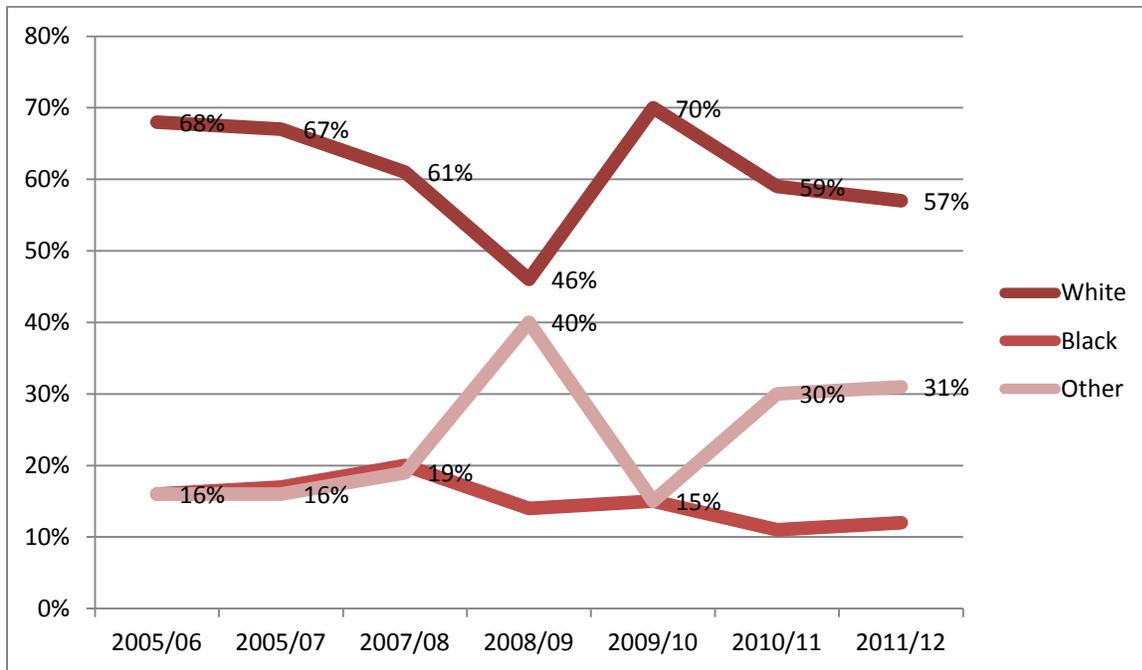
#### Data Sources

Chancery SMS was our school data management systems before the 2011-2012 School Year. ASPEN is now our student data retrieval systems for DDESS.

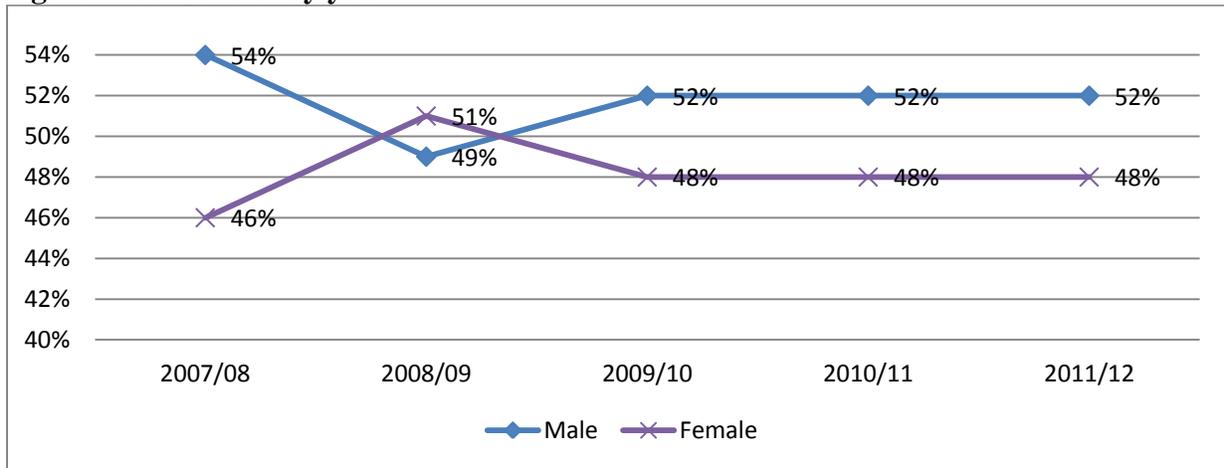
#### Data Description

All information pertinent to individual students is stored and could be accessed from any school district within the Department of Defense. The graph displays the race of students per year at Pope Elementary school.

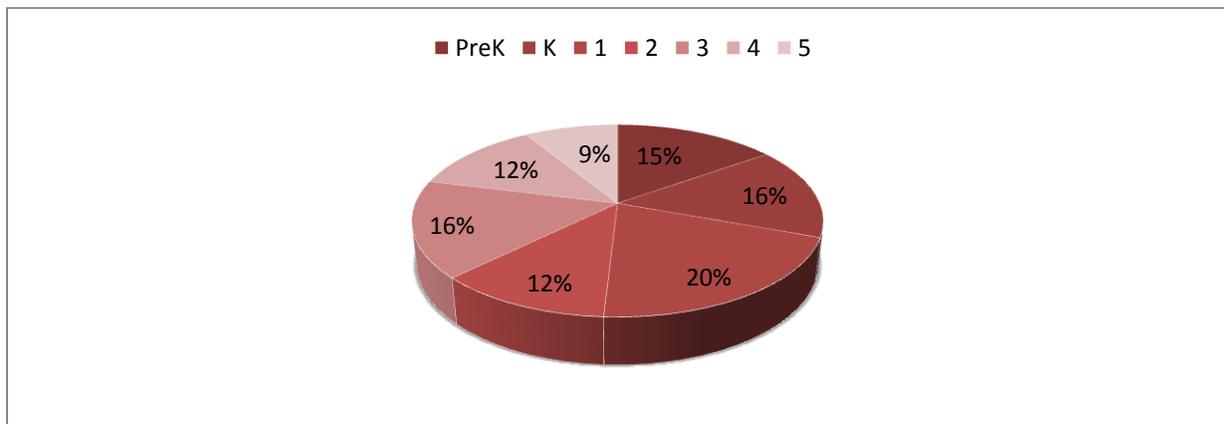
**Figure #12: Race by Year**



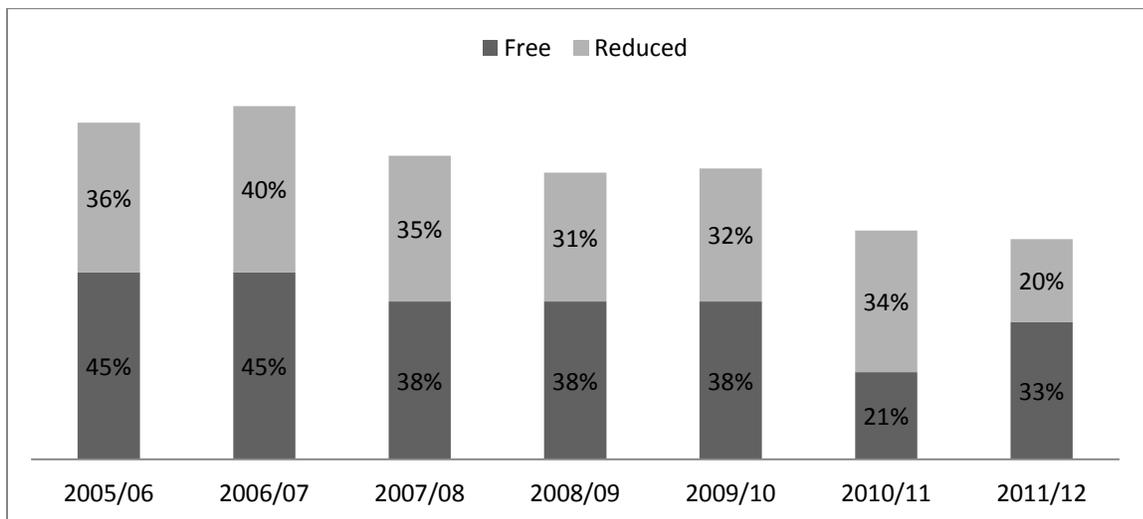
**Figure #13: Gender by year**



**Figure #14: Percent of Students by Grade Level (March 2012)**



**Figure #15: School Lunch Program**



**Analysis**

Typically, we have more students qualifying for free lunch than reduced.

**Community Programs**

**Description**

Moral Welfare and Recreation is physically located on Fort Bragg and provides a myriad of opportunities for dependent youths of all ages. It also provides the soldiers and their families with the same quality of life afforded the society they protect. Included in MWR are social, fitness, recreational, educational, and other programs and activities that enhance community life, foster soldier and unit readiness, promote mental and physical fitness, and generally provides a working and living environment that attract and retain quality for US Army soldiers, family, retirees and its civilian workforce.

**Analysis and Implications**

Currently, we have no data to determine the use of programs and/or facilities provided by MWR or their usefulness. Future data collection will include a general perception survey of the services provided.

**School/Community Partnerships**

**Description**

From the military side of the house we have forged partnerships with the 41<sup>st</sup> Airlift Squadron and 3<sup>rd</sup> Aerial Port Squadron who have highly visible in our school as volunteers for student activities and provided manual support.

**Analysis and Implications**

We have been very fortunate have both of these commands supporting our school in various capacities. We hope that both of these commands remain on the Bragg/Pope Airfield for their support has been invaluable.

**Recent Community Change Patterns**

**Description**

Effective March 1, 2011, Pope Air Force Base became Pope Field as it transitioned to be an Army operated facility supporting Air Force operations. Several Air Force units were redesigned or activated, marking a significant moment in Air Force history.

### **Analysis and Implications**

A community once known to be primarily Air Force is now a combined armed forces community with a unique set of challenges. Our school is working diligently to support the military families and their dependent youth.

## **Parent/Community Organizations**

### **Description**

Our school has a Parent Teacher Organization that supports the goals and vision by the activities they provided. These include Reading Night, Reading Counts store, Book Fair and various fund raising activities. The funds gained are used to purchase academic related materials for teacher and student usage. The vice president of our PTO is currently serving on the Continuous School Improvement Team to assist in voicing parental views regarding the educational direction we have chosen to pursue. She will also serve as the liaison between community and school.

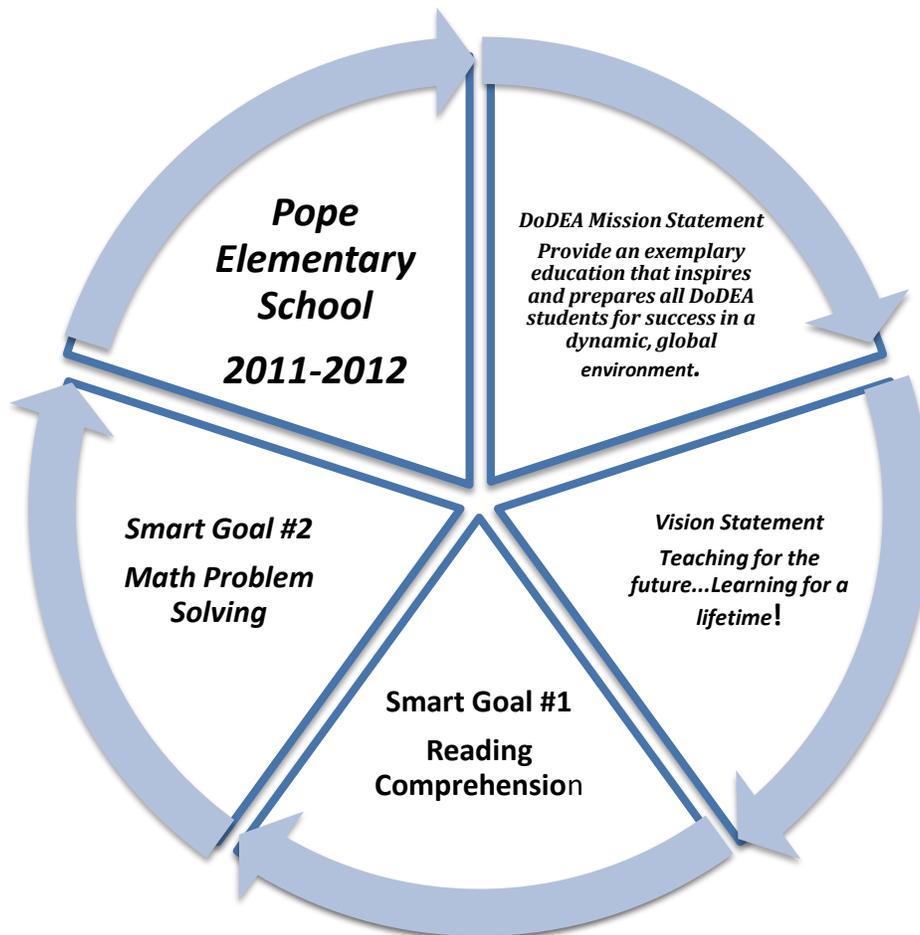
### **Analysis and Implications**

Parental participation has been a challenge over the years. As multiple invitations have been offered, only a few parents have responded to Pope School's numerous appeals. The effort will continue to be made in order to solidify this partnership.

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## Smart Goals and Triangulation of Data

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**Smart Goal #1:** By June 2012, all students will increase reading comprehension skills. At Pope Elementary School reading comprehension will be evidenced by improved phonological awareness, phonics, decoding, fluency and vocabulary skills. Data will be gathered and monitored using system-wide and selected local assessments.

**Method:** Students will improve reading comprehension skills through flexible guided reading groups, material, books and differentiated instructional best practices. Graphic organizers will also be used to classify ideas, communicate more effectively, structure writing projects and help in problem solving and decision making.

**Smart Goal #2:** By June 2012, all students will increase math problem solving skills. At Pope Elementary School math problem solving will be evidenced through the four step UPSL (Understand, Plan, Solve, Look Back) process. Data will be gathered and monitored using system-wide and selected local assessments.

**Method:** All students will use a four step problem-solving model (UPSLS) by demonstrating an understanding of the problem, devising a plan of action; apply the plan to solve the problem and looking back to determine if the plan was effective.

## 2011-2012 Reading Data

Figure #16: Reading Predictors

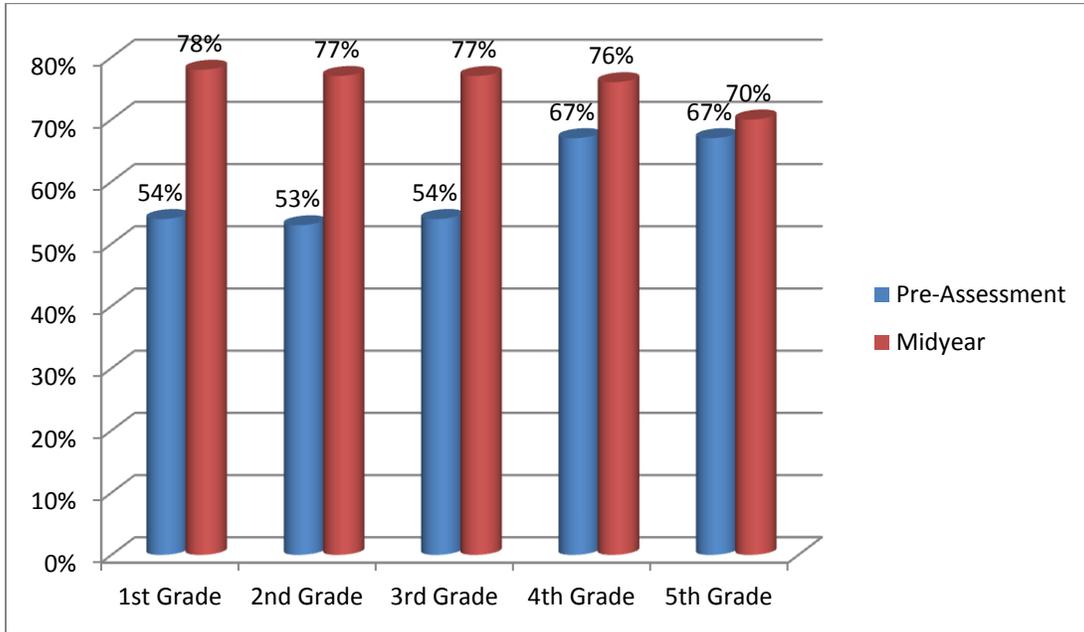
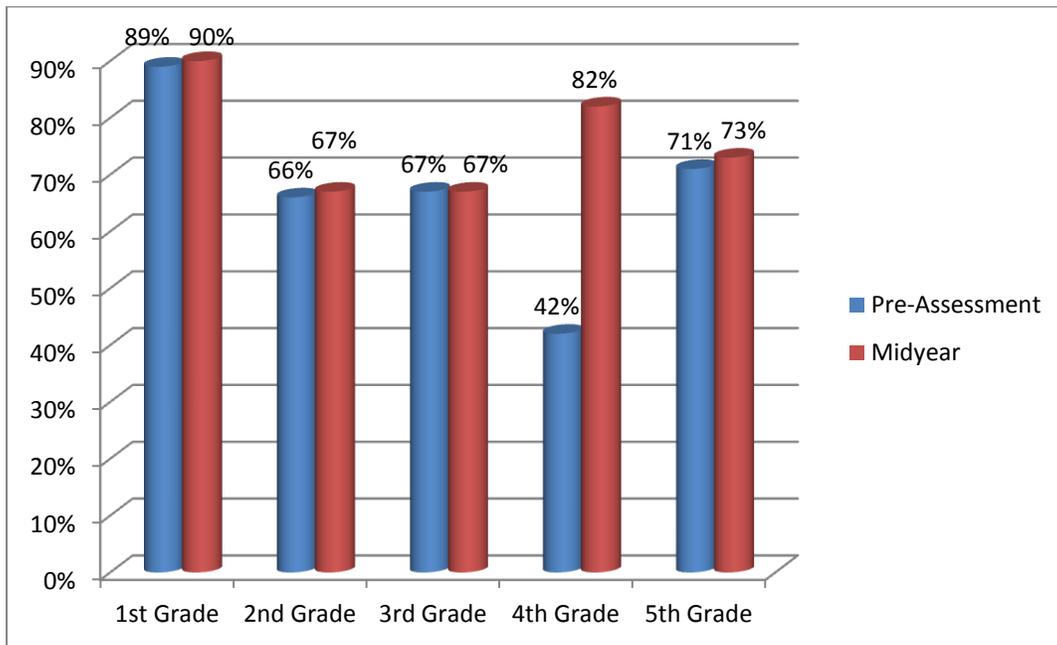
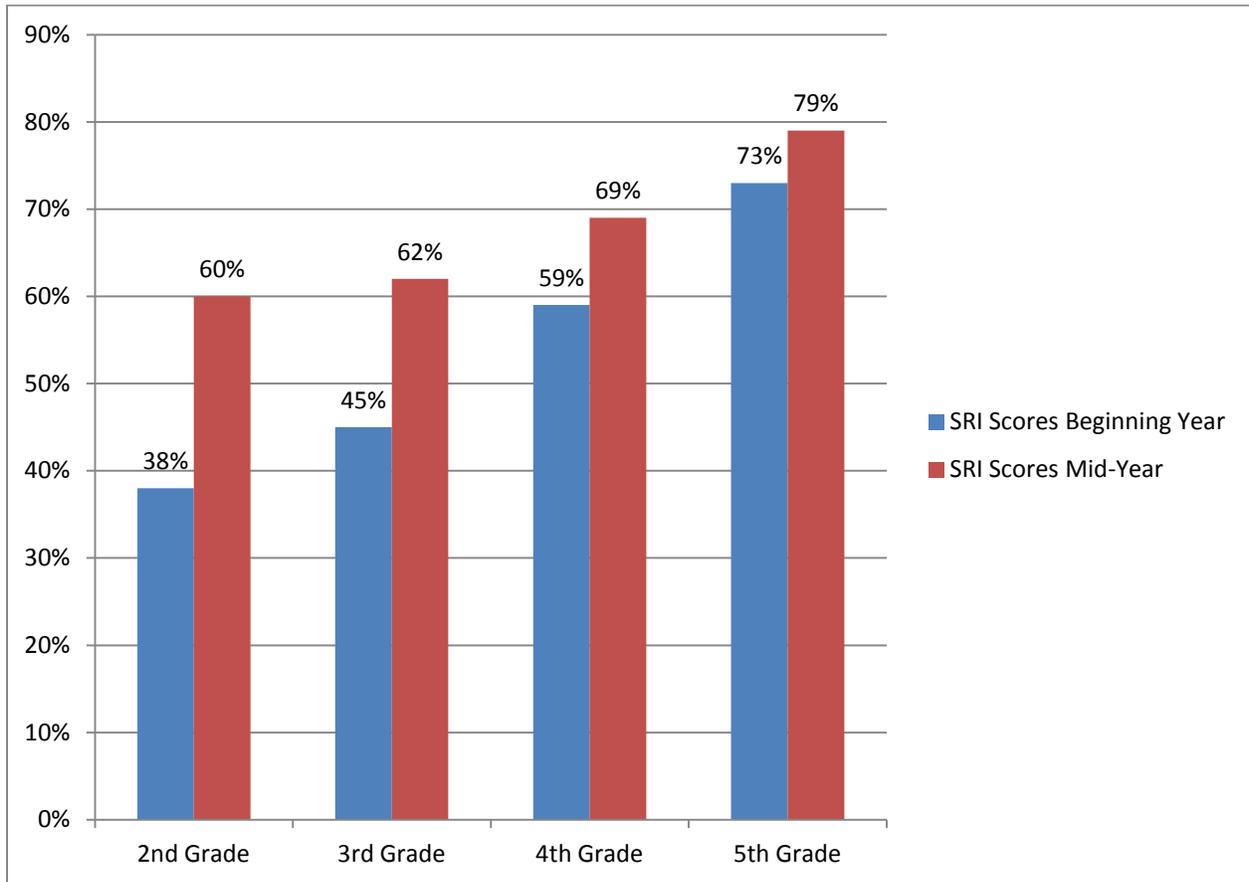


Figure #17: Reading Streets



**Figure #18: Scholastic Reading Inventory**

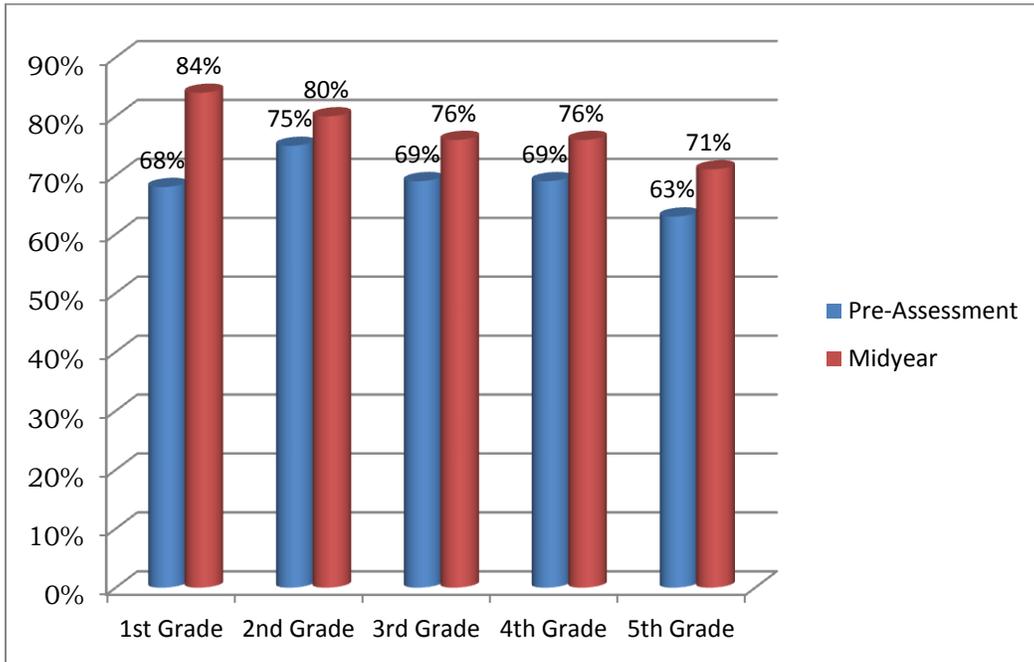


**Summary**

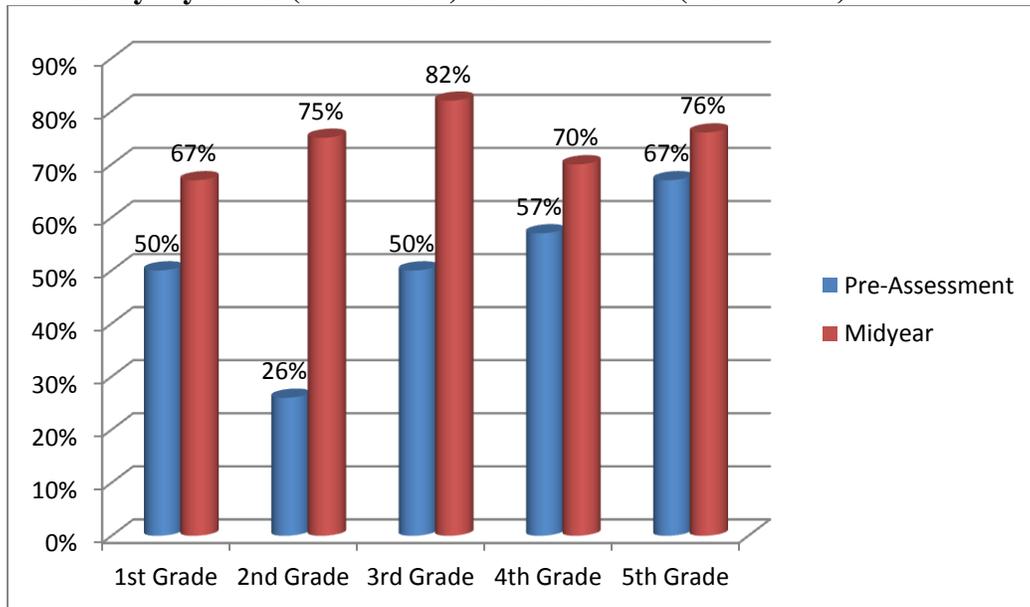
Within the triangulation, the midyear Reading Predictor analysis indicated significant growth for 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> grade students ranging at or above 70%, while 4<sup>th</sup> & 5<sup>th</sup> graders demonstrate commendable growth. The growth indicator for Reading Street ranges from marginal for grades 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> & 5<sup>th</sup> to highly significant for 4<sup>th</sup>. The Scholastic Reading Inventory indicated marginal growth and collectively with the other assessments provide a clearer picture of each student’s ability to recognize and apply various comprehension strategies.

## 2011-2012 Math Data

**Figure #19: Math Predictor**



**Figure #20: Everyday Math (Grades 1-2) enVision Math (Grades 3-5)**



### Summary

Teaching students to focus on developing a pattern to math problem solving has indicated growth as measured by the Math Predictor, Everyday Math and enVision assessments.

### School-Wide UPSL Achievement Statistics

Rubric Categories	PreK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
<b>Exemplary/Advanced</b>				3	5	19	0
<b>Good/Proficient</b>				13	20	7	10
<b>Fair/Basic</b>				7	7	5	6
<b>Minimal</b>				4	0	1	6
<b>Insufficient</b>				0	7	0	0

#### Summary

The data above indicates the number of students who are working towards proficiency in math problem solving. PreK through 1<sup>st</sup> are in the introductory phase of the UPSL process and data will not be collected until 2nd grade. Differentiation in concept application has been significant in our student’s ability to apply this process.