

Forest Street School

2nd Quarterly Presentation

Student Population Breakdown

1st Quarter

Total population at Forest Street

363 students

(Additional 30 pre-K students)

Students receiving additional services

116 total students

English Language Learners (ELL)	83 students
Special Education	23 students

Student Population Breakdown

2nd Quarter

Total population at Forest Street

413 students

(Additional 30 pre-K students)

Students receiving additional services

97 total students

English Language Learners (ELL)	60 students
Special Education	37 students

Student Absenteeism/ Suspensions (Pre-K – 2nd)

Grade Level	Total Students	Gender M F		Absences	Tardy	Suspension	Attendance Percentage
Pre – K (A)	15	3	12	37	0	0	95%
Pre – K (B)	15	5	10	18	0	0	97%
Kdg (A)	14	10	4	20	16	0	97%
Kdg (B)	21	13	8	40	15	0	96%
Kdg (C)	19	9	10	33	42	0	96%
1st Grade (A)	21	13	8	56	25	0	94%
1 st Grade (B)	12	6	6	12	11	0	98%
1 st Grade (C)	16	9	7	37	40	0	95%
2 nd Grade (A)	19	11	8	17	38	0	98%
2 nd Grade (B)	20	8	12	20	18	0	98%

Disaggregation of Absences by Gender (Pre-K – 2nd)

Grade Level	Gender (% of total absences)		Gender (# of students)	
	M	F	M	F
Pre – K (A)	30%	70%	3	12
Pre – K (B)	72%	28%	5	10
Kdg (A)	70%	30%	10	4
Kdg (B)	88%	12%	13	8
Kdg (C)	45%	55%	9	10
1 st Grade (A)	55%	45%	13	8
1 st Grade (B)	42%	58%	6	6
1 st Grade (C)	62%	38%	9	7
2 nd Grade (A)	76%	24%	11	8
2 nd Grade (B)	25%	75%	8	12

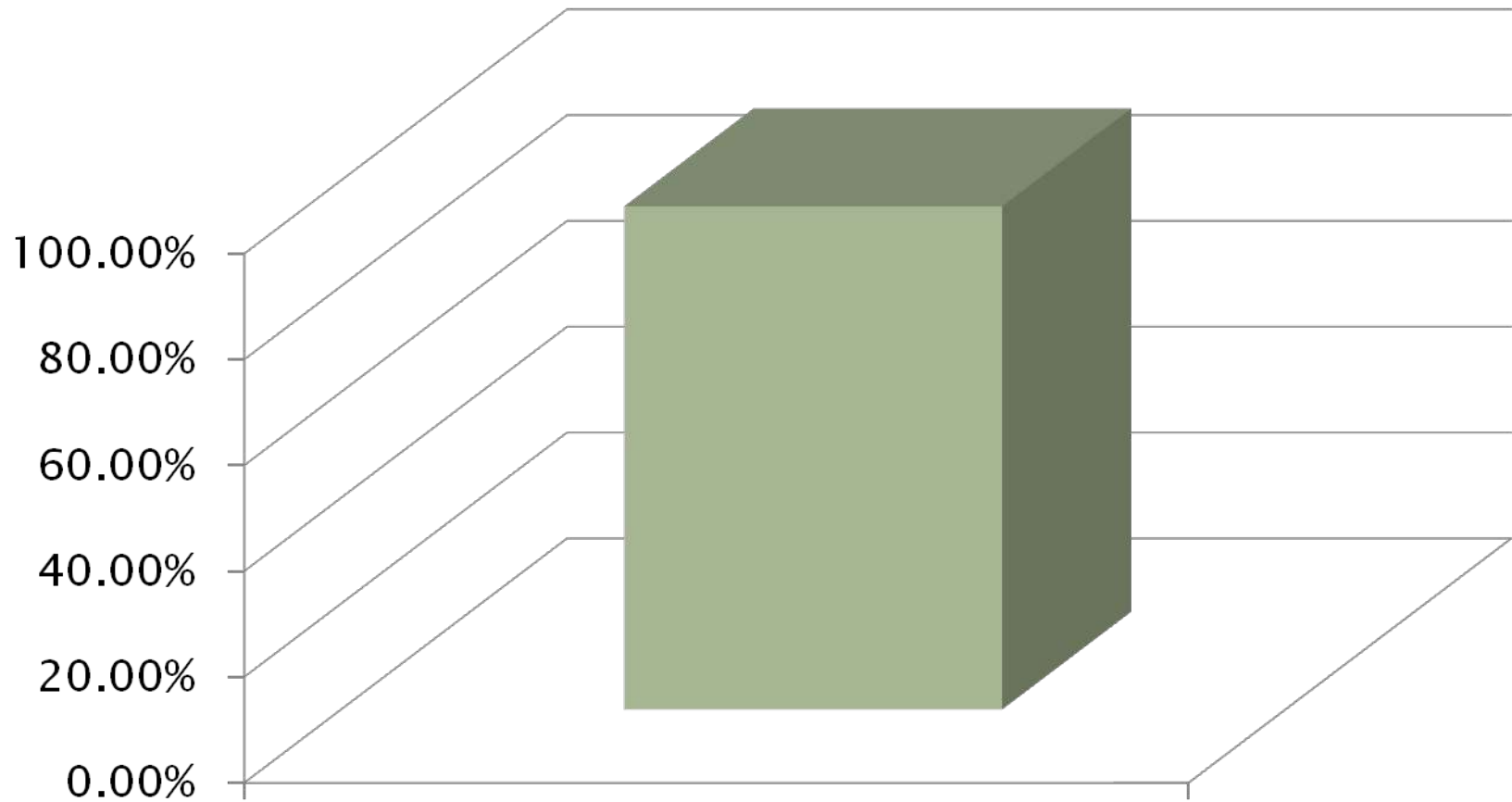
Student Absenteeism/ Suspensions (3rd–7th)

Grade Level	Total Students	Gender M F	Absence	Tardy	Suspension	Attendance Percentage
3 rd Grade (A)	20	14 6	7	10	0	99%
3 rd Grade (B)	19	8 11	20	18	0	98%
3rd Grade (C)	13	8 5	36	32	0	94%
4 th Grade (A)	20	14 6	28	16	0	97%
4 th Grade (B)	15	7 8	15	23	0	98%
5 th Grade (A)	17	7 10	21	13	0	97%
5th Grade (B)	14	8 6	39	10	2	94%
6 th Grade (A)	19	10 9	31	9	0	96%
6 th Grade (B)	19	10 9	39	9	0	95%
7th Grade (A)	17	10 7	46	37	3	94%
7 th Grade (B)	17	8 9	25	6	4	97%

Disaggregation of Absences by Gender (Pre-K – 2nd)

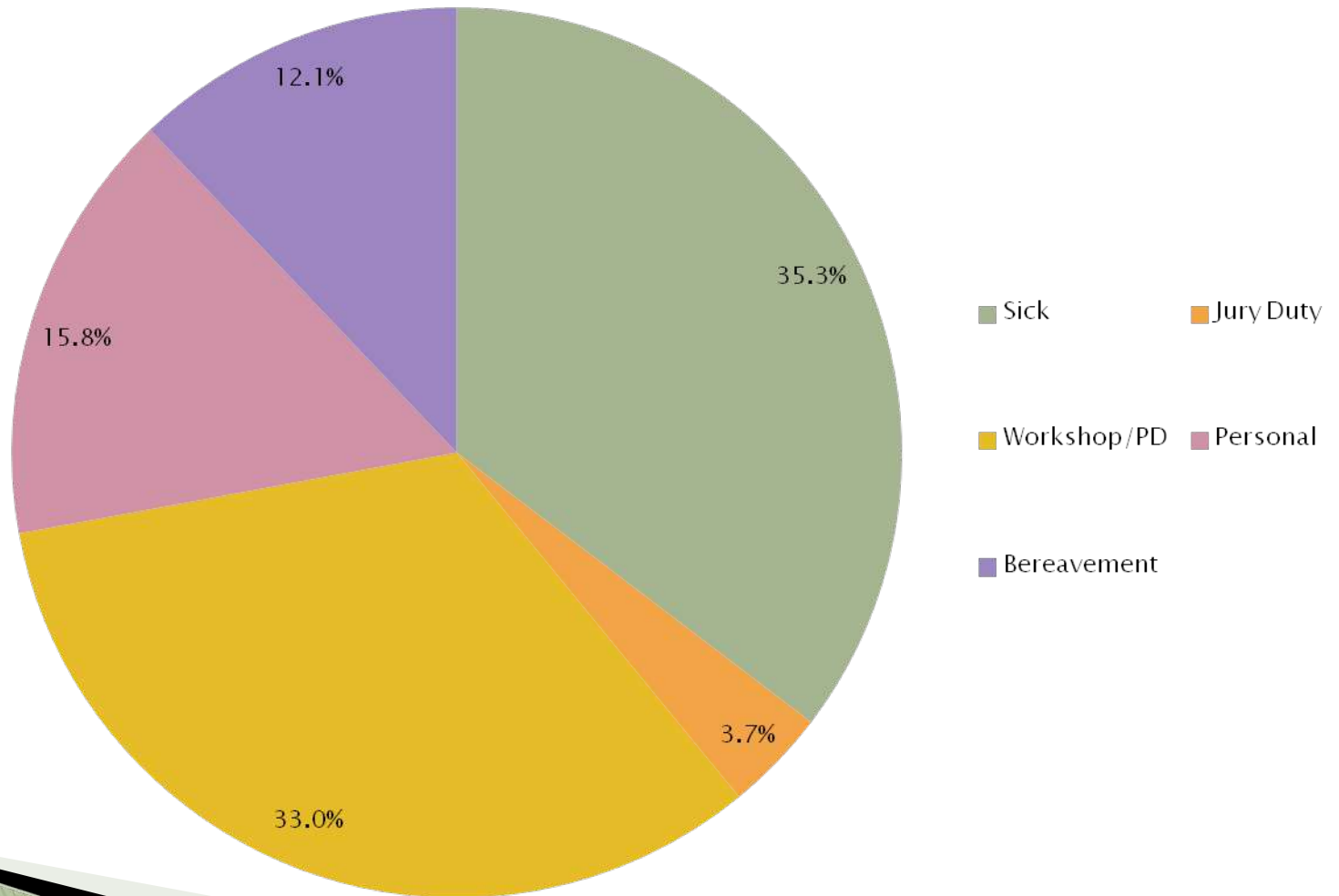
Grade Level	Gender (% of total absences)		Gender (# of students)	
	M	F	M	F
3rd Grade (A)	86%	13%	14	6
3rd Grade (B)	20%	80%	8	11
3rd Grade (C)	83%	17%	8	5
4th Grade (A)	82%	18%	14	6
4th Grade (B)	87%	13%	7	8
5th Grade (A)	38%	62%	7	10
5th Grade (B)	59%	41%	8	6
6th Grade (A)	39%	61%	10	9
6th Grade (B)	36%	64%	10	9
7th Grade (A)	63%	37%	10	7
7th Grade (B)	50%	50%	8	9

Staff Attendance Rate (95.1%)



* Doesn't include maternity absences.

Staff Absenteeism



Student Conduct

- ▶ Current number of Suspensions

- (2) 5th grade students

- (7) 7th grade students**

- ** 5 student involved in same incident

- ▶ 1 Day Suspension for all offenders

- ▶ No repeat offenders

- ▶ No CST referrals for behavior

- ▶ Mentor staff have been identified on each grade band (K-2, 3-4, 5-7) to assist and provide recommendations and feedback

1st Monthly Collegial Walkthrough

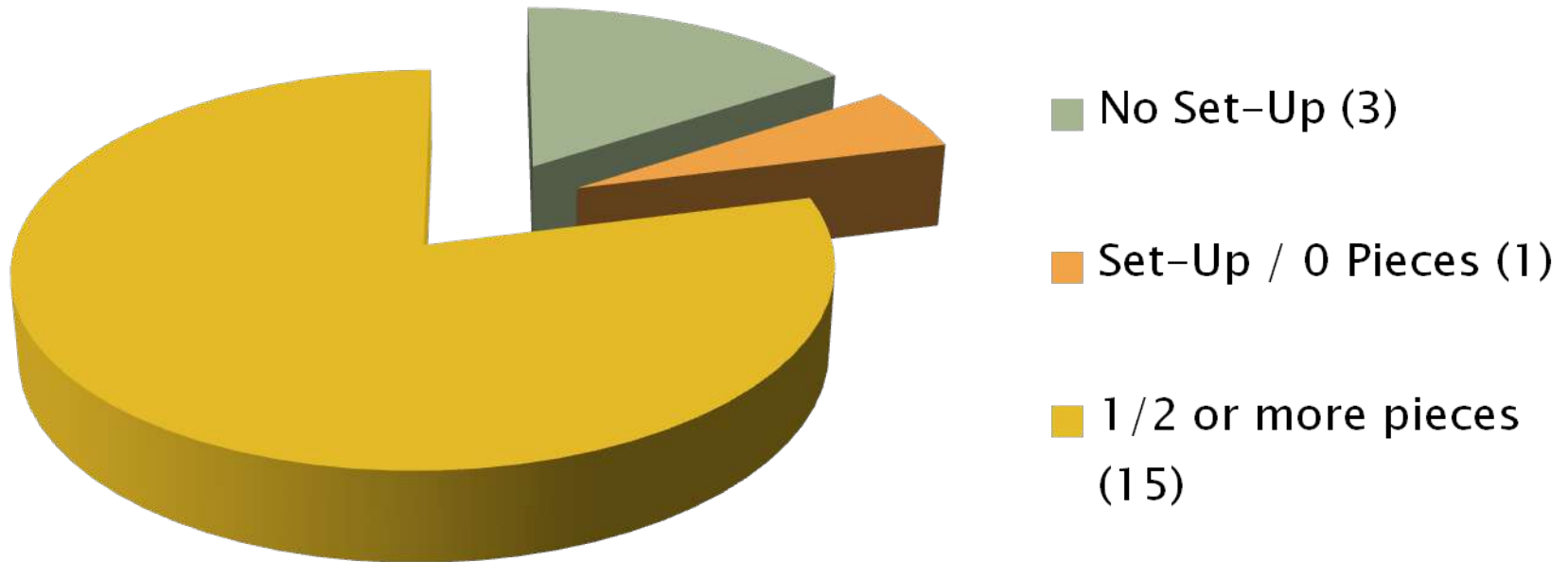
Teachers	Focus	Results	Action Step
Ms. Romain Mr. Donnelly Ms. Qualles Ms. Hunter Ms. Stokes	Portfolios 3-Part Objectives Data Wall	<ul style="list-style-type: none">• Portfolios were inconsistent w/ expectations.• 3-part objectives needed clarification. Many “conditions” were not apparent. Measurements were not true.• Teachers did not know what data wall requirements consisted of.	<ul style="list-style-type: none">• Staff meeting was used to address results.• During CPT meetings, 3-part objective definitions and examples were given.• Model classroom visits were scheduled.

2nd Monthly Collegial Walkthrough

Teachers	Focus	Results	Action Step
Ms. Diaz Ms. Worth Mr. Nelken Ms. Stokes Ms. Hunter	Three Part Objective Data Wall Word Wall Portfolios Standard Alignment Student Engagement	<ul style="list-style-type: none"> • 3-part objectives were missing measurement. • Objectives were not aligned with standards or unit. • Wording of objectives need to be re-evaluated. • Data Walls began to grow. • Portfolios need uniformity with reflections. • Transformation of portfolios apparent. • Students were aware of expectations but rigor and engagement was minimal. • Word Walls improved. 	<ul style="list-style-type: none"> • November 11, Stokes and Hunter ran a collegial walkthrough feedback breakfast. • CPT Meeting: Discussed feedback from walkthrough and clarified expectations. • Maintained weekly administrative focus (See WAGs) • Set agenda (12/2) for next collegial walkthrough: Engagement, Instruction, Classroom Environment, Portfolios • Participants turn key

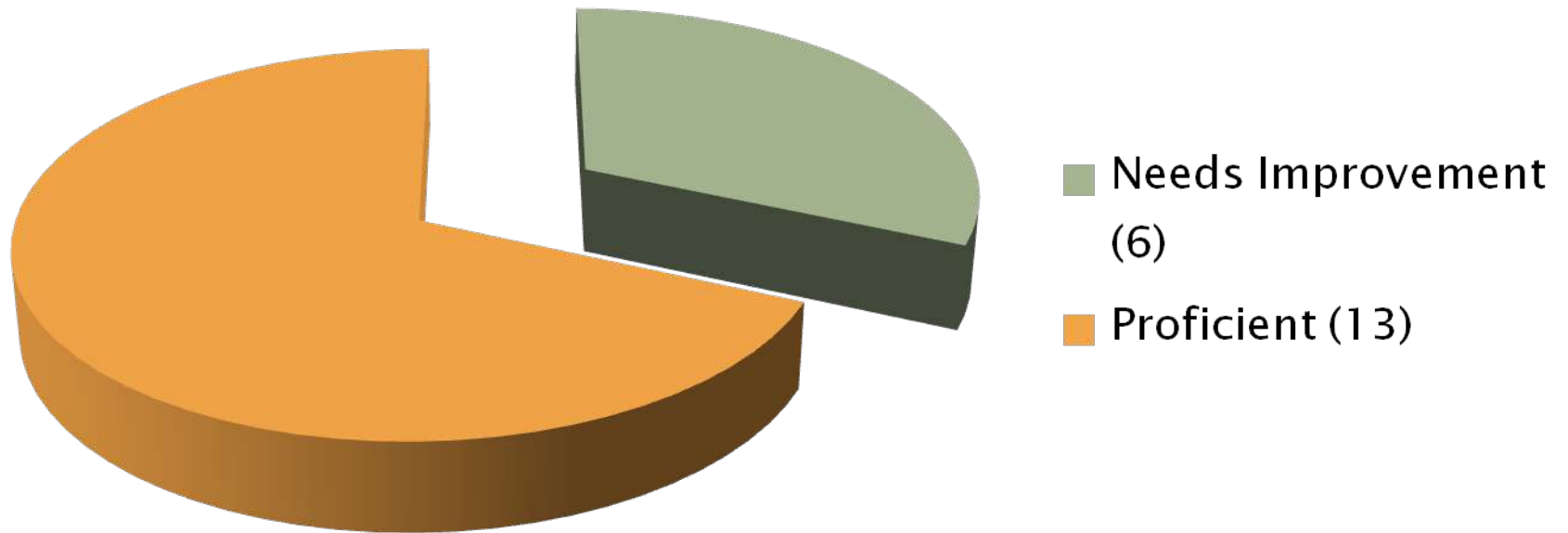
Portfolios (19 Classrooms)

Portfolios



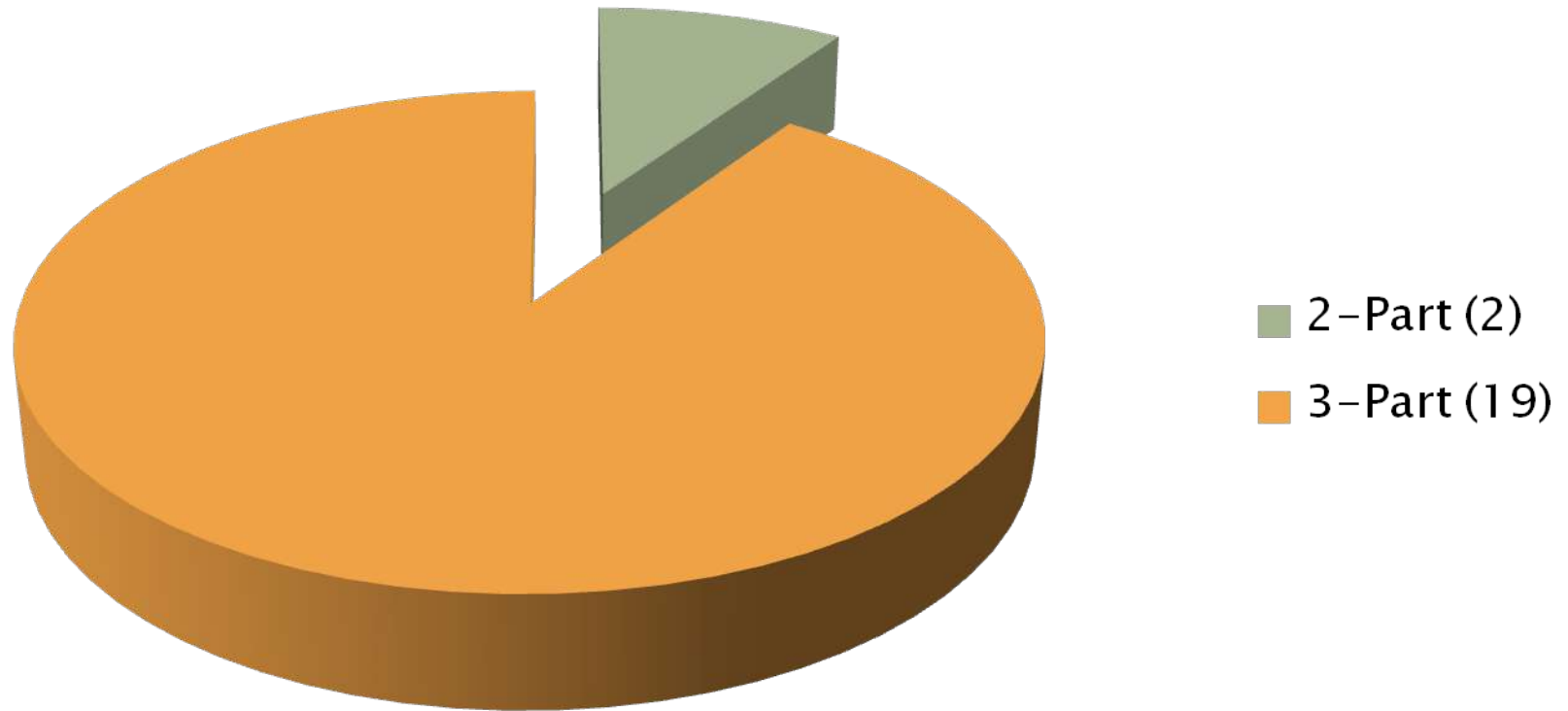
Word Wall (19 Classrooms)

Word Wall



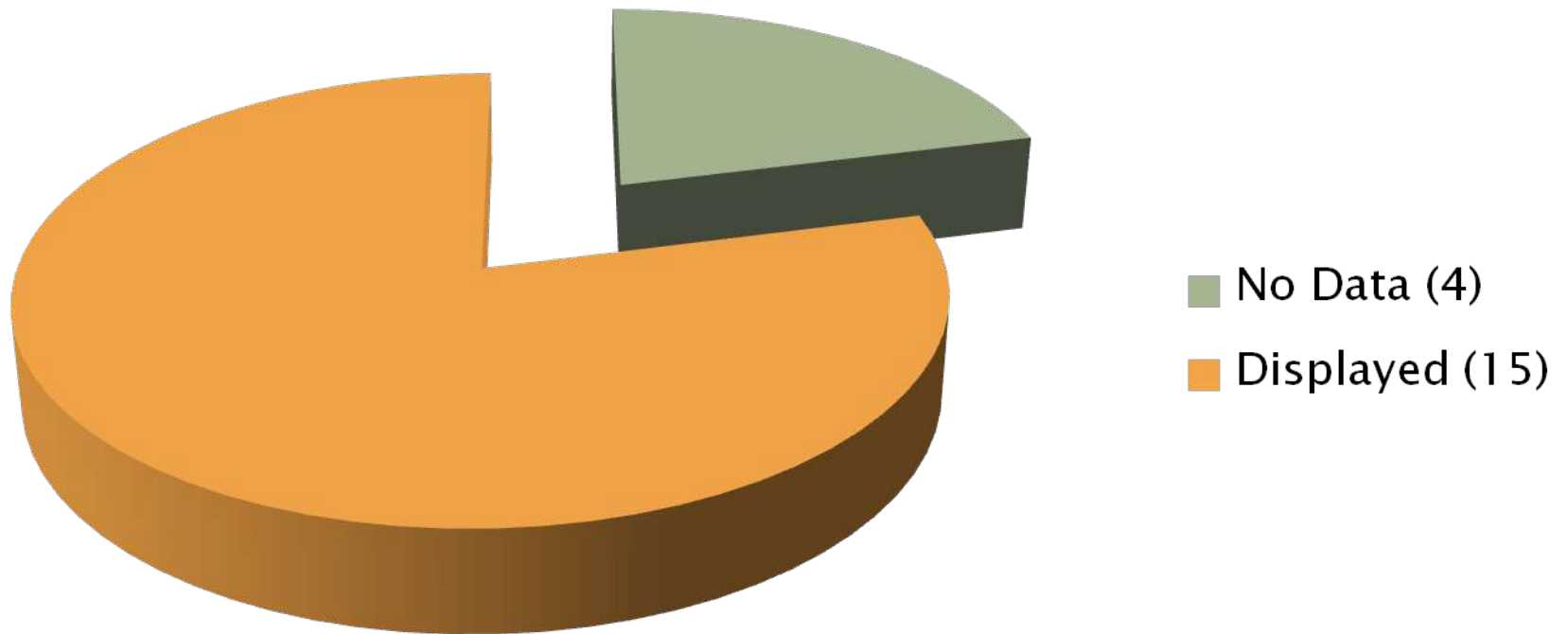
3-Part Objective (21 Classrooms)

3-Part Objective



Data Wall (19 Classrooms)

Data Wall



SLO Analysis: Action Plan

Language Arts

Grade	Action Plan Taken
K-2	<ul style="list-style-type: none">• Developing the Writing Process (Narrative)• Specific Focus: listening and responding appropriately, recall, students & teacher asking clarifying questions• Include all components of MTP• Ensure and monitor the use of iRead for all students with a minimum of two days per week for twenty minutes per student• Utilize Project Achieve to address specific deficiencies

SLO Analysis: Action Plan

Language Arts

Grade	Action Taken
3-7	<ol style="list-style-type: none">1) Continue to utilize Common Planning Time to vertically articulate and develop strategies to address individual and group deficiencies2) Continue implementation of technology – Study Island, BrainPop, and Spelling City3) Small group tailored instruction with focus on deficiencies4) Student-centered collaborative instruction5) Utilize Project Achieve to address specific deficiencies

SLO Analysis: Action Plan Mathematics

Grades	Action Plan Taken
K-2	<ol style="list-style-type: none">1) Reinforce Every Day Math daily routines with emphasis of “number of days in school”. Example: “Today is the 45th day of school, therefore tomorrow is the 46th day of school.” Example: the 45th day of school, 4 bundles of 10 and 5 ones, which makes 40 and 5; 45.2) Increase integration of technology i.e.: Spellingcity.com math vocabulary lists for numbers & base ten3) Increase center activities: Everyday Math games related to subtracting with missing addends and basic addition facts.4) Consistent daily Do-now word problems.5) Increase hands on base ten activities: i.e. nvm.usu.edu activities with base ten blocks.6) Increase utilization of technology: i.e. NCTM illuminations interactive ten frame to identify missing addends7) Utilize Project Achieve to address specific deficiencies

SLO Analysis: Action Plan Mathematics

Grades	Action Plan Taken
3rd - 4th	<ol style="list-style-type: none">1) Use of Study Island as a center to practice like problems.2) Increase the rigor of division.3) Provide more multi-step problems.4) Cross curricular instruction of elapsed time.5) Allow time keepers within collaborative learning groups will utilize the analog clock.6) Use of Study Island, Illustrative Math Task, and BrainPop to identify two-dimensional shapes.7) Identification of quadrilaterals (Mathplayground.com).
5th- 7th	<ol style="list-style-type: none">1) Use of Study Island and Illustrative Math Task for reinforcement of skill.2) Increase the rigor within multi-step word problems and reading comprehension skills.3) Provide more multi-step problems.4) Real-world do-now examples and center activities aligned with deficient SLO skill.5) Re-teaching / Re-administration of District Check Points Assessment.

Interventions

Data	Accountability	Integrated Student Interest	Challenged Learners	Other Notes
<ul style="list-style-type: none"> • Study Island • SRIs • SMIs • iReads • rSkills • running records • Prentice Hall • Journeys • Diagnostic Assessment Benchmarks • Spelling City • Rosetta Stone • Brain Arcade 	<ul style="list-style-type: none"> • Student – Educator Parent Contract • Individual Classroom Contract 	<ul style="list-style-type: none"> • Elective selections in Project Achieve • Ipads, Incorporation of oral presentations • Small Group Student Facilitated Instruction 	<ul style="list-style-type: none"> • Read 180 • Math 180 • System 44 • Rosetta Stone • In-Class Support • Co-teaching • Before & After-school Teacher Tutorial 	<ul style="list-style-type: none"> • Project Achieve • All listed to the left are precursors to I&RS.

Professional Learning: CPT Meetings

Unit Assessments & Benchmarks	Teachers identify SLO deficiencies and create action plans based on data.
Vertical Articulation	Grades 1 & 2 Grades 3 & 4 Grades 5, 6, & 7
Study Island	Based on skill deficiencies, teachers tailor program for student practice.
Social Studies – Language Arts Collaboration	<ul style="list-style-type: none">• Teachers work to align content and skills with both subjects.• Based on district data, Social Studies and Science support LA and Math with student skill deficiencies.
Subject Area Collaboration	Teachers create action plans based on SLO deficiencies.

Professional Learning: Partnerships

Program Institution	Partnership Details
Montclair State	JA Economics – College students visit once a week to teach financial literacy to 5 th Grade students.
Read180	Imbedded Professional Development
Children’s Literacy Initiative	Message Time Plus

Thank you