

Montlieu Elementary School 2008-09

School	Profile	Priority Subject/s Data	Priority Subgroups	Instructional Improvement Officer												
<p>Montlieu Math and Science Academy</p>	<p><u>Student Demographics</u> 72% FRL 466 student population 75% AA 4% White</p> <p><u>Staff Demographics</u> 14 new staff members High staff turnover rate for the past 2 years 2nd year principal 1st year AP who also serves as Curriculum Facilitator PBS school with significant discipline concerns Behavior Specialist hired for 2008-09 Science Specialist hired for 2008-09</p>	<p>Reading & math 3-5</p> <p>Achievement Data</p> <p>2007-08 Subgroups not making proficiency targets.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Subgroup</th> <th style="text-align: center;">Reading</th> <th style="text-align: center;">Math</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">All</td> <td>27.5%(targets were 42.9% SH and 32.9% CI)</td> <td>36.7(targets were 57.6% SH and 42.4% CI)</td> </tr> <tr> <td style="text-align: center;">AA</td> <td>24.7%(targets were 30.7% CI and 39.4% SH)</td> <td>34%(targets were 40.3% CI and 54.7% SH)</td> </tr> <tr> <td style="text-align: center;">FRL</td> <td>25.8%(targets were 31.8% CI and 39.8% SH)</td> <td>34.4(targets were 40.7% CI and 56.2% SH)</td> </tr> </tbody> </table>	Subgroup	Reading	Math	All	27.5%(targets were 42.9% SH and 32.9% CI)	36.7(targets were 57.6% SH and 42.4% CI)	AA	24.7%(targets were 30.7% CI and 39.4% SH)	34%(targets were 40.3% CI and 54.7% SH)	FRL	25.8%(targets were 31.8% CI and 39.8% SH)	34.4(targets were 40.7% CI and 56.2% SH)	<p>ALL subgroups Reading and Math</p> <p>FRL Reading and Math</p> <p>AA Reading and Math</p>	<p>Gay City</p>
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	<p>WellSprings Behavioral Consultants are working with teachers on classroom management and handling difficult behaviors for 2nd year.</p> <p>Title I Status: Reading: Watchlist Math: School Improvement 1 SES(pilot)</p>	<p>Montlieu Trend Data for 3 years</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Subgroup</th> <th>Subject</th> <th>Percent proficient</th> <th>AYP</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2006</td> <td>All</td> <td>Math</td> <td>52.2</td> <td>Met w/safe harbor</td> </tr> <tr> <td>AA</td> <td>Math</td> <td>47.6</td> <td>Met w/safe harbor</td> </tr> <tr> <td>FRL</td> <td>Math</td> <td>48.2</td> <td>Met w/safe harbor</td> </tr> <tr> <td rowspan="6">2007</td> <td>All</td> <td>Reading</td> <td>75.8</td> <td>Met w/safe harbor</td> </tr> <tr> <td>AA</td> <td>Reading</td> <td>73.8</td> <td>Met w/ confidence interval</td> </tr> <tr> <td>FRL</td> <td>Reading</td> <td>74.1</td> <td>Met w/ safe harbor</td> </tr> <tr> <td>All</td> <td>Math</td> <td>52.9</td> <td>No</td> </tr> <tr> <td>AA</td> <td>Math</td> <td>49.7</td> <td>No</td> </tr> <tr> <td>FRL</td> <td>Math</td> <td>51.7</td> <td>No</td> </tr> <tr> <td rowspan="6">2008</td> <td>All</td> <td>Reading</td> <td>76.2</td> <td>Yes(confidence Interval)</td> </tr> <tr> <td>AA</td> <td>Reading</td> <td>75.2</td> <td>Yes(confidence Interval)</td> </tr> <tr> <td>FRL</td> <td>Reading</td> <td>75</td> <td>Yes(confidence Interval)</td> </tr> <tr> <td>All</td> <td>Math</td> <td>36.7</td> <td>No</td> </tr> <tr> <td>AA</td> <td>Math</td> <td>34</td> <td>No</td> </tr> <tr> <td>FRL</td> <td>Math</td> <td>34.4</td> <td>No</td> </tr> <tr> <td></td> <td>All</td> <td>Reading</td> <td>27.5</td> <td>No</td> </tr> <tr> <td></td> <td>AA</td> <td>Reading</td> <td>24.7</td> <td>No</td> </tr> <tr> <td></td> <td>FRL</td> <td>Reading</td> <td>25.8</td> <td>No</td> </tr> </tbody> </table>	Year	Subgroup	Subject	Percent proficient	AYP	2006	All	Math	52.2	Met w/safe harbor	AA	Math	47.6	Met w/safe harbor	FRL	Math	48.2	Met w/safe harbor	2007	All	Reading	75.8	Met w/safe harbor	AA	Reading	73.8	Met w/ confidence interval	FRL	Reading	74.1	Met w/ safe harbor	All	Math	52.9	No	AA	Math	49.7	No	FRL	Math	51.7	No	2008	All	Reading	76.2	Yes(confidence Interval)	AA	Reading	75.2	Yes(confidence Interval)	FRL	Reading	75	Yes(confidence Interval)	All	Math	36.7	No	AA	Math	34	No	FRL	Math	34.4	No		All	Reading	27.5	No		AA	Reading	24.7	No		FRL	Reading	25.8	No		
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<p>Which SIP strategies are addressing this gap? Math: Montlieu will incorporate an Intervention/Enrichment Math block in the master schedule to provide support for students who are struggling in math proficiency.</p>																																																																																							

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Reading: Montlieu will strengthen the guided reading instruction in addition to implementing a peer tutoring program.				

MATH		READING	
Support Strategies	Who and When	Support Strategies	Who and When
Implement Math Instructional Model including teacher directed, differentiated small group, and learning stations. Monitor through Teachscape walkthroughs. Monitor daily use of math manipulatives and calculators. Require teacher participation in quarterly Math Initiative training.	<p>Meredith Chandler(Math Specialist for GCS) is the coach for the new Curriculum Facilitator/Assistant Principal and is working with him and classroom teachers to align and utilize pacing guides with instructional strategies and lesson plans to effectively implement the math instructional model. She will also provide model lessons and work one-on-one with teachers who need assistance analyzing quarterly benchmark data. She will go to Montlieu every Tuesday and Thursday to provide support.</p> <p>Teachers will attend quarterly Professional Development on Math Initiative offered by GCS. Next training date is in January 2009.</p> <p>Meredith Chandler is also providing professional development at Montlieu per the</p>	<p>Observe grade level meetings to monitor planning for Guided Reading and Balanced Literacy Model.</p> <p>Focus on PLC questions:</p> <ul style="list-style-type: none"> • What is it we want all students to know? • How do you know if they have learned it? • What do you do for those who haven't learned it? • What do you do for students who have learned it? <p>Provide coaching and modeling in balanced literacy with a focus on Guided Reading</p> <p>Use Teachscape to monitor Guided Reading instruction in targeted areas determined by principal, assistant principal, and</p>	<p>Principal, AP, Gay City/weekly</p> <p>L</p> <p>Literacy Specialists will provide support 1 day a week(Nancy Durand and Shirley Simpson)</p> <p>Principal and AP daily/IIO weekly</p>

<p>Observe grade level meetings to monitor planning for math and sharing of information with tutors.</p> <p>Focus on PLC questions:</p> <ul style="list-style-type: none"> • What is it we want all students to know? • How do you know if they have learned it? • What do you do for those who haven't learned it? • What do you do for students who have learned it? 	<p>following schedule: January 13, 14, 15= Making Math Stations and how to effectively use EOG Prep Materials.</p> <p>March 24th and 25th= Using Benchmark Data to form small groups for math instruction.</p> <p>April 28th and 29th= Tentatively: Intensified use of Calculators and Planning for Saturday Academies that are focused on Math.</p> <p>Principal, AP, Gay City/weekly</p>	<p>Instructional Improvement Officer walkthroughs</p> <p>Analyze baseline DRAs for grades 3-5 to determine and monitor guided reading instruction/ re-administer DRAs in January to select students as needed</p> <p>Redesign schedule and use of Title I Reading Specialists so that they meet with students 4 days a week and serve to coach and model for teachers in Guided Reading 1 day a week.</p>	<p>Nancy Durand , Shirley Simpson, Linda Marsan, and Linda Sharp will monitor</p> <p>Nancy Durand and Shirley Simpson, district literacy specialists, will support these teachers in implementing this model.</p>
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<p>Use Teachscape to monitor improvement in targeted areas of math instruction such as use of manipulatives, student engagement, etc. as identified by principal/assistant principal/Instructional Improvement Officer</p> <p>Order Scott Foresman Math textbooks, teacher editions, and support materials for grades K-5 to support math instruction and implementation of the Math Initiative. (Due to large numbers of teacher turnover it has been difficult to sustain the Every Day Math Program. Curriculum and Instruction Department with GCS is assisting staff in transitioning to use of the Math Initiative instructional model. This precipitated the need for additional materials for teachers and students to support this shift.)</p>	<p>Principal, AP/daily Gay Cityy(Instructional Improvement Officer)-weekly walkthroughs</p> <p>Gay Cityy(Instructional Improvement Officer), Wanda Frazier(textbook office) Ordered 11/19/2008 Meredith Chandler will support teachers in utilization of this resource.</p>		
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