

## Cromer's Data Story



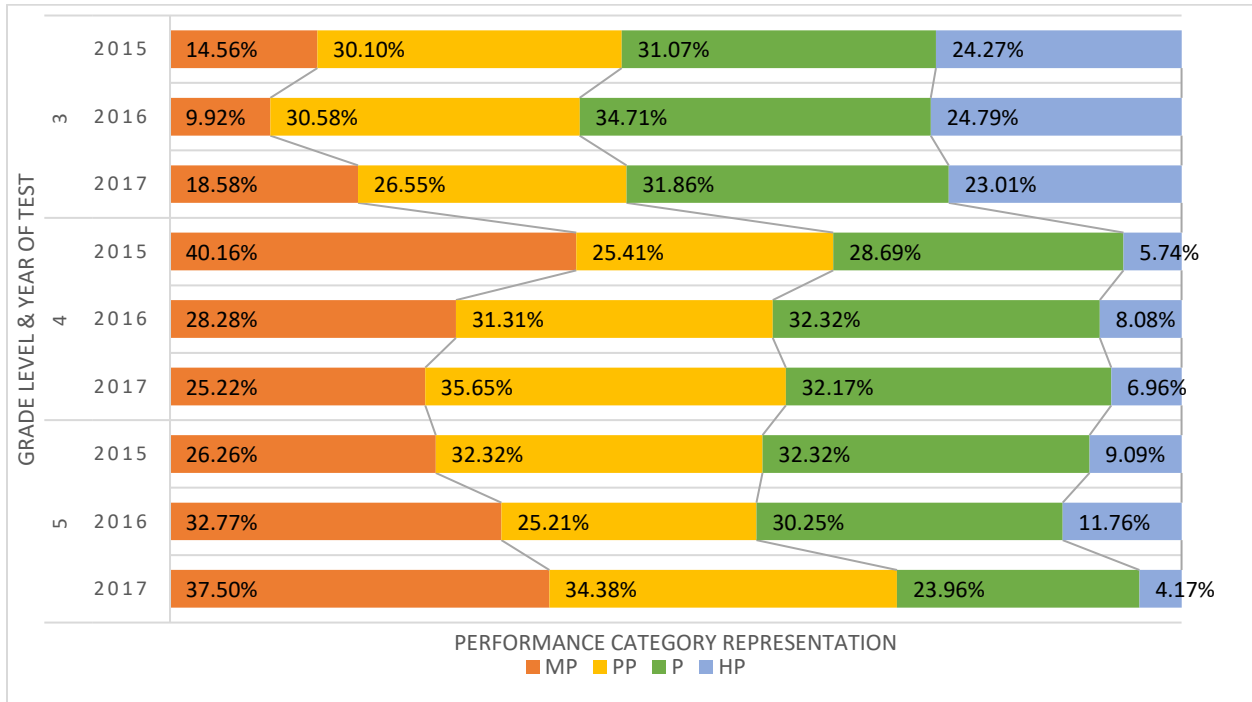
### **Key Personnel**

Traci Elam-Gordan

### **What do you feel should be the focus area based on your data?**

Math

### Cromer's Math AzMERIT Data



### **What are some of the variables that may be contributing to the weakest area in your data?**

One of the things we really researched this summer was whether or not our instruction was aligned to the AZMERT. We discussed making sure we use both formative (exit tickets) and summative (quarterly benchmarks) to monitor and adjust instruction.

### **Why do you believe it is those variables?**

Based on AZMERIT scores, walk through and observations.

### **What is your action plan to address the weakest area?**

As a school we encourage all of our teachers to attend professional development offered through the district in the form of monthly math meetings or book studies, we also encourage professional development offered through the county and state (Singapore Math, NCTM conferences). As a school we are going to be using data binders to track instruction and assessment, each student will have a data binder to track their standards and share with their families during conferences. We are focusing on making sure students have multiple opportunities to work on math throughout the day and week. We

will be working on fluency during bell work and encouraging students to play on ZEARN at home to build fluency and understanding of a math concept that is challenging for them. Students will also practice math skills in science, collecting and analyzing data and solving complex problems.

**What does the timeline look like for this action plan?**

This August we did an over view of data for the whole staff. Then in Mid-August did a data dig by grade level. In the future, we will work with classroom teachers using quarterly benchmarks. Making sure that each lesson has a formative assessment so we can quickly correct student misconceptions or difficulties.



**How will you know if your action plan is working?**

We will look for progress being indicated on the quarterly assessments to see if students are progressing, as well as, using classroom formative assessments.

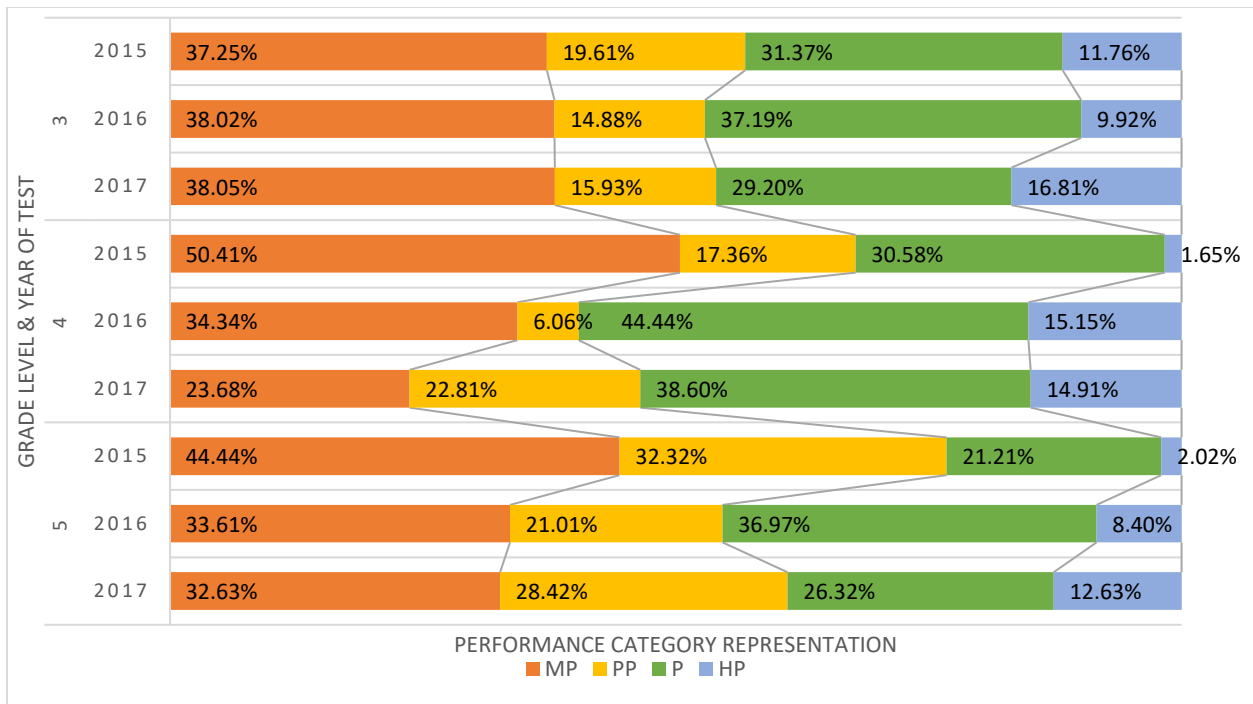
**What are some ideas you have to adjust the action plan if you see it is not working?**

We should know this by the first quarter. We would need to look at the instructional minutes and go back to find the misalignment in action plans.

**How are you addressing the needs of any particular subgroups at your school?**

Co-teaching model for students for math; the SPED teacher is going in to co-teach lessons. After direct instruction in the lesson, the teachers will give a quick formative assessment on the white boards. Those who got it will move on. Then students that didn't get it will go and get the lesson taught again, differently. This same strategy will be put in place for ELL and Sped students.

### Cromer's ELA AzMERIT Data



### Cromer's AIMS Science Data

