

## DeMiguel's Story



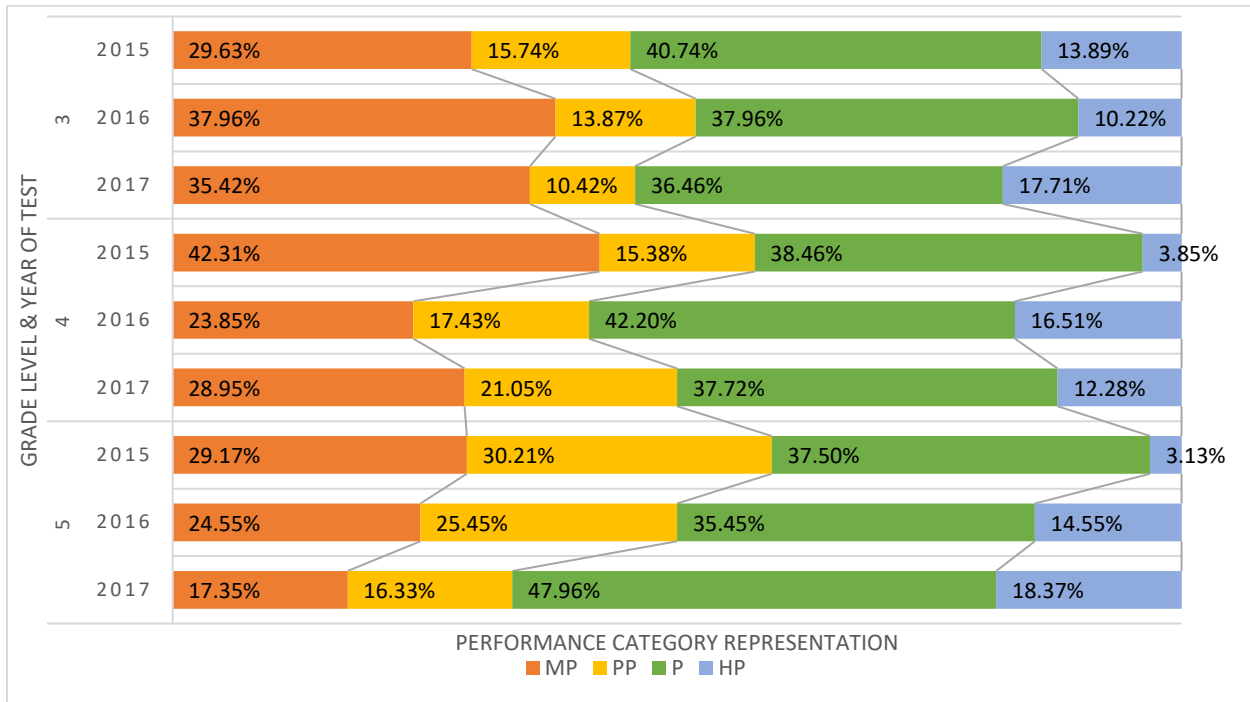
### Key Personnel

Ninon Wilson, Katie Warke, Sara Martinet

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

4<sup>th</sup> grade ELA. We will be focusing on ELA across K-5

### DeMiguel's ELA AzMERIT Data



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

The lack of clear and consistent curriculum for ELA. New teachers on grade level teams last year, oftentimes struggle with teaching content, and a lot of turnover in upper grades. Classroom teachers met on a weekly basis, but were facilitated by a teacher leader and not an instructional specialist or program specialist. We do not block schedule for CTs, so the fidelity of the process is compromised when you are meeting at lunch and at special's time. As a school there was not a cohesive view of what was being taught/assessed at K-5. We did not require small group leveled reading groups in upper grades. Also, the level of preparedness of students being able to use the technology. We lose many of our brightest students to other charter schools in third grade. 4<sup>th</sup> grade was the lowest in ELA; we talked about this being the largest cohort moving through our school. In 2<sup>nd</sup> grade there were 28 students in a class.

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

There was too much whole group instruction in upper grades, not enough differentiating instruction to various students. Individual teacher plans or grade level plans, without solid curriculum, allow for some standards to be missed. New teachers lack experience in instructional strategies. Upper grade teachers not having a clear understanding of how to teach reading skills when student's skills are deficient.

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

We will follow the newly created scope and sequence to fill in the missing standards from previous years. Using the new QUEST assessments to check for learning throughout the year as well as other data points, such as AIMSWeb and teacher related formative assessments. PD for teachers that are specific for what the teacher needs help with the most. Focus on classroom tier 1 instruction and support there. Instill more technology usage by the students throughout the year. K-5 vertical CTs every Friday (special area teachers/resource teachers—attend as well). More data driven decision making. More analyzing of student data—for students below and above target.

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

At each quarter, data will be reviewed from QUEST assessments to review the action plan and determine if students are learning at an appropriate pace. There are other key dates when data becomes available to monitor progress of learning. Many of this will be formative assessments in daily instruction. Teachers will continue to look at common assessments that they have created and make a plan when students have mastered a standard and what will be done if they have not.



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

With AIMSWeb, students will be making ROI, QUEST will show if students are learning over a quarter. In addition to teacher made assessments and rubrics, we should also see growth on the standards report. We also need to instill in students the “can do” mind set --students understanding and creating their own academic goals. Students should be able to understand and be able to articulate their own areas of weaknesses and strengths.

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

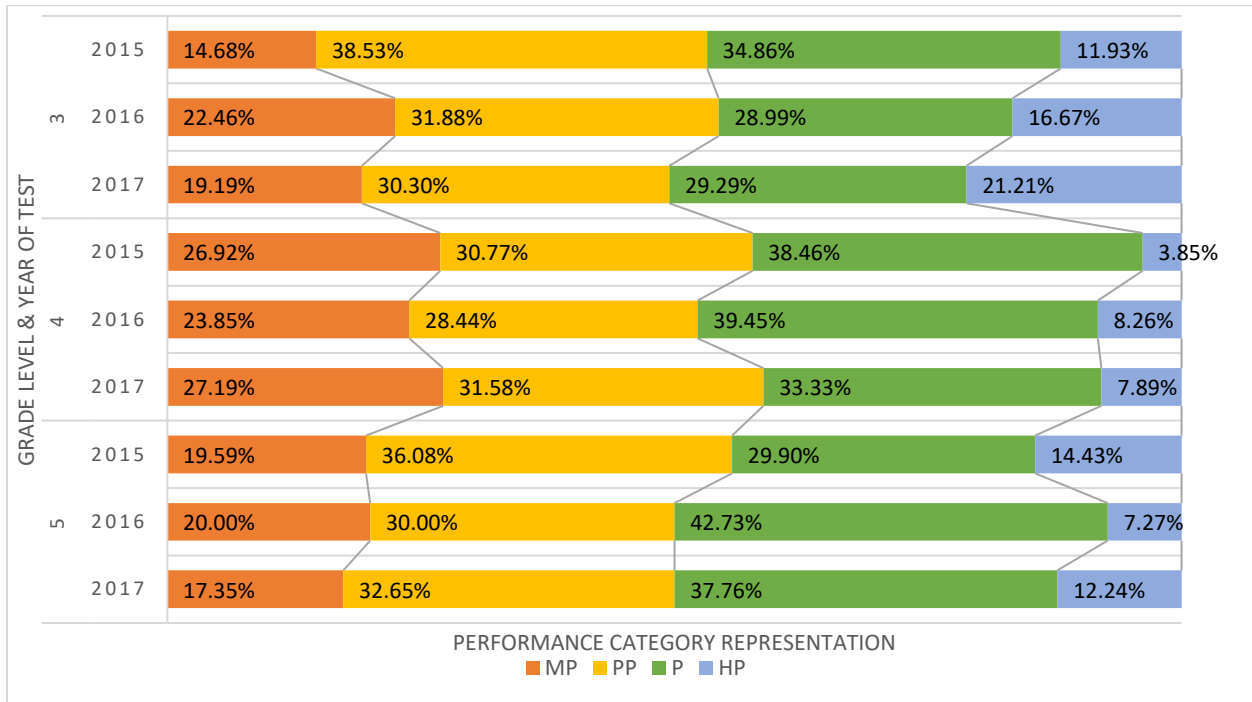
Address this at a Tier I level, looking at the materials that are being used, minutes of instruction, groupings that are happening in the classroom. Look ahead to the next quarter and narrow down the focus based on the sequence and pacing guides. We may need to adjust for specific students that are not performing well on the assessments. Building in re-teaching opportunities for those students. Reevaluate the IDM process, involving parents, and other resources the student has access to.

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

We are examining the resources available to ELL and SPED students, ensuring the materials are at the appropriate level and being taught with fidelity. We currently service our ELL students through ILLPs.

Our ELL specialist provides training on the process and is a great resource for our students. Level of services being received may need to be reevaluated. Evaluate tier 2 for academic and behavior concerns. We meet with our PBIS and resource teacher weekly. Having the K-5 CT will help address areas that need more support.

### DeMiguel's Math AzMERIT Data



### DeMiguel's AIMS Science Data

