

Leupp's Data Story

Principal



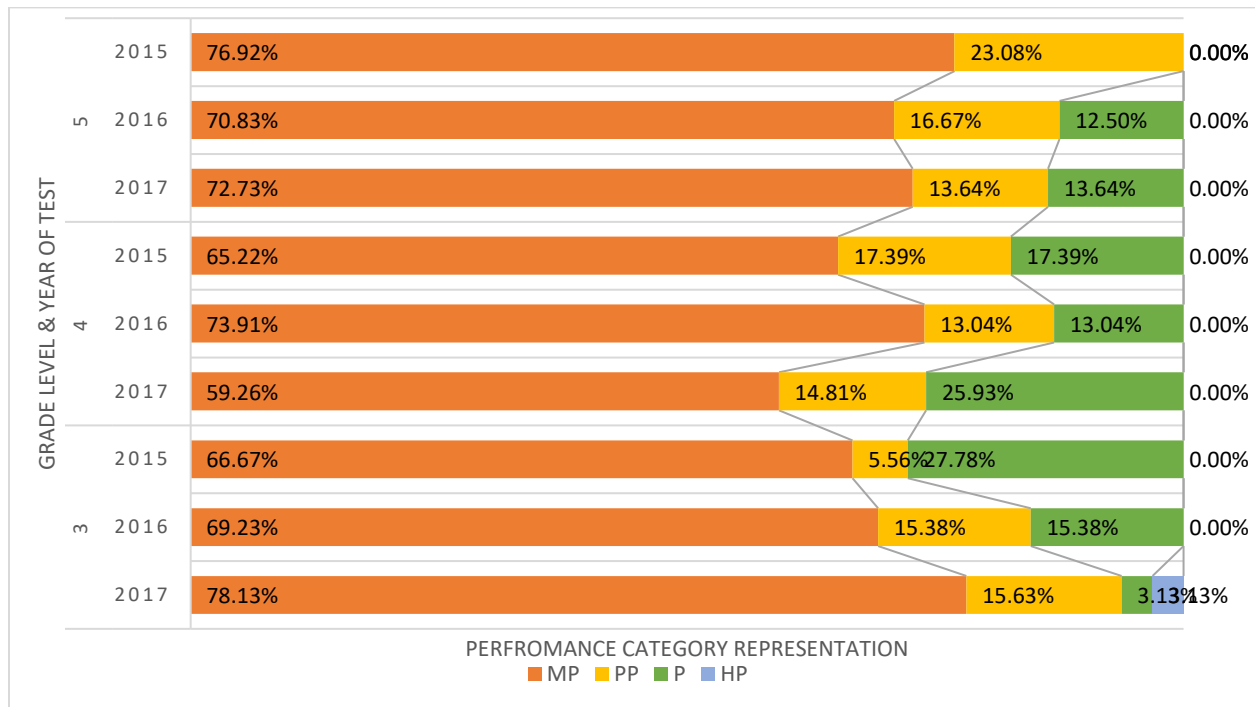
Key Personnel

Ryan Chee, Jessica Reeder

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

After looking at our data, we have determined that ELA is our weakest area overall as a school.

Leupp's ELA AzMERIT Data



What are some of the variables that may be contributing to the weakest area in your data? Over the past few years, we have analyzed our ELA data. We have determined that the lack of a consistent curriculum is playing a huge factor in our student's low data. It became evident that our students are coming to us with significant language gaps. Our families do not speak fluent Navajo or English, resulting in a lack of essential language based skill set. The communities of Leupp, Birdsprings, and Tolani Lake currently do not have a head start program to assist establishing these critical language skills in a preschool setting. Because early learning needs are not being addressed, they enter kindergarten presenting language challenges.

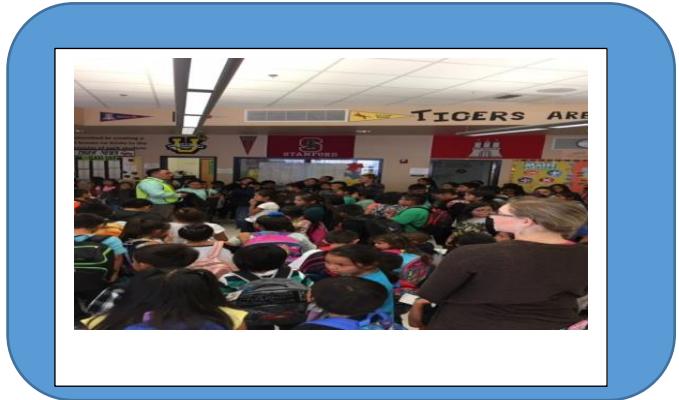
Why do you believe it is those variables? The need for a consistent ELA curriculum has been concluded through many approaches to the issue. During CTs, teachers all agreed they thought it was a huge deterrent to ELA achievement. The lack of consistency was not meeting standards and was not vertically aligned across the grades; our students were going from grade to grade with gaps that were not being addressed. We also found that the curriculum that was being used did not mimic the language that was being seen by students on the AzMerit test. We found that we needed a program that would be strong in these areas because our KDA shows that the majority of our students come in ill prepared due to home language and the lack of preschools in the area. Last year we began piloting Engage NY ELA which has given us a consistent curriculum across the grades and consistently builds upon its self from year to year vertically building in both the phonics, phonological, and language components that are crucially needed for student success.

What is your action plan to address the weakest area?

In our 2nd year piloting Engage NY ELA, our school is all aboard using the curriculum consistently across the school. To further identify the needs of our early learners in Pre-K, we have added in assessments at the kindergarten and third-grade level to ensure students are fully prepared with the skills they need to be successful. Teachers are taking the vocabulary from the AzMerit and aligning it with the language found in the curriculum to better prepare the students for AzMerit testing. At the end of last school year, the staff began working with the district Grammar Based Literacy coaches to implement the grammar component school wide. We have continued this collaboration by having the coaches come to the building and work with our teachers weekly. To help our entering kindergarten students be successful when they enter school, we have created an early literacy program for the community which is hosted monthly at the school. We have realigned school resources to provide additional support to students who lack crucial early literacy skills needed for kindergarten. To further address early learner needs, we have added a second preschool targeting four-year-olds as well as providing a curriculum that is rich in language development skills by working closely with First Things First, PDK Grant, and talks are underway for a possible third preschool.

What does the timeline look like for this action plan?

- Engage ELA curriculum (2nd year implementation)
- Offering two early literacy focused parent education sessions, Kith and Kin Project, and the Parenting Arizona Early Literacy Class. (Aug. 2017)
- 4-year-old classroom/ collaboration with Head Start, and grant from the state. (Jan. 2017)
- Grammar Based Literacy program (May 2017).
- Early assessments are being implemented this school year (2017-18)
- The early literacy program for the community (Sept. 11, 2017).
- Partnership with NEU for writing instruction for 3rd-5th grade, after Tier 1 audit (Apr. 2017). Will continue with in-person meetings (Oct. 20th and Jan. 19th).



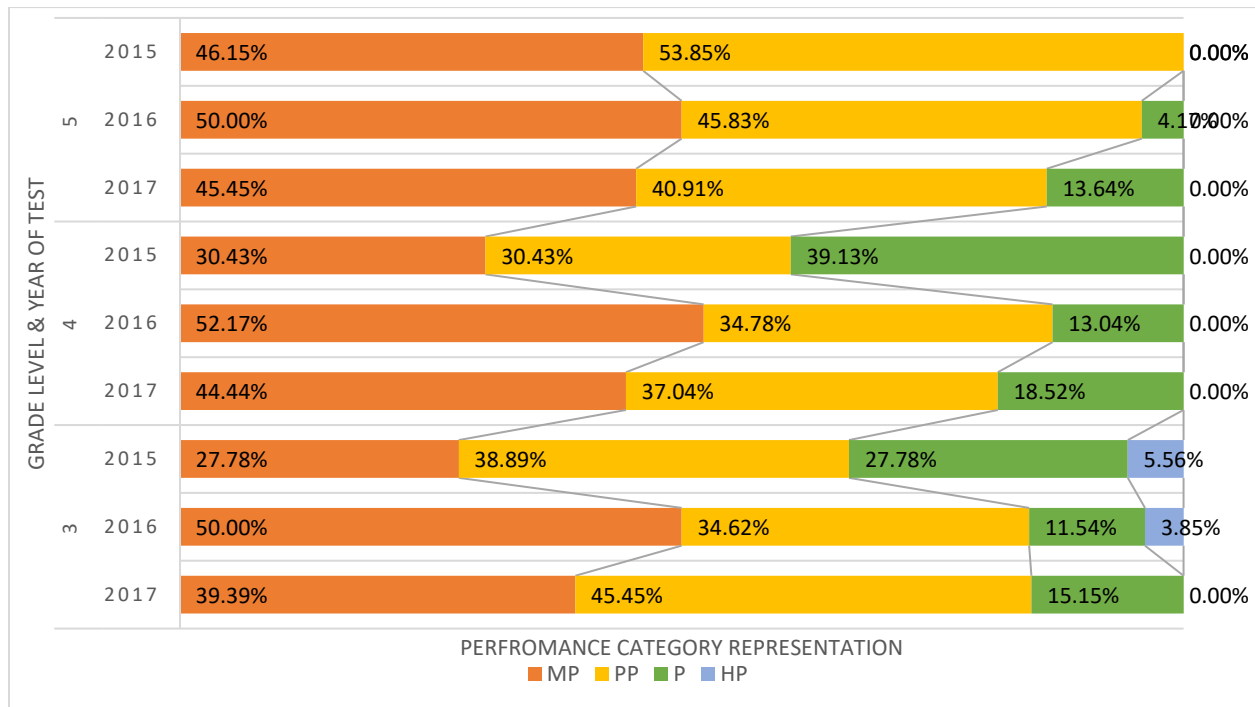
How will you know if your action plan is working? We are tracking data throughout the school year and using this data to drive the conversation happening in our weekly CTs. Three years ago, we began assessing our students using a Developmental Reading Assessment (DRA) which allows us to see a student's specific reading growth for each student along with their comprehension level. Throughout the past three years, we have seen a consistent 15% increase of students who started the year below grade-level and ended the year reading on level. Last year, 29% of our third graders entered a third grade reading level. This year, 43% of our third graders' reading is on grade level. We have already seen a 14% increase by implementing a consistent curriculum across the grades. We already know the impact of our action will result in more students reading on grade level and comprehending *what* they are reading. Because our early students are having their needs met, the upper grades will not be filling language gaps for their students. Throughout our tracking and transparency with students, we have seen more parents who are involved in their students' education.

What are some ideas you have to adjust the action plan if you see it is not working? We will be looking at data and student achievement weekly during our primary and upper-grade CTs. When students are not progressing, we will make changes according to the information gleaned from the data. The data will reflect those skills needed to properly develop students' language and phonological awareness in the lower grades. We will track our different action plan items through data, determine what is effective and ineffective, and periodically refine our instructional practices. We will be working with the upper grades during CTs to track effectiveness of AzMerit language implementation and make changes to how we are delivering information to the students.

How are you addressing the needs of any particular subgroups at your school? Leupp is fortunate to have a Resource Teacher/Program Specialist for the past three years. Our students are receiving services to meet the goals and minutes that have been identified on their IEPs. Weekly collaboration is happening between our general classroom teacher, sped

para-pro aides, and the resource teacher. Much of the collaboration is fostered during CTs, but there is ongoing conversation between the team on a daily basis. With the district’s new model of “mapping” para-pros, it has provided maximum coverage to provide assistance to all our learners with IEPs, we continuously refine best practice and data collection to direct student learning. Our ELL students are receiving services through collaboration with Mrs. Ana Archuletta and our general classroom teachers. She provides assistance and professional development during teacher prep times to review individuals plans and advise proven instructional strategies. In addition, the school wide GBL program is proving beneficial for our ELL population. School wide, we have also identified student strategies with visual supports in completing academic assignments. The continued dialogue during our CTs will foster the necessary support to further these students academically.

Leupp’s Math AzMERIT Data



Leupp’s AIMS Science Data

