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| School | Walnut Hill Elementary/ Middle School |
| District | Caddo Parish |
| Grade Level | Pre-Kindergarten through Eighth |
| Content Area | Reading |
| Description of Growth / Progress | Our third grade language arts teachers have incorporated a focus on ensuring students have mastered foundational reading skills this fall. Teachers are developing their skills in conducting interventions with fidelity, monitoring individual student progress, and adjusting instruction as needed. This progress is in line with growth we have seen in kindergarten and eighth grade reading achievement over the last three years as a result of similar efforts. |
| Verifiable Data Indicators | Beginning of the year to mid-year Dibels data indicate that our third grade students are improving in oral reading fluency (ORF). Although the goal scores students must meet have increased since the fall, the number of students well below benchmark in ORF decreased by 5%. The number of third grade students below benchmark also decreased in Retell Quality and DAZE comprehension measures. Number of students scoring at or above benchmark has increased in four of six mid-year Dibels measures. Our kindergarten end of year Dibels scores have grown from 66% meeting benchmark in 2013 to 76% in 2015, and despite the transition to PARCC, our eighth grade ELA state test scores have increased from 80% basic or above in 2013 to 86% in 2015. |
| Strategies Used | <p>We believe multiple factors have contributed to this progress. A school-wide commitment to improving Universal Screening and state test scores leads all stakeholders to work towards a common goal. This expectation is shared at parent meetings, student meetings, and faculty in-services. It is reinforced in our school newsletters and principal announcements.</p> <p>Collaborative planning, designated intervention time within the classroom, and a clear understanding of the response-to-intervention process with accountability and administrator support have proven effective in developing teachers' skills of identifying gaps, working with students in small-group or one-on-one settings, and monitoring progress.</p> <p>Teacher collaboration both within and across grade-levels has contributed. Language arts teachers have common planning at least once per week and participate in teacher-led professional learning community (PLC) meetings at least once per month. The ELA vertical planning team meets at least once per nine weeks, where representatives from each grade level share concerns, observations and successful strategies. From these meetings, teachers are able to adjust instruction in order to better prepare students for the next grade level, implement strategies proven effective for other teachers, and institute school-wide initiatives.</p> <p>Specific strategies our teachers have found effective in making this progress include: Small group technology-enhanced reading practice, nightly oral reading with parents (elementary), individual interventions adjusted frequently based on need, interactive retell strategies, and school-wide implementation of UNRAVEL and Jane Schaffer strategies which provide a foundation so that as students reach higher grade levels, more time can be spent on complex skills.</p> |
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