

Welcome to Truman Moon Primary Center



Board of Education Presentation
October 6, 2011

As of today, October 6, 2011, there are 463 students enrolled at Truman Moon Primary Center!

239 kindergarten students
224 first grade students

Our enrollment has steadily increased over the past five years:

| | |
|-----------|--------------|
| 2006-2007 | 394 students |
| 2007-2008 | 424 students |
| 2008-2009 | 444 students |
| 2009-2010 | 451 students |
| 2010-2011 | 438 students |

Sept. 2011 463 students

Our school has :

- 12 sections of Kindergarten (including 2 dual language, 1 inclusion and 1 self-contained ESL)
- 10 sections of Grade One (including 2 dual language classes and 1 inclusion class)
- 2 mixed grade level classes K/1 in Special Education

Our Average Class size:

Kindergarten: 20 students per class

Grade 1: 23 students per class

Special Education: 15:1:1 class
12:1:2 class

Our subgroup populations

Ethnicity:

| | |
|----------|-----|
| Black | 28% |
| Hispanic | 51% |
| White | 19% |
| Asian | 2% |

Free and Reduced Lunch

74% of total population (351 students)

English Language Learners

20% of total population (93 students)

Special Education

6% of total population (27 students)

Our Teaching Staff:

- Kindergarten- 12 teachers
- First Grade- 10 teachers
- ESL teacher (pull-out)-1
- Special Education- 3 (2 K/1 teachers, 1 inclusion teacher)
- Specialists- 4.5(Art, Music, Library, 1.0 PE and .5 PE)
- AIS interventionists-3 (2 Reading, 1 Math)
- Literacy Coach-1

34.5 teachers

**We are a
School
in
Good
Standing!**

School **TRUMAN MOON SCHOOL**
School ID **44-10-00-01-0007**

District **MIDDLETOWN CITY SCHOOL DISTRICT**

Summary

Overall Accountability

Status (2011-12)†

| Elementary/Middle Level | Secondary Level |
|-------------------------|-----------------|
| ELA | ELA |
| Math | Math |
| Science | Graduation Rate |

Title I Part A Funding

Years the School Received Title I Part A Funding

| 2009-10 | 2010-11 | 2011-12 |
|---------|---------|---------|
| YES | YES | YES |

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

| Student Groups | Elementary/Middle Level | | | Secondary Level | | |
|--|-------------------------|-----------------|---------|-----------------------|-------------|-----------------|
| | English Language Arts | Mathematics | Science | English Language Arts | Mathematics | Graduation Rate |
| All Students | ✓ | ✓ ^{SH} | | | | |
| Ethnicity | | | | | | |
| American Indian or Alaska Native | - | - | | | | |
| Black or African American | ✓ | ✓ | | | | |
| Hispanic or Latino | ✓ | ✓ ^{SH} | | | | |
| Asian or Native Hawaiian/Other Pacific Islander | - | - | | | | |
| White | ✓ | ✓ | | | | |
| Multiracial | - | - | | | | |
| Other Groups | | | | | | |
| Students with Disabilities | - | - | | | | |
| Limited English Proficient | ✓ ^{SH} | ✓ ^{SH} | | | | |
| Economically Disadvantaged | ✓ ^{SH} | ✓ ^{SH} | | | | |
| Student groups making AYP in each subject | ✓ 6 of 6 | ✓ 6 of 6 | | | | |

NOTE

† Because this school serves only students in grades below 3, its accountability status is based on the Grade 3 performance of students who were formerly in this school and now attend another district school.

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

However, we need to work harder to improve our proficiency scores!

On our Spring 2011 assessments, students meeting and exceeding benchmark proficiencies were:

ELA- based on Fountas and Pinnell Benchmark assessment data

Kindergarten- total pop. 60% proficient

Grade One- total pop. 68% proficient

Mathematics- based on NWEA MAPS assessment data

Kindergarten- total pop. 45% proficient

Grade One- total pop. 46% proficient

Kindergarten

ELA

Level 4- 36%

Level 3- 24%

Level 2- 20%

Level 1- 20%

Math

Level 4- 15%

Level 3- 30%

Level 2- 30%

Level 1- 25%

Grade One

ELA

Level 4- 42%

Level 3- 26%

Level 2- 3%

Level 1- 29%

Math

Level 4- 16%

Level 3- 30%

Level 2- 30%

Level 1- 24%

Our Key Priorities for this school year are to:

- Increase the % of K and 1 students in regular education, special education and ELL classes meeting and/or exceeding ELA benchmark levels in fall, winter and spring administrations by 10%.
- Increase the % of K and 1 students in regular education, special education and ELL classes meeting and/or exceeding mathematics benchmark levels in fall, winter and spring administrations by 10%.
- Improve student skills and achievement in literacy skills across the curriculum

Which strategies will
we use to improve
student achievement?

In ELA:

- Middletown's Instructional Model and Literacy Framework
- Differentiated Instruction and Marzano's High Yield Instructional Strategies
- Data Analysis- PALS/Benchmark (Fall, Winter and Spring), running records, continuous progress monitoring

In Mathematics:

- Introduction to the New Common Core Standards in Mathematics- more depth, less breadth!
- Guided Math and Math Workstations- automaticity, rigor and persistence
- Data analysis- quarterly math assessments, NWEA MAPS assessments, continuous progress monitoring

And... in Literacy Across the Curriculum:

- One Teacher At A Time by Jane Pollock will be studied by our teachers and we will begin to use the GANAG instructional planning strategy:
 - G- Goal
 - A- Access Prior Knowledge
 - N- New Information
 - A- Application of New Information
 - G-Generalization (or summarizing)
- **Response to Intervention-** Differentiated Instruction as a Tier 1 intervention in every classroom

Professional Development this year:

- New Common Core Standards in ELA and Mathematics
- Guided Math and Math Workstations
- Project-based Learning
- Response to Intervention
- Book Study- One Teacher At A Time, by Jane Pollock including GANAG strategy

Improving Student Achievement in Content Areas

Extended Learning Time in ELA and Mathematics with Project Based Learning

120 minutes of ELA and Math twice weekly with greater emphasis on:

- higher order thinking questions and skills along with creative, collaborative problem-solving
- projects and presentations
- reading non-fiction texts (50-50)
- answering text dependent questions and practicing responsive writing
- automaticity in skills

New happenings at Truman Moon

- Our very first “Bring Your Kids to Kindergarten Day” was held this year!
- Dual Language Classes are now in Kindergarten AND first grade!
- Parent classes in English and Spanish are planned to support our kindergarten and grade one dual language programs!
- A brand new and very active parent and PTO community!

Our Inquiry Team analyzed data and created our CEP plan over the summer. We will continue to meet, discuss and plan after school on every third Wednesday of the month at Truman Moon!

THANK YOU TO:

Monica Alderman

Brenda Grammer

Janet Kass

Terese Linton

Danielle Lowe

Traci Miranda

Kathy Motisi

Nicole Schmitt

Shari Shoemaker

Tenise Wall