Team Action Report Form

SMART 2010-2011 Academic Year & Summer Team Report
(Copy this form into a word processing document, update it, and then submit it to Project SMART, marcia.burrell@oswego.edu)

Team Members:
Carol Carroll, Stacy Dawson and Nicole Freebern
*** Other educators who assisted with the project include Special Education teachers; Carrie Ackerman, Angela Campbell, and Tracy Warner, Teaching Assistant Denise Smith, and English as a Second Language Teacher Laura Stevens.

Team Name (For example, Delaware Elementary):
Oswego Team

<table>
<thead>
<tr>
<th>Write the number of Teacher participants for each period.</th>
<th>Academic Year #’s</th>
<th>Both Summer &amp; Year #’s</th>
<th>Summer Institute #’s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-2011</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Team location and focus (For example, Delaware—ESL literacy)
Oswego – 21st Century Skills

Data collected and analyzed on teacher learning (For example, faculty surveys, and teacher reflective journals).

- DORA (Diagnostic Online Reading Assessment)
- AIMS Web
- DIBELS Fluency
- Science Attitude Survey
- NYS ELA and Math Exam

Data collected and analyzed on student learning (For example, annual literacy assessments/NYS report card disaggregated data for 4th grade ELA, analysis of rubric scores on students writing samples each quarter for students in versus not in the program).

Pre Project Data Analyzed:

- DORA (Diagnostic Online Reading Assessment) was given in September for all students as a baseline set of data. Reading scores were analyzed to determine Guided Reading grouping and specific skills and strategies that needed to be focused on. There was a great need to improve inferencing skills, sequencing events and work with nonfiction texts in general.
- AIMS web (a math assessment of basic computation skills) was given and analyzed. It was determined to place students on FASTT math to help improve their math facts and basic computation skills.
- Writer’s Notebooks: In September all students were writing very brief entries. Many mimicked the teacher’s entries. They lacked details and creativity.
- 4th and 6th Grade classes were able to do a gap analysis on the previous year’s NYS Math and ELA assessment. In doing the gap analysis, we looked at where we were outperformed by others in the district so that we could focus on strengthening these standards during the year. The fourth graders were outperformed by the region by 19% on the following ELA question: Performance Indicator: 3RS3A3 Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic.
The fourth graders were also outperformed by the region by 10% on the following questions:

**Performance Indicator: 3LS3C**
Distinguish between fact and opinion

**Performance Indicator: 3RS1K**
Read unfamiliar texts to collect data, facts, and ideas

After analyzing both the 4th grade and 6th grader’s previous NYS ELA assessment, it was determined that students needed instruction and practice with their written responses as well. They need to give more details and support their answers with facts from the text.

With the NYS Math assessment, the gaps were also analyzed. There were much fewer gaps but after close analysis, it was determined that the students are weakest in reading and many of the fourth graders have an IEP and the math test was read to them. They were outperformed by the region in the following areas:
They were outperformed by 6% in

**Performance Indicator: 3.A.1**
Use the symbols <, >, = (with and without the use of a number line) to compare whole numbers and unit fractions (1/2, 1/3, 1/4, 1/5, 1/6, and 1/10)

They were outperformed by 4% in

**Performance Indicator: 3.N.21**
Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication

These areas will be re-taught more specifically and students will be given additional practice to improve these skills.

- Science Attitude Survey: The administration of the attitude survey showed that only 22% of the students selected Science as their favorite subject. 58% of the students did not like Science at all.
- ORF (Oral Reading Fluency) showed that in September in 3rd grade 54% of students met the goal of 77 WPM (Words per minute), in 4th grade 43% met the goal of 93 WPM and 52% of 6th graders met the goal of 125 WPM

Post Project Data Analyzed:
- The DORA test showed student growth in January and again in June. All students made adequate progress, many showing more than a year’s growth. Overall, comprehension scores
- AIMS Web data showed improvement in the 3rd, 4th and 6th grade classes. In third grade, students needing intense intervention went from 15% in the fall to 7% in the spring. In fourth grade it went from 29% in the fall to 15% in the Spring and in 6th grade it went from 12% in the fall to 5% in the spring.
- Writer’s Notebooks: Students were writing much longer entries and better quality writing. They were able to self select mentor texts and generate their own writing. The mechanics of their writing was significantly better as well as the quality (details, support, use of figurative language, etc).
- Science Attitude Survey: The data collected at the end of the year showed a remarkable increase in the attitudes of all students. 84% of students now selected Science as their favorite subject. 93% said they enjoyed doing most of the hands on activities and experiments. Only 8% of students selected that they did not like Science at all.
The End of Year ORF data showed increases in student’s abilities to read more fluently. In third grade, 65% of student met the end of year goal of 110 WPM, in fourth grade 67% met the end of year goal of 118WPM and in 6th grade 71% met the end of year goal of 135 WPM. By reading more fluently, students are more likely to comprehend better.

Overall, our goal was to increase student engagement, improve their attitudes towards science while promoting literacy skills. The students responses to, “What did you like about Science this year? And How was Science different this year?” is a true testimonial to our success.

“Ugh, do we have to do Social Studies today, I really want to do Science.” -4th Grader
“I can’t wait until Science. Can we switch our schedule and do it in the morning instead?” - 3rd Grader
“What fun experiments are we going to do today?” -3rd Grader
“I love how Mrs. Carroll makes us feel like real scientists solving real problems.” -6th grader
“I learned so much about Science this year. I never thought I’d want to be a scientist when I grow up, but that’s what I want!” -6th Grader
“Working together to solve problems was fun – I really liked the group work.” -4th grader
“We did so much fun stuff.” -3rd grader
“Building simple machines out of the K’nex kits was my favorite.” 4th grader

Students showed growth not only in their attitudes, but the data shows the growth in their learning of basic skills. Students were motivated to learn and eager to engage in activities. They worked collaboratively and had to think critically to solve real world problems. Overall, students are on task more often, seeking out answers to their own questions by reading more nonfiction books and using the internet and engaging in conversations about their learning.

Teacher Growth:
As educators, we see the need to incorporate 21st Century Skills into our daily lessons. We have moved away from direct instruction lecture lessons and into activities that promote inquiry based learning, hands on activities, collaboration and student engagement. The grant has given us funding and allowed time to collaborate and formulate real world problems and activities for our students. We found that we have learned the most by trying out new lessons and then having the time to collaborate and discuss what went well and what needs improvement. By bouncing ideas off of each other and brainstorming together we are able to tweak lessons and improve them for future success. By integrating the teaching of specific skills into these activities as well as technology, students learning is greatly increasing. Their overall ability to seek out and find answers has increased. In the future we hope to integrate even more technology and critical thinking skills into the collaborative units that we plan.