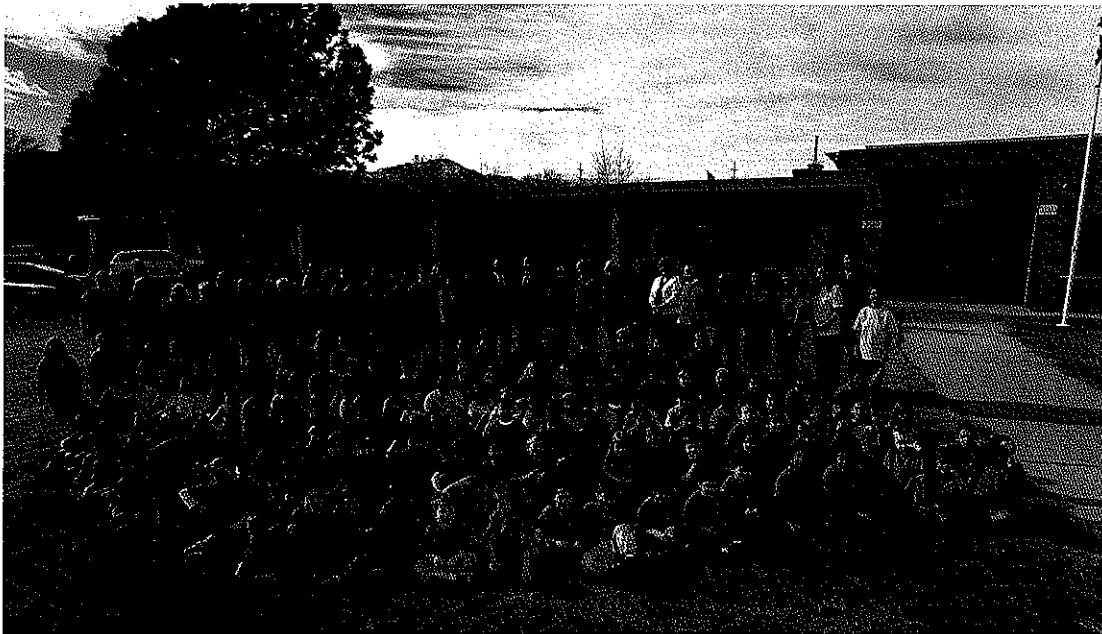


Zebulon Pike Elementary School, Colorado Springs D-11



**2009 National Title 1 Distinguished School:
Exceptional Student Performance Award**

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Pike Elementary's recent success can be attributed to a three-systems learning approach consisting of *attitude, alignment and accountability*. Pike's reading proficiency as measured by Dynamic Indicators of Early Literacy Skills (DIBELS) has doubled in the last two years to 78% in addition, the 3rd grade reading CSAP has averaged 88% proficient. The 2008 Colorado Growth Model rates Pike in Reading: 65; Writing: 75; Math: 68.5. The School Accountability Report ranks Pike as a "High" performing school. The free and reduced lunch count at Pike is 73%.

"Champions are champions not because they do anything extraordinary but because they do the ordinary things better than anyone else." Chuck Knoll, Pittsburg Steelers – This is Pike's motto.

1. Classroom Level Instruction:

Pike strives to hire and retain the highest quality teachers who have the **attitude** that every minute counts. *Capable, committed and coachable* classroom staff members are asked to deliver the first tier of instruction. It is foundational and involves explicit direct instruction using scientifically supported researched based practices.

Accountability -Walk-thoughts are routinely conducted in the classroom using a feedback sheet. The principal collects instructional data on lesson design, active engagement and learning targets. The principal meets individual with teachers and shares data in weekly (or bi-weekly) meetings. School instructional data is shared with staff at the Reading Data Day which takes place every three weeks.

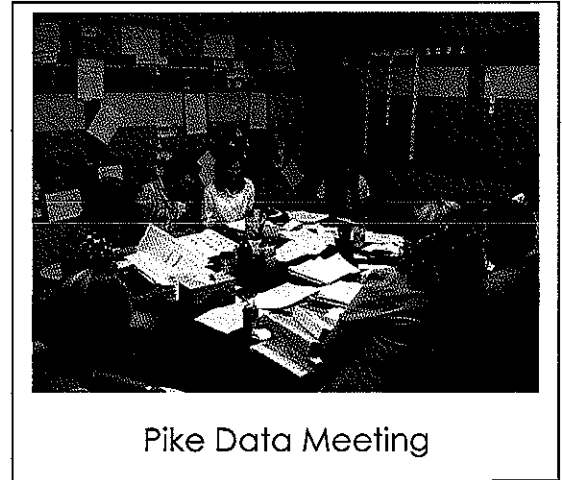
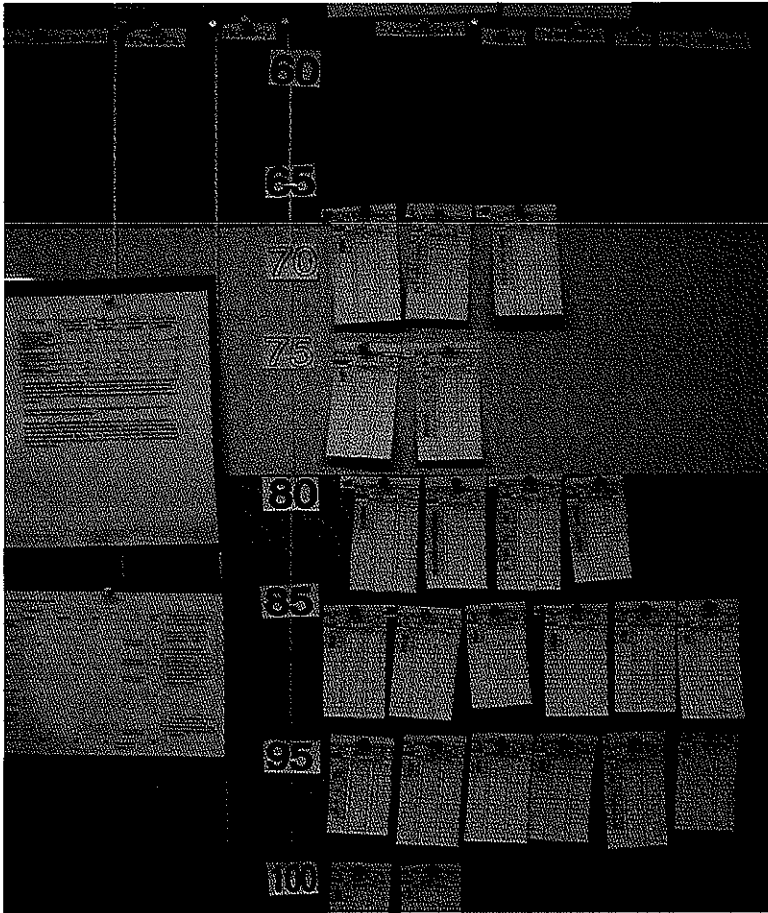
Reading:

- a. The core program is taught with fidelity and all students receive 90 minutes of instruction.
- b. Students reading at *strategic* level on DIBELS measure (short cycle measurement testing) receive an additional 30 minutes of specific small group intervention.
- c. Those reading at *intensive* reading level on DIBELS measure receive an additional one hour of specific reading intervention.

2. School Wide Systems:

At Pike, school systems are **aligned** to support classroom instruction. These systems include Response to Intervention (RTI) and Positive Behavior Systems (PBS).

- a. Reading Data Day and collaboration time with staff is scheduled to allow for coordination of instructional delivery. Tier II and Tier III action plans are made to address the needs of struggling students. Interventionist and classroom teachers meet and together work out interventions. Data is collected and tracked to monitor learning.



Pike Data Board 3rd Grade Section

Each student has a tag with DIBELS data recorded. This board shows two points of data:

1. Colored pins on each tag represent the student's DIBELS ORF score (red, yellow, green and blue). Blue is 20 over benchmark.
2. Tag placement on the board, represents how the student performs on core reading tests (60% - 100%). An average of the last three tests is used for tag placement. Our experience has been that students who produce high quality work on these tests perform well on CSAP.

The student with the arrow has an advanced DIBELS ORF score. However, he is only performing at 68% on core reading tests.

The documents posted to the left are Colorado Reading Standard 1.

08/02/2008 Draft 5 – please use this. Thanks. MR

Grading Open Court Tests 3-5

Quality Work (QW)-What is expected when grading an end-of-chapter or unit test:

Short Constructed Response: 3 points possible

Restate the question What did the frightened little boy tell his mother

Try this The little boy told his mother ...

Answer must be correct to get any points:

1 point -Correct Answer

1 point -Additional point for restating

1 point -Capitals and period

After restating the question the student needs to answer the prompt and give 1 to 2 details from the text.

Multiple Choice Questions: 1 point possible

When grading questions simply put a strike-through on the incorrect question.

9. The father's stance on the matter was in agreement with his three teenagers.

In this sentence the word *stance* mean?

A. standing with feet apart

B. belief about something

C. a kind of soup

D. an argument

Constructed Response: 6 points possible

Answer must be correct to get any points:

1 point - correct answer

1 restating – using a topic sentence

3 points – one for each detail (if applicable)

1 point - mechanics, grammar and common spelling

The test data from our reading series is used in addition to DIBELS.

- Pike Staff developed a rubric for grading tests to improve Quality Work. Points can be earned in the following manner: 1 point each for multiple choice and vocabulary; 3 points for short constructed response and 6 points for constructed response. The test total is normally 37 points in grades 3-5.
- The Literacy Coach helps teachers grade the tests as a “we do” to set grading expectations; instructional coaching follows.
- A grading rubric sticker is attached to the test so that students can receive feedback–see next slide.

Grade	MC	SCR	CR	Voc	Total
3	1/1	3/4	3/4	5/10	12/20
4	2/2	3/4	3/4	5/10	13/20
5	2/2	3/4	3/4	5/10	13/20
6	2/2	3/4	3/4	5/10	13/20

Scoring Guide Sticker for Reading Tests in Grades 3-5

- Teachers place a scoring sticker on each student's test. After teachers grade the test, they complete the sticker. This student's total score was 78% (top right corner).
- Students receive points for: a correct answer, restate (big idea), details from the story and mechanics (capitals and end marks).
- MC = Multiple Choice; SCR = Short Constructed Response; CR = Constructed Response; Voc = Vocabulary - This is aligned with the reading CSAP.

3rd Grade

Open Court Reading P120250
Feedback Sheet

Lesson: U3 L4 Date: 1/22/09

Student	Score
Kaelin	100
Margaret	100
Isaac	97
Joseph	97
Shelby	95
Abraham	92
Archer	92
Anthony	92
Brady	89
Brooklyn	89
Logan	86
Timmy	86
Mia	84
Chase	84
Nathaniel	81
Alison	78
Justin	77
Sam	75
Andrew	73
Lucas	70
William	70
Michael	68
Benjamin	62

Quality Work

Generally your students produced some very high quality (HLE) work. Nice job! Retakes are consistent and brief. Many effective topic sentences!

17/23 74% proficient (75% or higher)

Next Step Dialogue

Help w/ brief retakes. Nathaniel, Nicholas, Abraham, Margaret, Mia.

Worry students

- Nathaniel • Christian
- Joseph • Logan (CR)
- William • AT • Brody

Site met to talk about next steps of the group.

Topic sentences were brief. Nathaniel, Nicholas, William, Mia, Chase, Shelby, Joseph.

Principal Feedback to Teachers on Reading Tests in Grades 3-5

- After some tests are graded by the teacher, they are then turned into the principal*.
- The principal reads over the tests and may use information from the scoring sticker to complete a feedback form with three sections: Student Ranking, Quality Work and Next Step Dialogue. A brief meeting follows with the principal and teacher to discuss these instructional next steps for the students.
- The example on the left shows 17/23 students scored 74 % or higher on this test

*the principal does not do this with every test.

Schoolwide Systems Continued:

Pike has a **Positive Behavior System (PBS)** with a school wide discipline plan that is used throughout the school. It includes clear expectations and positive recognitions. Students and staff are involved in training during the first seven days of school. We refer to these training days as the *Seven Days to Success*.

Staff development is imbedded and delivered by trained staff usually at the school site. Implementation goals are set and monitored by the principal to assure a high level of implementation. Staff development has focused on the five components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension), lesson design, active engagement, learning targets and *Thinking Maps*. It is an expectation that all instruction is delivered with the highest level of fidelity to each and every program.

3. Parent Engagement:

The third system includes support from home. Pike staff works to communicate learning goals to families and enlist their support.

- a. Our home reading program, *Treasure Chest Reading*, is a focal point and is a high priority. Data for this program is tracked at each grade level and monitored. This entire home reading program was developed by teaching and educational support staff. Much time was allowed to tweak the program before it was delivered to the students and parents.
- b. A parent coordinator works with teachers to identify and select families to participate in the Parent Compact Program. Parents are invited to sign parent compacts that encourage them to visit school regularly and communicate with their child's teacher. The Parent Coordinator assists the PTO to organize a variety of activities for parents some for fun and some to provide assistance to needy families.
- c. This winter, we began our *Homework Assist* Program. This program will have staff members coaching parents in their homes as to how to best set up a strong homework routine.
- d. Staff makes extra efforts to assure parents attend their child's Parent Teacher Conference. Incentives are given in each classroom and a friendly competition occurs between grade levels. This small additional endeavor has increased parent participation in Parent-Teacher Conferences to 100%!

Community Support System:

Pike receives support from a variety of business and community members. Some of these include:

It's a Grind
American Furniture Warehouse
McDonald's
King Soopers
Rotary Club
The Westside Pioneer
Louie's Pizza
Mimi's Café
Wal-Mart
Mesa Springs Community Association
Calvary Worship Center
Rock Family Church

Go to YouTube and search: *Faith Supported Education Manuel Ramsey*

An electronic version of the forms shown in this presentation and this document are available at <http://www.d11.org/pike> - scroll to the bottom of the home page and click on Share Documents. Permission is given for full use of these documents in any form electronic or paper.