EXECUTIVE SUMMARY OF
2000-2001 ACTION PLAN FOR COOKSON SCHOOL

(presented June 11, 2001 by Michael L. Beamish, Principal)

The Cookson 2000-01 Plan of Action reflected the Mission Statement, Goals, and Beliefs formulated in the Troy City Schools’ Strategic Plan. This year’s Plan of Action focused on three major strategic goals:

- To evaluate, adapt, and use curriculum and instructional practices so all students can learn.
- Execute the Comprehensive Technology Plan for the Troy Schools.
- Communicate effectively at all levels throughout the district and community.

To accomplish the first goal, we as a building, needed to establish the instructional delivery practices and provide necessary assistance to meet the individual needs of all student learners. Based on our review of the latest proficiency and other assessment information, we targeted two curriculum areas for concentrated effort for improvement. We set out to:

1. Increase student achievement in science.
2. Increase student achievement in math.

We continue to see this as a long-range plan for continuous improvement.

Achievement can be measured in many ways. Teachers use authentic assessment instruments daily. Progress of students can be measured in terms based on the child’s ability to learn, where current achievement levels are measured from an entry level point to growth determined at the end of the school year. Each grade level has the responsibility for meeting the course of study objectives.

We used our monthly staff meetings to focus on our math and science curriculum and to monitor student achievement. By doing this, we determined, as did our district, that to be effective and fair in using our proficiency results to measure our achievement, we needed to align our curriculum. Members of the Cookson staff volunteered to serve on our district’s focus groups designed to better align our curriculum with the proficiency tests. This is continuing. True effectiveness will only be determined after this alignment takes place. The best we can hope for currently is to look at results for improvement patterns and growth made by each respective grade level.

Perhaps the best assessment indicator is how excited a child is to learn and attend school regularly. We maintained a 96.5% attendance rate for the 2000-01 school year. Observations made by visitors commented on the positiveness and warmth that the building atmosphere projected.

Progress can further be measured with results from scores received from the ITBS/Cognitive Abilities Test, the off-year proficiency results, and the fourth and sixth grade state proficiency test indicators. To be fair, these results will need to be tracked by class over many years to determine building and individual progress. The curriculum alignment project will also provide a better correlation with test results and our curriculum expectations for student achievement. Currently our results give us base-line data needed to improve instructional delivery practices and monitor students needing intervention.

Cookson second graders performed slightly above predictions based on the 2000-01 core totals. This is consistent with previous results that show gradual improvement with student achievement.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Stanine</td>
<td>5.1</td>
<td>5.9</td>
<td>6.0</td>
<td>6.8</td>
<td>6.1</td>
</tr>
<tr>
<td>GE</td>
<td>2.9</td>
<td>3.0</td>
<td>3.0</td>
<td>3.3</td>
<td>3.1</td>
</tr>
<tr>
<td>PGE</td>
<td>2.8 (+.1)</td>
<td>2.8 (+0.2)</td>
<td>2.7 (+0.3)</td>
<td>2.8 (+0.5)</td>
<td>2.8 (+0.3)</td>
</tr>
</tbody>
</table>

These totals are reflective of the average student achievement shown in the reading, language arts, and mathematics areas. Our science target could not be measured. These results can be used as a benchmark for student improvement through subsequent proficiency testing.
Our proficiency results show some indicators for improving instructional practices and ways to intervene with student learning. Our staff and this principal have been disappointed with our achievement results. Our lack of curriculum alignment, our changing demographics, student mobility, and our desire to have all the students possible take these tests have effect on these results.

The need for improvement is demonstrated in the results during the past five years as shown in the tables below. It should be noted that our “mean score” has demonstrated a slight improvement made by our students. This is not reflected by the percentages due to the current “cut score” standard.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Science</th>
<th>Math</th>
<th>Science</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(% at or above)</td>
<td></td>
<td>(% at or above)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>58%</td>
<td>39%</td>
<td>67%</td>
<td>56%</td>
</tr>
<tr>
<td>4</td>
<td>61%</td>
<td>54%</td>
<td>74%</td>
<td>59%</td>
</tr>
<tr>
<td>5</td>
<td>23%</td>
<td>69%</td>
<td>47%</td>
<td>45%</td>
</tr>
<tr>
<td>6</td>
<td>25%</td>
<td>53%</td>
<td>56%</td>
<td>48%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Science</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(% at or above)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>63%</td>
<td>54%</td>
</tr>
<tr>
<td>4</td>
<td>41%</td>
<td>56%</td>
</tr>
<tr>
<td>5</td>
<td>71%</td>
<td>65%</td>
</tr>
<tr>
<td>6</td>
<td>55%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Our long range goal is to have 75% of our students passing these proficiency areas.
I suggest there are three factors that need to be considered when assessing progress:

1. standard “cut score” variance to determine proficiency standard
2. student mobility/longevity in testing school
3. demographics/changing population

Our children who attend Cookson School are products of a changing society. A current demographics study would support a direct correlation with a child’s environment, parent support, and achievement. Using this same sixth grade class being tracked from grade 3, you can see evidence of these factors. We have 24% (18 students) of our sixth grade class who have enrolled after 1996 of which 12 of these students enrolled this year (1999-00) or last year (1998-99). My guess is further study would demonstrate like statistics in other grade levels.

Having said all this, I believe our teachers are working harder than ever for student success, and are much more focused on teaching our established curriculum. These factors will produce positive results down the road.

During the 1998-00 school year, a staff-led committee worked to develop a Continuous Improvement Plan for Cookson. This team review past assessment data, surveyed both staff and parents, and then determined our target goals for needed improvement. Each grade level was then responsible for developing instructional strategies to meet these target goals. Our CIP will focus our attention and priority for improvement.

Our Continuous Improvement Plan for 1999-2001 calls for three target goals:

1. Continue to increase student achievement in mathematics.
2. Continue to increase student achievement in science.
3. Continue to develop our Parent Resource Center program to bring the home-school-community into a working partnership.

Our Continuous Improvement Plan is currently in harmony with the new District Strategic Plan. I see this plan continuing with ongoing progress monitoring and making necessary modifications for student achievement. I would recommend that a committee revisit the current CIP and based on updated data, develop a revised plan.

Communication to our parents is also important. Together (home and school) we will make a difference in a child’s school life. Throughout the year we have marketed our successes to our parents and developed many programs to involve our parents in our school life. The development of our Parent Resource Center is only one way to market our school to our community. Our volunteer program this year involved 112 individuals from our community serving in a variety of capacities to assist in our school activities and programs.

While much is left to achieve, we have a staff committed for student success, both socially as well as academically. Our mission remains to provide an education for all students that will enhance their chances to become valued members in our society.

**Goal #2**

**Summary:**

Much inservice this year was devoted to better understanding the nature of the LAT process and procedure. Included in this was inservice on the new state policies and procedures for identification of students with disabilities. Our staff development on brain-based research enhanced our understanding of the total child and the learning process.

We were very involved as a building teaching students in the least restrictive environment (inclusion).
Goal #3
Summary:
I was most successful in achieving three of my four target objectives:

(1) Regular supervision at noontime that included lunchroom and playground monitoring.
(2) Student motivational contact through various reinforcement incentive activities.
(3) Before and after school visibility out front on our school premises meeting with children and/or parents.

I was somewhat less successful with my open office hours in the evening for parents. I did, however, use this time, prior to regular PTO meetings, to make parent contacts via phone. This informal “drop in and talk” might be a valuable future communication tool.

Goal #4
Summary:
Our volunteer program involved over 112 individuals that included Cookson parents and grandparents, business partners, and other interested community adults. This program was spearheaded by a P.T.O. member who is a real go-getter. Projects included all P.T.O. sponsored activities, field trips, special needs, and classroom assistance.

Our Block Parent program was rejuvenated and enhanced to cover the Cookson attendance area; nearly 50 homes were involved in this student safety awareness program. A Cookson parent assumed the role of our Safety Patrol Advisor.

Our Business Partnership Program has been enhanced with the inclusion of Troy Ford, Murray, Wells, Wendlyn, and Robinson CPA firm, and Dominos Pizza. They join Midwest Nursing and Rhombus Technologies to foster the possibility for two programs I see needed for our school -- the mentor program and the lunch buddy program. Both programs can benefit students and achievement. We saw the positive results with a limited lunch buddy program with our Future Begins Today students.

Goal #5
Summary:
I have increased the use of e-mail as a communication link to staff, district, and beyond.

As a building we continue to integrate technology into our curriculum as a teaching tool. The Accelerated Reading Program is a good example of how technology can help in student achievement. My continued hope is to increase the educator ownership and commitment to integrating technology into the classroom as a viable and functional tool for instruction and communication within the Cookson building.

It is my hope that we will continue with the monthly tech meetings.