

Web Based Professional Development at Columbine Elementary – Year 3

Fort Morgan, Colorado

By

Ron Pflug, Principal

Tammy Yetter, Teacher

Abstract: Provides the background on participatory action research to develop a better understanding and greater awareness of homelessness and high mobility in the rural community of Fort Morgan. Provides a review of the team’s challenges and successes in supporting parental involvement in school and developing a process to facilitate academic achievement of students experiencing homelessness and high mobility.

Key words: Academic Achievement; Access to Resources; Assessment (achievement/instructional and needs) Elementary School; Flexible Instruction; Language (English Language Acquisition/Translation); Parent and Family Involvement; Poverty; Reading; Surveys; Tracking Mobility; and Welcoming School Climate

School and WBPB Profile

School: Columbine Elementary

Grade levels: 1-4

School District: Morgan County School District Re-3

City/Town: Fort Morgan

State: Colorado

Website address for the school: www.morgan.k12.co.us

School enrollment size for 2006-07: 350

Number of students experiencing homelessness/high mobility at your school in 2006-07: 39

Number of students experiencing homelessness/high mobility involved in 2006-07 WBPB projects/actions: 39

Number of educators/teachers involved in 2006-07 WBPB projects/actions: 1

Number of administrators involved in 2006-07 WBPB projects/actions: 1

Number of parents/families involved in 2006-07 WBPB projects/actions: 30

Mobility rate for 2005-06: 27.2%

Mobility rate for 2006-07: 26.8%

Percent of students eligible for free/reduced lunch: 60%

Title I School: yes no

Annual Yearly Progress Rating: Columbine made AYP and on the School Accountability Report, is ranked “average”, with a decline for 2005-2006.

Number of community members involved in 2006-07 WBPB projects/actions: 1

Number of non-profits involved in 2006-07 WBPB projects/actions: 1

High school graduation rate: 2004-2005: 70.7% 2005-2006: 62%

Other information: Columbine serves a large number of second-language students, and there is a high level of poverty in the community. We are also beginning to see an influx of Somalians, being recruited as workers by the local beef plant. As these students enter our schools, we will have additional languages (Somali & French), as well as other cultural issues (prayer needs, different gender expectations, etc...).

Description of Town and District

Fort Morgan is a rural community which lies 80 miles east of Denver, Colorado, on I-76. It has an agriculturally based economy that includes farming, ranching, feedlots, cheese factory, sugar beet factory, and meat processing plant. Columbine Elementary is one of four elementary schools in Fort Morgan that serve 1st through 4th grade students. The school serves approximately 350 students 42% Anglo, 56% Hispanic, 2% Other Ethnic groups. 58% of students this year qualify to receive free and reduced meals. Throughout the course of the 2006-07 school year, we have served 39 Homeless or Highly Mobile students: 30% of those students were Homeless, 52% of those students were Highly Mobile, and 18% of those students were Homeless and Highly Mobile.

Action Research at Columbine School

Over the past five years, Columbine has participated in three cycles of WBPD research around homelessness and high mobility. In all instances, it was hoped that participation would a) result in a better understanding of our school community, and b) lead to higher school efficacy with this targeted population. Schools are busy places, and it is often difficult to go beyond daily school management tasks to address more important issues – however, participation in these studies has allowed us to deal with two of those bigger issues (homelessness and high mobility). As we learn more about our students and their families, we can more effectively address their needs and raise student achievement.

Columbine School was invited to participate in the initial 2003-2004 study because we had demonstrated that we were determined to raise achievement for **all** students (and in fact had seen good growth in student CSAP scores). This initial study focused on the interventions the school was providing for struggling students, and it also looked at how well families were accessing these interventions. Through the course of the study, we discovered that our homeless and highly mobile students were not always participating in these interventions, and (more disturbingly), we found that we had not done a good job of connecting and communicating with parents of these students. Not only did these parents tend to be unaware of the additional programming available to their children, but the parents of struggling students frequently perceived their children as performing well in school. As a result of these research findings, the school made several operational changes. Teachers

were encouraged to be more frank with parents when conferencing, to assure that parents were aware of their child's performance. We also communicated more effectively with our parents and took additional steps to assure that homeless and highly mobile students had access to school interventions (for example, more summer school busing was provided, and after-school tutoring was provided in locations away from school and close to where these students lived).

In our second research cycle (2005-06), we focused on three areas: welcoming school culture (assigned to the school principal), flexibility of instruction (addressed by the school's ELL teacher), and community support (assigned to an active member of the local business community). Students, staff, parents, and members of the business community were all surveyed, and it was hoped that this information would lead to further school restructuring. In regard to welcoming school climate, we found that students and parents tended to provide very positive feedback -- even when specifically asked to share what they did not like about the school. This was true even with a variety of interviewers (principal, community college students, high school student aids, etc...). In regard to flexibility with instruction, we found that the school's status as a Reading First grant site created a very inflexible system -- though the teacher wanted to provide a very flexible approach, grant guidelines did not allow this. Finally, our community member teammate discovered that our city's homeless and highly mobile residents were all but invisible to the local business community. These businesses did not see the need to be receptive to their needs, and the city as a whole had only a small number of services in place to meet their needs (and little communication to assure that these services were even accessed). For this year's research cycle, we targeted two data points -- parent involvement in the school, and student achievement.

This year Columbine's research team consisted of Principal Ron Pflug, Literacy Coach Tammy Yetter, and Coordinator of One Morgan County Sylvia Rocha. At the school site, we began the project by identifying students who were Homeless and Highly Mobile (H&HM). We shared the list of students who fit into these categories with teachers and had Dr. Alana James, WBPD developer and facilitator, visit Columbine and meet with the teachers. Dr. James shared strategies and insights about what students in these populations need to be successful in school. We then administered a survey to teachers (Appendix A) and discovered that most teachers have materials and a desk ready for new students, and most

assign new students a student buddy. We also discovered that teachers feel they don't communicate as well with these parents because these parents don't come to school but feel teachers do need to try harder to make those connections with parents.

Within the community, Sylvia was able to arrange for us to have an MCC (Morgan Community College) work study student to work with the identified H&HM students. The original hire was to make home visits to work with parents and students on school-related activities. She was able to arrange home visits to connect with the families but resigned before she actually made those visits. The second hire was unable to make home visits but was able to come to school daily to provide in-class support for these students. An effort was made to assure that H&HM students were a high priority when scheduling his tutoring time. Sylvia moved to Mexico in mid-December and was unable to complete the project with us.

Parent Involvement

One goal of this year's research was to involve a larger number of parents of our target populations in the life of the school. To this end, several strategies were employed:

- Interviews of students and parents to increase communication and encourage continuing dialogue.
- Scheduling of special school events to include these families.
- Home visits to build relationships and model ways to support learning at home.

As a research team, we planned a Family Night on Tuesday, December 12, at Columbine to meet and make connections with our H&HM students and their families. Families on our homeless and highly mobile lists were invited, and efforts assured that families received numerous invitations (initial phone contact, followed by letters home, with another round of follow-up phone calls prior to the event). Based on parent feedback we expected to see about 30 people that evening. Unfortunately, none attended. Our research team had a quiet meal and discussed what might have gone wrong, and we identified several factors that may have contributed to the low turn-out. Factors included: unknowingly scheduling the event for December 12 (a Mexican holiday to honor the Virgin of Guadalupe, Mexico's national patron saint.) There were also numerous immigration raids around Colorado (some as close as Greeley, 50 miles away) that occurred on December 12, plus other barriers such as, lack of transportation and the cold weather may have kept families from attending.

Though our first effort was a disappointment, we resolved to look at it as a valuable learning experience as we planned another event. That weekend, our local BOCES held an event at Columbine that was very crowded. We asked them for help/suggestions on how to get families here. At their suggestion, we mailed surveys (Appendix B) asking what days of week and times of day that families would be available for attending a family event. Mailing surveys to homes was unsuccessful so we met with students to explain the survey and promote the chance for their parents to help us make Columbine a better school. We then received several surveys back and after tallying the results we scheduled our next family event for Monday, April 16 at 12:00 noon and 6:30 pm at Riverside Park in Fort Morgan. We met with students again to describe the planned event and sent invitations home with them. We received many RSVPs for both meals. We met with students one more time to remind them of the upcoming event, to send home reminders, and to describe the prizes for participation (Wal-Mart gift cards and coupons for free school lunches). Teachers attended the noon session to make connections with their H&HM students' families but sadly, no families attended at that time. At 6:30 that evening, 2 families (10 people: 4 adults, 6 children) attended our meal. We were able to have conversations with the parents and students about what is working at Columbine and areas where we can improve. Students felt that the new common area behavior expectations put in place at Columbine have made the school a better place. Parents felt that teacher follow-through after behavior issues arise and communication with families could be improved.

Student Achievement

We have collected achievement data in reading, writing, and math through the course of the project. Unfortunately, end of the year testing has not been completed in writing and math. One of the main data sources that we collect comes from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) required of our school for our Colorado Reading First grant. This assessment consists of fluency subtests in letter naming, initial sound identification, phoneme segmentation, nonsense words, oral reading, retell, and word use. All students are administered a benchmark test in fall, winter, and spring, and are given an instructional ranking of benchmark (at or above grade level), strategic (slightly below grade level and in need of targeted intervention), and intensive (significantly below grade level and in need of intensive intervention). Collecting these data helps us determine what kinds of

instruction students need to receive throughout the year. We are also able to monitor individual student progress by administering progress monitoring passages minimally once per month for benchmark students but as often as weekly for intensive students. Progress monitoring data allow teachers to make instructional adjustments frequently based on student progress. In past years, students were placed in reading groups based on beginning of year testing and were not moved into different groups through the year. Now, students are moved monthly as needed. We have discovered that although many H&HM students have educational gaps, those gaps can be closed quickly with targeted instruction and frequent progress monitoring.

DIBELS data:

DIBELS Overall Benchmark Level Data

Fall

	Benchmark	Strategic	Intensive
H&HM	(4 of 24 students) 17%	(5/24) 21%	(15/24) 62%
School	(149 of 345 students) 43%	(121/345) 35%	(75/345) 22%

Winter

	Benchmark	Strategic	Intensive
H&HM	(7 of 26 students) 27%	(10/26) 38%	(9/26) 35%
School	(180 of 349 students) 52%	(101/349) 29%	(68/349) 19%

Spring

	Benchmark	Strategic	Intensive
H&HM	(6 of 30 students) 20%	(10/30) 33%	(14/30) 47% *
School	(177 of 343 students) 52%	(95/343) 28%	(71/343) 20%

* We believe reasons for the increase in the percentage of intensive students from fall to spring may be due to several factors: 1) four more students enrolled, increasing the size of the H&HM population to 30, b) the benchmark target rises at each grade level through the course of an academic year, and c) there seems to be an attitude with some teachers who have the most at risk students for reading that these students need to move at a slower instructional

pace rather than the accelerated pace that would be necessary to catch them up with their peers. This last is of concern and we continue to work with these teachers in ongoing professional development.

DIBELS Progress Between Testing Periods

Students who were at Columbine in Fall and Winter

	Slipped 1 Level	Slipped 2 Levels	Grew 1 Level	Grew 2 Levels	Remained the same
H&HM	2/18 11%	0/18 0%	6/18 33%	3/18 17%	7/18 39%
School	23/333 7%	1/333 0.3%	73/333 22%	6/333 2%	230/333 69%

Students who were at Columbine in Winter and Spring

	Slipped 1 Level	Slipped 2 Levels	Grew 1 Level	Grew 2 Levels	Remained the same
H&HM	4/25 16% *	0/25 0%	1/25 4%	0/25 0%	20/25 80%
School	30/327 9%	0/327 0%	44/327 13%	1/327 0.3%	252/327 77%

* Of the 4 students who slipped one level from Winter to Spring, 2 of them had grown 2 levels from Fall to Winter but slipped back one level from Winter to Spring. This could be caused by teachers removing students from the instructional groups in which they were originally placed thus removing the support they needed to achieve and maintain the growth they showed from Fall to Winter.

Sharing Our Project

On May 7, the research team presented the project to the local school board (Appendix C). Following a brief description of the project's history, a more detailed description of this year's project was shared. We feel that the action research process is an important tool as we work to improve our schools and we wanted to make sure the school board members were aware of the process so they could support future efforts in our district. We hope to present our project to the district administrators in the fall. Ultimately, we want to make sure there is a wider base of understanding and sensitivity for our at risk students in Fort Morgan.

<p>WHAT WE HAVE LEARNED ABOUT EDUCATING HOMELESS & HIGHLY MOBILE STUDENTS</p>	<p>POSITIVE OUTCOMES FROM ACTIONS TAKEN</p>
<ol style="list-style-type: none"> 1. Educational gaps can be filled with rapid instructional pace. 2. These students are very capable of learning. 3. Some are adept at adapting to change in their lives. 4. They tend to be resilient. 5. Social skills tend to lag behind their more stable peers. 6. Positive adult and peer connections are important for achievement and a sense of belonging. 7. Within our community, it is difficult to establish connections between the school and these families. 8. Connections are more likely to occur with parents after connections have been established with their students. 9. These families tend to not get involved in the school on their own initiative. 	<ol style="list-style-type: none"> 1. Assistance continues to be promptly given to those in need (school supplies, clothing, etc...) 2. Dialogue within the school community, and an awareness of our research efforts, have raised awareness of the needs of these students in our building. 3. Surveys of school staff have led to an increased repertoire of ideas and techniques which hold promise for these students. 4. Visits with Dr. James resulted in an increased awareness of student and family rights. 5. Teachers are fighting to keep students in our building when they move within our district. 6. Interventions for struggling students are beginning quickly, and we have a wealth of achievement data to guide instructional decisions with these students. 7. Student instructional groupings change as needed, based on data. 8. Though it has taken several attempts and we still are not where we need to be, we have had some success connecting with parents of these students, and we have received some frank input from these parents.

Suggestions for Future Work

As we end this school year (and this round of research), we have a better understanding of our homeless and highly mobile families. Our school’s approach to data-driven instruction has given us good insight and the tools to tailor instruction to meet individual student needs. We are committed to continuing our efforts at building bridges with these families, though our experience this year has taught us that this is not an easy task. Our presentation to the local school board has raised awareness at the district level, and our continuing work at the

school site has resulted in changes in teacher behavior. Plans we have for future work include:

- Involve students early in the process and make sure they understand what we are trying to accomplish.
- Involve teachers at a higher level to raise their awareness and participation level.
- Collect as much data as possible on students and analyze that data frequently to make instructional changes quickly.
- Be tenacious regarding parent involvement efforts. Though we found this to be a struggle we feel it holds great promise for improvement of our school.
- Remember why we're here and why we're doing this. The focus should always be on the students not what's most popular for teachers.
- Be committed to the project.
- Enlist the help of the local BOCES to make connections with H&HM families.
- Visit families at their residences instead of asking them to come to you.

We feel that we have made a difference for the students at Columbine. We would be happy to interact with others who are involved in similar improvement efforts. Feel free to contact us at:

Columbine Elementary School
815 West Street
Fort Morgan, CO 80701
970-867-7418
Ron Pflug: rpflug@morgan.k12.co.us
Tammy Yetter: tyetter@morgan.k12.co.us

APPENDIX A
HOMELESS/HIGHLY MOBILE STUDY
TEACHER SURVEY

Teachers: As we serve students who qualify as “homeless” or “highly mobile”, it is important that we use data to determine areas of need and measure the effects of any programs we implement. Please complete this survey and return it to Ron by Friday, October 27.

This survey has two parts. Part A is for ALL classroom teachers to complete. Part B is for teachers who are currently working with students on our school’s homeless/highly mobile list (Tammy Yetter recently shared this list with you).

YOUR NAME _____ DATE _____

PART A

1. What do you do to make new students feel welcome in your room? _____

2. How much mobility (students in and out) have you seen in your room so far this school year? How does this compare with a “typical” year?

3. Think back to students you have served who seem to be mobile. What needs do they have? How do these needs compare with needs of the more stable students? How have you met these needs?

4. Thinking of these same students, reflect now on their parents. What needs did these parents seem to have? How did you meet these needs?

THIS IS THE END OF PART A. IF YOU DO NOT CURRENTLY SERVE ANY OF OUR IDENTIFIED HOMELESS OR HIGHLY MOBILE STUDENTS, YOU ARE FINISHED WITH THIS SUREVEY. IF YOU DO SERVE ANY OF THESE IDENTIFIED STUDENTS, PLEASE CONTINUE WITH PART B BELOW.

PART B

5. Please list your students who are currently on this list:

Student A _____

Student B _____

Student C _____

Student D _____

6. How are these students currently performing, academically? In which subjects are they struggling?

Student A _____

Student B _____

Student C _____

Student D _____

7. We are working to find time for the MCC worker to support these identified students, individually or in small groups. We are hoping that this support would benefit these students academically as well as

socially. Please give us five 30-45 minute time slots that would work for each student – to give us some options as we try to schedule her time:

	STUDENT A	STUDENT B	STUDENT C	STUDENT D
#1	_____	_____	_____	_____
#2	_____	_____	_____	_____
#3	_____	_____	_____	_____
#4	_____	_____	_____	_____
#5	_____	_____	_____	_____

8. What are some other areas where these students would benefit from additional support (organization, self-control, study skills, completing work, social skills, etc...)?

Student A _____

Student B _____

Student C _____

Student D _____

9. In regard to your identified student(s), do you feel that he/she/they want to blend in or stick out in your room? Please explain.

10. We are looking into providing some family support for these students (perhaps at the student homes, perhaps at school, perhaps a combination of the two). Do you have any suggestions re: how we could productively structure this outreach?

11. Do you have any other thoughts/ideas which you would like to have considered as we move ahead with this project?

Please return this survey to Ron by 10/27

APPENDIX B

TO: Parents of _____

FROM: Ron Pflug, Columbine Principal
 Tammy Yetter, Reading Coach

DATE: January 26, 2007

Hello! As we work to improve our school, we are looking for ways to connect with our students and parents. We are putting focus groups together, and we would like to meet with these groups to talk about such things as:

- What do you like about your school?
- How can we make this a better school?
- How can we help you connect with the community?

We are hoping that you will agree to be a part of this discussion. As a first step, we are contacting parents to ask about best times to meet, and best ways to reach you. We are asking that you complete this short survey and have your child return it to Mr. Pflug in the school office (we will have a treat for your child when he/she returns the form):

Parent Name(s) _____

Address _____

Phone (home) _____ (mom's work) _____ (dad's work) _____

Dad's work place _____ work schedule _____

Mom's work place _____ work schedule _____

Which of these meeting times would work for you, and would you need transportation to come to a meeting?

Time	Could you be here?		Would you need transportation?		Best day(s) to meet
	Yes	No	Yes	No	
7:30 a.m.	_____	_____	_____	_____	_____
12:00 noon	_____	_____	_____	_____	_____
3:00 p.m.	_____	_____	_____	_____	_____
6:30 p.m.	_____	_____	_____	_____	_____

Please have your child return this form to the school office by Friday, Feb. 2

APPENDIX C

Power point presentation to Morgan County School District Re-3 School Board on Monday, May 7, 2007

ACTION RESEARCH AT COLUMBINE SCHOOL IN PARTNERSHIP WITH THE COLORADO DEPARTMENT OF EDUCATION

PRESENTED BY:

RON PFLUG, SCHOOL PRINCIPAL

TAMMY YETTER, SCHOOL READING FIRST COACH

OVERVIEW OF PROJECT

Since 2004, Columbine School has participated in three research cycles around the issues of:

- Homeless Students
- Highly Mobile Students

We were asked to participate in the original research study because:

- We had shown some significant improvement in our school's CSAP scores
 - CDE was looking for student populations like Columbine's
 - We were perceived as a hard-working staff committed to school improvement
-

OVERVIEW OF PROJECT

We chose to participate because:

- We felt that knowledge gained would improve instruction for our students
 - We felt that participation would ensure that we were going beyond the daily routine to look at the "big issues"
 - We felt that gaining proficiency in the action research process would allow its implementation in other areas.
 - We felt that a productive working relationship with CDE would help the school and district
-

WHAT IS ACTION RESEARCH?

Action research is a process which uses data to gather information which will allow an organization to improve service & function at a higher level. It is characterized by:

- Participation by stakeholders in the organization – not outside researchers
 - A continual cycle of needs assessments – data collection – analysis of data – changes in the organization tied to what is learned – new needs assessments, etc...
 - Focus areas determined within the organization
 - Research findings lead to change in the organization
-

TONIGHT, WE WILL SHARE WITH YOU:

- WHAT IS "HOMELESS" AND "HIGHLY MOBILE"?
 - A HISTORY OF COLUMBINE'S PARTICIPATION
 - A MORE DETAILED DESCRIPTION OF THIS YEAR'S PROJECT
 - THIS YEAR'S LEARNINGS/OUTCOMES/SUCCESSSES
-

MCKINNEY-VENTO ACT

Who Are Homeless Children and Youth?

Individuals who lack a fixed, regular and adequate nighttime residence, such as those...

- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus and train stations, or similar settings.
- Living in motels, hotels, trailer parks or camp grounds due to lack of alternative adequate accommodations.
- Are awaiting foster care placement.
- Migratory children who qualify as Homeless for the purposes of this subtitle because the children are living in circumstances described above.
- Sleeping in public/private place not designed as a regular sleeping accommodation for humans.
- Living with others due to loss or lack of permanent housing as a result of economic hardship.
- Living in emergency or transitional shelters.
- Abandoned in hospitals.
- Unaccompanied Youth

Enrollment Barriers for Children and Youth in Homeless Situations

- Lack of a permanent address
 - Enrollment requirements, including lack of immunizations
 - Lack of transportation
 - Unwelcoming attitude in school
- Effects of poverty including fatigue, hunger, and poor health
- Lack of school supplies, clothing, etc.
 - Prejudices/stereotypes

HIGHLY MOBILE

- 2 or more moves during an academic year not related to school system moves (i.e., Sherman to Columbine)

**PROJECT HISTORY AT COLUMBINE
CYCLE 1 – 2004**

- Participants = Ron Pflug & Pam Watson
- Focus areas:
 - Interventions offered to struggling students
 - Communication with parents re: student progress & available interventions
- Learnings/outcomes
 - Parents & staff members don't always have the same perception re: a given student's academic success – we need to be clear when communicating
 - Offering interventions isn't enough – extra effort can help assure that our homeless & highly mobile students participate
- Additional summer-school busing
- Tutoring at Log Lane Village & Wayward Wind A & W
- Published results

**PROJECT HISTORY AT COLUMBINE
CYCLE 2 – 2005**

- Participants = Ron Pflug, Pam Watson, & Mak Tibbets

■Focus areas:

- Welcoming School Environment
 - Flexible Instructional Strategies
 - Business Community perceptions of homelessness & mobility
 - Learnings/outcomes
 - Parents & students report that they are generally pleased with the school – though there was concern that perhaps school surveys tend not to encourage frank responses.
 - Improved tracking & record-keeping at the school level
 - Reading First structure makes implementation of flexible instructional strategies more difficult.
 - Heightened awareness in the business community
-

PROJECT HISTORY AT COLUMBINE

CYCLE 3 – 2006

■Participants = Ron Pflug, Tammy Yetter, & Sylvia Rocha

■Focus areas:

- Parent/Family Involvement
 - Academic Achievement
-

DEMOGRAPHIC DATA

■Fall Identified students:

- Total of 24 out of 349 - 7% on list
 - 7/24 29% - Homeless,
 - 13/24 54% - Highly Mobile,
 - 4/24 17% - Homeless and Highly Mobile
-

DEMOGRAPHIC DATA

■Overall Project:

- 39 total students for year.
 - 29 families.
 - 18 students moved in during 06-07
 - 11 moved out (4 to in-district schools)
 - 1 moved in, moved out, moved in again and moved out again
-

DR. ALANA JAMES VISITED

■Dr. James shared what she knows about these populations with teachers.

- Food should not be used as a reward for populations who struggle to have enough food.
 - They may bring things to school and may need to keep them in their sight at all times.
 - Recess is essential for safe time to socialize.
-

TEACHER SURVEY

■Surveyed Teachers on welcoming new students, student needs, parent needs

- Found: most teachers have materials and a desk ready for new students, most assign new students a student buddy
 - Teachers feel they don't communicate as well with these parents because these parents don't come to school but do need to try harder to make those connections
-

COMMUNITY CONNECTION

- Sylvia Rocha with One Morgan County
- MCC Work-Study hired
- To make parent contacts and in-home support
- Provide in-class support for students

CONNECTING WITH FAMILIES THROUGH FAMILY NIGHTS

- December 12, 2006 at Columbine
- BOCES
- Surveyed parents
- April 16, 2007 at Riverside Park

ACHIEVEMENT DATA: DIBELS

DIBELS Overall Benchmark Level

Fall

	Benchmark	Strategic	Intensive
H&HM	4/24 17%	5/24 21%	15/24 62%
School	149/345 43%	121/345 35%	75/345 22%

ACHIEVEMENT DATA: DIBELS

DIBELS Overall Benchmark Level

Winter

	Benchmark	Strategic	Intensive
H&HM	7/26 27%	10/26 38%	9/26 35%
School	180/349 52%	101/349 29%	68/349 19%

ACHIEVEMENT DATA: DIBELS

DIBELS Overall Benchmark Level

Spring

	Benchmark	Strategic	Intensive
H&HM	6/30 20%	10/30 33%	14/30 47%
School	177/343 52%	95/343 28%	71/343 20%

ACHIEVEMENT DATA: DIBELS

DIBELS Progress Between Testing Periods

Students who were at Columbine in Fall and Winter

	Slipped 1 Level	Slipped 2 Levels	Grew 1 Level	Grew 2 Levels	Remained the same
H&HM	2/18 11%	0/18 0%	6/18 33%	3/18 17%	7/18 39%
School	23/333 7%	1/333 0.3%	73/333 22%	6/333 2%	230/333 69%

ACHIEVEMENT DATA: DIBELS

DIBELS Progress Between Testing Periods

Winter to Spring

Students who were at Columbine in Winter and Spring

	Slipped 1 Level	Slipped 2 Levels	Grew 1 Level	Grew 2 Levels	Remained the same

H&HM	4/25 16%	0/25 0%	1/25 4%	0/25 0%	20/25 80%
School	30/327 9%	0/327 0%	44/327 13%	1/327 0.3%	252/327 77%

CURRENT CYCLE – LEARNINGS

WHAT WE HAVE LEARNED ABOUT EDUCATING HOMELESS & HIGHLY MOBILE STUDENTS

- Educational gaps can be filled with rapid instructional pace.
- These students are very capable of learning.
- Some are adept at adapting to change in their lives.
- They tend to be resilient.
- Social skills tend to lag behind their more stable peers.
- Positive adult and peer connections are important for achievement and a sense of belonging.
- Within our community, it is difficult to establish connections between the school and these families.
- Connections are more likely to occur with parents after connections have been established with their students.
- These families tend to not get involved in the school on their own initiative.

CURRENT CYCLE – OUTCOMES

POSITIVE OUTCOMES FROM ACTIONS TAKEN

- Assistance continues to be promptly given to those in need (school supplies, clothing, etc..)
- Dialogue within the school community, and an awareness of our research efforts, have raised awareness of the needs of these students in our building.
- Surveys of school staff have led to an increased repertoire of ideas and techniques which hold promise for these students.
- Visits with Dr. James resulted in an increased awareness of student and family rights.
- Teachers are fighting to keep students in our building when they move within our district.
- Interventions for struggling students are beginning quickly, and we have a wealth of achievement data to guide instructional decisions with these students.
- Student instructional groupings change as needed, based on data.
- Though it has taken several attempts and we still are not where we need to be, we have had some success connecting with parents of these students, and we have received some frank input from these parents.

QUESTIONS?