

SCHOOL NAME: Mary B Martin
DISTRICT NAME: Cleveland Municipal
Model: Turnaround
Cohort: 1
Locale: Major Urban
Grades: K-8
Number of Students: 309
Eligible for Free & Reduced Lunch: 85.8%

Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage	2009-2010 School Year Proficient Percentage
3rd Grade	Reading	44.8%	63.6%	41.2%
	Mathematics	27.6%	50.0%	38.2%
4th Grade	Reading	50.0%	64.3%	31.3%
	Mathematics	18.8%	46.4%	50.0%
5th Grade	Reading	34.9%	26.5%	33.3%
	Mathematics	7.0%	11.8%	0.0%
6th Grade	Reading	48.8%	40.0%	58.3%
	Mathematics	29.3%	20.0%	20.8%
7th Grade	Reading	25.9%	43.5%	26.9%
	Mathematics	18.5%	30.4%	11.5%
8th Grade	Reading	45.2%	38.7%	48.0%
	Mathematics	41.9%	16.1%	28.0%

Highlights of Reform Model

Mary B. Martin Elementary School is utilizing the Turnaround Model. The former principal was replaced in 2009. The current principal is Shalom Norton. The instructional model used at Mary B. Martin is STEM (Science, Technology, Engineering and Math). A needs assessment was given to the staff early in the year to review benchmark data and OAA data to determine their professional development needs. Martin’s job-embedded professional development included project based learning (PBL), inclusive practices, common core standards, rigor/relevance framework and formative assessments. A new governance structure has been added to Mary B. Martin. The action team coach is an integral part of Teacher Based Teams (TBT). The TBT meet regularly where the focus is on student data and changes in teaching practices to increase student achievement. The action team coach along with Norton reviews short cycle assessments and reviews item analysis with the TBT’s to demonstrate how data drives instruction. Mary B. Martin students have participated in over 260 hours of extended learning time, and teachers have participated in 109 hours of professional development. Mary B. Martin has engaged in several social agencies to provide services for students and families.

Evidence-Based Best Practices Observed

Principal Norton reports that she performs classroom rounds regularly with feedback to teachers on a regular basis. Norton understands the importance of daily classroom rounds and how effective they can be to improve instruction. Mary B. Martin short cycle assessments shows that skills were being mastered when teachers focused more on previous OAA test questions and short cycle assessments. Mary B. Martin teachers meet regularly in grade level/TBT meetings to discuss their plan of action with reading and math instruction and the data from their assessments in order to differentiate instruction. Based on the 2011-12 preliminary data, it appears Mary B. Martin has shown an increase in 4th and 7th grade reading and math and also an increase in 8th grade science. Mary B. Martin instructional model is STEM where the students’ needs are met through project and problem based learning. Project-based learning is an instructional strategy in which students work cooperatively over time to create a product, presentation, or performance. Problem based learning is an instructional strategy in which students work cooperatively to investigate and resolve an ill-structured problem on real world issues or situations.

Systemic Changes Observed

At one time classroom rounds were not consistent and feedback was not provided. Currently, rounds are consistent and feedback is given immediately which assist teachers with their instruction to help increase student achievement. Mary B. Martin has been reviewing data during TBT on a regular basis. The

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review of data assists teachers with differentiated instruction and using the data to drive and change instruction.

Current Barriers to Achievement

Administrators and teachers are moved each year and throughout the year, which causes difficulties in consistency. Professional development must be repeated to ensure fidelity to instructional models and intervention protocols. More assessments needed to analyze data.