Office of School Turnaround

SIG School Profile 2012-13

Ohio | Department of Education

SCHOOL NAME: Pickett Elementary School
DISTRICT NAME: Toledo City
Model: Transformation
Cohort: 2
Locale: Major Urban
Grades: K-8
Number of Students: 332
Eligible for Free & Reduced Lunch: 93.7%

Highlights of Reform Model

Pickett Academy utilizes the Transformation Model. BLT and TBT members meet to review student achievement data, SIG implementation, curriculum and instructional practices. The staff participated in job-embedded PD that correlates to the needs of the staff, students and families totaling 112 hours. Students participated in 240 hours of extended-learning; receiving specific interventions, enrichment and social-emotional supports. Daily classroom rounds were conducted to ensure implementation of selected strategies. Multiple external partners were utilized to enhance social services and instructional practices at Pickett. The results of the short cycle assessment show gains for all grades level were obtained, from 5% points in 4th grade reading to 100% points in 8th grade math. The social-emotional interventions assisted in reducing office referrals and student suspensions. The evidence indicates that there were less student suspensions less days of suspension and less number of suspensions for the 2012-13 school year.

Transformation Specialist Completing Report

Diane Kershaw (419) 516-7719
diane.kershaw@education.ohio.gov

Test Grade	Test Subject	2011-2012 School Year Proficient Percentage	2010-2011 School Year Proficient Percentage
3rd Grade	Reading	28.0%	55.3%
	Mathematics	41.7%	59.6%
4th Grade	Reading	45.0%	33.3%
	Mathematics	30.0%	29.8%
5th Grade	Reading	14.8%	33.9%
	Mathematics	3.6%	22.0%
6th Grade	Reading	47.6%	--
	Mathematics	27.3%	--
7th Grade	Reading	37.0%	--
	Mathematics	11.1%	--
8th Grade	Reading	42.1%	--
	Mathematics	21.1%	--

Evidence-Based Best Practices Observed

Principal Jude and the BLT reports that daily rounds were conducted with feedback given to assist in improving instruction. Students making academic growth indicated by Lexile levels are as follows: grade 3- 83%, grade 4-79%, grade 5-74%, grade 6-79%, grade 7-65% and grade -56%. The number of suspension days dropped by 441, the number of students suspended dropped by 82 and the number of suspensions dropped by 215.

Systemic Changes Observed

Students at Pickett are showing academic gains through the selected interventions and instructional practices as indicated on the SRI and SMI. Instruction is given based on individual student needs, student move across grade levels to receive instruction at their level. There is a focus on learning and appropriate behavior for all students. Students are in class and not in the office. More time in the classroom means more time for learning.

Current Barriers to Achievement

Financial support can be an issue when implementing new programs. Technology for students is a key element for these programs. On-going PD is needed to continue improving instructional practices. Enrollment fluctuations

can cause teachers to be moved. Building momentum and consistency in the building is impacted.