

GOAL: Revise reading instruction to include science of reading to ensure students are reading at grade level.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>Data shows that students are not reading at grade level with a deficiency in Reading. The Overall ESSA report indicates that 46% of students (3rd- 5th grades) were reading on grade level.</p> <p>1. NWEA (MAP Growth) Kindergarten- Reading scores show that 70% of students were proficient (average to high average) in Reading, indicating 30% were not proficient (low to low average). The most significant area of weakness was in Vocabulary Use and Functions. 73% were proficient. 27% were not proficient. 1st Grade-Reading scores show that 57% of students were proficient, indicating that 43% were not proficient. The most significant areas of weakness were Foundational Skills (57% proficient/ 43% not proficient), and Language and Writing (57% proficient/ 43% not proficient). 2nd Grade- Reading scores indicate that 88% of students were proficient in Reading, indicating 12% were not proficient. The most significant area of weakness was Vocabulary and Acquisition (74% proficient/ 26% not proficient) 2. ACT Aspire 3rd Grade- Overall, 48% of students in 3rd grade were proficient on the Reading portion of ACT Aspire. Reading weakness is seen in the area of Integration of Knowledge and Ideas. 37% of students were proficient, indicating 63% of students were not proficient. Of the students, the lowest performing were IEP students (19% proficient) and Black/African-American students (32% proficient). 4th Grade- Overall, 57% of students in 4th grade were proficient on the Reading portion of the ACT Aspire. Reading weakness is seen in the area of Integration of Knowledge and Ideas. 51% of students were proficient, indicating that 49% of students were not proficient. Of the students, the lowest performing were IEP (0%), Black/African-American Students (44%) and ELL (33%).</p>	<p>K-5, ESOL, and sped teachers, building specialist, and elementary administrators will attend training on the elements of science of reading.</p> <p>Teachers will plan lessons based on the science of reading and grade level standards.</p> <p>Teachers will attend PLCs to further their understanding and planning for instruction in the science of reading.</p> <p>Provide additional support to students who qualify for RTI.</p>	<p>K-2, sped, building specialist and administrators will attend training in the science of reading in 2018-2019.</p> <p>3-5 and ESOL teachers will participate in an awareness training of the science of reading in 2018-19.</p> <p>3-5 and ESOL teachers will attend training in the science of reading in 2019-20.</p> <p>Building administrators will attend training to assess the implementation of the science of reading in the summer of 2019.</p> <p>District reading and dyslexia specialist will provide training and teacher support.</p> <p>Summer 2018 - Kindergarten teachers will attend Digging Deeper into Small Group Instruction.</p>	<p>Summative - Act Aspire</p> <p>Interim - NWEA</p> <p>Formative - Dibels</p> <p>Quarterly Assessments</p> <p>Classroom Audits</p>

5th Grade- Overall, 32% of students in 5th grade were proficient on the Reading portion of the ACT Aspire. Reading weakness is seen in Craft and Structure with 33% of students were proficient, indicating 67% were not proficient. And Integration of Knowledge and Ideas with 33% of the students were proficient, indicating 67% were not proficient. Of the students, the lowest performing group in Craft and Structure was the IEP students (10%) and economically disadvantaged students were at 33%. In the area of Integration and knowledge the lowest performing groups were the caucasian students, economically disadvantaged both had 30% not proficient.

--	--	--

GOAL: Improve mathematical skill concepts to show growth in grades K-5.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>NWEA (MAP Growth). Kindergarten- Math scores show that 70% of students were proficient in Math, indicating 30% were not proficient. The most significant areas of weakness were Measurement and Data (65% proficient/ 35% not proficient) and Operations and Algebraic Thinking (60%proficient/ 40% not proficient). 1st Grade- Math scores show that 69% of students were proficient in Math, indicating 31% were not proficient. The most significant area of weakness is Measurement and Data (60%proficient/ 40% not proficient) and Number and Operations (61% proficient and 39% not proficient) 2nd Grade- Math scores show that 60% of students were proficient in Math on the 2-5 test, indicating 40 % were not proficient. The most significant area of weakness is Measurement (45% proficient and 55% not proficient) and Operations and Algebraic Thinking (47% proficient/ 47% not proficient).</p> <p>ACT Aspire 3rd Grade- Overall, 72% of students were proficient on the Math portion of the ACT Aspire. Math weakness is seen in the area of Numbers and Operations-Fractions. 55% of students were proficient, indicating that 45% of students were not proficient. And also in the area Numbers and operations in Base 10. 55% of students were proficient indicating 45% of students were not proficient. Of the students tested, the lowest performing in Numbers and Operations-Fractions were those with a IEP (43%) and Hispanic students (47%). Another area of weakness was Number and Operations in Base 10 Of the students tested, the lowest performing students were those with an IEP (38% proficient) and Black/African-American students (53% were proficient)</p>	<p>Teachers will be provided a document and training on the progression of standards.</p>	<p>Summer 2018 - Eureka foundation training in grades 3-5.</p>	<p>Summative - Act Aspire</p>
	<p>District math specialist will provide training and resources on skills concepts based on data.</p>	<p>Teachers and administrators will attend grade level training-Summer 2018 and 2019.</p>	<p>Interim - NWEA</p>
	<p>District specialist push into classrooms to provide assistants on areas of need.</p>	<p>Training on skills identified in data review.</p>	<p>Formative - Dibels</p>
	<p>PLC planning using grade level standards and classroom data.</p>	<p>Summer 2019 - Eureka foundation training in grades K-2.</p>	<p>Quarterly Assessments</p>
	<p>Teachers and administrators will review data and identify skill categories that need improvement for each grade level.</p>		<p>Classroom Audits</p>
	<p>Provide additional support to students who qualify for RTI.</p>		



4th Grade- Overall, 64% of students in fourth grade were proficient in Math on the ACT Aspire. Math weakness is seen in the area of Geometry. 39% of students were proficient, indicating 61% of students were not proficient. Of the students tested, the lowest performing were Black/African American with 22% proficient), IEP (25%) and Economically Disadvantaged with (31%) proficient. .

5th Grade- Overall, 50% of students were proficient on the Math portion of the ACT Aspire. Math weakness is seen in the area of Operations and Algebraic Thinking. 43% of students were proficient, indicating 57% were not proficient. Of the students tested, the lowest performing were those with an IEP (10%) , Black/African-American students (29%) and Economically Disadvantaged (36%).

--	--	--

GOAL: Implement the Empowering Writers with a Focus on improving writing.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>ACT Aspire 3rd Grade- Overall, 79% of students were proficient on the Production of Writing portion of the ACT Aspire. Of the students tested, the lowest performing were students with an ELL (33%), Hispanic students (63%). On the Craft and Structure portion, 42% of students were proficient. Of the students tested, the lowest performing were students with an ELL (11%), Hispanic students (37%). 4th Grade- Overall, 68% of students were proficient on the Production of Writing portion of the ACT Aspire. Of the students tested, the lowest performing were students with an IEP(13%), ELL and 504 (33%) On the Craft and Structure portion, 56% of students were proficient. Of the students tested, the lowest performing were students with an IEP (0%), Caucasian students (52%) 5th Grade-Overall, 53% of students were proficient on the Production of Writing portion of the ACT Aspire. Of the students tested, the lowest performing were ELL and 504 students (33%), Hispanic students (43%). On the Craft and Structure portion, 33% of students were proficient. Of the students tested, the lowest performing were students with an IEP (10%), Economically Disadvantaged students (30%).</p>	2018-19 - Pilot Empowering Writers in 3rd grade	Summer 2018 - attend 2 days of training on Empowering Writers.	Summative - Act Aspire
	Third grade teachers will implement Empowering Writers.	Provide additional assistance during PLC.	Interim - NWEA
	Teachers will meet in PLC's to plan lessons.	Attend follow-up training during pd days throughout the school year.	Formative - Dibels
	Teachers will participate in a 3rd grade curriculum discussion through Google Classroom.	Writing workshop training will be provided for teachers in grades 2-5	Quarterly Assessments
	District literacy specialist will meet with teachers to provide support.		Classroom Audits

GOAL: Support social and emotional learning growth for all students, including appropriate interpersonal relationships with peers, and adults.			
DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>Discipline</p> <ul style="list-style-type: none"> 62 (school office referrals) incidents recorded for the 2017-2018 school year. There were 51 bus suspensions recorded during the 2017-18) <p>Attendance</p> <ul style="list-style-type: none"> Overall attendance rate for the 2017-2018 school year 93.95%. 	Implement the processes of Capturing Kids Hearts throughout the district.	Summer 2018 - All staff will attend professional development on Capturing Kids Hearts Staff will continue to collaborate and strengthen concepts of Capturing Kids Hearts through PLCs.	Student, parent, and staff surveys Attendance records Discipline records Hanover Reports
	Develop a CKH building implementation plan.		
	Identify building champions to assist teachers in implementation	Building champions will attend training to assist teachers in implementation.	

GOAL: Improve understanding of informational text, data analysis and scientific investigations to show growth in science scores.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>ACT Aspire (Science) 3rd Grade- Overall,38% of students were proficient on the Science portion of the ACT Aspire. Science weakness is in the area of Evaluation of Models, Inferences, and Experimental Results. 32% of students were proficient, indicating 78% of students were not proficient. Of the students tested, the lowest performing were Section 504(0%), and ELL (0%) and Hispanic (21%). 4th Grade-On the Science portion of the ACT, 52% of students at DES were proficient. Science weakness is seen in the area of Evaluation of Models, Inferences, and Experimental Results (45%). Of the students tested, the lowest performing were IEP (0%), ELL (0%), and 504 (0%). 5th Grade- Overall, 29% of students taking the Science portion of the ACT were proficient. Science weakness is seen in the area Scientific Investigation 25% of students were proficient, indicating 75% were not proficient. Of students tested , the lowest performing were Black/African-America (10%) IEP (0%) and ELL (0%) and Section 504 (0%).</p>	<p>Analysis data and identify areas for improvement.</p>	<p>Grade level training on standards.</p> <p>Professional development on science resources</p>	<p>Interim - NWEA</p> <p>Summative - ACT Aspire</p> <p>Classroom audits</p>
	<p>Provide training on areas identified in data analysis.</p>	<p>Professional development on integrating science into literacy and science</p>	
	<p>Conduct science classroom audits</p>	<p>District science specialist will attend PLCs to provide support and training.,</p>	
	<p>District science specialist will push into classrooms to observe and assist teachers with implementing science standards.</p>		
	<p>Teachers will plan lessons based on classroom data and standards.</p>		