

GOAL: Implement the science of reading to achieve growth in grades K-5.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>MAP Growth.</p> <p>Kindergarten- Reading scores show that 53% of students were proficient in Reading, indicating 47% were not proficient. The most significant area of weakness was in Vocabulary Use and Functions. 54% were proficient. 46% were not proficient.</p> <p>1st Grade-Reading scores show that 54% of students were proficient, indicating that 46% were not proficient. The most significant areas of weakness were Foundational Skills (55% proficient/ 45% not proficient), Language and Writing (55% proficient/ 45% not proficient), and Literature and Informational (55% proficient/ 45% not proficient)</p> <p>2nd Grade- Reading scores indicate that 82% of students taking the 2-5 test were proficient in Reading, indicating 18% were not proficient. The most significant area of weakness was Vocabulary and Acquisition (80% proficient/ 20% not proficient) Reading scores indicate that 25% of students taking the K-2 test were proficient, indicating that 75% were not proficient. The most significant areas of weakness were Foundational Skills (29% proficient/ 71% not proficient), and Language and Writing (29% proficient/ 71% not proficient.)</p> <p>3rd Grade- Reading weakness is seen in the area of Integration of Knowledge and Ideas. 56% of students were proficient, indicating 44% of students were not proficient. Of the students, the lowest performing were those considered Economically Disadvantaged (42%) and those with an IEP (63% NP).</p> <p>4th Grade- Reading weakness is seen in the area of Key Ideas and Details. 65% of students were proficient, indicating that 35% of students were not proficient. Of the students, those considered Economically Disadvantaged (50%) were not proficient.</p> <p>5th Grade- Reading weakness is seen in Key Ideas and Details. 56% of students were proficient, indicating 44% were not proficient. Of the students, the lowest performing group was Economically Disadvantaged (32%).</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>

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

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>Kindergarten- Math scores show that 54% of students were proficient in Math, indicating 46% were not proficient. The most significant areas of weakness were Measurement and Data (52% proficient/ 48% not proficient) and Operations and Algebraic Thinking (52% proficient/ 48% not proficient).</p> <p>1st Grade- Math scores show that 65% of students were proficient in Math, indicating 35% were not proficient. The most significant area of weakness is Measurement and Data (46% proficient/ 54% not proficient).</p> <p>2nd Grade- Math scores show that 68% of students were proficient in Math on the 2-5 test, indicating 32% were not proficient. The most significant area of weakness is Number and Operations (61% proficient/ 39% not proficient). Math scores show that 39% of students were proficient on the K-2 test, indicating that 61% were not proficient. The most significant area of weakness is in Geometry (35% proficient/ 65% not proficient)</p> <p>3rd Grade- Math weakness is seen in the area of Number and Operations in Base 10. 66% of students were proficient, indicating that 34% of students were not proficient. Of the students tested, the lowest performing were those with an IEP (38%), Economically Disadvantaged (40%), and Black/African-American students (40%). Gender appeared to play a role in this also with 67% of females scoring proficient compared to 65% of their male counterparts.</p> <p>4th Grade- Math weakness is seen in the area of Geometry. 56% of students were proficient, indicating 34% of students were not proficient. Of the students tested, the lowest performing were African American (40%), and Hispanic (50%). Gender appeared to play a role in this also with 53% of females scoring proficient compared to 60% of their male counterparts.</p> <p>5th Grade- Math weakness is seen in the area of Measurement and Data. 72% of students were proficient, indicating 28% were not proficient. Of the students tested, the lowest performing were those Economically Disadvantaged students with 35% scoring not proficient.</p>	<p>Teachers will be provided a document and training on the progression of standards.</p> <p>District math specialist will provide training and resources on skills concepts based on data.</p> <p>District specialist push into classrooms to provide assistants on areas of need.</p> <p>PLC planning using grade level standards and classroom data.</p> <p>Teachers and administrators will review data and identify skill categories that need improvement for each grade level.</p> <p>Provide additional support to students who qualify for RTI.</p>	<p>Summer 2018 - Eureka foundation training in grades 3-5.</p> <p>Teachers and administrators will attend grade level training-Summer 2018 and 2019.</p> <p>Training on skills identified in data review.</p> <p>Summer 2019 - Eureka foundation training in grades K-2.</p>	<p>Summative - Act Aspire</p> <p>Interim - NWEA</p> <p>Formative - Dibels</p> <p>Quarterly Assessments</p> <p>Classroom Audits</p>

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

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>ACT Aspire 3rd Grade- Writing weakness is seen in the area of Ideas and Analysis. 56% of students were proficient, indicating 44% of students were not proficient. Of the students tested, the lowest performing were students with an IEP(13%), Black/African-American students (40%), and Economically Disadvantaged (30%). 4th Grade- Writing weakness is seen in the area of Ideas and Analysis. 66% of students were proficient, indicating 34% were not proficient. Of the students tested, the lowest performing were Hispanic/Latino (50%), Economically Disadvantaged (43%), and IEP(33%), 5th Grade-Writing weakness is seen in the area of Organization. 52% of students were proficient, indicating 48% or students were not proficient. Of the students tested, the lowest performing were Hispanic (13%), ELL(0%), and Economically Disadvantaged (24%). Gender also appeared to play a role as 57% of male students were proficient compared to 49% of their female counterparts.</p>	2018-19 - Pilot Empowering Writers in 3rd grade	Summer 2018 - attend 2 days of training on Empowering Writers. Provide additional assistance during PLC. Attend follow-up training during pd days throughout the school year.	Summative - Act Aspire Interim - NWEA Formative - Dibels Quarterly Assessments Classroom Audits
	Third grade teachers will implement Empowering Writers.		
	Teachers will meet in PLC's to plan lessons.	District literacy specialist will meet with teachers to provide support.	
	Teachers will participate in a 3rd grade curriculum discussion through Google Classroom.	District literacy specialist will meet with teachers to provide support.	
	District literacy specialist will meet with teachers to provide support.	Provide additional support to students who qualify for RTI.	
	District literacy specialist will meet with teachers to provide support.		
	Provide additional support to students who qualify for RTI.		

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"> 136 incidents recorded for the 2017-2018 school year. This data includes both school & bus conduct reports. <p>Attendance</p> <ul style="list-style-type: none"> Overall attendance rate for the 2017-2018 school year 93.7%. 	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
	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- Science weakness is in the area of Evaluation of Models, Inferences, and Experimental Results. 51% of students were proficient, indicating 49% of students were not proficient. Of the students tested, the lowest performing were IEP(11%), Section 504(14%), and Black/African-American (20%). Gender played a role as well with males(51%) as opposed to females(51%). 4th Grade-Science weakness is seen in the area of Evaluation of Models, inferences, and Experimental Results. Of the students tested, the lowest performing were IEP (17%),African American (20%), and Economically Disadvantaged (33%). 5th Grade-Science weakness is seen in the area of Interpretation of Data. 53% of students were proficient, indicating 47% were not proficient. Of students tested, the lowest performing were Hispanic(38%) and White (53%). Gender played a role as well with 46% of females being proficient, as opposed to 65% of their male counterparts.</p>	<p>Analysis data and identify areas for improvement.</p>	<p>Grade level training on standards. Professional development on science resources</p>	<p>Interim - NWEA Summative - ACT Aspire 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 push into classrooms to observe and assist teachers with implementing science standards.</p>	<p>District science specialist will attend PLCs to provide support and training.,</p>	
	<p>Teachers will plan lessons based on classroom data and standards.</p>		