GOAL: Implement the science of reading to achieve growth in grades K-5.			
DATA	**ACTION STEPS**	**PROFESSIONAL LEARNING**	**EVALUATION**
MAP Growth. **Kindergarten**- Reading scores show that 68% of students were proficient in Reading, indicating 32% were not proficient. The most significant areas of weakness were in Language and Writing (39% below proficient) and Vocabulary Use and Functions (35% below proficient). **1st Grade**-Reading scores show that 82% of students were proficient, indicating that 18% were not proficient. The most significant areas of weakness were Vocabulary Use and Functions (25% below proficient) and Foundational Skills (22% below proficient). **2nd Grade**- Reading scores indicate that 75% of students taking the **2-5** test were proficient in Reading, indicating 25% were not proficient. The most significant areas of weakness were Vocabulary Use and Functions (25% below proficient) and Foundational Skills (22% below 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 (83% below proficient). **3rd Grade**- Reading weakness exists in the category of Integration of Knowledge and Ideas. Only 51% of 3rd graders scored at or above the proficient level in this area. **4th Grade**- 58% of students scored at the proficient or exceeding level in the area of Integration of Knowledge and Ideas for 4th grade in reading. This will be an area of focus for 2018-2019. **5th Grade**- 51% of students were proficient or above in the area of Integration of Knowledge and Ideas. 53% of students were proficient or above in the area of Key Ideas and Details. Both of these will be focus areas for the upcoming year.	K-5, ESOL, and sped teachers, building specialist, and elementary administrators will attend training on the elements of science of reading. Teachers will plan lessons based on the science of reading and grade level standards. Teachers will attend PLCs to further their understanding and planning for instruction in the science of reading. Provide additional support to students who qualify for RTI.	K-2, sped, building specialist and administrators will attend training in the science of reading in 2018-2019. 3-5 and ESOL teachers will participate in an awareness training of the science of reading in 2018-19. 3-5 and ESOL teachers will attend training in the science of reading in 2019-20. Building administrators will attend training to assess the implementation of the science of reading in the summer of 2019. District reading and dyslexia specialist will provide training and teacher support. Summer 2018 - Kindergarten teachers will attend Digging Deeper into Small Group Instruction.	Summative - Act Aspire Interim - NWEA Formative - Dibels Quarterly Assessments Classroom Audits

GOAL: Improve mathematical skill concepts to show growth in grades K-5.			
DATA	**ACTION STEPS**	**PROFESSIONAL LEARNING**	**EVALUATION**
Kindergarten- Math scores show that 71% of students were proficient in Math, indicating 29% were not proficient. The most significant areas of weakness were Number and Operations (64% proficient/ 36% not proficient), Measurement and Data (66%proficient/ 34% not proficient), and Operations and Algebraic Thinking (66% proficient/ 34% not proficient). **1st Grade**- Math scores show that 85% of students were proficient in Math, indicating 15% were not proficient. The most significant areas of weakness were Number and Operations (73% proficient/ 27% not proficient) and Measurement and Data (75% proficient/ 25% not proficient). **2nd Grade**- Math scores show that 74% of students were proficient in Math on the **2-5** test, indicating 26% were not proficient. The most significant area of weakness is Geometry (74% proficient/ 26% not proficient). Math scores show that 48% of students were proficient on the **K-2** test, indicating that 52% were not proficient. The most significant area of weakness is in Measurement and Data (48%proficient/ 52% not proficient) **3rd Grade**- Math weakness is evident in the area of Numbers and Operations - Base 10. Only 59% of 3rd grade students scored at the proficient or exceeding level in this area. **4th Grade**- 56% of 4th grade students scored proficient or above in the area of Geometry. This is a weakness and will be a focus area for the upcoming school year. **5th Grade**- 53% of students were proficient or exceeding in the area of Justification and Explanation. This will be an area of focus for math for the 2018-2019 school year.	Teachers will be provided a document and training on the progression of standards. District math specialist will provide training and resources on skills concepts based on data. District specialist push into classrooms to provide assistants on areas of need. PLC planning using grade level standards and classroom data. Teachers and administrators will review data and identify skill categories that need improvement for each grade level. Provide additional support to students who qualify for RTI.	Summer 2018 - Eureka foundation training in grades 3-5. Teachers and administrators will attend grade level training-Summer 2018 and 2019. Training on skills identified in data review. Summer 2019 - Eureka foundation training in grades K-2.	Summative - Act Aspire Interim - NWEA Formative - Dibels Quarterly Assessments Classroom Audits

GOAL: Implement the Empowering Writers with a focus on improving writing.			
DATA	**ACTION STEPS**	**PROFESSIONAL LEARNING**	**EVALUATION**
3rd Grade- 81% of 3rd graders scored at or above the proficient level in the Production of Writing. A focus area, however, will be in Craft and Structure as only 61% of students scored at or above the proficient level. **4th Grade**- In writing 76% of 4th graders scored proficient or above in both Craft and Structure and the Production of Writing. **5th Grade**- In writing 53% of students were proficient or exceeding in the area of Craft and Structure. This will be an area of focus in the upcoming year. 80% of Springhill students were proficient or exceeding in the area of Production of Writing.	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.		
	Teachers will participate in a 3rd grade curriculum discussion through Google Classroom.	Writing workshop training will be provided for teachers in grades 2-5	
	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.		

GOAL: Support social and emotional learning growth for all students, including appropriate interpersonal relationships with peers, and adults.			
DATA	**ACTION STEPS**	**PROFESSIONAL LEARNING**	**EVALUATION**
Discipline • 43 office referrals recorded for the 2017-2018 school year. This data includes both school & bus conduct reports. Attendance • Overall attendance rate for the 2017-2018 school year was 95.13%	Continue to focus on The Leader in me while also implementing the processes of Capturing Kids Hearts and integrating the two	Admin and counselor will attend summer pd and take back training to all faculty and staff Collaborate and strengthen concepts of The Leader in Me and Capturing Kids Hearts through monthly faculty meetings and through LIM Action Teams	Student, parent, and staff surveys coordinated by Leader in Me and Hanover Research Attendance records Discipline records Postings of faculty and staff WIGS throughout the school and postings of student WIGS in each child's personal LIM notebook Significant movement towards Lighthouse Status as evidenced through our online Lighthouse Binder
	Develop a CKH building implementation plan in conjunction with LIM		
	Addition of 100% participation in professional and personal WIGS (Wildly Important Goals) for all adults in the building as models for our students	LIM website available to all LIM designated schools	
	Add an additional Action Team to devote efforts towards Lighthouse status. This is per our agreement for an additional grant awarded for the 2018-2019 school year - significant movement towards attaining LIghthouse status while being provided two additional coaching cycles for the upcoming year.	Continued coaching - 2 site visits this school year and 2 planned conference calls	

GOAL: Improve understanding of informational text, data analysis and scientific investigations to show growth in science scores.			
DATA	**ACTION STEPS**	**PROFESSIONAL LEARNING**	**EVALUATION**
K-2 MAP Growth Informational text (reading) Data Analysis (math) (put percentage) **ACT Aspire (Science)** **3rd Grade**- All areas of science are considered weaknesses as 56% of students scored at or above the proficient level in Interpretation of Data, Scientific Investigations, and Evaluation of Models, Inferences, and Experimental Results. **4th Grade**- Science weakness exists in the area of Evaluation of Models, Inferences and Experimental Results as only 47% scored at or above the proficient level in this area. **5th Grade**-Science weakness exists in the area of Evaluation of Models, Inferences and Experimental Results. 47% of students were proficient or exceeding in this area.	Analysis data and identify areas for improvement.	Grade level training on standards. Professional development on science resources Professional development on integrating science into literacy and science District science specialist will attend PLCs to provide support and training.,	Interim - NWEA Summative - ACT Aspire Classroom audits
	Provide training on areas identified in data analysis.		
	Conduct science classroom audits		
	District science specialist will push into classrooms to observe and assist teachers with implementing science standards.		
	Teachers will plan lessons based on classroom data and standards.		