

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

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>MAP Growth: Kindergarten- Reading scores show that 63.6% of students were able to meet projected RIT. This is with 110 students being tested and 70 of them meeting RIT. This is an 18.4% increase from the fall term. 1st Grade- Reading scores show that 22.9% of students were able to meet projected RIT, with 109 students being tested. This is a 11.2 increase from the fall term. 2nd Grade- Reading scores show that 35.6% of students were able to meet projected RIT, with 101 students being tested. This is a 10.6% increase from the fall term. Overall- Using K-2 data overall Language and Writing is the area with the lowest proficiency performance. This is with 17% scoring in the Low range and 16% in the low average range. ACT Aspire: 3rd Grade - Reading weaknesses being noted in the area of Integration of knowledge of ideas with only 33% of students being proficient. With the IEP demographic being of highest concern based on a 17% proficient score. 4th Grade - Reading weakness being noted in the area of Integration of knowledge of ideas</p>	<p>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. Fall 2019: K-1 teachers will implement Foundations. Fall 2020: 2nd -3rd teachers will implement Foundations. Fall 2020: 4th -5th will implement Just Words. Fall 2020: Sped teachers will implement Wilson Reading. Special education department will provide support for teachers implementing Wilson Reading System.</p>	<p>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 2019 - 1st and 2nd grade teachers will attend Digging Deeper into Small Group Instruction as a follow up training to R.I.S.E. 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. Beginning Summer 2019: Speech pathologist, ESOL teachers, and media specialist will attend training in the science of reading (R.I.S.E K-2). Beginning Summer 2019: 3rd-5th teachers, specialty teachers, and administrators will attend training in the science of reading (R.I.S.E K-6).</p>	<p>Summative - Act Aspire Interim - NWEA Formative - Dibels Quarterly Assessments Classroom Audits Formal/Informal TESS observations with teacher feedback. PAST</p>

<p>with only 46.5% of students scoring proficient. With IEP demographic being of highest concern with only 27% of students performing proficient.</p> <p>5th Grade- Reading weakness in the area of craft and structure with only 53% proficiency. IEP students were of highest concern at 15% performing proficient.</p>	<p>Quarterly Data (roundtable) meetings to monitor student progress and develop individualised plans. Data will include ACTAspire and NWEA data.</p> <p>Quarterly review of RTI students and student data collection notes to determine if a change in services need to take place.</p> <p>Family Literacy Night</p> <p>Book Bag Program for 2nd and 3rd grade.</p> <p>Additional Classified staff trained in using the Soday system for RTI</p> <p>Classroom schedules will each have 30 min. Per day when no students will be pulled out. This will be implemented per grade level.</p>	<p>May 2019: Elementary administrators will attend assessor training for the science of reading.</p> <p>Beginning Summer 2019: K-1 teachers will attend Foundations Training.</p> <p>Beginning Summer 2019: Special education teachers will attend Wilson Learning System training.</p> <p>Beginning Summer 2020: 2nd-3rd teachers will attend Foundations training</p> <p>Beginning Summer 2020: 4th-5th teachers will attend trainings on Just Words.</p> <p>Beginning Summer 2019 : 4th -5th grade teachers will attend Empowering Writers training.</p> <p>ESOL training for all classroom teachers 2 days in the summer and 2 days embedded in the school year.</p>	
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GOAL: Improve mathematical skill concepts to show growth in grades K-5.			
DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>Map Growth: Kindergarten- Math scores show that 61% of students met projected RIT. The most significant area of weakness was Operations and Algebraic Thinking with 54% of students not being 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>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>Summative - Act Aspire</p> <p>Interim - NWEA</p> <p>Formative - Dibels</p>

<p>1st Grade - Math scores show that 52% of students met projected RIT. The most significant area of weakness was Number and Operations with 34% of students not being proficient.</p> <p>2nd Grade- Math scores show that 26% of students on the 2-5 test scored proficient. Geometry being the largest area of concern with 62% of students not being proficient.</p> <p>ACT Aspire:</p> <p>3rd Grade - Math weakness is seen in the area of Number and Operations in Base 10 with 54% of students were proficient. The demographic group with the lowest performance in this area was IEP students with only 14% being proficient.</p> <p>4th Grade- Math- Math weakness is seen in the areas of Operations and Algebraic thinking at 56%. The demographic group of most concern is IEP both scored below 27%.. All demographic groups performed low in the area of geometry.</p> <p>5th Grade- Math- Math weakness is seen in the area of Measurement and Data with only 42% of students performing proficient. The IEP students performed at 32% proficient in this area of the test.</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>Building Learning Specialist will provide training in Do The Math to classified staff in order to provide support for students who qualify for RTI.</p> <p>Teachers will use research based support during Tier 2 such as Eureka Supports and Khan Academy.</p> <p>STEM Family Night will be held in the Spring.</p>	<p>Summer 2019 - Eureka foundation training in grades K-2.</p> <p>District Math Specialist provided training in PLC's.</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>Do the Math training for staff giving Tier 3 interventions.</p>	<p>Quarterly Assessments</p> <p>Classroom Audits</p>
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GOAL: Implement the Empowering Writers with a focus on improving writing.			
DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>3rd Grade - Writing weakness is seen in the area of Production of Writing at 69% of students scoring proficient. In both areas student with ELL and Economically Disadvantaged scored</p>	<p>2019-2020 Third , Fourth, and Fifth grade teachers will implement Empowering Writers.</p> <p>Teachers will meet in PLC's to plan lessons.</p>	<p>Summer 2018 - attend 2 days of training on Empowering Writers.</p> <p>Provide additional assistance during PLC.</p>	<p>Summative - Act Aspire</p>

<p>lowest with 15% or below scoring proficient. Production of Writing was IEP students at 47% with 73% of grade level at proficient.</p> <p>4th Grade- English/Writing weakness is seen in the areas of Knowledge of Language at 70%. ELL students with 36% proficient.</p> <p>5th Grade- In each area of the writing test students scored on Production of Writing at 76%. African American were at 28% and ELL at 18%. IEP was at 27% on Production of Writing.</p>	<p>Teachers will participate in a 3rd,4th,5th grade curriculum discussion through Google Classroom.</p> <p>District literacy specialist will meet with teachers to provide support.</p> <p>Grammar components will be included through Empowering Writers.</p> <p>Teachers will have access to the HUB for lessons that are paced for reading, writing, and grammar.</p>	<p>Attend follow-up training during pd days throughout the school year. Provide additional assistance during PLC</p> <p>Attend follow-up training during pd days throughout the school year. Beginning Summer 2019: 4th-5th grade teachers will attend Empowering Writers.</p>	<p>Interim - NWEA</p> <p>Formative - Dibels</p> <p>Quarterly Assessments</p> <p>Classroom Audits</p>
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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 43 incidents recorded for the 2018-2019 school year. We noticed a decreased pattern in student discipline after the first office referral. Feel the parent communication and interaction involved after this help causes the decrease in student discipline. Of all referrals only .02% of students were suspended from school out of all referrals.</p> <p>Attendance Data: Student Attendance rate was at 93.54% at BES for 2018-2019. We are noticing a decline in these numbers in the last months of the year. Kindergarten was the least performing grade level in this are at 21% chronic attendance rate.</p>	<p>Implement the processes of Capturing Kids Hearts throughout the district.</p> <p>Review and revise CKH building implementation plan.</p> <p>Building champions will assist teachers in implementation of CKH.</p> <p>Golden Hornet Awards Assemblies once every 9 weeks to recognize students and staff.</p> <p>Blue Ribbon Hornets awarded monthly by teachers and announced on Hornet Live.</p>	<p>Summer 2018 - All staff will attend professional development on Capturing Kids Hearts.</p> <p>Staff will continue to collaborate and strengthen concepts of Capturing Kids Hearts through PLCs.</p> <p>Building champions will attend training to assist teachers in implementation. August 2019.</p> <p>All staff will attend PD (re-charge) on Capturing Kids Hearts.</p>	<p>Student, parent, and staff surveys</p> <p>Attendance records</p> <p>Discipline records</p> <p>Hanover Reports</p>

<p>Hanover data supports that parents feel communication is a strength of BES at 84%. The main concern is Adequate Materials and Resources for staff at 63% and parents feel that Understanding of Grading at 56% is a concern that needs to be addressed.</p>	<p>Monthly attendance awards and recognition on Hornet Live.</p> <p>Analysis Hanover surveys in PLC's. Focus on areas that need to be improved.</p>	<p>Summer 2019 and ongoing: All teachers new to the district will attend CKH initial training.</p> <p>5th grade teacher will participate in Ruby Payne book study on emotional poverty.</p>	
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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 - Interpretation of Data was the area of most concern with only 44% of students scoring proficient. Lower economic status students only scored 12% proficient in this area.</p> <p>4th Grade - The area of Scientific Investigations was the most concern with only 47% of students scoring proficient. ELL students scored at 17% with only one student taking the test.</p> <p>5th Grade- All areas of the test students scored about 57% proficient. There was not one area of greatest concern. However the Economically Disadvantaged students only scored 33-38% proficient in each area.</p>	<p>Analysis data and identify areas for improvement.</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>Teachers will plan lessons based on classroom data and standards.</p> <p>STEM night planned yearly.</p> <p>Maintain and improve outdoor classroom areas.</p> <p>Integrate science into reading through literature discussions, read alouds, and writing.</p> <p>Integrate science into math through graphs, tables, measurements, and other areas that match standards.</p>	<p>Grade level training on standards.</p> <p>Professional development on science resources</p> <p>Professional development on integrating science into literacy and science</p> <p>District science specialist will attend PLCs to provide support and training.</p> <p>District specialist will provide Professional develop on areas that need improvement identified in data.</p> <p>District science specialist will attend PLCs to provide support</p> <p>Summer 2019: STEM lab reorganization and materials restock for teacher use.</p>	<p>Interim - NWEA</p> <p>Summative - ACT Aspire</p> <p>Classroom audits</p>