

GOAL: Implement the science of reading to achieve reading growth in grades K-5.			
DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>MAP Growth data: Kindergarten scores indicate 76% of students were proficient. Vocabulary Use and Functions and language and writing are our weakest area at 73% proficient. 1st grade scores indicate 62% of students were proficient. Language and Writing Is our weakest area at 61% proficient. 2nd grade scores indicate that 65% of students taking the 2-5 test were proficient in Reading, indicating that 35% were not proficient. The most significant area of weakness is Vocabulary Acquisition (60% Proficient/ 40% not Proficient). Reading scores indicate that 0% of students (12 students) taking the K-2 Test were proficient, indicating that 100% were not proficient. The most significant area of weakness was Foundational Skills (0%proficient/100% not proficient).</p> <p>ACT Aspire 3rd grade - 51 % at R or E Reading weakness is seen in the area of Integration of Ideas (32% proficient). Of these students, the lowest performing were IEP (20%Proficient) and ELL (17% Proficient). 4th grade 56% at R or E Reading weakness is seen in the area of Integration of Ideas (54% proficient).Of these</p>	<p>Teachers will video a RISE lesson to reflect on their implementation and get feedback from district trainers.</p> <p>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.</p> <p>Provide additional support to students who qualify for RTI.</p> <p>ELL students' schedules will provide more classroom instruction through ESL push-in instead of pull-out.</p> <p>Teachers will provide an additional 80 minutes of small group RTI time each week as activity teachers provide enrichment or whole-group remediation.</p> <p>Classroom schedules will uphold a "sacred" literacy block without any pull-outs for OT/PT/Speech.</p> <p>Fall 2019: K-1st teachers will implement Foundations.</p>	<p>Beginning Summer 2017: K teachers will attend training in the science of reading (R.I.S.E K-2).</p> <p>Beginning Summer 2018: 1st-2nd teachers, special education teachers, and administrators will attend training in the science of reading (R.I.S.E K-2).</p> <p>Beginning Summer 2019: Speech pathologist, ESOL teachers, and media specialist will attend training in the science of reading (R.I.S.E K-2).</p> <p>Beginning Summer 2019: 3rd-5th teachers, specialty teachers, and administrators will attend training in the science of reading (R.I.S.E 3-6).</p> <p>May 2019: Elementary administrators will attend assessor training for the science of reading.</p> <p>Beginning Summer 2018: K-2 teachers will attend training in sound walls and small group reading.</p> <p>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.</p>	<p>Summative - Act Aspire</p> <p>Interim - NWEA</p> <p>Formative - Dibels</p> <p>Quarterly Assessments</p> <p>Classroom Audits</p>

<p>students, the lowest performing were IEP (33% Proficient) and ELL (0% Proficient) 5th grade 48% at R or E Reading weakness is seen in the area of Key Ideas and Details (46% proficient)</p> <p>Of these students, the lowest performing were IEP (13% Proficient) and ELL (0% Proficient).</p>	<p>Fall 2020: 2nd-3rd teachers will implement Foundations.</p> <p>Fall 2020: 4th-5th will implement Just Words.</p> <p>Fall 2019: Sped teachers will implement Wilson Reading.</p> <p>Special education department will provide support for teachers implementing Wilson Reading System.</p> <p>Feedback will be provided through TESS evaluations, PGP goals, and classroom observations.</p> <p>Intervention Team Meetings will be held each 9 weeks to track student progress and monitor the need for RTI. From these Intervention Meetings, Round Tables will be conducted to ensure students are making progress or moved to the next Tier if needed.</p>	<p>Beginning Summer 2019: K-1 teachers will attend Foundations Training.</p> <p>Beginning Summer 2020: 2nd-3rd teachers will attend Foundations training.</p> <p>Beginning Summer 2020 4th-5th teachers will attend training on Just Words.</p> <p>Beginning Summer 2019: Special education teachers will attend Wilson Learning System training.</p> <p>Additional staff will be trained in the Sunday system for dyslexia therapy.</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 scores indicate 81% of students were proficient. Measurement and Data Is our weakest area at 67% proficient. 1st grade- scores show that 75% of our students are proficient. Our weakest area is Measurement and Data at 59% proficient.</p>	<p>PLC planning using grade level standards "I Can" statements posted and reviewed with students daily.</p> <p>School-wide math visuals for measurement and math vocabulary will be displayed throughout</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>2nd grade Scores indicate that 64% of students taking the 2-5 Math Test were proficient in Math, indicating that 36% were not proficient. The most significant area of weakness was in Measurement and Data with 55% Proficient/45% not Proficient.</p> <p>Math scores indicate that 41% of students taking the K-2 Test were proficient in Math, indicating that 59% were not proficient. The most significant area of weakness is Measurement and Data at 17% Proficient/83% not Proficient.</p> <p><u>ACT Aspire</u></p> <p>3rd grade 73% at R or E Weakness area is Number and Operations in Base 10 at 54% Proficient Of these students, the lowest performing were IEP (33% Proficient) and SES (48% Proficient).</p> <p>4th grade 69% at R or E Weakness Area is Geometry at 53% Proficient. Of these students, the lowest performing were IEP (44% Proficient) and ELL(0% Proficient).</p> <p>5th grade 67% at R or E Weakness area is Measurement and Data at 47% Proficient Of these students, the lowest performing were IEP (26% Proficient) and ELL(33% Proficient)</p>	<p>the school building to increase exposure for students.</p> <p>Teachers will be provided a document and training on the progression of standards.</p> <p>District math specialist will provide ongoing training and resources on skills concepts based on data, including collaboration, in PLCs.</p> <p>District specialist push into classrooms to provide assistance 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>Use research based resources to support Tier 2 and 3 students. (Do the Math, Eureka Supports, Khan Academy)</p> <p>Feedback will be provided through TESS evaluations, PGP goals, and classroom observations.</p> <p>A STEM Lab will be developed as part of our activity rotation for all students.</p> <p>Annual STEM Nights will be held with Science, Technology, Engineering, and Mathematic</p>	<p>Summer 2019 - Eureka foundation training in grades K-2.</p> <p>PLCs--Admin will lesson plan weekly with grades K-5.</p> <p>PLCs, Math Walk-throughs Admin weekly lesson planning with teachers.</p> <p>Summer 2018 - Eureka foundation training in grades 3-5.</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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	<p>activities in place for families to learn and participate.</p> <p>Intervention Team Meetings will be held each 9 weeks to track student progress and monitor the need for RTI. From these Intervention Meetings, Round Tables will be conducted to ensure students are making progress and moved to the next Tier if needed.</p>		
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GOAL: Implement the Empowering Writers with a Focus on improving writing.			
DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p><u>ACT Aspire</u> 3rd grade 82% at R or E Writing weakness is seen in the area Production of Writing at 74% proficient.</p> <p>4th grade 83% at R or E Writing weakness in Knowledge of Language (76% proficient) and Production of Writing (76% proficient)</p> <p>5th grade 79% at R or E Writing weakness is seen in the area of Production of Writing (76% proficient)</p>	<p>2019-20: 3rd, 4th, 5th grade teachers will implement Empowering Writers.</p> <p>Teachers will meet in PLC's to collaborate and plan lessons.</p> <p>Teachers will participate in grade level curriculum discussion through Google Classroom.</p> <p>District literacy specialist will meet with teachers to provide support.</p> <p>Grammar components will be implemented through Empowering Writers.</p> <p>Literacy blocks will provide time for Reading and Writing to be taught together.</p> <p>Provide additional support to students who qualify for RTI.</p>	<p>Provide additional assistance during PLC.</p> <p>Attend follow-up training during pd days throughout the school year.</p> <p>3rd grade Professional Development Admin planning with 3rd grade each week.</p> <p>Beginning Summer 2019: 4th-5th teachers will attend training on Empowering Writers.</p>	<p>Summative - Act Aspire</p> <p>Interim - NWEA</p> <p>Formative - Dibels</p> <p>Quarterly Assessments</p> <p>Classroom Audits</p>

	<p>Teachers will have access to the HUB for lessons that are paced for reading, writing, and grammar.</p> <p>Intervention Team Meetings will be held each 9 weeks to track student progress and monitor the need for RTI. From these Intervention Meetings, Round Tables will be conducted to ensure students are making progress and moved to the next Tier if needed.</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</p> <ul style="list-style-type: none"> ● 173 Incidents recorded for 2017-2018 school year. ● 55% of all discipline issues are occurring outside the classroom: <ul style="list-style-type: none"> ○ 45% Classroom ○ 11% Bus ○ 15% Playground ○ 12% Cafeteria ○ 17% Other locations <p>Attendance</p> <ul style="list-style-type: none"> ● Overall attendance rate for 2018-2019 was 93.28% ● Hanover Survey <p>61% of students indicated they enjoyed learning.</p>	<p>Continue to Implement the processes of Capturing Kids Hearts throughout the district.</p> <p>Review and update our CKH building implementation plan.</p> <p>Teachers will participate in a half day, CKH re-boot day during August 2019 PD with the Flippen Group team leader.</p> <p>Building level process champions attend additional training to assist teachers in implementation</p> <p>Affirm student success during school-wide recognition programs such as monthly Hornet Character Awards Assemblies, Golden tickets, Positive office referrals, and student stars on the Morning Broadcast.</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>Share research for student success/failure rates based on attendance.</p> <p>Building champions will attend training to assist teachers in implementation.</p>	<p>Student, parent, and staff surveys</p> <p>Attendance records</p> <p>Discipline records</p> <p>Hanover Reports</p> <p>SEL Survey</p>

<p>56% indicated that students consistently complete homework.</p> <p>71% indicated that our school is transparent with parents about school decision making.</p>	<p>Provide mini-PD lessons and CKH updates during monthly faculty meetings.</p> <p>Utilize Morning Broadcast to reiterate CKH components, recognize positive behaviors, and emphasize our Mission and Vision.</p> <p>Provide feedback to parents and the community by sharing positive school events throughout the day on Social Media.</p>		
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GOAL: Improve understanding of informational text, data analysis and scientific investigations to show growth in science.			
DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>ACT Aspire (Science) 3rd grade 56% at R or E Weakness in the area of Interpretation of Data. Results at 50% Proficient Of these students, the lowest performing were IEP (27% Proficient) and ELL (33% Proficient)</p> <p>4th grade 53% at R or E Weakness in the area of Evaluation of models, inferences, and Experimental Results at 51% Proficient Of these students, the lowest performing were IEP (30% Proficient) and ELL (0% Proficient)</p> <p>5th grade 43% at R or E Weakness in the area of Evaluation of Models, Inferences, and Experimental Results at 41% Proficient Of these students, the lowest performing were IEP (13% Proficient) and ELL (0% Proficient)</p>	<p>Analysis data and identify areas for improvement.</p> <p>Provide training on areas identified in data analysis.</p> <p>Conduct science classroom audits 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>Feedback will be provided through TESS evaluations, PGP goals, and classroom observations.</p> <p>A STEM Lab will be developed as part of the activity rotation for all students. Annual STEM Nights will be held with Science, Technology, Engineering, and Mathematic activities in place for families to learn and participate.</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>Professional development on science resources Professional development on integrating science into literacy and science District science specialist will attend PLCs to provide support</p>	<p>Interim - NWEA</p> <p>Summative - ACT Aspire</p> <p>Classroom audits</p>