

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 60% of students were proficient (average to high average) in Reading, indicating 40% were not proficient (low to low average). The most significant area of weakness was in Literature and Informational. 59% were proficient. 41% were not proficient. 1st Grade-Reading scores show that 46% of students were proficient, indicating that 54% were not proficient. The most significant areas of weakness were Literature and Informational (53% proficient/ 447% not proficient), and Language and Writing (53% proficient/ 47% not proficient). 2nd Grade- Reading scores indicate that 64% of students were proficient in Reading, indicating 36% were not proficient. The most significant area of weakness was Vocabulary and Acquisition (60% proficient/ 40% not proficient)</p> <p>2. ACT Aspire 3rd Grade- Overall, 47% of students in 3rd grade were proficient on the Reading portion of ACT Aspire. Reading weakness is seen in the</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>Fall 2019: K-1st teachers will implement Foundations.</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>Science of Reading 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 K-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>Fundations and Wilson Reading Beginning Summer 2019: K-1 teachers will attend Foundations Training.</p>	<p>Summative - Act Aspire</p> <p>Interim - NWEA</p> <p>Formative - Dibels</p> <p>Quarterly Assessments</p> <p>Classroom Audits</p>

<p>area of Integration of Knowledge and Ideas. 25% of students were proficient, indicating 75% of students were not proficient. Of the students, the lowest performing were ELL and 504 students (0% proficient) and Black/African-American students (22% proficient).</p> <p>4th Grade- Overall, 46% of students in 4th grade were proficient on the Reading portion of the ACT Aspire. Reading weakness is seen in the area of Key Ideas and Details. 46% of students were proficient, indicating that 54% of students were not proficient. Of the students, the lowest performing were IEP (0%), Hispanic Students 32%) and ELL (0%).</p> <p>5th Grade- Overall, 45% of students in 5th grade were proficient on the Reading portion of the ACT Aspire. Reading weakness is seen in Craft and Structure with 39% of students were proficient, indicating 61% were not proficient. Of the students, the lowest performing group in Craft and Structure was the IEP students (9%) and ELL students were at 0%.</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 training on Just Words.</p> <p>Empowering Writers Beginning Summer 2018: 3rd grade teachers will attend Empowering Writers.</p> <p>Beginning Summer 2019: 4th-5th grade teachers will attend Empowering Writers.</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>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>NWEA (MAP Growth). Kindergarten- Math scores show that 59% of students were proficient in Math, indicating 41% were not proficient. The most significant areas of weakness were Number and Operations (46% proficient/ 54% not proficient). 1st Grade- Math scores show that 61% of students were proficient in Math, indicating 39% were not proficient. The most significant area of weakness is Measurement and Data (58% proficient/ 42% 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 Operations and Algebraic Thinking (53% proficient/ 47% not proficient).</p> <p>ACT Aspire 3rd Grade- Overall, 79% of students were proficient on the Math portion of the ACT Aspire. Math weakness is seen in the area of Numbers and Operations Base 10. 57% of students were proficient, indicating that 43% of students were not proficient. Of the students tested, the lowest performing in Numbers and Operations Base 10 were those with an IEP (10%) and Hispanic students (38%).</p> <p>4th Grade- Overall, 58% of students in fourth grade were proficient in Math on the ACT Aspire. Math weakness is seen in the area of Operations and Algebraic Thinking. 50% of students were proficient, indicating 50% of students were not proficient. Of the students</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>Use research based resources to support Tier 2 and 3 students. (Do the Math, Eureka Supports, Khan Academy)</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>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>Teacher will attend using NWEA Reports to Support Math Learning.</p> <p>Do the Math training for staff giving Tier 3 interventions.</p>	<p>Summative - Act Aspire</p> <p>Interim - NWEA</p> <p>Formative - Dibels</p> <p>Quarterly Assessments</p> <p>Classroom Audits</p>
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<p>tested, the lowest performing were Hispanic/Latino with 45% proficient), ELL (22%).</p> <p>5th Grade- Overall, 57% of students were proficient on the Math portion of the ACT Aspire. Math weakness is seen in the area of Measurement and Data. 29% of students were proficient, indicating 71% were not proficient. Of the students tested, the lowest performing were the ELL students (0%) , Black/African-American students (23%).</p>			
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GOAL: Implement the Empowering Writers with a Focus on improving writing.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>ACT Aspire</p> <p>3rd Grade- Overall, 65% 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 (20%), IEP students (30%). On the Craft and Structure portion, 45% of students were proficient. Of the students tested, the lowest performing were students with an ELL (0%), Black/African American students (30%).</p> <p>4th Grade- Overall, 64% 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(27%), ELL (33%) On the Craft and Structure portion, 53% of students were proficient. Of the students tested, the lowest</p>	<p>2018-19 - Pilot Empowering Writers in 3rd grade.</p> <p>Third grade teachers will implement Empowering Writers.</p> <p>Teachers will meet in PLC's to plan lessons.</p> <p>Teachers will participate in a 3rd grade curriculum discussion through Google Classroom.</p> <p>District literacy specialist will meet with teachers to provide support.</p> <p>Teachers will have access to the HUB for lessons that are paced for reading, writing, and grammar.</p>	<p>Summer 2018 - attend 2 days of training on Empowering Writers.</p> <p>Provide additional assistance during PLC.</p> <p>Attend follow-up training during pd days throughout the school year.</p> <p>Provide additional assistance during PLCs.</p> <p>Attend follow-up training during pd days throughout the school year.</p> <p>Writing workshop training will be provided for teachers in grades 2-5</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>performing were students with an IEP (22%), Hispanic/Latino (36%).</p> <p>5th Grade-Overall, 67% of students were proficient on the Production of Writing portion of the ACT Aspire. Of the students tested, the lowest performing were ELL students (0%), Hispanic students (67%), Black/African American (67%). On the Craft and Structure portion, 39% of students were proficient. Of the students tested, the lowest performing were students with an IEP (9%), ELL students (0%).</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"> 62 (school office referrals) incidents recorded for the 2017-2018 school year. There were 51 bus suspensions recorded during the 2017-18) 37 (school office referrals) incidents recorded for the 2018-2019 school year. There were 26 bus suspensions recorded during the 2018-19) <p>Attendance</p> <ul style="list-style-type: none"> Overall attendance rate for the 2017-2018 school year 93.95%. Overall attendance rate for the 2018-2019 school year 93.66%. 	<p>Implement the processes of Capturing Kids Hearts throughout the district.</p> <p>Develop a CKH building implementation plan.</p> <p>Guest Speakers, Motivational Mondays</p> <p>Parental Involvement: STEM Nights, PTO, Father Daughter Dance, Guys Night at DES.</p> <p>Identify building champions to assist teachers in implementation</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>Summer 2019 - All staff members not trained in CKH will attend training.</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.</p>	<p>Student, parent, and staff surveys</p> <p>Attendance records</p> <p>Discipline records</p> <p>Hanover Reports</p> <p>Attendance records</p> <p>Discipline records</p>

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, 52% of students were proficient on the Science portion of the ACT Aspire. Science weakness is in the area of Interpretation of Data. 51% of students were proficient, indicating 49% of students were not proficient. Of the students tested, the lowest performing were Section IEP (20%), and ELL (0%) and Hispanic/Latino (38%).</p> <p>4th Grade- On the Science portion of the ACT, 38% of students at DES were proficient. Science weakness is seen in the area of Evaluation of Models, Inferences, and Experimental Results (35%). Of the students tested, the lowest performing were IEP (18%), ELL (11%)</p> <p>5th Grade- Overall, 46% of students taking the Science portion of the ACT were proficient. Science weakness is seen in the area Interpretation of Data, 41% of students were proficient, indicating 59% were not proficient. Of students tested, the lowest performing were Black/African-America (37%) IEP (0%) and ELL (0%).</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.</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. STEM Night.</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.</p> <p>Professional development on integrating science into literacy and science.</p> <p>District science specialist will attend PLCs to provide support</p>	<p>Interim - NWEA</p> <p>Summative - ACT Aspire</p> <p>Classroom audits</p>