

GOAL: Implement the science of reading to achieve growth in grades K-5.			
DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p><b>2019 NWEA (MAP Growth) Kindergarten-</b> Reading scores show that 53% of students were proficient (average to high average) in Reading, indicating 47% were not proficient (low to low average). The most significant area of weakness was in Language and Writing with 51% scoring low to low average range.</p> <p><b>1st Grade-</b>Reading scores show that 49% of students were proficient, indicating that 51% were not proficient. The most significant areas of weakness were Language and Writing (48% proficient and 51% not proficient).</p> <p><b>2nd Grade-</b> Reading scores indicate that 64% of students were proficient in Reading on the 2-5 test, indicating 36% were not proficient. The most significant area of weakness was Vocabulary Acquisition with 33% not proficient. Reading scores indicate that 20% of students taking the K-2 tests were proficient, indicating that 80% were not proficient. The most significant areas of weakness were Vocabulary Use and Functions (80 % below proficient) and Foundational Skills (68% below proficient).</p> <p><b>2019 MAP Growth 2-5</b> Assessments indicate that students in African American, Hispanic and White groups show similar growth patterns throughout the year in reading.</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>Tier 2 small group instruction will be provided by classroom teachers based on diagnostic assessments including NWEA and PAST.</p> <p>Tier 3 small group instruction will be provided by building specialist and paraprofessionals trained in intervention programs that support SOR.</p> <p>Peer Tutoring will be provided before school daily for K-2 students by RISE Readers - 5th grade student group.</p> <p>K&amp;1 Vocabulary, Language, and Comprehension enrichment will be provided 3</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 2019-20.</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>Summer 2019 - K, 1, 2 teachers will attend Digging Deeper into Small Group Instruction.</p> <p>Summer 2019 - K &amp; 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>

**ACT Aspire 2019**

Grades 3-5 data shows:

41% of students Ready or Exceeding in Reading

59% of students in grades 3,4,5 Close or Needs Support in Reading

**Sub-Populations:**

ACT Aspire data indicates lower performance in the reading area for some sub-populations than the general population for grades 3-5

**African American** students scored 5 and 17% lower in grades 3 & 5. In grade 4, African American students scored 16% higher than the general population

**Hispanic students** scored approximately 15% lower than the general population in reading 3-5.

**Economically Disadvantaged** students scored approximately 7% lower than the general population in reading 3-5.

**IEP** students scored significantly lower than the general population, averaging 29% lower than the general population in reading 3-5.

**Weaknesses in Reading** are Integration of Knowledge & Ideas for grades 3 and 4 with 42% proficiency and Craft & Structure in 5th grade with 39% proficiency.

times weekly during RTI time with pull-out teachers.

Special Education students will receive daily instruction in Wilson Reading system.

Special education department will provide support for teachers implementing Wilson Reading System.

All staff members will participate in PLC to review data, identify needs for improved instruction for individual students, small group and whole group.

Home reading will be encouraged by a school wide book activity - One School, One Book.

Summer 2019 - Resource teachers will attend Wilson Reading training.

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.

ESOL training for all classroom teachers 2 days in the summer and 2 days embedded in the school year.

GOAL: Improve mathematical skill concepts to show growth in grades K-5.			
DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p><b>MAP Growth 2019</b> NWEA Spring data shows the following percentage of students scoring in the Average, HiAvg and Hi categories: Kindergarten - 49% First Grade - 55% Second Grade - 56% Third Grade - 41% Fourth Grade - 57% Fifth Grade - 49%</p> <p><b>ACT Aspire 2019</b> Grades 3-5 data shows: 59% of students Ready or Exceeding in Math 41% of students in grades 3,4,5 Close or Needs Support</p> <p><b>Sub-Populations:</b> ACT Aspire data indicates lower performance in the math area for some sub-populations than the general population for grades 3-5</p> <p>African American students scored 5% lower in grade 5. In grade 4, African American students scored 6% higher than the general population. In grade 5, African American students scored 14% higher than the general population.</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>Tier 2 small group instruction will be provided by classroom teachers based on diagnostic assessments including NWEA and using research based programs such as Do the Math, Eureka supports and Kahn Academy.</p> <p>Tier 3 small group instruction will be provided by building specialist and paraprofessionals trained in intervention programs to increase proficiency in mathematics. Research based programs such as Do the Math.</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>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>

<p>Hispanic students scored approximately 20% lower than the general population in reading 3-5.</p> <p>Economically Disadvantaged students scored approximately 6% lower than the general population in math 3-5.</p> <p>IEP students scored significantly lower than the general population, averaging 32% lower than the general population in math 3-5.</p> <p>Weaknesses are Number Operations and Fractions in grades 3 &amp; 5 with 48% proficiency. Geometry is weakness in 4th grade with 57% proficient.</p>	<p>Additional instruction and enrichment activities will be provided for students in grades 2-5 once weekly during pull-out rotation with a focus on fact fluency, STEM and selected math skills.</p> <p>Identified students in grades 4, 5 will receive 30 minutes daily additional instruction in math during before school computer lab.</p> <p>Math Family Night including STEM learning activities.</p>		
---	--	--	--

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

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p><b>2019 ACT Aspire</b></p> <p>ELA data indicates that Production of Writing is an area of weakness with the following proficiency levels:            3rd grade 62% overall with IEP students scoring at a lower level of 41%</p> <p>4th grade 72% overall with IEP students scoring at 56%</p> <p>5th grade 64% overall with IEP students scoring at 42% and African American students scoring 50% proficient.</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>District literacy specialist will meet with teachers to provide support.</p> <p>2019-20 4th &amp; 5th grade teachers will attend training for Empowering Writers.</p> <p>Teachers will have access to the HUB for lessons that are paced for reading, writing, and grammar.</p> <p>Implementation of Empowering Writers in grades 3,4,5.</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 PLC.</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>Summative - Act Aspire</p> <p>Interim - NWEA</p> <p>Formative - Dibels</p> <p>Quarterly Assessments</p> <p>Classroom Audits</p>

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><b>Discipline 20198-19</b> 69 Discipline incidents were recorded 8% IEP Students 6% African American 3% Hispanic</p> <p><b>Attendance 2018-19</b> Attendance records indicate that students K-5 have an average daily attend of 94%.</p> <p><b>Hanover Surveys for Students, Staff, &amp; Parents</b> Areas with lower positive results include:  Having a well rounded curriculum 78% Preparing students to take responsibility for actions 77% Teaching students to have moral/ethical codes 69% Manage emotions 64% Resolve conflict 64% Students are: Motivated to learn 50% Excited to learn 46% Enjoy learning 45% Complete homework 42% Communication with broader community 63%</p>	<p>Implement the processes of Capturing Kids Hearts throughout the district. Develop a CKH building implementation plan.</p> <p>Identify building champions to assist teachers in implementation.</p> <p>Additional CKH training sessions held after school, led by CKH Process Champions.</p> <p>CKH strategies will be implemented as part of all PLC and staff meetings.</p> <p>Attendance: Monthly Brag Tags for Pft. Att. Quarterly Certificates/Recog Semester Certificate/Recog</p> <p>Daily Announcements and Recognition of student achievement, attendance, character.</p> <p>Weekly Assembly to include student recognition, good things.</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.</p> <p>August 2019 1/2 day CKH Recharge session led by CKH coach/trainer for all staff.</p>	<p>Student, parent, and staff surveys</p> <p>Attendance records</p> <p>Discipline records</p> <p>Hanover Reports</p>

<b>GOAL: Improve understanding of informational text, data analysis and scientific investigations to show growth in science scores.</b>			
<b>DATA</b>	<b>ACTION STEPS</b>	<b>PROFESSIONAL LEARNING</b>	<b>EVALUATION</b>
<p>ACT Aspire Science 2019 Data shows: 37% proficient in 3rd grade Hispanic students 19% proficient, Economically Disadvantaged students 30%, and IEP students 24%</p> <p>46% proficient in 4th grade Hispanic students 38%, IEP students 0%</p> <p>42% proficient in 5th grade African American students 21%, Hispanic students 32%, Economically Disadvantaged students 37%, IEP students 8%</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>Teachers will utilize ELlevation lessons and information to address the needs of ELL students</p> <p>Teachers will incorporate more science based (non-fiction) texts throughout curriculum.</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>