

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

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>Data shows that students are not reading at grade level with a deficiency in MAP Growth. Kindergarten scores indicate 59% of students were proficient. Language and writing is our weakest area at 43% proficient. Vocabulary is 51% proficient.</p> <p>1st grade scores indicate 71% of students were proficient. Vocabulary is our weakest area at 65% proficient.</p> <p>2nd grade scores indicate 76% of students were proficient. Informational text is our weakest area at 72% proficient.</p> <p>Students taking the K-2 tests in 2nd grade were at 20% proficient with our weakest area in foundational skills.</p> <p>ACT Aspire</p> <p>3rd grade Reading weakness is seen in the areas of Integration of Ideas (33%) and Craft and Structure (44%) proficient. Of these students, the lowest performing were those considered students with an IEP (22%) and African American (40%).</p> <p>4th grade Reading weakness is seen in the area of Integration of Ideas (44% proficient). Of these students, the lowest performing were IEP (0%) and African American (14%)</p> <p>5th grade Reading weakness is seen in the areas of Key Ideas and Details (50% proficient).</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>Feedback provided through TESS evaluations, PGP goal setting, and classroom observations.</p> <p>Additional staff trained in using the Sonday system for RTI.</p> <p>Teachers will provide an additional 100 minutes of small group RTI time each week as activity teachers provide enrichment or whole-group remediation.</p> <p>Classroom schedules will include transition free time so teachers can focus on instruction.</p>	<p>Science of Reading</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 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 training on Just Words.</p> <p>ESOL training for all classroom teachers 2 days in the summer and 2 days embedded in the school year.</p>	<p>Summative Assessment - Act Aspire</p> <p>Interim Assessments - NWEA</p> <p>Formative Assessments - Dibels</p> <p>Quarterly Assessments</p> <p>Classroom Audits</p> <p>Formal/Informal TESS Observations with teacher feedback.</p>

<p>Of these students, those lowest performing were IEP (0%) and African American (19%).</p>	<p>K-2 will have 60 minutes and 3-5 will have 30 minutes without any pull-outs for OT/PT/Speech.</p> <p>Quarterly Data Team meetings (Roundtables) to monitor student progress and develop individualized plans. Data will include both NWEA & ActAspire Data.</p> <p>Literacy Family Night</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>		
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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 64% of students were proficient. Measurement and Data Is our weakest area at 51% proficient. 1st grade- scores show that 61% of our students are proficient. Geometry is our weakest area at 47% proficient. Measure and Data shows 49% proficient. 2nd grade scores show 60% proficient. Measurement and data at 6%, and Geometry at 60 % proficient.</p> <p>ACT Aspire 3rd grade Math weakness is seen in the areas of Numbers and Operations in Base Ten at (55%) proficient, Numbers and Operations in Fractions at (65%) proficient. Overall math is (79%) Proficient. Of these students, the lowest performing were African American (72%) and IEP (25%). 4th grade Math weakness is seen in the areas of Operation and Algebraic thinking at (63%) proficient and Justification and Explanation at (53%) proficient. Overall math is at (69%). Of these students, the lowest performing were IEP (0%) and African American (47%). 5th grade Math weakness is seen in the areas of Measurement and Data at (47%), Justification and Explanation at (52%) proficient and Numbers and Operations at (52%) proficient. Overall Math is at (621%) 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>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.</p> <p>(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>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>

Of these students, the lowest performing were IEP (17%) and African American (37%).			
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GOAL: Implement the Empowering Writers with a focus on improving writing.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>ACT Aspire 3rd grade Writing scores reflect student proficiency in the area of Production of Writing at (74%) Of these students, the lowest performing in Production of Writing were students with an IEP (43%) and African American (55%). Students tested in Craft and Structure at (46%). Of these students, the lowest performing in Craft and Structure were African American students (18%) and IEP (29%). 4th grade Writing scores reflect student proficiency in the area of Production of Writing at (69%). Of these students, the lowest performing in Production of Writing were IEP (25%) and students who are economically disadvantaged at (44%) Students tested in Craft and Structure at (58%). Of these students, the lowest were IEP (0%) and African American at (25%). 5th grade Writing scores reflect student proficiency in the area of Production of Writing at (72%). Of these students, the lowest performing in Production of Writing were IEP (33%) and African American at (44%). Students tested in Craft and Structure at (53%). Of these students, the lowest performing in</p>	<p>2019-20: 3rd-5th 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>Grammar components will be implemented through Empowering Writers.</p> <p>Provide additional support to students who qualify for RTI.</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>Beginning Summer 2019: 4th-5th teachers will attend training on Empowering Writers.</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>

Craft and Structure IEP (0%) and African American (30%).			
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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><u>Discipline</u></p> <ul style="list-style-type: none"> 48 incidents were recorded for 2018-2019. This is a significant decrease from 102 Incidents recorded for 2017-2018 school year. <p>Attendance</p> <ul style="list-style-type: none"> Overall attendance rate for 2018-2019 93% and increase from 91.7% Hanover Survey <p>Focus areas:</p>	<p>Implement the processes of Capturing Kids Hearts throughout the district.</p> <p>Develop a CKH building implementation plan.</p> <p>Identify building champions to assist teachers in implementation</p> <p>Utilize Rise & Shine Morning meeting to reiterate CKH components, recognize positive behaviors and model behaviors.</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>Share good things through social media and Blackboard.</p> <p>Provide feedback to parents and the community by sharing positive school events throughout the day on Social Media.</p>	<p>Implement the processes of Capturing Kids Hearts throughout the district.</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>Summer 2019 - All staff members not trained in CKH will attend training.</p> <p>Book Study - Ruby Payne “Emotional Poverty”</p>	<p>Student, parent, and staff surveys</p> <p>Attendance records</p> <p>Discipline records</p> <p>Hanover Reports</p>

GOAL: Improve understanding of informational text, data analysis and scientific investigations to show growth in science scores.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
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<p>ACT Aspire Science Skill Proficiency</p> <p>K-2 MAP Growth Informational text (reading) Data Analysis (math)</p> <p>ACT Aspire (Science) 3rd grade Science weakness is seen in the area of Interpretation of data at (49%) proficient. Of these students, the lowest performing were African American (32%) and Economically Disadvantaged (28%) 4th grade Science weaknesses is seen in the areas of Scientific investigation at (38%) proficient. Of these students, the lowest performing were economically disadvantaged at (22%) and African American (11%). 5th grade Science weakness is seen in the area of Evaluation of Models, inferences and experimental results at (45%) proficient. Of these students, the lowest performing were economically disadvantaged at (42%) and African American (15%).</p>	<p>Analyze 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>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>Interim - NWEA</p> <p>Summative - ACT Aspire</p> <p>Classroom audits</p>
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