

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 Reading. The Overall ESSA report indicates that ___% of students (3rd- 5th grades) were reading on grade level.</p> <p>1. NWEA (MAP Growth) Kindergarten- Reading scores show that 58% of students were proficient (average to high average) in Reading, indicating 42% were not proficient (low to low average). The most significant area of weakness was in Language and Writing. 53% were proficient. 48% were not proficient. 1st Grade-Reading scores show that 55% of students were proficient, indicating that 45% were not proficient. The most significant areas of weakness were Vocabulary Use and Functions (53% proficient/ 47% not proficient), and Literature and Informational (54% proficient/ 46% not proficient). 2nd Grade- Reading scores indicate that 79% of students were proficient in Reading on the 2-5 test, indicating 21% were not proficient. The most significant area of weakness was Vocabulary and Acquisition (74% proficient/ 26% not proficient). Reading scores indicate that 11% of students taking the K-2 tests were proficient, indicating that 89% were not proficient. The most significant areas of weakness were Vocabulary Use and Functions</p>	<p>K-5, ESOL, Special Area teachers, sped teachers, building specialist, and elementary administrators will attend training on the elements of the science of reading.</p> <p>Teachers will plan lessons based on the science of reading and grade level standards.</p> <p>Special Education teachers will implement Wilson Learning System.</p> <p>Teachers will participate in PLCs to further their understanding and planning for instruction in the science of reading.</p> <p>Teachers & staff will provide additional support to students who qualify for RTI based on assessments that support the science of reading.</p> <p>Fall 2019: K-1 teachers will implement Foundations.</p> <p>Fall 2020: 2nd-3rd teachers will implement Foundations.</p> <p>Fall 2020: 4th-5th will implement <i>Just Words</i>.</p> <p>Fall 2019: Sped teachers will implement Wilson Reading.</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 2018-19.</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>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>Summative - Act Aspire</p> <p>Interim - NWEA</p> <p>Formative - Dibels</p> <p>Quarterly Assessments</p> <p>Classroom Audits</p> <p>PAST</p> <p>Decoding Surveys</p>

<p>(79% % below proficient) and Foundational Skills (68% below proficient).</p> <p>2. ACT Aspire</p> <p>3rd Grade- Overall, 27% of students in 3rd grade were proficient on the Reading portion of ACT Aspire. Reading weakness is seen in the area of Integration of Knowledge and Ideas. 24% of students were proficient, indicating 76% of students were not proficient. Of the students, the lowest performing were 504 students (0% proficient) and IEP students (5% proficient).</p> <p>4th Grade- Overall, 67% of students in 4th grade were proficient on the Reading portion of the ACT Aspire. Reading weakness is seen in the area of Integration of Knowledge and Ideas. 57% of students were proficient, indicating that 43% of students were not proficient. Of the students, the lowest performing were IEP (0%), and ELL (33%).</p> <p>5th Grade- Overall, 54% of students in 5th grade were proficient on the Reading portion of the ACT Aspire. Reading weakness is seen in Key Ideas and Details with 52% of students proficient, indicating 48% were not proficient. Of the students, the lowest performing group in Key Ideas and Details was the 504 students with 0% proficient and ELL students with 17% proficient.</p>	<p>Special education department will provide support for teachers implementing Wilson Reading System.</p> <p>School Administration will provide feedback to teachers through TESS evaluations, PGP goals, and classroom observations.</p> <p>School schedule will provide school-wide RTI time daily. All staff will assist students during this time.</p> <p>The school schedule was revised to have protected blocks of time for literacy.</p> <p>ELL students will receive more of their ESL programming through a push-in program, rather than a pull-out program. The ESL teacher and paraprofessionals will push into the students' homerooms and provide programming.</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 68% of students were proficient in Math, indicating 32% were not proficient. The most significant areas of weakness were Measurement and Data (60% proficient/ 40% not proficient) and Numbers and Operations (60% proficient/ 40% not proficient). 1st Grade- Math scores show that 53% of students were proficient in Math, indicating 48% were not proficient. The most significant area of weakness is Number and Operations (52% proficient and 48% not proficient) 2nd Grade- Overall Math scores show that 64% of students were proficient, indicating 36 % were not proficient. Math scores show that 46% of students were proficient on the K-2 test, indicating that 54% were not proficient. The most significant area of weakness is in Measurement and Data (25% proficient/ 75% not proficient). On the 2-5 test, 73% of students were proficient and 27% were not proficient. The most significant area of weakness for these students was in Measurement and Operations with only 43% proficient.</p> <p>ACT Aspire 3rd Grade- Overall, 63% of students were proficient on the Math portion of the ACT Aspire. Math weakness is seen in the area of Number and Operations in Base 10. 42% of students were “in the range”, indicating that 58% of students were not proficient, or “in the range”. Of the students tested, the lowest performing in</p>	<p>Teachers will be provided a document and training on the progression of standards. District math specialist will provide training and resources on skills concepts based on data.</p> <p>District specialist will 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. 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>District Math Specialist will provide training to individual grade level teams during PLCs to address areas of need identified through assessment data.</p> <p>Teachers will attend using NWEA Reports to Support Math Learning.</p> <p>Teachers and administrators will attend grade level training.</p> <p>Teachers will be provided embedded training during PLCs for skills identified in data review.</p> <p>Do the Math training for staff giving Tier 3 interventions.</p>	<p>Summative - Act Aspire</p> <p>Interim - NWEA</p> <p>Formative - Fact Fluency Assessment</p> <p>Quarterly Assessments</p> <p>Classroom Audits</p>

Number and Operations in Base 10 were those with an IEP (5% proficient) and Section 504 Students (17% proficient).

Another area of weakness was in the area Numbers and operations. 51% were in range, while 49% of students were not. Of the students tested, the lowest performing students were those with a 504 (33% proficient) and Black/African-American students (24% were proficient).

4th Grade- Overall, 73% of students in fourth grade were proficient in Math on the ACT Aspire. Math weakness is seen in the area of Justification and Explanation. 55% of students were proficient, indicating 45% of students were not proficient. Of the students tested, the lowest performing were students with an IEP (0%). Another area students performed lower was in Operations and Algebraic Thinking. In this area 58% of students were proficient, indicating that 42% were not proficient. Of the students tested, the lowest performing groups in this category were ELL students (33% proficient) and IEP students (14% proficient).

5th Grade- Overall, 73% of students were proficient on the Math portion of the ACT Aspire. Math weakness is seen in the area of Measurement and Data. 48% of students were proficient, indicating 57% were not proficient. Of the students tested, the lowest performing were those with a 504 (0% proficient) , ELL students (50% proficient); and Economically Disadvantaged (41% proficient).

GOAL: Implement the Empowering Writers with a focus on improving writing.			
DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>ACT Aspire 3rd Grade- Overall, 51% of students were proficient on the Production of Writing portion of the ACT Aspire. Of the students tested, the lowest performing were ELL students (28%), Hispanic students (37%), and students with an IEP (32% proficient). 4th Grade- Overall, 78% 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(43%) and ELL (33%). 5th Grade-Overall, 75% of students were proficient on the Production of Writing portion of the ACT Aspire. Of the students tested, the lowest performing were ELL (50% proficient) and IEP students (40% proficient).</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 grade level curriculum discussion through Google Classroom.</p> <p>District literacy specialist will meet with teachers to provide support.</p> <p>Provide additional support to students who qualify for RTI.</p> <p>Grammar components will be implemented through Empowering Writers.</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 training and support to teachers during grade level PLC.</p> <p>Attend follow-up training during pd days throughout the school year.</p> <p>Provide additional assistance during PLC Building champions will attend training to assist teachers in implementation.</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>

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"> 40 (school office referrals) incidents recorded for the 2018-19 school year. Of the 40 office referrals, 9 incidents were students with IEP, 8 were students with a 504, and 1 was ELL. The racial breakdown was as follows: 20 incidents on record for white students, 17 for black students, and 3 for hispanic students. <p>Bus Discipline</p> <ul style="list-style-type: none"> 25 bus referrals were recorded for the 2018-19 school year. Of those 25 referrals, 9 incidents resulted in a bus suspension. <p>Attendance</p> <ul style="list-style-type: none"> Overall attendance rate for the 2018-19 school year was 94.45%. <p>Hanover Data</p> <p>The following areas were identified as focus areas based on the data:</p> <ul style="list-style-type: none"> 82% of those surveyed stated they strongly agree that the school prepares students to take responsibility for their actions. 74% of those surveyed stated that they strongly agree that students can manage their emotions. 	<p>Continue to implement the processes of Capturing Kids Hearts throughout the district.</p> <p>Teachers and staff will participate in a half day Capturing Kids Hearts re-boot day during August 2019 PD with the Flippen Group team leader.</p> <p>Review and update the CKH building implementation plan.</p> <p>Submit school goals and 2019-20 implementation plan to the CKH school coach.</p> <p>Goals in the plan will have a specific focus on helping students have ownership in CKH and their own behavior.</p> <p>Identify building champions to assist teachers in implementation.</p> <p>Affirm student success during school-wide recognition programs such as Lion Pride, ROAR Kids, Celebration Bell, attendance program, and Principal Parties.</p> <p>Provide mini-PD lessons on CKH during monthly faculty meetings.</p> <p>Continue to participate in the Coaching Cycles and utilize resources and supports given by the Coach.</p>	<p>Summer 2018 - All staff will attend professional development on Capturing Kids Hearts.</p> <p>Summer 2019 - New staff members hired for the 2019-20 school year will attend professional development on Capturing Kids Hearts. All existing staff not previously trained will also attend training.</p> <p>Summer 2019 - All staff will attend a half day recalibration training during back to school professional development.</p> <p>Staff will continue to collaborate and strengthen concepts of Capturing Kids Hearts through PLCs and Monthly Faculty Meetings.</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>Staff will participate in book study on emotional poverty.</p>	<p>Student, parent, and staff surveys</p> <p>Attendance records</p> <p>Discipline records (School & Bus)</p> <p>Hanover Reports</p> <p>SEL Survey</p>

<ul style="list-style-type: none"> 75% of those surveyed stated that they strongly agree that students had the ability to resolve conflicts. 	Provide feedback to parents and the community by sharing school events on Social Media, our school website, and through our “Parkway Good Things” publication.		
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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- Overall, 25% of students were proficient on the Science portion of the ACT Aspire. Science weakness is in the area of Evaluation of Models, Inferences, and Experimental Results and Interpretation of Data. 29% of students were proficient, indicating 71% of students were not proficient. Of the students tested, the lowest performing on the Interpretation of Data were IEP students (11% proficient), Black/African American students (12% proficient) and Section 504 Students (17% proficient). In the area of Evaluation of Models, Inferences, and Experimental Results the lowest performing groups were IEP students (11% proficient), Section 504 Students (17% proficient) and ELL Students (16% proficient). 4th Grade-On the Science portion of the ACT, 59% of students at PES were proficient. Science weakness is seen in the area of Scientific Investigation with 48% of students proficient. Of the students tested, the lowest performing were IEP (0%), ELL (0%), and Hispanic Students (14% proficient).</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.</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>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>Grade level training on standards.</p> <p>Professional development on science resources</p> <p>Professional development on integrating science into literacy</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>

5th Grade- Overall, 57% of students taking the Science portion of the ACT were proficient. Science weakness is seen in the area Scientific Investigation and Interpretation of Data. In Interpretation of Data, the lowest performing groups were the students with an IEP (20% proficient), ELL students (33% proficient) and Economically Disadvantaged Students (38% proficient). In the area of Scientific Investigation, Section 504 Students and ELL students scored the lowest (0 % proficient).

Integrate science into math through graphs, tables, measurements, and other areas that match standards.