

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

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p><u>NWEA</u> Kindergarten- Reading scores show that 45% of students were proficient in Reading, indicating 55% were not proficient. The most significant area of weakness was in Literature and informational Reading . 41% were proficient. 59% were not proficient. 1st Grade-Reading scores show that 57% of students were proficient, indicating that 43% were not proficient. The most significant area of weakness was Language & Writing (58% proficient/ 42% not proficient), 2nd Grade- Reading scores indicate that 67% of students taking the 2-5 test were proficient in Reading, indicating 33% were not proficient. The most significant area of weakness was Vocabulary and Acquisition (67% proficient/ 33% not proficient) Reading scores indicate that 29% of students taking the K-2 tests were proficient, indicating that 71% were not proficient. The most significant area of weakness was Language & Writing (29% proficient/ 71% not proficient).</p> <p><u>ACT Aspire</u> 3rd Grade- Reading weakness is seen in the area of Integration of Knowledge and Ideas. 33% of students were in range, indicating 67% of students were not in range. Of the students, the lowest performing were those considered</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>Teachers/Support staff will provide additional support to students who qualify for RTI.</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 Just Words.</p> <p>Fall 2020: Sped teachers will implement Wilson Reading. Special education department will provide support for teachers implementing Wilson Reading System.</p>	<p><u>Science of Reading</u> 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</p> <p>Observations with teacher feedback.</p>

<p>Economically Disadvantaged (33% In Range) and those with an IEP (18% In Range). 4th Grade- Reading weakness is seen in the area of Integration of Knowledge & Ideas. 39% of students were in range, indicating that 61% of students were not in range. Of the students, those considered Economically Disadvantaged (28%) were proficient. 5th Grade- Reading weakness is seen in Key Ideas and Details. 58% of students were proficient, indicating 42% were not proficient. Of the students, the lowest performing group was IEP Students (11% were proficient).</p>	<p>Quarterly Data Team meetings (Roundtables) to monitor student progress and develop individualized plans. Data will include both NWEA & ActAspire Data.</p> <p>Reading Buddies Program</p> <p>Literacy Family Night</p>		
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GOAL: Improve mathematical skill concepts to show growth in grades K-5.

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>Kindergarten- Math scores show that 46% of students were proficient in Math, indicating 54% were not proficient. The most significant area of weakness was Operations and Algebraic Thinking (41% proficient/ 59% not proficient). 1st Grade- Math scores show that 58% of students were proficient in Math, indicating 42% were not proficient. The most significant area of weakness is Measurement and Data (50% proficient/ 50% not proficient). 2nd Grade- Math scores show that 85% of students were proficient in Math on the 2-5 test, indicating 15% were not proficient. The most significant area of weakness is Measurement & Data (73% proficient/ 27% not 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>Summer 2019 - Eureka foundation training in grades 3-5 if needed.</p> <p>Teachers and administrators will attend grade level training-Summer 2019.</p> <p>Training on skills identified in data review.</p> <p>District Math Specialist provided training in PLC's.</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>Summative - Act Aspire</p> <p>Interim - NWEA</p> <p>Formative Data recorded on District Data Sheets</p> <p>Quarterly Assessments</p> <p>Classroom Audits</p>

<p>Math scores show that 61% of students were proficient on the K-2 test, indicating that 39% were not proficient. The most significant area of weakness is in Geometry (31% proficient/ 69% not proficient)</p> <p>3rd Grade- Math weakness is seen in the area of Justification and Explanation. 51% of students were in range, indicating that 49% of students were not in range. Of the students tested, the lowest performing were those with a 504 (25% Proficient), Economically Disadvantaged (58% Proficient), Gender appeared to play a role in this also with 74% of females scoring proficient compared to 70% of their male counterparts.</p> <p>4th Grade- Math weakness is seen in the area of Geometry. 54% of students were in range, indicating 36% of students were not in range. Of the students tested, the lowest performing were African American (33% Proficient), and Economically Disadvantaged (44% Proficient). Gender appeared to play a role in this also with 64% of males scoring proficient compared to 59% of their female counterparts.</p> <p>5th Grade- Math weakness is seen in the area of Measurement and Data. 55% of students were proficient, indicating 45% were not proficient. Of the students tested, the lowest performing were those students with an IEP, of those, 32% scored proficient.</p>	<p>Provide additional support to students who qualify for RTI.</p> <p>Math Family Night</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>	
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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 weakness is seen in the area of Production of Writing. 66% of students were proficient, indicating 34% of students were not proficient. Of the students tested, the lowest performing were students with an IEP (54% proficient) and students with a 504 (50%). 4th Grade- Writing weakness is seen in the area of Conventions of Standard English. 64% of students were proficient, indicating 36% were not proficient. Of the students tested, the lowest performing were Black/African American (17% Proficient), Section 504 (34% Proficient), and IEP (39% Proficient), 5th Grade-Writing weakness is seen in the area of Production of Writing. 80% of students were proficient, indicating 20% or students were not proficient. Of the students tested, the lowest performing were IEP (43% Proficient), ELL (0% Proficient), and Economically Disadvantaged (73% Proficient). Gender also appeared to play a role as 80% of male students were proficient compared to 84% of their female counterparts.</p>	<p>2019-2020 - Third, Fourth, Fifth Grade teachers will implement Empowering writers.</p> <p>Teachers will meet in PLC's to plan lessons.</p> <p>Grammar components will be included through Empowering Writers.</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>Teachers will participate in a 4th & 5th grade 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>Summer 2019 - attend 2 days of training on Empowering Writers.</p> <p>Provide additional assistance during PLC as needed.</p> <p>Attend follow-up training during pd days throughout the school year.</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>Provide additional assistance during PLC.</p> <p>Attend follow-up training during pd days throughout the school year.</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
Discipline <ul style="list-style-type: none"> 122 incidents recorded for the 2018-2019 school year. (Building & Transportation) Attendance <ul style="list-style-type: none"> Overall attendance rate for the 2018-2019 school year 94.0%. 	Implement the processes of Capturing Kids Hearts throughout the district. Develop a CKH building implementation plan. Identify building champions to assist teachers in implementation.	August 2019 - All staff will attend professional development (Re-Charge) on Capturing Kids Hearts. Staff will continue to collaborate and strengthen concepts of Capturing Kids Hearts through PLCs. Summer 2019 - All staff members not trained in CKH will attend training. Ruby Payne - Book Study - Students in poverty. Hanover breakdown in PLC's. Staff will continue to collaborate and strengthen concepts of Capturing Kids Hearts through PLCs. Building champions will attend training to assist teachers in implementation.	Student, parent, and staff surveys Attendance records Discipline records Hanover Reports Attendance records Discipline records

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- Science weakness is in the area of Scientific Investigation. 41% of students were proficient, indicating 59% of students were not proficient. Of the students tested, the lowest performing were Hispanic or Latino Students (22% Proficient), Section 504 (25% proficient), and students with an IEP (27% Proficient). Gender played a role as well with males scoring (43% Proficient) as opposed to females scoring (55% Proficient). 4th Grade-Science weakness is seen in the area of Evaluation of Models, inferences, and Experimental Results. Of the students tested, the lowest performing were IEP (28%) Proficient, African American (0% Proficient), and Economically Disadvantaged (20% Proficient). 5th Grade-Science weakness is seen in the area of Evaluation of Models, Inferences, and Experimental Results. 59% of students were proficient, indicating 41% were not proficient. Of students tested, the lowest performing were Economically Disadvantaged (54% Proficient) and IEP Students (22% Proficient). Gender played a role as well with 61% of females being proficient, as opposed to 66% of their male counterparts.</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 aloud, and writing.</p> <p>Integrate science into math through graphs, tables, measurements, and other areas that match standards.</p> <p>Implementation of outdoor classrooms/greenhouse/ Garden.</p> <p>Apply/Implement Grants to further STEM Education.</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 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>