

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

DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p><u>NWEA MAP</u> <u>Reading</u> Kindergarten- Reading Proficiency - 66% scored in the Avg, Hi Avg, or High Range Areas of Weakness - Language and Writing - 35% scored Low or Low Avg 1st Grade- Reading Proficiency - 77% scored in the Avg, Hi Avg, or High Range Areas of Weakness - Vocab Use and Functions - 25% scored Low or Low Av 2nd Grade- Reading Proficiency - 73% scored in the Avg, Hi Avg, or High Range Areas of Weakness - Literature and Informational Text - For both, 27% scored Low or Low Av 3rd Grade- Reading Proficiency - 68% scored in the Avg, Hi Avg, or High Range *Areas of Weakness - Literature - 38% scored Low or Low Avg 4th Grade- Reading Proficiency - 77% scored in the Avg, Hi Avg, or High Range *Areas of Weakness - Vocabulary Acquisition - 19% scored Low or Low Avg 5th Grade-</p>	<p>3-5, pull out teachers, elementary administrators, and other personnel will attend training on the elements of the science of reading.</p> <p>Grades K-2 teachers will continue to plan lessons based on the science of reading and grade level standards.</p> <p>Grades 3-5 teachers will identify, pinpoint deficits, and provide appropriate support for students reading below grade level.</p> <p>Teachers will attend PLCs to further their understanding and planning for instruction in the science of reading.</p> <p>Under the supervision of the building interventionist and the building administrators, paraprofessionals will provide research based intervention supports to students who qualify for Tier 3 services.</p> <p>Additional staff will be trained to provide Sunday intervention to students.</p> <p>Literacy blocks will be set in order to limit support services pulling students during their literacy instruction.</p>	<p>RISE training (3 days in summer, 2019, and additional days during the school year) for grades 3-5, administrators, and other personnel.</p> <p>Building administrators attended training, summer of 2019, to assess the implementation of the science of reading</p> <p>District reading and dyslexia specialist will provide additional training and teacher support throughout the year.</p> <p>Summer 2019: K-1 teachers attended Foundations Training.</p> <p>Summer 2019: Special education teachers attended 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 - Act Aspire for grades 3-5 and NWEA for grades K-2</p> <p>Interim - NWEA for all grade levels</p> <p>Formative assessments, Dibels, PAST, Decoding Survey (and other CORE screeners), progress monitoring, and quarterly assessments</p> <p>Classroom observations</p> <p>Classroom audits</p>

Reading Proficiency - 74% scored in the Avg, Hi Avg, or High Range
 *Areas of Weakness - Vocabulary Acquisition - 26% scored Low or Low Avg
 * Denotes Areas of Weakness that DO NOT correlate to Act Aspire

ACT Aspire - Reading

3rd Grade-

IEP Students - 0% of our 4 students with IEPs were Ready or Exceeding
 Free/Reduced - 41% of our 17 Title I students were Ready or Exceeding
 African American - 50% of these 2 students were Ready or Exceeding
 Asian - 0% of 1 was Ready or Exceeding
 Hispanic - 67% of these 3 students were Ready or Exceeding
 White - 60% of 75 were Ready or Exceeding
 Area of Weakness - Integration of Knowledge and Ideas - 45% were Ready or Exceeding

4th Grade-

IEP Students - 40% of our 5 students with IEPs were Ready or Exceeding
 Free/Reduced - 55% of our 20 Title I students were Ready or Exceeding
 African American - 80% of these 5 students were Ready or Exceeding
 Asian - 50% of these 2 students were Ready or Exceeding
 Hispanic - 50% of these 6 students were Ready or Exceeding
 White - 70 % of 65 were Ready or Exceeding

Roundtables will continue to meet quarterly to track individual students and plan appropriate interventions for those in need.

Two year implementation of Foundations to begin in 2019 for grades K-1 (2 added in 2020).

Wilson Learning implementation to begin with SPED in 2019

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

<p>Area of Weakness - Integration of Knowledge and Ideas - 61% were Ready or Exceeding</p> <p>5th Grade-</p> <p>IEP Students - 33% of our 15 students with IEPs were Ready or Exceeding</p> <p>Free/Reduced - 32% of our 19 Title I students were Ready or Exceeding</p> <p>African American - 50% of these 2 students were Ready or Exceeding</p> <p>American Indian - 0% of 1 was Ready or Exceeding</p> <p>Asian - 100% of these 4 students were Ready or Exceeding</p> <p>Hispanic - 44% of these 9 students were Ready or Exceeding</p> <p>White - 57% of 100 were Ready or Exceeding</p> <p>Area of Weakness - Key Ideas and Details - 59% were Ready or Exceeding</p>			
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GOAL: Improve mathematical skill concepts to show growth in grades K-5.			
DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p><u>NWEA MAP</u></p> <p><u>Math</u></p> <p>Kindergarten-</p> <p>Math Proficiency - 80% scored in the Avg, Hi Avg, or High Range</p> <p>Areas of Weakness - Operations and Alg Thinking - 34% scored Low or Low Avg</p> <p>1st Grade-</p> <p>Math Proficiency - 86% scored in the Avg, Hi Avg, or High Range</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 assistance on areas of need.</p> <p>PLC planning using grade level standards and classroom data.</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>Summative - Act Aspire</p> <p>Interim - NWEA</p> <p>Classroom Observations</p> <p>Quarterly Assessments</p>

<p>Areas of Weakness - Measurement and Data - 26% scored Low or Low Avg</p> <p>2nd Grade- Math Proficiency - 83% scored in the Avg, Hi Avg, or High Range</p> <p>Areas of Weakness - Number and Operations - 25% scored Low or Low Avg</p> <p>3rd Grade- Math Proficiency - 64% scored in the Avg, Hi Avg, or High Range</p> <p>*Areas of Weakness - Geometry - 44% scored Low or Low Avg</p> <p>4th Grade- Math Proficiency - 58% scored in the Avg, Hi Avg, or High Range</p> <p>*Areas of Weakness - Data and Measurement - 42% scored Low or Low Avg</p> <p>5th Grade- Math Proficiency - 63% scored in the Avg, Hi Avg, or High Range</p> <p>*Areas of Weakness - Geometry - 48% scored Low or Low Avg</p> <p>* Denotes areas of weakness that DO NOT match ACT Aspire.</p> <p><u>ACT Aspire - Math</u></p> <p>3rd Grade- IEP Students - 25% of our 4 students with IEPs were Ready or Exceeding Free/Reduced - 58% of our 17 Title I students were Ready or Exceeding African American - 50% of these 2 students were Ready or Exceeding Asian - 0% of 1 was Ready or Exceeding</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>Do the Math training for staff giving Tier 3 interventions.</p>	
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Hispanic - 100% of these 3 students were Ready or Exceeding
 White - 81% of 75 were Ready or Exceeding
 Area of Weakness - Justification and Explanation - 61% were Ready or Exceeding

4th Grade-
 IEP Students - 40% of our 5 students with IEPs were Ready or Exceeding
 Free/Reduced - 45% of our 20 Title I students were Ready or Exceeding
 African American - 80% of these 5 students were Ready or Exceeding
 Asian - 100% of these 2 students were Ready or Exceeding
 Hispanic - 84% of these 6 students were Ready or Exceeding
 75 % of 65 were Ready or Exceeding
 Area of Weakness - Numbers and Operations/Fractions - 55% were Ready or Exceeding

5th Grade-
 IEP Students - 40% of our 15 students with IEPs were Ready or Exceeding
 Free/Reduced - 47% of our 19 Title I students were Ready or Exceeding
 African American - 100% of these 2 students were Ready or Exceeding
 American Indian - 0% of 1 was Ready or Exceeding
 Asian - 100% of these 4 students were Ready or Exceeding
 Hispanic - 55% of these 9
 White - 72% of 100
 Area of Weakness - Measurement and Data - 36% were Ready or Exceeding

GOAL: Implement <i>Empowering Writers</i> in Grades 4-5 with a focus on improving writing. Continue <i>Empowering Writers</i> for Grade 3.			
DATA	ACTION STEPS	PROFESSIONAL LEARNING	EVALUATION
<p>3rd Grade- 71% of students scored proficient on the 2019 ACT Aspire Production of Writing test.</p> <p>4th Grade- 85% of students scored proficient on the 2019 ACT Aspire Production of Writing test.</p> <p>5th Grade- 81% of students scored proficient on the 2019 ACT Aspire Production of Writing test.</p>	<p>2019 - Fourth and fifth grade teachers will implement Empowering Writers.</p> <p>Teachers will plan lessons together during PLC time.</p> <p>Teachers will participate in a grade level curriculum discussion through Google Classroom.</p> <p>Provide additional support to students who qualify for RTI. District literacy specialist will meet with teachers to provide support.</p> <p>Grammar components will be included through Empowering Writers.</p> <p>Teachers will have access to the HUB for lessons that are paced for reading, writing, and grammar.</p>	<p>Empowering Writers training for grades 4 and 5.</p> <p>Attend follow-up training during pd days throughout the school year.</p> <p>Provide additional assistance during PLCs.</p>	<p>Summative - Act Aspire Interim - NWEA</p> <p>Quarterly Assessments</p> <p>Classroom Observations</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 <u>Fourteen</u> office referrals were recorded in eschool for the 2019-2020 school year. There were an additional <u>fifty-three</u> office reports that did not require corporal punishment or suspension.</p> <p>Attendance Overall attendance rate for the 2019-2020 school year was <u>93.77%</u>.</p>	<p>Continue to focus on The Leader in Me with a focus on becoming a Lighthouse School in 2019-2020.</p> <p>Continue implementing certain components of CKH.</p> <p>All Faculty and staff will continue the 4DX Process (Four Disciplines of Execution) including implementation of Professional and Personal WIGS (Wildly Important Goals). This includes keeping a scoreboard and creating a cadence of accountability. This is modeled so our students do the same.</p> <p>Transfer Heroes for Hunger from PTO driven to teacher and student action team driven.</p> <p>Create PSAs for messaging on attendance, among other important issues pertaining to students.</p> <p>Share celebrations through social media, Blackboard, and during quarterly events.</p>	<p>Collaborate and strengthen concepts of The Leader in Me and Capturing Kids Hearts through monthly faculty meetings and through LIM Action Teams.</p> <p>LIM website available to all LIM designated schools as a valuable resource and tool for SEM Learning.</p> <p>Continued coaching - 2 site visits this school year and 2 planned conference calls</p>	<p>Student, parent, and staff surveys coordinated by Leader in Me and Hanover Research</p> <p>Attendance records</p> <p>Discipline records</p> <p>Postings of faculty and staff WIGS throughout the school and postings of student WIGS in each child's personal LIM notebook</p> <p>November site team visit for Lighthouse status.</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>K-2 MAP Growth Informational text (reading) Data Analysis (math)</p> <p>ACT Aspire (Science) 3rd Grade- 53% of students scored at or above the proficient level in Interpretation of Data and Evaluation of Models. These two areas are the greatest weaknesses for third grade.</p> <p>4th Grade- Science weakness exists in the area of Evaluation of Models, Inferences and Experimental Results as only 58% scored at or above the proficient level in this area.</p> <p>5th Grade-Science weakness exists in the area of Evaluation of Models, Inferences and Experimental Results. 54% of students were proficient or exceeding in this area.</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>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>