Traphill Elementary School
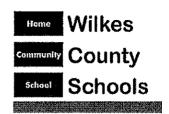
Wilkes County Schools

State Board of Education Goals – Future-ready Students for the 21st Century

Goal 1 – North Carolina Public Schools will produce globally competitive students.

Goal 2 – North Carolina Public Schools will be led by 21st Century professionals.

Goal 3 – North Carolina Public School students will be healthy and responsible.

Goal 4 – Leadership will guide innovation in North Carolina Public Schools.

Goal 5 – North Carolina Public Schools will be governed and supported by 21st Century systems.

District Goals

District Goal 1:

Supports SBE Goal:

District Goal 2:

Supports SBE Goal:

District Goal 3:

Supports SBE Goal:

District Goal 4:

Supports SBE Goal:

District Goal 5:

Supports SBE Goal:

Instructional Services District Priorities

Priority 1

Wilkes County Schools Instructional Services Team will promote and support Pre-K -14 instructional excellence. Expectations of Instructional Excellence will include but are not limited to:

- Pre-K – 12 Instructional Specialists/Professional Development
- Administrative Conferences, Instructional Cluster Meetings, Monthly Principals' Meetings
- Priority Standards/Alignment Documents
- Formative Assessment
- Data Teams(Instructional, School, District)
- Pre-K-12 Literacy Initiatives
- RTI (Response to Instruction)
- SEFEL (Social and Emotional Foundations for Early Learning)
- PBIS (Positive Behavior Intervention Support)
- Career and College Promise/WCC Partnership
- Distance Learning Opportunities
- Career and College Readiness (Explore, PLAN, ACT, WorkKeys)
- Differentiated Learning Focus

Priority 2

Wilkes County Schools Instructional Services Team will build the professional capacity of all educators to enhance the instructional quality of learning experiences to promote student excellence.

- Ventures structured interview process
- Educator Effectiveness Process
- Teacher and administrator evaluation process
- Comprehensive needs assessment
- Delivery of professional growth opportunities
- Collaboration between school based staff and support staff
  - Instructional Team
  - ITFs (Instructional Technology Facilitators)
  - Instructional Specialists (Elementary, Middle and High School)

Priority 3

Wilkes County Schools Instructional Services Team will continue to embrace the concept of diverse cultures where successful and gainful life choices within the community are respected; therefore, guiding students to occupations of self-fulfillment and contributions to the global community.

- Multi-Media Public Relations
  - Webpage
  - Facebook
  - Local News Venues
  - Power Schools (district and school bulletins, automated messaging, etc.)
- Partnerships
  - Home/Family
  - Community
  - Business and Industry

LEA or Charter Name/Number: Wilkes /970

School Name/Number: Traphill Elementary/ 376

School Address: 9794 Traphill Rd.

Traphill N.C. 28685
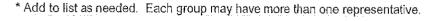
Plan Year(s):2015-2016

Date prepared:09/05/2015

Principal Signature: *Mr. Joseph C. Ortiz*

Local Board Approval Signature:

School Improvement Team Membership

From GS §115C-105.27: "The principal of each school, representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals, instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot....Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff."

Committee Position*	Name	Signature	Date
Principal	Joseph Ortiz		9-11-15
Administrative Assistant	Tammy Hinson		9-11-15
Specialty Area Representative	Bethaney Hamby		9/11/15
Inst. Support Representative	Tamara Burkenbine		9-11-15
Teacher Assistant Representative	Peggy Ballard		9.11.15
Parent Representative	Jamie Taylor		9-11-15
Parent Representative	Amanda Wagoner		9.11.15
Teacher Representative	Penny Pruitt		9-11-15
Teacher Representative	Deanna Berrier		9/11/15
Teacher Representative (Chairperson)	Christina Hurst		9-11-15

* Add to list as needed. Each group may have more than one representative.

Recommended Data Sources for Analysis by School Improvement Teams
Identify disaggregated data that shows groups or subgroups in need of improvement in academic performance, behavior or other areas.
Highly Qualified Teachers (HQT): Describe how staffing decisions ensure that highly qualified, well-trained teachers provide instruction and how their assignments most effectively address identified. Number and percentage of teachers Non-HQT (www.ncreportcards.org Click on High Quality Teachers tab)
End-of-Grade (EOG) Results disaggregated: (www.ncpublicschools.org/accountability/reporting   Click on State Testing
End-of-Course (EOC) Results disaggregated: (www.ncpublicschools.org/accountability/reporting   Click on State Testing Results)
School Report Card results: (www.ncreportcards.org)
North Carolina Teacher Working Conditions Survey results: (http://ncteachingconditions.org)
Title I Surveys: Parent / Teacher / Student
Title I Comprehensive Needs Assessment
North Carolina Teacher Working Conditions Survey: Guide for School Improvement (To assist in conversations about improving teacher working conditions, The New Teacher Center created a guide to support using the SIP process for understanding and improving working conditions at a school. The guide can be downloaded as a single document or in each of its three sections. Find this document athttp://ncteachingconditions.org/sites/default/files/attachments/SchoolImprovementGuide.pdf)
Local Data: (e.g., LEA, school, and grade-level assessments, surveys, program-specific assessments)
Career and Technical Education Local Plan
School Demographic Information related to student discipline: (e.g. total office referrals, long- and short-term suspensions, expulsions, alternative school placements, School Incidence Report (SIR) data, or student attendance) (http://www.ncpublicschools.org/research/discipline/reports)
School Demographic Information related to drop-out information and graduation rate data (http://www.ncpublicschools.org/research/dropout/reports) http://www.ncpublicschools.org/accountability/reporting/cohortgradrate
School Demographic Information related to teacher attendance, teacher turnover, or challenges associated with a high percent of new and/or inexperienced faculty (http://www.ncreportcards.org and locally-maintained data)
School Demographic Information related to student attendance, patterns of student tardiness, early checkouts, late enrollments, high number of transfers, and/or transiency including migratory moves (if applicable) (NC WISE and locally maintained data)
School Perception Information related to parent perceptions and parent needs including information about literacy and education levels (Locally maintained data)
Title III AMAO School Process Information related to an analysis of existing curricula focused on helping English Language Learners (ELLs) work toward attaining proficiency
Pupil Accounting http://www.ncpublicschools.org/fbs/accounting/data/
School Process Information uncovered by an analysis of curriculum alignment, instructional materials, instructional strategies, reform strategies, and/or extended learning opportunities
Special Education Continuous Improvement Plan
Title I AMO Results   http://www.ncpublicschools.org/accountability/reporting/fedreports
Healthy Active Children Initiative (http://www.nchealthyschools.org)
EVAAS https://ncdpi.sas.com/
CEDARS Data Warehouse and Reporting System - https://schools.nc.gov/reporting   (Need NC ID log in information)

1. **Comprehensive Needs Assessment Summary** (drives all other components)
   a) Assessment data (K-2 Assessments, EOGs, AIMSWEB, AYP, etc.)
   b) Poverty, demographic, and personnel data
   c) Organization and instructional effectiveness including professional development needs
   d) Stakeholder perspectives (e.g., staff, parent, student surveys)
   e) Inventory of instructional materials and supplies

K-2 Reading 3D TRC: Growth from 79% to 82% proficient in Kindergarten. Growth from 37% to 46% in 1st grade. Growth from 36% to 78% in second grade. Overall growth of 20% proficiency in grades K-2 TRC.

K-2 Reading 3D Dibels Composite: Growth from 56% to 91% proficient in Kindergarten. Growth decreased from 56% to 54% proficient in 1st grade. Growth from 59% to 67% proficient in 2nd grade. Overall growth of 8% growth in grades K-2 Dibels Composite.

3rd grade Reading EOG proficiency of 50%. Math EOG proficiency of 44%.

4th grade Reading EOG proficiency of 38%. Math EOG proficiency of 38%.

5th grade Reading EOG proficiency of 41%. Math EOG proficiency of 38%.

5th grade Science EOG proficiency 34%.

Traphill Elementary school student body number is 149. 89% white, 4% Hispanic, 1.3% multi-racial, .6% black. According to the CEP survey 47% of our students are identified as economically challenged. 14% are served through the exceptional children's department.

Traphill staff includes 8 classroom teachers, 1 Pre K teacher, 4 teacher assistants, 1 curriculum specialist, 4 tutors, 1 full time media person, 1 full time physical education teacher, 1 full time exceptional education teacher, part time teachers in the areas of ITF, music, art, guidance, speech.

Traphill Elementary staff will increase our preparedness of instructional plans for meeting student educational needs.

Traphill have the instructional materials needed to meet the needs of the students. Focused planning and intentional use of data along with researched based strategies will increase our student learning.

2. School Reform
   a) Identify low performing areas and strategies used to address those areas
   b) Describe the procedure for identifying non-proficient students and subgroups, and intervention strategies used to address the needs of these populations
   c) Describe how student progress will be monitored and how parents will be informed of their progress

We will use our weekly data teams and scheduled early release data days to analyze benchmark assessments, formative assessments, EVAAS data, and Reading 3D data. This will give us an opportunity to discuss those low performing areas and create a plan to target the areas of need. We will use the "Now What" tool in Reading 3D along with books such as *Teaching Reading Sourcebook* and *Strategies that Work* to determine interventions appropriate for our needs. Reading Mastery, Corrective Reading, and Discover Intensive Phonics will continue to be three main interventions used at TES to address Literacy needs. This year we are meeting every other week to address our students in the RTI framework. The school psychologist, instructional specialist, principal, and media specialist meets with each teacher individual to problem solve and find strategies and interventions to meet the students need in reading and math. This will also be a time to analyze EVAAS data in grades 3-5. Parents will be informed on a regular basis through parent teacher conferences, Reading 3D Home Connect Letters, Read to Achieve Parent Notifications, progress reports, report cards, phone calls, parent nights, classroom newsletters, and school newsletters.

3. Highly-Qualified Personnel
   a) Provide a statement of attestation of the status of school's highly-qualified teachers and paraprofessionals
   b) Provide a plan to report to parents if a child is being taught by a teacher who is not considered "highly-qualified"
   c)

All staff members at Traphill Elementary school are highly qualified to teach Pre K-5.

The staff includes 4 with master's degrees and 2 working on completion of master degree. 1 staff member with doctoral degrees. 2 staff members with National Board certification and 2 staff members with administrative degrees with 2 working toward completion of administration degree.

If at any time the students are in a classroom environment with a non-highly qualified personnel parents would be notified through letter explaining the situation and plan to ensure the students would receive the education they are entitled to.

4. High-Quality and Ongoing Professional Development
   a) Describe your professional development activities in terms of: areas of needs determined by needs assessment; funding source; participants; timeline of training; implementation and follow-up training; evidence of researched effectiveness (brain research, product research, instructional practice research); and method of evaluating impact on student achievement
   b) Describe how the entire school community is involved in professional development activities

Our staff is constantly seeking ways to grow professionally. We have two staff members who hold positions at the district level with NCAE. Two classroom teachers attended the Problem Based Learning workshop and will share what they learned with the rest of the staff. We have three teachers who are working on the Wilkes County AIG Certification. Our needs assessment shows a necessity of additional support with progress monitoring. Last year our focus was benchmarking effectively and this year our instructional specialist will provide staff development related to progress monitoring effectively. We will also continue to provide professional development for teachers related to building relationships with their students and having a positive learning environment. Our implementation of PBIS will support this initiative. Our school counselor and principal will continue to provide support in PBIS being our instrument for positive reinforcement and solid instruction on expectations and Love and Logic being our language at Traphill Elementary School. The instructional specialist is following the district plan in implementing Home Base.

5. Recruitment and Retention of Highly-Qualified Staff
   a) Describe how you use assessment data to place highly-qualified teachers in areas of need, including the use of "reduced class size" positions.
   b) Describe recruitment initiatives at the school level in terms of climate issues, administrative support for teachers (planning, staff development, lead teacher, coach, and/or mentor support) and any incentive program that may exist.

We have very little turnover at our school. The mentoring and support provided to teachers fosters their commitment to student growth and being involved in the community.

6. Parent Involvement
   Show evidence of the following: Parent Involvement Policy; Annual Meeting; flexible meeting times; schoolwide planning; parent information and   training opportunities; School-Parent Compact; Building Parent Involvement Capacity; reservation of funds for parent involvement; and annual   evaluation of the plan

Parents are involved in decision making at Traphill Elementary school. Stakeholder perspective surveys are distributed annually to parents allowing them to rate the school in areas of safety and school climate. The results are used when making decisions. With all stakeholders' opinions and voices being heard and taken into consideration, everyone feels respected and listened to.

7. Transition

Describe transition activities for incoming students and students moving to middle school

The 5th grade students will visit the middle school and be a part of meetings to familiarize them with expectations at that level. They will eat lunch during their visit to get a true feel of what middle school life is like.

8. Teacher Involvement in Assessment Use
Describe teacher involvement with district-wide assessment requirements, how data is used and how to analyze data to drive instruction

Teachers create pre and post assessments to use during data teams for each math unit they teach. This assessment is created to assess the priority standards to be addressed during the current instructional period. The pre assessments are used to drive instructional planning for all levels of learning present. The team agrees on strategies that will be used during the unit. The post assessment is given to assess student learning and the effectiveness of the strategies that were used.

9. Intervention Strategies

Support staff has been trained in either Corrective Reading or Reading Mastery. We have professional development planned to support teachers in using these programs to fidelity, and training other staff members. The instructional specialist and school psychologist will provide support in determining effective interventions to meet the needs of students.   Staff members will also go through training for engaging students in the learning process.

10. Coordination/Integration of Programs
Describe collaborations with other programs, grants, and agencies (e.g., local civic groups, church organizations, and community resources)

Traphill Elementary school is very fortunate to have great working relations with community and area entities. Children are sponsored by area churches and families during holiday season and individual student's needs are met by these same groups during the school year. Students participate and receive food through the backpack program. The high school Dream Team members come and work with our school and students. Recreation department provides basketball opportunities for our students. Teachers apply for individual grants and school grants from a variety of sources to provide materials and opportunities for classes and professional development. We currently have a grant through the Wilkes Education Foundations that will provide our school with materials for an outdoor science learning center. There is an additional grant we received from Farm Bureau that will provide our school with a green house.

School Data and Summary Analysis

Use data identified on the Data Sources tab (or from other sources) as the basis for understanding the schoc and identifying priority areas for improvement.

1. What does the analysis tell you about your schools strengths?

All staff at Traphill Elementary school is vested in the academic and emotional needs of our students. Teaching assistants, tutors, and support staff are trained in either Corrective Reading or Reading mastery. These SRA programs will be used as interventions for those students who are lacking in literacy development. All staff will be involved in our Literacy block each morning from 8:00-9:00 AM. While Teaching assistants, tutors, and support staff provide these intensive interventions, the classroom teachers are completing guided reading groups to meet the individual needs of all students.

With the continued trending of dropping scores by students, staff is committed to preparing in advance lessons that will engage students in learning standards while staff will use assessments that will monitor that the students have learned and can use material taught in lessons. These lessons will be monitored by administration and curriculum specialist to ensure that student learning is best being meet.

All staff members at Traphill Elementary school are highly qualified to teach Pre K-5.   The staff includes 4 with master's degrees and 2 working on completion of master degree. 1 staff member with doctoral degrees. 2 staff members with National Board certification and 2 staff members with administrative degrees with 2 working toward completion of administration degree.

Traphill employs 4 tutors through title one funding to work 15 hours a week for 30 weeks of the instructional year. The tutors work with small groups of students on skills by directive of classroom teacher's plans.

Staff, students, and parents feel valued and know that they have a voice at Traphill Elementary School. The teachers at Traphill Elementary school have instructional support in the principal and instructional specialist. They meet weekly to assist in making instructional decisions and providing the professional development and support that teachers need to be successful in the classroom. All classrooms at Traphill elementary school are smart classrooms including extra rooms in all buildings for small group instruction. We have three Computer Labs on wheels for classroom use. Teachers have access to computer programs to supplement and support instruction in the classroom. Habitudes program is utilized to assist all students in becoming leaders.

Title 1 Component- School Reform/ Transition/ Intervention Strategies   (box will expand as you type)

Our TRC data shows that we have a significant need in comprehension skills in 2nd, 3rd, 4th, and 5th grade.

 Our Reading 3D data shows that though we are making gains in our TRC and Dibels composit there is still a portion of our students are either below or well below the cut point for their grade.

Our EOG scores in grades 3-5 for reading, math and 5th grade science shows a great need to increase our proficiency level for our students. The growth of our students continue to grow, but proficiency needs to increase greater.

The test results indicate a miss in the student ability to use the skills taught by teachers. The focus of lesson planning is for the coming school year is not only what is taught, but what is learned and can be utilized by students. Assessments will be closely monitored throughout the learning process to make sure that students are able to use and maintain skills covered in lessons that are focused on standards and skills indicated by state standards. These lessons and assessments will be overseen by administration and curriculum specialist.

Teachers will use the revised Blooms Taxonomy questions stems to develop higher order thinking skills during guided reading and whole group reading. This year our teachers will continue to use Discover Intensive Phonics to address literacy deficit in phonics in kindergarten. The reading specialist, principal, and instructional specialist will provide support and ensure that this program is being taught to fidelity. We will use EVAAS to determine specific subgroups to target. EVAAS will be used to make data driven decisions. Last year our teachers received training on the mathematical practices. This year teachers will be sure to include those mathematical practices during math instruction. This year teachers will also implement different strategies from Singapore math to increase a student's systematic process to read, setup and solve math problems.   Students will be taught more explicitly and have more opportunities to discuss problems and how they went about solving them. Traphill Elementary school will continue to involve parents in their child's education. We will improve our parent support this year by offering more training sessions related to the content that their children are required to learn at a particular grade level.

3. What data is missing, and how will you go about collecting this information for future use?

Title 1 Schoolwide Component-Teacher Involvement in Assessment Use/ Coordination & Integration of Programs/ Intervention Strategies

We will use all available data and this year include the use of researched based Scholastic math inventory in seeing the educational needs for our students. This year we will continue to collect data related to discipline using the PBIS framework. Our PBIS team leader has shared the form that we will be using to collect data. Love and Logic will continue to be used to deal with minor infractions within our school and we will use the action form to document major infractions. Through our needs assessment we learned that we need to have more of a focus on providing appropriate interventions and effectively progress monitoring. This year teachers will meet with the instructional specialist, school psychologist, and principal monthly to discuss RTI, Reading 3D data, interventions, and progress monitoring. Traphill this year will be implementing Level 2 of PBIS. The data collected will ensure that our interventions will be more accurate and valid. Teachers need this ongoing support to ensure that they are completing interventions and progress monitoring to fidelity and in a timely manner.

The pre and post data throughout the school year lessons will be monitored to make sure that student achievement in math is maintained. The data will be utilized to create follow up lessons and enrichment lessons during I/E time. The consistent monitoring of reading 3D and classroom assessments in reading will monitor student achievement in meeting standards and will also be used during data talks to meet student academic needs. All available staff and resources will be used during the instructional time for tutoring and enrichment lessons. After school learning opportunities will be established for students that are in need of the additional instruction and practice.

The data gathered by each grade level will be shared with grade levels above and below to create conversation and plans to meet the needs and close the gaps of learning in reading and math. The grade levels will have understanding of student foundational needs for the adjacent grade levels so that planning of lessons will be impacted by the deficient in student achievement that need to be improved.

4. Based upon the analysis conducted, what 2-3 top priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

Title 1 Schoolwide Component- Highly Qualified Personnel/High Quality & Ongoing Professional Development/School Reform/Intervention Strategies

Intervention Strategies/Ongoing Professional Development- Our weekly data teams and monthly intervention meetings will drive our professional development through the school year. Our needs assessment discovered a need for teacher support in this area. We will continue to provide whole staff professional development to provide support in analyzing data and strategies related to managing the classroom. We will continue staff development to assist teachers with Singapore math strategies that will assist students in strategies to read, setup and solve math problems. Teachers will also receive staff development in implementing student strategies to self-monitor reading comprehension and working with non-fiction text.

Attendance/Choice Making- We will work with parents and assist them in understanding the importance of the child building work ethic. Parents will also form an understanding of what is missed when they are not at school. Make up work will be sent with children who are absent, but not being in the classroom cannot be "made up". Last year our attendance average was 95.81 %. Our goal for 2015-2016 is 97 % students and 98% for teachers.

PBIS: We will move into implementing level 2 of PBIS at Traphill Elementary school. All staff and students will understand the components of the matrix and what it means to ROAR at Traphill Elementary school. All staff at TES will have a specified color of beads to give for outstanding behavior. When a child earns a bead they will share with the class what they did to earn the bead for the class. Once a classroom earns 10 beads, the class will put up a paw on the PBIS board. Each time a child earns a bead they will sign the wall of fame board. When a child earns three beads individually the teacher will send home a celebration note, when the child has earned five beads individually they will get to choose from the classroom list of opportunities to celebrate their accomplishment. When the school has covered ROAR we will have a school wide celebration. Communication with parents on our PBIS expectations and Love and Logic Strategies will assist parents with student accountability and choice making skills.

Monthly meetings to cover data collected to meet the ongoing learning of expectations. Club day has been established twice a month to reward students that earn the opportunity to participate. Students that need reinforcement in expectations will have that opportunity for re-teaching during club time.

5. Title 1 school only- How will parents be informed of your School Improvement Plan and be given the opportunity to provide feedback.

We will have copies of our school improvement plan made available for parents in the office and in the parenting room. We will encourage parents to provide feedback to the principal and through their SIT representatives. Parents will be informed of our school goals for Title 1 and School Improvement Plan via our school newsletter and webpage.

School Vision and Mission Statements

Vision:

Prepare students to be responsible, thinking, problem solving students.
Students look to R.O.A.R. every day.

Mission:

"The mission of Traphill Elementary School is to provide a safe learning environment, which utilizes high quality instruction to ensure students are career and college ready."

Priority Goal 1 and Associated Strategies(Required)

Plan/Do

Area for improvement and supporting data:
Our data shows a need for focused interventions in the areas of comprehension and decoding.

School Goal 1: Students at Traphill Elementary school will increase comprehension and decoding skills necessary to meet their literacy needs.The focus will be in the area of informational text. The percent of Traphill students scoring proficient and higher for Reading 3D composite in grades K-2 will increase to 75% by the end of the school year 2014-2015. Students in grades 3-5 will show adequate growth and will increase reading proficiency to 65%. Supports this district goal: Priority 1 & 2	
Target: Literacy **Indicator: Assessment Data** **Title I Component(s): 1, 2, 4, 5, 8, 9** **Milestone date: June 2015**	

Goal 1 Improvement Strategies – Identify research-based strategies whenever possible.

	Strategy: Bi-weekly Meetings with Instructional Specialist, principal, and school psychologist
	Action steps:
Strategy 1:	**1. Analyze Reading 3D Data and EVAAS data**
	2. Use RTI to plan for student success and to make instructional decisions.
	3. Use progress monitoring data to assess the effectiveness of chosen interventions.

		4. The instructional specialist will provide teacher support in making instructional decisions.
	Strategy 2:	**Strategy: Monitoring Fidelity**
		Action steps:
		1. Classroom Observation
		2. RTI Paper work (Problem solving chart, graphs, etc.)
		3. PLC meetings monthly to share and create strategies to effectively assist students with growth
		4. use of close read and 40 ways to read as a detective strategies to assist students in being able to self-monitor their own personal reading comprehension.
	Strategy 3:	**Strategy: Researched Based Reading Programs**
		Action steps:
		1. Corrective Reading (3rd, 4th, 5th)
		2. Reading Mastery (K, 1st, 2nd)
		3. Discover Intensive Phonics (K-2) / Fundations (K/1)
		4. Protected literacy block

Check	**What data will be used to determine whether the strategies were deployed with fidelity?**
	We will use the new RTI problem solving Flow chart to make decisions and choose the appropriate interventions. Progress monitoring will be completed through the Reading 3D RTI component, SRI, benchmark assessments and formative assessments. This data will be analyzed bi-weekly to keep a close check on student progress.
	SMI data will be used to monitor math development along with classroom, and benchmark assessments. The data will be analyzed bimonthly by administration, curriculum specialist, additional resource staff as needed and teacher. During these data meetings small group and individual student needs will be addressed and plans for meeting those needs will be established.
	How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)
	The progress monitoring data will determine whether or not the chosen interventions are effective. We will also analyze benchmark assessments, SRI, and Reading 3D data at BOY, MOY, and EOY to evaluate progress. Formative assessments will be a regular part of our bi-weekly conversations to ensure that we are doing regular quick checks with students.

What does data show regarding the results of the implemented strategies?

2014-2015 Data showed a growth in this area but the goal of 80% was not obtained and goal will continue to be worked with during the 2015-2016 school year. The 2015-2016 school year will also include students gaining strategies for self-monitoring personal reading comprehension.

Priority Goal 2 and Associated Strategies(Required)

Area for improvement and supporting data:
Our EOY summative data in K-2 and data team assessment data in grades 3-5 show a need for teacher support in providing students with more effective problem solving strategies in mathematics.

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<tr><td rowspan="3">Plan/Do</td><td>

School Goal 2: Students at Traphill Elementary school will improve their problem solving skills in mathematics. The students will show growth in the understanding of number sense.
The percent of students in grades K-2 to show math proficiency according to the K-2 math assessment will grow by 5%. Students in grades will increase to 65 % proficiency according to the EOG testing results.
Supports this district goal: Priority 1 & 2

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Target: Mathematical Problem Solving
Indicator: Assessment Data
Title I Component(s): 1, 2, 4, 5, 8, 9
Milestone date: June 2016

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Goal 2 Improvement Strategies – Identify research-based strategies whenever possible.

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Strategy 1:

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Strategy: Teachers will meet in data teams each week with the instructional specialist and principal.

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		Action steps:
		1. Teachers will continue to create common pre and post assessments based on priority standards.
		2. Teachers will choose research based strategies to differentiate the core, meet the needs of students who are close to proficiency, and meet the needs who are far from proficiency.
		3. Teachers will create, share, and discuss formative assessments throughout the unit.
		4. Support personnel will use data to provide professional development that is specific to the teacher's needs.
	Strategy 2:	Strategy: Teachers will use Scoot Pad math to progress monitor mathematics, Singapore math strategies, and Marilyn Burns kits to increase student success in math.
		Action steps:
		1. Students will complete a placement test in Scootpad
		2. Students will then have time to work on specific needed skills in mathematics.
		3. Singapore math strategies will be taught to assist students with a process for solving math problems.
		4. Marilyn Burns kits will be utilized for students
	Strategy 3:	Strategy: Teachers will use Scholastic Math Inventory
		Action steps:
		1. SMI data will be used to make instructional decisions
		2. SMI data will assist the principal in providing support for teachers.
		3. 2-5 grade teachers will meet weekly to use math data including SMI to decide class, group, individual needs for students.
		4.

Check	**What data will be used to determine whether the strategies were deployed with fidelity?**
	We will analyze pre and post assessment for each unit as a group. Benchmark assessments data will also be used to assess strategies are being taught to fidelity. Once data is analyzed plans to address the student needs will be established for continued student learning and growth.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

We will compare our post assessment data to the smart goals that we create as a team.
We will continue to monitor student ability to set up and solve properly math questions presented to them in different forms.
We will build the students ability to use and understand numbers.
Teachers will analyze data and match the lessons to the needs of students. Administration and support staff will monitor this process. Teachers will share information and plan how each grade level can assist each other in closing the gaps of skills in reading and math. The sharing of information of data to each grade level above and below the particular grade level.

What does data show regarding the results of the implemented strategies?

The end of the year data showed not meeting expectations in grades 3-5. The data supported the strategies used with the pre and post unit assessment and growth of student achievement, but the overall data shows a continued need for students to build their strategies for a systematic process to read, setup and solve math problems.

Priority Goal 3 and Associated Strategies(Required)

Plan/Do

Area for improvement and supporting data: Science instructional practice and student proficiency growth	

School Goal 3:Traphill's 5th grade proficiency in science will increase from 34% to 65% Supports this district goal: Priority 1 & 2	

Target: Attendance <u>Indicator: Attendance Percentages</u> <u>Title I Component(s): 1,2,4,5,8,9</u> Milestone date: June 2016	

Goal 3 Improvement Strategies – Identify research-based strategies whenever possible.

Strategy 1:	**Strategy:** Integration of science text in reading lessons
	Action steps:

		1. Students will use science text in their close reading passages to build vocabulary and informational knowledge
		2. Students will answer written questions about the text readings showing gained knowledge and understanding.
		4.
	Strategy 2:	Strategy: Students in grades 2-5 will gain informational knowledge and staff will utilized data to determine instructional needs.
		Action steps:
		1. Instructional use of data from SchoolNet pre and past test
		2. Use of district wide benchmark data in determining instructional needs for students.
		3. Students who's data show a need in additional practice in understanding material will receive needed practice during I/E time
		4. Use of discovery streaming and hands on experiments to increase student knowledge of science terms and discoveries
	Strategy 3:	Strategy: Students participate in science based activities outside school day.
		Action steps:
		1. 3-5 graders participating in Science Olympiad
		2. All 3-5 graders participate and complete a Science Fair project. Grades K-2 participate in a classroom lead science project.
		3.
		4.

	What data will be used to determine whether the strategies were deployed with fidelity?
Check	Use of District Science Benchmark testing data results to determine how the 5th graders are progressing. Constant use of SchoolNet pre and post testing to monitor subject mastery for each student. The 5th grade teacher, principal, and instructional specialist will meet and analyze data planning instruction from this data to meet the needs of the students.

How will you determine whether the strategies led to progress toward the goal? (Include formative, benchmark, and summative data as appropriate.)

Data will be used and analyzed to make sure all students are progressing for proficiency in Science curriculum.

What does data show regarding the results of the implemented strategies?