

Student Data (Please refer to achievement and EWS/MyGrad Success links below to assist)**1. Overall Data Strengths Summary:****ELA:**

KG Q2 proficiency 90% (district 83%) RI 2.4 and RI 1.3 highest percentage, Average 82%, Red 2.5%; Overall have increased CFA rigor: Essential Standards RI 3.7 and RL 3.7 90% showing proficiency; Able to identify Listening Comp is not an area of growth. (2018: proficiency 92%)

1st: Q2 proficiency 88% (district 87%) L 3.5 and RL 1.3 highest percentage; Average 87%, Red 6%; Overall have increased CFA rigor: Essential Standards RI and RL 3.7 RL 2.4 (all standards averaging 80% or higher). (2018: proficiency 75%)

2nd: Q2 proficiency 16% proficiency (district 24%) RL 2.5- highest proficiency 35%; Average 47%, Red 51%; Overall CFA data RL 1.3 decrease in red on district CFAs- continue to collect data (2018: proficiency 21%)

3rd: Q2 proficiency 27% proficiency (district 38%), 40% yellow and 34% red - highest proficiency RI 2.4 65% (increased from Q2 week 6) and RL 1.2 49.5%; Average 55%; Overall CFA data aligned with essential standards (2018: proficiency 39%)

4th: Q2 proficiency 39% proficiency (district 47%), 32% yellow, 29% red - highest proficiency RL 1.2 66%, RL 1.3 61%, L 3.4 62% (all three essential standards); Average 59%; Overall CFA data aligned with essential standards (2018: proficiency 46%)

5th: Q2 proficiency 37% proficiency (district 45%), 32% yellow, 31% red - highest proficiency RI 1.2 76%, RL 2.6 60% (both essential standards); Average 61%; Overall CFA data aligned with essential standards (2018: proficiency 39%)

IRLA:

KG: 79% Proficiency; 16% at risk, 5% emergency; target 67% (regrouping for quarter 3 to provide additional supports during I/E and ELA block- date from IRLA and PAT used to make groupings)

1st: 63% Proficiency; 24% at risk, 13% emergency; target 45% (regrouping for quarter 3 to provide additional supports during I/E and ELA block- date from IRLA and PAT used to make groupings)

2nd: 55% Proficiency; 24% at risk, 20% emergency; target 33% (quarter 3 continue SIPPs during IE and extended time during ELA block for foundational and during DI small group utilizing Ready Up for foundational skills)

3rd 59% Proficiency; 25% at risk, 16% emergency; target 26% (41 scholars below white level- IE 1R below in SIPPs, 2R and above receiving more of the core during IE and/or enrichment)

4th 68% Proficiency; 30% at risk, 1% emergency; target 47% (24 scholars below black level- receiving additional supports during IE; tier 3 that were in SIPPs Plus are moving into SIPPs Challenge and continue monitor data to move into comp/vocab group during IE)

5th 45% Proficiency; 51% at risk, 3% emergency; target 27% (51 scholars below orange- more of the core during IE, looked at growth and 2 out of 4 teachers below the .5)

Math:

QC #2 **First** grade: School-85% G, 11% Y, 4% R (increased proficiency by 15% from previous quarter; standards may/may not be the same) (OA.1.2-85% proficiency; OA.1.1-67% proficiency) (2018: proficiency 62%)

QC #2 **Second** grade: School-68% G, 12% Y, 21% R (NBT.1.3-63% proficiency; NBT.2.5-62% proficiency) (2018: proficiency 58%)

QC #2 **Third** grade: School-32% G, 29% Y, 39% R (OA.1.3-63% proficiency; NBT.2.5-62% proficiency) (2018: proficiency 35%)

QC #2 **Fourth** grade: School-45% G, 26% Y, 29% R (increased proficiency by 24% from previous quarter; standards may/may not be the same); (OA.1.1-74% proficiency; NBT.2.5-62% proficiency) (2018: proficiency 37%)

QC #2 **Fifth grade**: School-31% G, 21%Y, 48% R (NBT.2.5-38% proficiency; NBT.2.7-31% proficiency) (2018: proficiency 10%)

2. Overall Data Areas of Growth Summary:

ELA

KG area to grow Q2 RI 1.2 46% proficiency and 46% in yellow, CFA Essential Standards SWD (Language Impairment) 60% proficient ; L 3.5 57.5% (next step to increase because vocab standard 2.4 is at 92.5%)

1st Q2 RL 1.2 at 53% proficiency and 30% in yellow; RI and RL 1.2 averaging 72% for grade level on CFAs (continue as Essential Standards work)

2nd Q2 RI 2.4 (46% in red not an essential standard) and RI 1.3 (42% in red and Q1 33% in red)- essential standards work for RI 1.3 and continue to monitor in house data for additional essential standards work

3rd Q2 RI 3.7 (65% in red not an essential standard) and RI 1.2 46% in red and in Q1 week 6 CFA was at 68% in red and in Q2 week 6 CFA 15% in red (some improvement)

4th Q2 RI 2.5 51% in red (Q2 week 6 17% in red and Q1 check 46% in red)- inconsistent

5th Q2 RI 3.8 46% (essential standard, in Q1 check 29% in red and prior CFAs avg 15% in red- written response Q2 check vs. multiple choice in prior), RL 2.5 46%, L 3.4 46% (essential standard)

Math:

First: OA.1.2-48% proficiency (not addressed again); will be addressed during IE group time through Zearn and centers

Second: (decreased proficiency by 12% from previous quarter; standards may/may not be the same); NBT.1.4-26% proficiency (not addressed again); NBT.2.6-34% proficiency (not addressed again); will be addressed during IE group time through Zearn and centers

Third: (decreased proficiency by 18% from previous quarter; standards may/may not be the same); OA.1.4-12% proficiency (not addressed again), OA.2.5-15% proficiency (not addressed again); will be addressed during IE group time through Zearn, centers and FSA practice

Fourth: OA.1.3-18% proficiency (Module 7), NBT.2.6-15% proficiency (not addressed again); will be addressed during IE group time through Zearn, centers and FSA practice

Fifth: (decreased proficiency by 1% from previous quarter; standards may/may not be the same); NF.1.2-11% proficiency (not addressed again), NF.1.1-15% proficiency (not addressed again); will be addressed during IE group time through Zearn, centers and FSA practice

Science:

5th Q1 32% proficiency (district 52%), 41% yellow, 26% red; Q2 CRES 9% (2018 7%) proficiency (district 36%), 24% yellow, 67% red; CFA Water Cycle: 49% proficiency (district 54%), 34% yellow, 17% red; CFA Weather: 30% proficiency (district 40%), 31% yellow, 38% red

Instructional Coaches weekly science lab starting quarter 3: Gaps-Our three Instructional Coaches will be going in once a week to review previous grade level standards that will be assessed on the FSA. They will be co-teaching with the 5th grade teachers to cover these standards. We will also be using this time to readdress grade level standards the students weren't proficient on based on quarterlies or unit exams.

3. Briefly (20 words or less per group) describe the achievement and EWS/MyGrad Success levels of students in the following subgroups.

- ESSA: All 8 subgroups for the 2019 FSA were at or above the 41% requirement (increase from the 2018 baseline data where there were 4 out of 8 subgroups that met the criteria).

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2018-19	C & C Accel 2018-19
SWD	35	51	54	32	51	48	50				
ELL	53			35							
BLK	32	43		38	57		36				
HSP	52	54	70	46	41	25	57				
MUL	67			20							
WHT	52	57	55	47	52	39	58				
FRL	48	57	57	43	47	37	51				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	52	45	32	52	41	31	59				
BLK	29	23		33	31						
HSP	47	33		40	38	31	31				
MUL	50			43							
SWD	42	30	31	43	43	19	48				
FRL	46	38	30	45	40	30	50				

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	54	51	42	55	47	23	30				
BLK	48	58		25	50						
HSP	44	48		46	44	30	30				
MUL	64			55							
SWD	11	33	33	13	29	24	24				
FRL	46	50	45	45	43	29	27				

- SWDs: 5 out of 7 areas showed gains; continue to work on achievement level in ELA and Math
- FRL/ED: 6 out of 7 areas showed gains, continue to work on math achievement
- Black: 4 out of 4 areas made gains and science added 2019 and not able to compare to 2018/2017
- Hispanic: 6 out of 6 areas made gains and ELA L25% added for 2019 and not able to compare to 2018/2017
- ELL/LEP: ELA 53 achievement level and Math 35 achievement level
- Lowest %tile: ELA Lowest 25% made gains in all 4 subgroups; Math Lowest 25% made gains in 3 of the subgroups (HSP dropped 6%)

Overall Subgroup Achievement Data Trends based on Quarter 2 Quarterlies:

All/WHT/BLK/HSP/MUL/LEP/SWD/FRL

3rd ELA: percent proficient 27% for all (subgroups at or above include: white, black, FRL)

4th ELA: percent proficient 39% for all (subgroups at or above include: black, HSP)

5th ELA: percent proficient 42% for all (subgroups at or above include: white)

Overall Subgroup Achievement Data Trends based on Quarter 2 Quarterlies:

All/WHT/BLK/HSP/MUL/LEP/SWD/FRL

3rd Math: percent proficient 30% for all (subgroups at or above include: white)

4th Math: percent proficient 45% for all (subgroups at or above include: white, black)

5th Math: percent proficient 30% for all (subgroups at or above include: Hispanic, MUL)

EWS Scorecard:

EWS Risk Ratio Scorecard								Q2	
Overall School Health	Course Performance			Attendance		Discipline			
	EWS	Count	%	Count	%	Count	%		
On-Track		419	71.62%	318	54.36%	544	92.99%		
At-Risk		139	23.76%	117	20.00%	25	4.27%		
Off-Track		27	4.62%	150	25.64%	16	2.74%	School Totals	
Risk Ratios by Student Demographic Area for students who are off-track	Student	Count	Ratio	Count	Ratio	Count	Ratio	Count	%
Males		14	0.97	85	1.06	14	1.64	313	
Females		13	1.04	65	0.93	2	0.27	272	53.50%
White		12	0.70	93	0.98	12	1.19	369	63.08%
Black		3	1.27	12	0.92	3	2.15	51	8.72%
Hispanic		8	1.47	32	1.06	1	0.31	118	20.17%
Multiple		4	2.06	11	1.02	0	0.00	42	7.18%

F/R	25	1.15	132	1.10	15	1.17	469	80.17%
SWD-Yes	14	1.69	57	1.24	10	2.04	179	30.60%
SWD-No	13	0.69	93	0.89	6	0.54	406	69.40%
504-Yes	3	1.81	5	0.54	2	2.03	36	6.15%
504-No	24	0.95	145	1.03	14	0.93	549	93.85%
ELL	3	2.50	11	1.65	0	0.00	26	4.44%
SWD/White	7	1.34	37	1.28	9	2.91	113	19.32%
SWD/Black	3	3.61	5	1.08	1	2.03	18	3.08%
504/White	2	1.60	2	0.29	2	2.71	27	4.62%
504/Black	0	0.00	1	1.30	0	0.00	3	0.51%
Homeless	1	0.98	5	0.89	0	0.00	22	3.76%

EWS Risk Ratio Scorecard Q3

	Course Performance		Attendance		Discipline				
	EWS	Count	%	Count	%	Count			%
Overall School Health	On-Track	585	100.00%	525	89.74%	583	99.66%	School Totals	
	At-Risk	0	0.00%	34	5.81%	2	0.34%		
	Off-Track	0	0.00%	26	4.44%	0	0.00%		
Risk Ratios by Student Demographic Area for students who are off-track	Student	Count	Ratio	Count	Ratio	Count	Ratio	Count	%
	Males	0	0.00	16	1.15	0	0.00	313	53.50%
	Females	0	0.00	10	0.83	0	0.00	272	46.50%
	White	0	0.00	15	0.91	0	0.00	369	63.08%
	Black	0	0.00	4	1.76	0	0.00	51	8.72%
	Hispanic	0	0.00	4	0.76	0	0.00	118	20.17%
	Multiple	0	0.00	2	1.07	0	0.00	42	7.18%
	F/R	0	0.00	19	0.91	0	0.00	469	80.17%
	SWD-Yes	0	0.00	13	1.63	0	0.00	179	30.60%
	SWD-No	0	0.00	13	0.72	0	0.00	406	69.40%
	504-Yes	0	0.00	3	1.88	0	0.00	36	6.15%
	504-No	0	0.00	23	0.94	0	0.00	549	93.85%

ELL	0	0.00	2	1.73	0	0.00	26	4.44%
SWD/White	0	0.00	7	1.39	0	0.00	113	19.32%
SWD/Black	0	0.00	2	2.50	0	0.00	18	3.08%
504/White	0	0.00	1	0.83	0	0.00	27	4.62%
504/Black	0	0.00	2	15.00	0	0.00	3	0.51%
Homeless	0	0.00	2	2.05	0	0.00	22	3.76%

Links: [FSA by Subgroup Historical](#) (2017, 2018, 2019)
[Quarterly Check Data by subgroup Report](#) (Quarter 2 2019-20)
[EWS Scorecard](#)
[MyGrad Success](#) (High School Only)

Staff, and Student Engagement Data (Gallup and other engagement data)

ENGAGEMENT OVERALL ITEM GRANDMEAN	YOUR SCHOOL		PCS OVERALL	GALLUP OVERALL DATABASE (50TH)
	CURRENT	PAST		
GRANDMEAN (out of 5) n =	4.18 79	4.20 79	3.90 6,875	4.06
Q00. How satisfied are you with your organization as a place to work?	4.15	4.05	3.76	4.08
Q01. I know what is expected of me at work.	4.53	4.51	4.31	4.49
Q02. I have the materials and equipment I need to do my work right.	4.00	4.10	3.88	4.18
Q03. At work, I have the opportunity to do what I do best every day.	4.05	4.12	3.99	4.15
Q04. In the last seven days, I have received recognition or praise for doing good work.	3.97	3.88	3.40	3.76
Q05. My supervisor, or someone at work, seems to care about me as a person.	4.71	4.68	4.14	4.29
Q06. There is someone at work who encourages my development.	4.54	4.44	3.94	4.00
Q07. At work, my opinions seem to count.	3.82	3.96	3.55	3.93
Q08. The mission or purpose of my organization makes me feel my job is important.	4.22	4.18	3.97	4.18
Q09. My associates are committed to doing quality work.	4.14	4.22	4.14	4.20
Q10. I have a best friend at work.	3.86	3.94	3.66	3.78
Q11. In the last six months, someone at work has talked to me about my progress.	4.01	4.01	3.72	4.09
Q12. This last year, I have had opportunities at work to learn and grow.	4.32	4.36	4.07	4.18

58% Overall Engagement

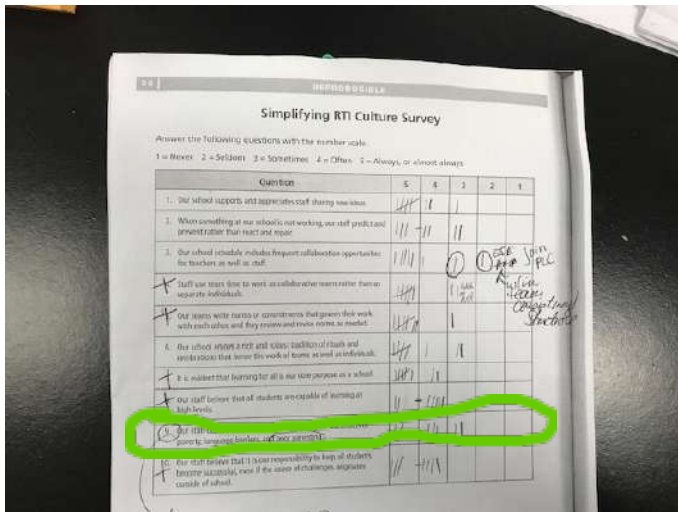
- No meaningful decline or growth in any area: .20 change
- Overall in top 10 for all elementary schools
- Overall in the top 5 for Title 1 schools

1. Briefly discuss staff engagement strengths and areas for growth

Areas of strength are: Top 3 areas: Q5 (4.71 cares about me), Q1 (4.53 know what is expected of me), Q6 (4.54 encourages my growth); All grandmeans higher than district other than Q9 and the same

Areas for growth are: Two of the lowest grandmeans: Q4 (recognition last 7 days 3.97- last year 3.88) and Q7 (opinion counts 3.82 and last year 3.96)- when received feedback how the question was answered varied Q7 outside of Cotee: district and state level

RtI at Work Pyramid (K-5, Specials, ESE Self-Contained):



(Focus Question #9: Aligned with SEL work)

School Culture Survey (Instructional Staff Only- 48 completed):

Each section highlighted the top 2 for Agree

Due to low numbers in Disagree/Somewhat Disagree, looked at the lowest two for each category when combined somewhat Agree and Agree and highlighted

1. School Culture					
Trust/Respect					
	Disagree	Somewhat Disagree	Not Sure	Somewhat Agree	Agree
Teachers feel honored for their ideas, expertise, and opinions within the school.	0	1	3	21	22
Teachers feel honored for their ideas, expertise, and opinions within the district.	5	10	16	10	7
At the school we celebrate each others' successes.	0	0	1	11	36
At this school, the principal, faculty, and staff work as a team.	1	0	0	9	37
Teachers are treated as professionals at my school.	0	1	0	8	39

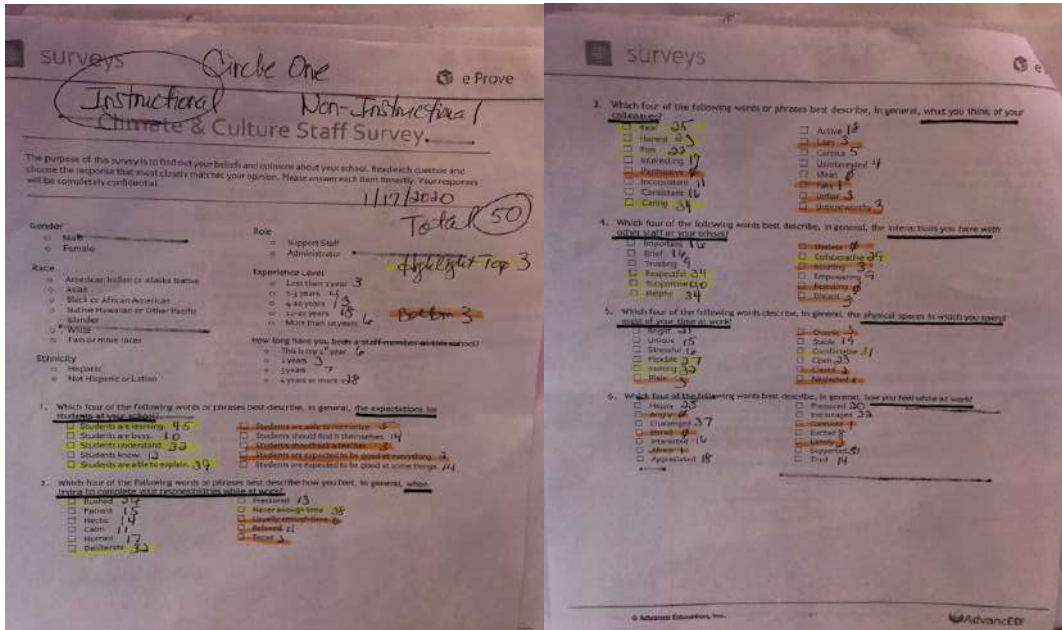
Problem Solving Orientation/Decision-making					
	Disagree	Somewhat Disagree	Not Sure	Somewhat Agree	Agree
Teachers at my school discuss and help one another solve problems.	1	0	0	20	26
At this school, there are opportunities for me to participate in decision-making.	0	2	3	9	29
Teachers are encouraged to take initiative to make improvements for students.	0	2	1	11	33
At this school, teachers can be innovative if they choose to be.	0	1	1	18	28
Teachers take pride in trying new techniques and ideas.	0	3	9	21	15
At this school, students are "ours," as opposed	0	0	2	15	32

Collegial Environment					
	Disagree	Somewhat Disagree	Not Sure	Somewhat Agree	Agree
At this school, I am expected to improve my practice by gaining new knowledge and skills.	0	0	0	6	12
There is a formal process that provides substantial and regular scheduled blocks of time for educators to conduct ongoing self-reflection and professional growth.	1	4	2	10	31
Teachers engage in efforts to learn more about their professional practice.	1	2	3	7	35

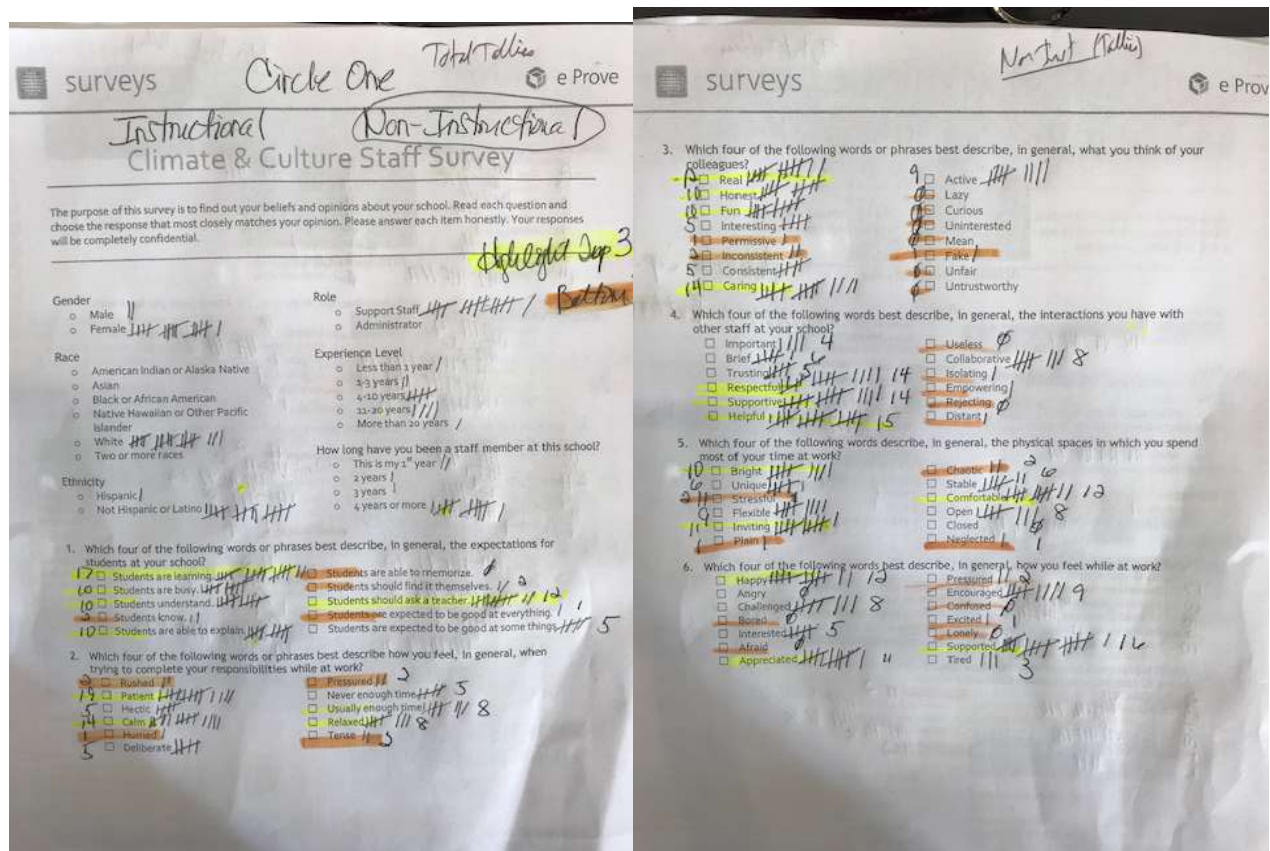
Teachers share, observe, and discuss each others' teaching methods and philosophies.	1	6	0	19	18
Teachers work together to develop shared understandings of students and curriculum.	0	4	1	14	25
Teacher works together to produce materials and activities.	3	1	3	15	21
The school leadership keeps the school focused on shared purpose, continuous improvement, and collaboration.	1	1	0	11	31
The staff reports a sense that peer review practices are an important and productive part of a meaningful school community.	1	0	5	13	25

Climate and Culture Survey

Instructional:



Non-Instructional:



2. Briefly discuss student engagement strengths and areas for growth

5th Grade Scholar Gallup



Student Engagement: The involvement in and enthusiasm for school

Overall 69%

Above District and U.S Overall in All Areas

ENGAGEMENT GRANDMEAN	Your School		Your District		U.S. Overall
	2018	2019	2018	2019	2019
Overall	4.06	4.21	3.71	3.71	3.82
At this school, I get to do what I do best every day.	3.26	3.75	3.37	3.37	3.50
My teachers make me feel my schoolwork is important.	4.18	4.12	3.91	3.89	3.94
I feel safe in this school.	3.88	4.47	3.59	3.58	3.77
I have fun at school.	3.64	3.93	3.25	3.26	3.40
I have a best friend at school.	4.65	4.71	4.33	4.35	4.38
In the last seven days, someone has told me I have done good work at school.	3.47	3.74	3.46	3.46	3.57
In the last seven days, I have learned something interesting at school.	4.09	4.20	3.66	3.64	3.80
The adults at my school care about me.	4.20	4.46	3.69	3.68	3.80
I have at least one teacher who makes me excited about the future.	4.44	4.20	3.96	3.96	4.06

Student Hope: The ideas and energy scholars have for the future

Overall 44%

HOPE GRANDMEAN	Your School		Your District		U.S. Overall
	2018	2019	2018	2019	2019
Overall	4.20	4.25	4.12	4.11	4.17
I know I will graduate from high school.	4.50	4.40	4.54	4.53	4.61
I have a great future ahead of me.	4.39	4.41	4.30	4.27	4.32
I can think of many ways to get good grades.	4.18	4.17	4.06	4.04	4.11
I have many goals.	4.07	4.07	4.02	4.01	4.08
I can find many ways around problems.	3.62	3.76	3.78	3.78	3.85
I have a mentor who encourages my development.	3.62	3.75	3.34	3.35	3.47
I know I will find a good job in the future.	4.51	4.62	4.28	4.26	4.31

Entrepreneurial Aspirations: The talent and energy for building businesses that survive, thrive, and employ others

Above District and U.S Overall in All Areas

ENTREPRENEURIAL ASPIRATION GRANDMEAN	Your School		Your District		U.S. Overall
	2018	2019	2018	2019	2019
Overall	2.44	2.53	2.24	2.25	2.38
I will invent something that changes the world.	2.88	2.68	2.38	2.37	2.57
I plan to start my own business.	2.99	3.13	2.90	2.92	3.00
I am learning how to start and run a business.	2.16	2.37	2.17	2.19	2.34
I have my own business now.	1.45	1.59	1.48	1.48	1.51

Career/Financial Literacy: The information, attitudes and behaviors that students need to practice for healthy participation in the economy

CAREER/FINANCIAL LITERACY GRANDMEAN	Your School		Your District		U.S. Overall
	2018	2019	2018	2019	2019
Overall	2.76	3.05 ↑	3.19	3.19	3.27
I have a paying job now.	1.63	1.68	1.95	1.95	2.09
I am learning how to save and spend money.	3.75	3.77	3.62	3.63	3.71
I have a bank account with money in it.	2.52	2.70	3.23	3.25	3.19
I am involved in at least one activity, (i.e. music, sports, or volunteering).	3.54	3.93 ↑	3.91	3.90	4.06

5th Grade Scholar Gallup Highlights and Think Abouts:

Highlights and Areas to Think About:

- Blue arrows indicate a significant gain or decrease (.20 increase or higher)
- **Engagement:**
 - Highest 2: I have a best friend at school (4.71) and feel safe (increase from 3.88 to 4.47)
 - Lowest 2: I get to do what I do best every day (increase from 3.26 to 3.75) and someone at school has told me I have done good work in the last seven days (increase from 3.47 to 3.74) (increased significantly but lowest 2)- continue with goal setting
- **Hope:** I can find many ways around problems: continue goal setting through conferencing; 3.62 to increase 3.75 and I have a mentor who encourages my development: revamped check in/out mentor structure and continue in 2020-2021 school year
- **Entrepreneurial Aspiration and Career/Financial Literacy:**
 - Increase opportunities for scholars to invent/be creative in their learning (2.68 decrease from 2.88)
 - Although not the lowest I am involved in at least one activity- important for the sense of belonging

Parent Engagement Data

Title I schools should reference the CNA Parent Input Questions. The materials for the Parent Engagement Data must be uploaded into the Title I Crate by April 13th.

Briefly discuss parent engagement strengths and areas for growth

Areas of strength are: Very happy with their children's teachers and additional support provided, love the growth they are seeing in their child, feel that their children are excited about Music/Chorus again; discussed BEST update, how to access and potential implications (will also post on school sites); discussed what Title 1 means (will post video on school sites) Parents shared they feel the communication is good/informative and enjoy that facebook live has been added for the news and continue the weekly calls as good reminders and emails as an option vs paper copies, Enjoy the events and activities available for parents/families (ex. festivals, team parent involvement activities) and that our attendance is always good when it involves being with and/or watching their child perform vs curriculum as a stand alone (discussed IRLA parent information and then met with their child in the classroom), discussed the difference between PTA/SAC. Overall consensus continue doing what we are doing because they love it here.

Areas for growth are: The parents shared the concern with dismissal parking because there is no outlet (events, appointments, therapies, etc). We shared with them the plan developed with district and we are waiting for approval.

Implementation Data (Artifacts/Products from the [District Key Priorities Guide](#))

Check any that are developed at your building

- RtI at Work Pyramid
- Gallup survey action plan
- Simplifying RtI Culture Survey results and action plan
- List of students needing support at each tier (academic and behavior)
- Action plans to provide support at each tier (academic and behavior)
- Essential standards/learning charts
- PLC Team response to common formative assessments (CFAs)

RtI at Work Pyramid- currently have and will reflect/make any applicable updates with SBLT/SIT

- Gallup survey action plan- reflected with SBLT and brought back to teams and last reflection 2/2020
- Simplifying RtI Culture Survey results and action plan- reflected with SBLT and brought back to teams, last reflection 2/2020
- Additional Culture Surveys results and action plan- last reflection 2/2020
- List of students needing support at each tier (academic and behavior)- have current and projected 2020-2021, on-going updates
- Action plans to provide support at each tier (academic and behavior)
- Essential standards/learning charts- Semester 2 updated and will reflect once receive 3rd-5th FSA data, Quarterly data (K-5), CFAs ELA (2nd-5th district), CFAs ELA, K-1 in house, IRLA and EOY Universal Screeners (develop semester 1 2020-2021 at the end of the school year)
- PLC Team response to common formative assessments (CFAs)- ARM survey submitted from each PLC Team and Data Protocols for each PLC Team, increased work for ESE Self-Contained Access Point classrooms.
- **Artifacts/products developed at your school and are a strength:** Identifying needs of support for academic and behavior; developed action plans to support needs at tier 3, school wide I/E block has increased fidelity and monitoring of implementation in ELA and Math, MTSS tracking tier 3 supports and response to intervention (everyone's responsibility), focus on lowest quartile in ELA with charts to group scholar needs, responding /action planning when scholars were not making growth (SIPPs), CFA documentation and outline to develop CFAs that include FSA stems (including CFA reference document grades 3rd-5th), essential standards work, PBIS Gold Seal (two consecutive years) and will apply again, Compassionate School Progress- completed requirements and on-going learning and implementation, Gifted Inclusion 1st-5th allows for the full continuum for all scholars; including access points at all levels.
- **Artifacts/products that are areas for growth:** Continue goal setting evidence K-5 (Reading, Writing, Math), BPIE: 1. Continue school analyzes data to identify barriers and initiate improvement steps that increase the number of students in gen. ed. from our access point self-contained units (products to include scholars identified on access points to participate in gen. ed.) 2. Continue Teachers of SWDs who spend less than 80% of their day in general education classes use

formative assessment data to identify effective instructional (products: CFA/Scholar artifacts) and behavioral interventions (products: Comprehensive FBAs with SWAT approach), continue to grow in identifying targeted areas of growth to close achievement gaps, tier 2 tracking of implementation when scholars are also receiving tier 3, coding in instructional plans and/or CFAs for alignment to IRLA evidence.

Focus Areas for Next Year

1. What are your draft goals for the 2020-21 school year based upon the data you describe?

High Impact Instruction: PLCs will intentionally plan instruction while utilizing the four guiding principles.

Opportunity Myth Consistent Opportunities to work on ***Grade Appropriate Assignments:***

- Instructional planning that aligns scholar learning, tasks, outcomes with the complexity of the grade level standards.
- A systematic approach to phonics instruction/foundational skills, academic vocabulary (ELA and Math).
- Reading and writing connection is infused throughout the instructional day across content areas (application of learning).

Opportunity Myth Staff hold ***High Expectations*** for scholars and believe they can meet grade-level standards:

- Differentiated Instruction for Tier 2 in ELA and Tier 2 and 3 Math in alignment with Essential Standards in order for all scholars to access grade level standards.

Opportunity Myth ***Strong Instruction*** where scholars do most of the thinking in a lesson:

- Scholars will engage in cognitive tasks that require them to persevere through challenging assignments and experience productive struggle through reasoning and problem solving and feel they are having fun and part of their learning process.

Opportunity Myth ***Deep Engagement*** in what they're learning:

- In addition to behavioral compliance, scholars are making a deeper cognitive and emotional investment in their school work because they find worth in the content (usable outside of school, important now, important in the future).

Collaborative Culture: Promote personal growth and sense of community and belonging, in a compassionate school culture.

- Continue to build on staff knowledge and practices when responding to one another, scholars' and parents' emotional/behavioral well-being needs.
- Staff reflects and builds on how each of their individual contributions impact school culture and scholar achievement.
- Increase scholar hope through finding a variety of ways around problems and mentorships
- Increase inclusion opportunities for scholars in our self-contained access point classrooms.

Data Driven Decisions: Build challenging educational systematic and equitable learning experiences so that all scholars achieve through the tier level of supports.

- Our School Based Leadership team and Student Intervention Team will collect, monitor, utilize data to identify trends and develop actionable steps to increase scholar achievement levels.

- The Student Wrap Around Services Team/SIT will engage in weekly problem-solving PLCs in order to analyze EWS data and monitor school wide PBIS systems in order to determine next steps for Tier 1-3.
2. For each goal, what strategies and PD will you coordinate and/or facilitate to these goals?
- High Impact Instruction:
- Planning around grade level standards (complexity of instruction, tasks, scholar outcomes and engagement) that require scholars to experience productive struggle and feel they are having fun
 - DI/scaffolding that allows all scholars to access grade level standards
 - Vocabulary Instruction
 - Phonics/Foundational Skills
- Collaborative Culture:
- SEL PD (Conscience Discipline)
 - Inclusionary practices
- Data Driven Decisions:
- Essential Standards work in ELA and Math
 - Strategies when scholars are having a minimal response or not responding to intensive instruction
3. How will your school coach/coaches facilitate your draft goals?
- PLC support during ELA and Math (horizontal and vertical)
 - Support data driven decisions with alignment to instructional practices (includes tier 1-3)- IRLA, CFAs (district and school developed), Universal Screeners, writing samples, quarterlies, Math Modules
 - Continue SEL work with SEL and strategies/structures utilized through Conscience Discipline (Summer PD: 1 day with CD Trainer)
 - Assist with developing and delivering PD aligned to school wide and team needs (network with district supports as needed)
 - Provide coaching cycles
 - Follow up support in teams after data driven discussions during weekly MTSS- support needed to identify and target areas of need (includes differentiated instruction)
 - Support Instructional ELA planning ensuring that student tasks and rigor of the standard align, the ELA shifts are incorporated through instruction, questioning and tasks (Complexity of text/Academic Vocabulary, Building Topic Knowledge, Text Based Evidence), reading/writing connection
 - Support Math Module studies planning
 - Continue working as a leadership team to review school-wide data and plan for next steps based on trends within and across grade levels
 - Support scholars during school wide I/E block
 - Support Learning Walks and District Walkthroughs
 - Participate in weekly SWAT: SEL
4. What district supports will you need for your draft goals?
- Potentially support with in house Early Release PD: Differentiated Instruction and Tier 2 Interventions (currently are scheduling UDL PD as part of our 3 day Instructional Staff PD in June, along with a Conscience Discipline Trainer for 1 day)