

## **2017-2018 Plan**

### **Goal #1**

Our primary goal is that 80% of our students will be at benchmark in reading by the end of the year, as measured by DIBELS.

### **Academic Area**

Reading

### **Measurements**

We will use DIBELS Benchmark and progress monitoring scores to determine if students are making progress towards our school reading goal. Baseline and completed measures will be determined by DIBELS scoring norms.

### **Action Steps**

Students will be targeted using data gathered through the DIBELS assessment. This data will be used to screen and progress monitor students on an ongoing basis, in order to design effective interventions, adjust instructional groupings and measure student growth in identified areas. Students scoring below grade level on the DIBELS assessment will receive Tier II or Tier III interventions, in addition to whole group and differentiated instruction in their classrooms. DIBELS data will also be analyzed to determine individual and overall student growth and adjust whole group and small group reading instruction, as needed. As a part of our total school improvement initiative, teachers will be involved in professional development through the School Leadership Team, PLC teams, faculty trainings and additional off campus professional development. We continue to enhance our PLCs to ensure that teachers have the support and skills needed to effectively implement the core curriculum in their classrooms. These plans include ongoing training on topics related to literacy instruction, side-by-side coaching from our reading specialist, along with opportunities for teachers to observe other teachers as they model effective methods in their classrooms. All kindergarten students will receive reading intervention through a small group, push in, differentiated model using Scott Foresman Early Reading Intervention program. An additional set of the Scott Foresman Early Reading Intervention program will need to be purchased to support our kindergarten push in. First and second grade students who are not participating in Spanish Immersion will be paired up with fourth and fifth grade students to participate in Cross-Age tutoring. An AmeriCorps aide will coordinate and train reading volunteers and students using STARS and Cross-Age tutoring. Supplemental aide/teacher time will be provided to support teachers in differentiated instruction in reading and PLC time. Teachers will meet weekly in collaborative teams to review student data, adjust instruction, and discuss placement of students in small groups for reading/language instruction. This collaborative time will be created when students attend computer, P.E., FAME and library. In addition, we will purchase technology, both hardware (e.g. Interactive whiteboards, tablets, other digital devices, etc.) and software (e.g. site licenses, software, apps, etc.), to support differentiated instruction in the classroom. We will continue to replace or repair equipment as needed to support reading instruction.

### **Expenditures**

Expenditure Categories:

- Salaries and Employee Benefits (100 and 200) Supplemental Teacher, Aide Time **\$45,000**
- Professional and Technical Services (300) Workshops and Professional Development for teachers **\$5,000**
- Repairs and Maintenance (400) Repair and maintenance of technology devices, such as whiteboards, LCD projectors, tablets, etc., to support reading instruction **\$3,000**
- General Supplies (610) curriculum materials to support instruction **\$1,500**
- Software (670) site licenses, software, "apps", etc., to support reading instruction **\$500**

- Textbooks (641) **\$1,400** Early Reading Intervention kits
- Equipment (Computer Hardware, Instruments, Furniture) (730) Digital devices such as interactive whiteboards, student response systems, mobile labs, tablets, etc., to support reading instruction **\$5,900**

## **Goal #2**

Increase student math proficiency rate by 2% on 2018 SAGE in comparison to 2017 SAGE.

### **Academic Area**

Math

### **Measurements**

We will use SAGE benchmark test scores and frequent common formative assessments to determine if students are making progress towards our school math goal.

### **Action Steps**

A math support paraprofessional will work with students in all grades. SAGE benchmark tests, as well as grade-level common assessments, will be used by teachers to identify students who need additional support during Tier II intervention time. Progress throughout the year will be measured using these common assessments. The math interventionist will work closely with both regular education and special education teachers as needed during collaborative time to review progress and develop appropriate interventions. Supplemental aide time will be provided to help the math interventionist and classroom teacher provide additional intervention time. The math interventionist will help organize materials for paraprofessionals providing interventions in math. This math support paraprofessional will also be responsible for organizing six STEM activities days throughout the school year and substitute teachers will teach each STEM lesson to the classes while teachers are involved in professional development. Materials will be purchased to help support Tier II instruction in the classroom and STEM activities.

### **Expenditures**

Expenditure Categories:

- Salaries and Employee Benefits (100 and 200) Supplemental Teacher, Aide Time **\$12,500**
- General Supplies (610) curriculum materials to support instruction **\$3,000**
- Professional and Technical Services (300) Workshops and Professional Development for teachers **\$2,000**

**Goal 1**  
**\$62,300**

**Goal 2**  
**\$17,500**

Sub  
**\$79,800**

Total  
**\$79,893**

