

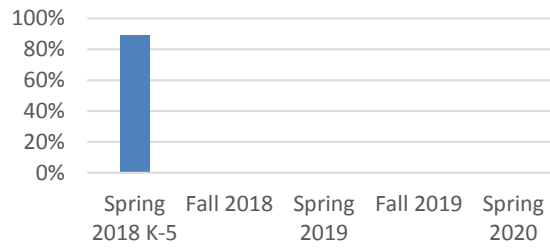
89% of Schroeder's students were proficient on a spring 2018 math performance task. Teachers observed students having difficulty processing the directions and working with perseverance to complete the tasks and explain their thinking.

**Measurable Objective**

All students will be able to make sense of and persevere through a performance task as measured by showing proficiency on a grade-level rubric by 6/4/2020.

Strategies  
1-4

% Proficient on Math Performance Task



**Analysis**

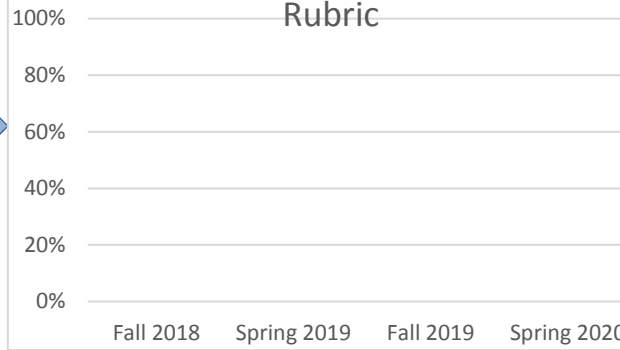
2017 Science MEAP scores— 41% of fourth graders proficient

**Measurable Objective**

All students will improve elaborating upon and representing their ideas (making thinking visible) by expressing, clarifying, modeling, justifying, and interpreting science phenomena as measured by showing proficiency on a grade level rubric by 6/4/2020.

Strategies  
1-4

% K-5 Proficient on Science Rubric



**Analysis**

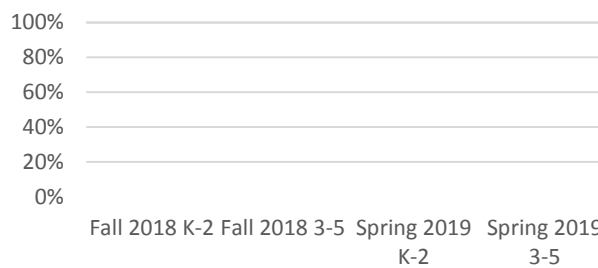
Schroeder teachers have noticed that although students' raw scores are increasing, many students are not proficient on an on-demand Writing Pathways assessment.

**Measurable Objective**

All students will add elaboration to their spring, on-demand Writing Pathways assessment and be proficient on a grade-level Writing Pathways rubric.

Strategies  
1-4

% K-5 Students Proficient in Writing



**Analysis**

**Strategy 1:** Teachers will emphasize elaboration skills to help students explain their thinking across the curriculum.

	Getting Ready	Implementing	Monitoring & Evaluating
Activities	<ul style="list-style-type: none"> <li>All teachers will be a member of the district grade-level professional development teams. This will assure that all teachers are receiving the same professional development in writing, math, and science.</li> </ul>	<ul style="list-style-type: none"> <li>All classroom teachers will be attending grade-level ELA professional development in August.</li> <li>Teachers will continue to use the Lucy Calkins writing curriculum to help students explain their thinking in their writing.</li> <li>Teachers will use elaboration stems to increase the amount of thinking students add to their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observations</li> <li>On-demand writing assessments</li> <li>Teacher conferring notes</li> <li>Examine student data and staff strategies.</li> <li>Teachers will meet with our ELA Specialists to maintain cohesiveness of Writing Pathways administration procedures.</li> </ul>

**Strategy 2:** Teachers and students will use formative assessment strategies to drive learning.

	Getting Ready	Implementing	Monitoring & Evaluating
Activities	<ul style="list-style-type: none"> <li>Professional Learning ongoing, beginning with August district professional development.</li> <li>Schroeder teachers will review 2018 spring on-demand writing assessment data.</li> <li>Schroeder teachers will review Math Expressions Unit 1 performance task data and analyze student work and thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will give formative assessments across the curriculum to inform instruction and differentiation.</li> <li>Teachers will use formative assessment strategies to support making sense of and persevering through a math story problem and science evidence based claims.</li> <li>Student checklists for reading and writing</li> </ul>	<ul style="list-style-type: none"> <li>Walkthroughs – look for evidence of students using feedback to support learning</li> <li>Gather writing data from on-demand writing assessments and looking through their daily writing.</li> <li>Collaborate with grade-level team to discuss data and develop instructional strategies.</li> <li>Review student content area journals.</li> </ul>

**Strategy 3:** Staff will work in collaborative teams to ensure ambitious outcomes for all students.

	Getting Ready	Implementing	Monitoring & Evaluating
Activities	<ul style="list-style-type: none"> <li>Establish need and purpose of strategy with staff.</li> <li>Literacy coaches will work with Curriculum Instructional Specialists to learn protocols for examining performance tasks and student work.</li> <li>Schedule regular meetings for reviewing student data.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Instructional Specialists will meet with grade-level teams to identify ambitious outcomes in math story problems during grade-level collaborations.</li> <li>Use math story problems during Tier 1 instruction.</li> <li>Teachers will use on-demand writing assessments to guide discussions about mini-lessons and small group instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy coaches will meet with Curriculum Instructional Specialist to review ambitious outcomes and provide feedback from grade-level teams.</li> <li>Collaboration time-use protocol to examine student work to monitor student learning.</li> </ul>

**Strategy 4:** Teachers will conduct small group instruction.

	Getting Ready	Implementing	Monitoring & Evaluating
Activities	<ul style="list-style-type: none"> <li>Teachers will use fall assessment data, teacher observations, and conferring notes to guide group formation for small group instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will conduct small learning groups in math, science, and writing.</li> <li>Teachers will utilize the Lucy Calkins curriculum to implement mini-lessons, conferencing, and sharing out.</li> </ul>	<ul style="list-style-type: none"> <li>Writing Pathways Assessments</li> <li>Teachers gather and record conferring notes</li> <li>Math quick quizzes, unit assessment, unit performance tasks, and puzzled penguin</li> <li>Science assessments and quizzes</li> </ul>

