## Data

<table>
<thead>
<tr>
<th>Grade Level/Subject Area/Focus</th>
<th>Data Year</th>
<th>Data</th>
</tr>
</thead>
</table>
| **Literacy**                  | 2020-2021 | Average Percentile Rank: 51.78  
Average Goal: 53.98 %  
Average Percent Needed Per Year: 0.73%  
Our Goal: 5% |
| **Numeracy**                  | 2020-2021 | Average Percentile Rank: 58.05%  
Average Goal: 53.53 %  
Average Percent Needed Per Year: -1.51%  
Our Goal: 5% |
| **Gap Goal**                  | 2020-2021 | SWDs will improve by 5% from BOY to EOY  
Math Distance From Proficiency: -16.5  
ELA distance from proficiency: 70.0  
Our goal is to improve by 5% |
| **Culture Goal**              | 2020-2021 | We are currently collecting data on this utilizing the SEL survey from the district. This will be taken again at the end of the year to gauge student growth. |
# Literacy Goal

Increase the number of students reading at or above grade level by 5% from BOY to EOY as measured by composite score on the Acadience reading assessment or Lexile level on the RI>

## Literacy Key Performance Indicators

### 3rd through 6th grade:
- MAZE component of Acadience Reading growth (B.O.Y. to E.O.Y.)
- RI growth (B.O.Y. to E.O.Y.)
- RISE
- District interims

### Kindergarten through 2nd Grade:
- KEEP (Kindergarten)
- Acadience Reading (B.O.Y. to E.O.Y.)
- District interims

## GOALS

<table>
<thead>
<tr>
<th>Literacy Goal</th>
<th>Literacy Key Performance Indicators</th>
<th>List the specific actions steps that you will take to reach this goal.</th>
</tr>
</thead>
</table>
| Increase the number of students reading at or above grade level by 5% from BOY to EOY as measured by composite score on the Acadience reading assessment or Lexile level on the RI> | 3rd through 6th grade:  
*MAZE component of Acadience Reading growth (B.O.Y. to E.O.Y.)  
*RI growth (B.O.Y. to E.O.Y.)  
*RISE  
*District interims  
Kindergarten through 2nd Grade  
*KEEP (Kindergarten)  
*Acadience Reading (B.O.Y. to E.O.Y.)  
*District interims | Whole School:  
*Each teacher will have a monthly data meeting to look at assessments with the administration. Students will receive interventions based on assessment data, teacher recommendations, and parent referrals.  
3rd through 6th Grade:  
*Acadience progress monitoring  
*In-class Language Arts lessons  
*Word Study  
*RI data to guide interventions and specific skills to hone in on  
Kindergarten through 2nd Grade:  
*LA interim data to determine appropriate small group levels  
*Use assessments to inform small group and interventions/differentiation  
*ERI 4 times a wee  
*All student leveled groups, 4 times per week |
<table>
<thead>
<tr>
<th>Numeracy Goal</th>
<th>Numeracy Key Performance Indicators</th>
<th>List the specific actions steps that you will take to reach this goal.</th>
</tr>
</thead>
</table>
| Increase the number of students at or above grade level by 5% or 90% proficiency from the beginning of year to end of year Acadience Math assessment or the KEEP. | Whole School:  
*District interims  
*End of Module Assessments  
3rd through 6th Grade:  
*Acadience Math (Computation and Conceptions and Application)  
*End of Module Assessments  
*RISE  
Kindergarten through 2nd Grade:  
*Acadience Math (Computation and Conceptions and Application)  
*End of Module Assessments  
*Progress Monitoring, 1 time per month | Whole School:  
*Each teacher will have a monthly data meeting to look at assessments with the administration. Students will receive interventions based on assessment data, teacher recommendations, and parent referrals.  
3rd through 6th Grade:  
*Use the Acadience 'Progress Monitoring' pages as assignments and quizzes to support classwork and provide formative assessment  
*Timed fluency practice  
*Small-group interventions with para pro  
Kindergarten through 2nd Grade:  
*Morning math groups  
*Use assessments to inform small groups and interventions and differentiation through instruction and practice |
### Culture/Climate Goal

Students will develop their understanding of the schoolwide Performance Results. They will show this growth by rating themselves on each Performance Result at the beginning and end of the month where that Performance Result is our school focus.

### Culture/Climate Key Performance Indicators

<table>
<thead>
<tr>
<th>Whole School:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Growth on SEL &quot;I Can&quot; survey</em></td>
</tr>
<tr>
<td><em>Two monthly rubrics for the months that we have a specific Performance Results focus. These rubrics will be identical but given at the beginning of the month and the end of the month, they will be completed by students and each student will provide an artifact to provide evidence to support their score in this specific area</em></td>
</tr>
<tr>
<td><em>Performance Results and Self-Reflections</em></td>
</tr>
<tr>
<td><em>Performance Results rubric</em></td>
</tr>
<tr>
<td><em>Performance Results student portfolio</em></td>
</tr>
</tbody>
</table>

### List the specific actions steps that you will take to reach this goal.

**Whole School:**

*We will systemically teach each Performance Result at the beginning of the school year for a week per Performance Result. Next, we will study each performance Result for a month during the school year in a schoolwide systemic manner. Each student will rate themselves on each Performance Result at the start of the month and the end of the month during the course of the school year. Students will be supported in this work by having a monthly P.R. Star reward given to a student who shows the P.R. focus of the month in their everyday actions.*

*Continue to use, teach, promote and practice opportunities to use and reflect on the Performance Results in individual, group, and classroom behavior.*

*Continue working with our MTSS team to align expectations, schoolwide.*

*Continue connecting Performance Results 'Monthly Star' and the Principal's 100 Club to our school Performance Results*
<table>
<thead>
<tr>
<th>Achievement Gap Goal</th>
<th>Achievement Gap Key Performance Indicators</th>
<th>List the specific actions steps that you will take to reach this goal.</th>
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</thead>
</table>
| Students with disabilities will make 5% growth from the beginning of year to end of year on the Acadience Reading and Math, and the RI. | Whole School:  
*District interims  
*Classroom performance (Test scores; Assignment scores; Student work)  
3rd Grade through 6th Grade:  
*RISE mid year assessment  
*Acadience growth, from beginning to end of year  
*RI, from beginning to end of year  
Kindergarten through 2nd Grade:  
*Assessments, beginning to end of year  
*Observations on informal classroom assessments  
*Progress monitoring | Whole School:  
*Each teacher will have a monthly data meeting to look at assessments with the administration.  
Students will receive interventions based on assessment data, teacher recommendations, and parent referrals.  
3rd through 6th Grade:  
*Whole group review  
*Differentiation within the mainstream classroom  
*Utilizing different manipulatives  
*Small group interventions with Reading and Math para pro specialists  
*Resource Teacher (where appropriate)  
*LETRS training and implementation, specific to 3rd grade staff (focus students: Bridge to Practice)  
Kindergarten through 2nd Grade:  
*Whole group review  
*Differentiation within the mainstream classroom  
*Utilizing different manipulatives  
*Small group interventions, 4 times/week  
*Para pro support, focusing specifically in the Kindergarten classroom  
*Resource Teacher (where appropriate)  
*LETRS training and implementation (focus students: Bridge to Practice) |