

Guiding Question – Given the most recent student achievement data, what summative and benchmark goals will create a sense of focus and urgency towards action to increase student achievement?

| Student Achievement Goals | | | |
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| Grade/Subject Area | 2016-17 PARCC Results | 2017-18 PARCC Goals | <u>Benchmark Goals:</u> How will you know you are on track to meet your summative student achievement goals? |
| School wide MATH | 9% proficient | 30% proficient Or 23% (is to move half of 3's into 4's) | Attainment of growth goals in MOY nwea with students making year's growth by midyear administration |
| MATH in 3 rd , 4 th , 5 th grades | 4.8% proficient (1 student per grade level) 80% (50 of 62 students) did not meet or partially met expectations | 20% proficient (increase to 12 proficient students in grades 3-5) Reduction of did not meet + partially met to 40% (that leaves 40% in level 3) | Increase in NWEA MOY scores |
| ELA | 23% proficient or exceeding expectations based on PARCC scores. Among 6 th -8 th graders, 30% proficient or exceeding (5%). Among 3 rd through 5 th graders, 16% are proficient (none exceeding) | School wide, move half of those at level 3 into levels 4 or 5 (=13 students) to increase percentage of proficient to 34% | NWEA scores Third grade Istation scores |

| Focus Areas | |
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| <i>Focus Area:</i> What are the 2-3 highest-leverage focus areas (best practices – see pp. 3-5) that must be addressed to reach the student achievement goals? | <i>Data Connection:</i> What data analysis led you to identify this focus area? What quantitative and qualitative data led you to this focus area? |
| Tier I Core: Emphasis on academic language and discussion of problem solving approaches in math | Math NWEA and PARCC scores, anecdotal evidence related to perseverance and attitude toward math |
| School Culture: Attitudes toward Math | Qualitative data on attitudes toward math |
| Tier I and II Interventions: ELA | Istation Reading (K-3), third grade NWEA and PARCC |
| Tier II Interventions: primarily focused on math | Math NWEA and PARCC scores |

Root Cause Analysis Notes

| <i>Focus Area</i> | <i>Root Cause Hypothesis</i> | <i>Evidence to Support</i> |
|-----------------------|---|--|
| Tier I Core: MATH | Students are not spontaneously engaging in conversations and discussions about math and their understanding of mathematical concepts. Classroom math time is limited and does not emphasize discussion of ideas. Therefore, their academic language is limited, and students are not intrinsically enthusiastic about this subject. | Math time in classrooms is more limited than ELA. Classroom emphases tend to focus primarily on paperwork and practice vs. discussion and interaction. |
| Culture | Students are not fully engaged and excited about math. | Most kids do not report math as a favorite or fun subject. |
| Tier II: Math and ELA | Students are missing foundational concepts in math and reading. | Largest percentage of Mosaic students are not reaching proficient levels on the PARCC test. |

| Desired Outcomes | |
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| <i>Focus Area</i> | <i>Draft Desired Outcome (change in adult behaviors)</i> |
| Tier I Core math instruction | Teachers will add or emphasize calendar math, use conversation and S/L skills to build vocabulary, engagement and problem solving stamina |
| Culture | Administration will add PlayBoard to office for additional school wide engagement in math |
| Tier II Interventions; Math | Teachers will provide Mosaic University courses to build skills and fill gaps in math. Administration will group students earning an 2 or a 3 on their spring 17 PARCC test for specific RtI. |
| Tier II Intervention: Reading | Reading Coach will support teacher needs. Reading interventionist will supplement student needs. Both coach and interventionist will work with staff to enhance instruction through professional development. Staff will respond by actively participating in data analysis sessions with coach, interventionist and/or principal. |