



The Mission of Lowrey School, in cooperation with staff, families and the community, is to educate all students within a safe, supportive learning environment. We will set high academic standards, assist students in attaining them, and assure that our students are prepared to become lifelong learners as well as responsible citizens. We believe that lifelong learners are individuals who continue to build on the wisdom of their knowledge and experiences throughout their lives.

Lowrey Elementary School Improvement Plan
2017 - 2018

Our Journey to Excellence

GOAL #1: READING

Goal 1: All students will improve their reading comprehension skills across the curriculum by 6% on the M-STEP reading test.

Updated: October 2017

All students will improve their reading comprehension skills across the curriculum by 5% on the M-STEP ELA test. The English Learners (ELs) sub-group will improve by 5%. The Economically Disadvantaged (ED) sub-group will improve by 5%. The Students with Disabilities (SWD) will improve by 5%.

THE BASELINE SCORE ON THE 4TH GRADE 2017 M-STEP ELA TEST IS 42%

THE EL SUB-GROUP SCORED 29%

THE ED SUB-GROUP SCORED 44%

THE SWD SUB-GROUP SCORED 29%

GAP STATEMENT: *ELs scored lower than mainstreamed students with a gap of 13%. The ED sub-group scored higher than mainstream students by 2%.*

DESIRED LEARNING RESULTS: All students will demonstrate an increase in Reading Comprehension skills with an emphasis on *theme, main idea, and conclusion*. To improve these skills students will be required to return to the text for rereading to understand the stated meaning and make inferences to understand the author’s purpose.

STEPS FOR REACHING THE GOAL	RESPONSIBLE PARTIES	TIMELINE
1. In-service all staff in Question Answer Relationship (QAR), Think-Aloud (TA), Think/Pair/Share, & Sheltered Instruction Observational Protocol (SIOP)/Language & Literacy strategies.	Reading Comprehension Committee	Sept 2017 – June 2018
2. All teachers will implement/model and students will use Daily 5/CAFÉ reading strategies to build stamina and increase student achievement.	Reading Comprehension Committee Classroom Teachers	Sept 2017– June 2018
3. In-service parents during monthly parent meetings and walk-throughs in Daily 5/Café to include QAR, TA, and Café strategies.	Classroom Teachers SIP Committee	Sept 2017– June 2018
4. Teachers are required to post a QAR poster in their room which identifies the four components of QAR as well as implement these strategies in their daily lessons focusing on “Author & Me” question stems using the DOK level as a guide.	Reading Comprehension Committee Classroom Teachers	Sept 2017- June 2018

5. Reading instruction through content areas with the use of informational text will increase in all grade levels.	All Teachers and Support Staff	Sept 2017– June 2018
6. Descriptions and examples of reading comprehension strategies and online resources are available on the Lowrey Webpage for utilization at home in order to build consistency between school and home.	Reading Comprehension and Technology Committees	Sept 2017– June 2018
7. Update annual summer homework packets to ensure students are using QAR and context clues strategies while reading narrative and informational texts.	Resource Staff Classroom Teachers	May 2018
8. Implement SIOP/Language and Literacy strategies across grade levels.	Resource Staff and Classroom Teachers	Sept 2017- June 2018
9. All teachers are required to post and utilize (before, during, and after lessons) reading content and language objectives in their classrooms.	Classroom Teachers	Sept 2017- June 2018
10. Teachers will utilize Dearborn Education Curriculum (DEC) and/or DEC 2.0 as a tool to guide daily instruction to increase student achievement.	Resource Staff and Classroom Teachers	Sept 2017- June 2018
11. Teachers will place a greater emphasis on vocabulary of brick (domain specific vocabulary) and mortar words (signal words and phrases holding the bricks together) through explicit instruction. In addition, teachers will develop/teach mini lessons that utilize various vocabulary strategies in order to increase student knowledge.	Classroom Teachers and Support Staff	Sept 2017- June 2018
12. Teachers will develop higher order thinking skills through question and sentence stems using the Depth of Knowledge (DOK) in order to guide and assess reading assignments.	Resource Staff Classroom Teachers	March 2017- June 2018
13. Articulation between elementary school teachers, middle school teachers, administration, and resource staff, to increase student achievement focusing on Common Core State Standards in reading instruction	Administration Resource Teachers Classroom Teachers	Sept 2017- June 2018
14. Teachers will model and students will use Marzano’s Nine Strategies: identifying similarities and differences, summarizing and notetaking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, questions, cues and advanced graphic organizers across content areas.	Resource Teachers & Classroom Teachers	Sept 2017- June 2018
15. Modeling and implementation of reading comprehension strategies with students with an emphasis on science and social studies text.	Resource & Classroom Teachers	Sept 2017- June 2018

16. Lowrey staff/PTA will host an annual Parent Literacy Night (Book Bingo) to promote literacy awareness in the community.	Staff, PTA , Administration	March 2018
17. All teachers will collect exit slips based on COLO upon completion of a lesson in order to formatively assess students and drive instruction.	All Teachers	Sept 2017- June 2018
18. All teachers will implement the Claim Evidence Reasoning (CER) strategy across the curriculum when assigning extended/short constructed responses.	All Teachers	Sept 2017 – June 2018
19. All teachers will post Content and Language objectives for every lesson aligned to common core. Objectives will be posted through the entirety of the lesson in a place easily visible to the students. Additionally, objectives will be referenced throughout the lesson.	All Teachers	Sept 2017 – June 2018
20. Question Stems will be utilized during every lesson. These question stems are and/or will be developed using the Depth of Knowledge (DOK) levels. Questions need to be relevant to the content/language objectives.	All Teachers	Sept 2017 – June 2018
21. All teachers will utilize “Randomizing and Rotating” and “Wait Time” when questioning students. Students will use “Think-Pair-Share” when responding to a given question(s). This will ensure student accountability and engagement during instruction.	All Teachers	Sept 2017 – June 2018
22. All teachers will arrange seats in “Cooperative Learning Groups.” These groups must be intentional and based on student performance data.	All Teachers	Sept 2017 – June 2018
23. Data will drive all instruction. Data analysis will be an ongoing process. Teachers will use exit tickets as a means of formative assessment and to drive instruction.	All Teachers	Sept 2017 – June 2018
24. All teachers will utilize technology as a means of collaboration to meet content and language objectives. Digital tools will be utilized to communicate about the learning and not as a mean to isolate students. Technology must be used to produce an end result (research, answer/discussion questions...etc).	All Teachers	Sept 2017 – June 2018

25. All teachers will implement and review My Learning Plan with students. Students are expected to establish academic and personal goals along with steps in reaching the goals. Teachers will guide and review student goals to ensure success.	All Teachers and Students	Sept 2017- June 2018
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ADDITIONAL STEPS FOR SPECIAL NEEDS STUDENTS:

1. In-service teachers, paraprofessionals, and parents on effective differentiated instruction, SIOP and Language and Literacy strategies to meet the needs of all learners with an emphasis on gifted/talented, ELLs, bottom 30%, and Students with Disabilities (SWD).	Differentiated Instruction and At-Risk/Intervention Committees	Sept 2017- June 2018
2. Support staff, teachers, and trained paraprofessionals provide individualized instruction for ELs, SWD, and bottom 30% (Push and/or pull out sessions) with an emphasis on SIOP/Language and Literacy strategies.	Teacher Consultants	Sept 2017- June 2018
3. An extended day program and ACCESS 21 st Century Program is designed to target the needs of ELs and bottom 30% who are performing less than 1 years below grade level in ELA.	Resource & Classroom Teachers	January 2018
4. Teachers will pull ELs, SWD, and/or bottom 30% in small intervention groups upon the completion of every whole group lesson and re-teach, clarify, and redirect these students in order to increase student achievement.	Classroom Teachers	Sept 2017- June 2018

<p>PROFESSIONAL LEARNING:</p> <ul style="list-style-type: none"> ● Reading Comprehension Committee will in-service and review Daily 5/Café to include QAR and higher order Think Aloud strategies with ALL staff ● Resource staff and teachers will analyze and evaluate student performance on the M-STEP, DRA2, WIDA, NWEA, and other assessment tools. Additionally they will make reference to the school shared-drive to drive instruction. ● Resource staff will in-service staff on Word Analysis (WA) from the Developmental Reading Assessment (DRA2). ● Update DRA2 scores on Illuminate and building data shared drive. ● Individual and grade level meetings between resource staff and teachers for progress monitoring and planning. ● Resource teachers model, co-teach, mentor, and coach K-5 teachers so that the needs of at-risk students are met. ● Resource teachers introduce, revisit, and demonstrate assessment of and for learning techniques including exit slips, slates, and progress monitoring checklists with staff. ● All teachers in grades K-5 will be in-serviced on academic vocabulary comprehension strategies across content areas. ● Resource teachers, support staff, and classroom teachers will continue training on SIOP/Language and Literacy during late starts and staff meetings. ● All teachers will be in-serviced on DEC/DEC 2.0 during late starts and staff meetings. ● Grade level collaboration between teachers to compile a list of ELA academic vocabulary words. As a team, teachers will continuously update and teach academic words (brick and mortar) to ensure consistency and uniformity in and across the grades. Teachers will post content vocabulary words and include pictures and definitions when applicable.
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- All staff will be in-serviced on QAR strategies, CER strategy, Think-Aloud strategy, Café strategies, Content and Language objectives, and DOK questioning techniques.

MEASURES OF SUCCESS:

Assessment for Learning-Constant Improvement of student achievement as a result of:

- Implementation of informal assessment strategies such as bell work, Pre/post quizzes, “thumbs up and thumbs down,” exit slips, on the spot slate responses, anecdotal notes, checklists, flexible grouping, oral response, running records, Daily 5 conferring notebook, Think/Pair/Share and progress monitoring to drive instruction.
- Analysis of individual needs of Gifted and Talented, SWD, bottom 30%, and ELs performance to drive instruction and to determine intervention groupings.
- Analysis of DRA2/WA, World-Class Instructional Design and Assessment (WIDA), and Northwest Evaluation Association (NWEA) as results to determine intervention groupings and to drive instruction.
- Analysis of M-STEP ELA results (Fall 2017).

Assessment of Learning:

- It is expected that students will increase their performance on the M-STEP ELA in *Advance* and *Proficient* levels (3 & 4), thus decreasing *Partially Proficient* & *Non Proficient* levels (1 & 2).
- Improve students’ performance in NWEA, WIDA, DRA2 and other formal and informal daily assessments.
- Gradual systematic increase in percentage of students passing NWEA.
- All students in grades K-5 are expected to increase their reading comprehension by at least one grade level.

IMPLEMENTATION ACCOUNTABILITY SAFEGUARDS:

- My Learning Plan
- DRA2 scores posted on Illuminate
- Student feedback
- Daily content and language objectives posted
- K-5 Conferring Notebooks to monitor student progress
- Monthly Pacing Calendar aligned with Common Core State Standards (CCSS)
- Administrative observations
- Evidence of strategy use in lessons
- Reading Think-Aloud and QAR posters displayed and utilized in classrooms
- Weekly Multi-Tiered System of Supports (MTSS) meetings with support staff/administration/classroom teacher to discuss students that need interventions and recommend strategies based on academic and/or behavioral concerns.

IF STUDENTS DO NOT ACHIEVE:

Several programs are in place to provide support for students that do not meet academic standards.

- Extended Day Program designed to meet the needs of ELs and bottom 30%

- ACCESS 21st Century Program designed to meet the needs of ELs and bottom 30%.
- K-3 Early Literacy Grant (ELG) designed to meet the needs of the bottom 30% to ensure reading by third grade.
- Resource teachers, support staff, paraprofessionals and resource teachers push-in for interventions with individual students and small groups.
- Individualized Intervention Plan (IIP) completed and executed by classroom teacher.
- Weekly MTSS meetings with support staff/administration/classroom teacher to discuss students who need interventions, and recommend strategies/interventions/best practices based on academic and/or behavioral concerns.
- Monthly parent in-services with academic agendas.
- Support Staff and administrative IEP meetings as needed.
- Administration collaborates weekly with elementary and middle school resource teachers to continuously guide our SIP and maintain school wide articulation.
- Reading Intervention Plan initiatives will be explained during monthly parent meetings and/or parent-teacher conferences.
- Parent/Student/Lowrey School Achievement contracts in grades K-5 are completed and posted in Illuminate for students 2 or more years behind.
- Mandatory parent meeting for any student who is at risk.
- Administrative and resource staff pushes in to support teachers in grades K-5 for modeling lessons.
- Push in paraprofessionals and resource teachers for grades K-5.
- Intervention small/individual groups during the day.

LOWREY SCHOOL

READ BY THIRD GRADE EXPECTATIONS

1. By the end of May, all Kindergarten students will be able to read a DRA2 level 4 AND attain a minimum RIT score of 165 on the NWEA spring district assessment.
2. By the end of May, all first grade students will be able to read a DRA2 level 18 AND attain a minimum RIT score of 180 on the NWEA spring district assessment.
3. By the end of May, all second grade students will be able to read a DRA2 level 30 AND attain a minimum RIT score of 194 on the NWEA spring district assessment.
4. By the end of May, all third grade students will be able to read a DRA2 level 40 AND attain a minimum RIT score of 205 on the NWEA spring district assessment.
5. By the end of May, all fourth grade students will be able to read a DRA2 level 50 AND attain a minimum RIT score of 212 on the NWEA spring district assessment.
6. By the end of May, all fifth grade students will be able to read a DRA2 level 60 AND attain a minimum RIT score of 217 on the NWEA spring district assessment.

GOAL #2: WRITING

Goal 2: All students will be able to demonstrate the ability to write for a specific purpose using multiple paragraphs (organization), sentence structure, variety and fluency, ideas & content, word choice, voice, and correct usage of editing skills (conventions) to meet the needs of an audience.

Updated: October 2017

All students will improve their writing skills across the curriculum by 3% on the M-STEP writing test by using the 6 + 1 traits of writing. The English Learners (ELs) sub-group will improve by 5%. The Economically Disadvantaged (ED) sub-group will improve by 5%. The Students with Disabilities (SWD) will improve by 5%.

THE BASELINE SCORE ON THE 4TH GRADE 2017 M-STEP ELA TEST IS 42%

THE EL SUB-GROUP SCORED 29%

THE ED SUB-GROUP SCORED 44%

THE SWD SUB-GROUP SCORED 29%

GAP STATEMENT: *ELs scored lower than mainstreamed students with a gap of 13%. The ED sub-group scored higher than mainstream students by 2%.*

DESIRED LEARNING RESULTS:

All students will demonstrate their ability to write using the 6+1 Traits of Writing model. All students will be able to demonstrate the ability to write for a specific purpose using multiple paragraphs (organization), sentence fluency, ideas & content, word choice, voice, and correct usage of editing skills (conventions) to meet the needs of an audience.

STEPS FOR REACHING THE GOAL	RESPONSIBLE PARTIES	TIMELINE
1. In-service all instructional staff on district writing curriculum pacing calendar to reflect CCSS for writing.	Writing Committee	Sept 2017
2. In-service all instructional staff on mini-lessons, the writing framework, and the common language of 6 + 1 Traits of Writing rubric through DEC 2.0.	Writing Committee, Teachers/Administration	Nov 2017
3. In-service all instructional staff on the 3 text types of writing (Narrative, Informational, and Opinion) as found in the Common Core State Standards (CCSS).	Writing Committee, Classroom Teachers and Administration	Sept 2017- Ongoing

4. All teachers will follow the Narrative writing (Yellow Hamburger) Informational writing (Blue Hamburger), and Opinion writing (Green Hamburger) organizers when assigning students to respond to a given text type.	All Teachers	Sept 2017- June 2018
5. On-going modeling in grades K-5 on all text types of writing (Narrative, Informational, and Opinion).	Writing Committee, Classroom Teachers and Administration	Sept 2017- Ongoing
6. Create more simulations to provide genre writing practice.	Resource Teachers/Administration	October 2017- June 2018
7. Implement SIOP/Language and Literacy writing strategies across grade levels.	Resource Staff and Teachers	Nov 2017- June 2018
8. Teachers focus on effective usage of assigned text type with appropriate 6 + 1 Traits of Writing.	Classroom Teachers	Sept 2017-- June 2018
9. Teachers will utilize DEC 2.0 as a tool to guide daily instruction to improve student achievement.	Classroom Teachers and Resource Staff	Sept 2017- June 2018
10. Upon modeling, teachers will use Marzano's Nine Strategies in all core subjects with an emphasis on writing.	Classroom Teachers	Dec 2017 - June 2018
11. Continuous articulation between Elementary School Teachers and Middle School Teachers, administration, resource staff, to increase student achievement and ensure continuity in K-8 writing instruction.	Administration/Support Staff/Classroom Teachers	Sept 2017 - June 2018
12. Conduct Daily Oral Language (DOL) activities on a daily basis using DOL supplementary materials focused on writing.	Classroom Teachers	Sept 2017- June 2018
13. Special Area Teachers focus on implementation of content expectations incorporating the 6+1 Traits of Writing.	Special Area Teachers	Nov 2016- June 2018
14. On-going modeling in grades K-5 targeting the three text types (Narrative, Informational, and Opinion). All teachers will direct their instruction toward an increase in Informational and Opinion Writing.	Resource Staff/Classroom Teachers	Nov 2017 - June 2018
15. Add descriptions and examples of writing graphic organizers to Lowrey webpage and student homework planners for utilization at home.	Writing & Technology Committees	Sept 2017- June 2018

16. K-5 teachers are required to submit two writing simulations of low, medium, and high once a month.	Classroom Teachers	Nov 2017– June 2018
17. In-service all instructional staff and paraprofessionals on constructed response writing using CER.	Resource Staff/Classroom Teachers	Sept 2017- June 2018
18. In-service parents during parent monthly meetings in the 6+1 Traits of Writing.	Administration and Resource Staff	April 2018
19. Teachers introduce the Wonderful Words strategy to teach and expand student vocabulary.	All Teachers	Sept 2017- June 2018
20. Academic vocabulary lists will be developed and posted on word walls across the curriculum to promote a text rich environment.	All Teachers	Sept 2017- June 2018
21. Teachers will use Daily 5 framework to teach writing strategies through daily Work on Writing mini lessons in order to build stamina and increase student achievement.	Classroom Teachers	Sept 2017- June 2018
22. All teachers will model and assign writing assignments in math, science, social studies, and in special area classrooms that solidify comprehension of the lesson and allow students to reflect on their learning through written expression.	All Teachers	Sept 2017- June 2018
23. All teachers will collect exit slips upon completion of a lesson in order to formatively assess comprehension and drive instruction.	All Teachers	Sept 2017- June 2018
24. All teachers will implement CER across the curriculum when assigning extended/short constructed responses.	All Teachers	Sept 2017– June 2018
25. All teachers will implement and review My Learning Plan with students. Students are expected to establish academic and personal goals along with steps in reaching the goals. Teachers will guide and review student goals to ensure success.	All Teachers and Students	Sept 2017- June 2018

ADDITIONAL STEPS FOR SPECIAL NEEDS STUDENTS:

1. In-service teachers, paraprofessionals and parents on effective differentiation strategies to meet the needs of all learners with an emphasis on Gifted/Talented, ELs, bottom 30%, and SWD.	Differentiated Instruction and At-Risk/Intervention Committees	Sept 2017- June 2018
2. Resource Staff, teachers, and trained paraprofessionals will provide individualized instruction for ELs, SWD, and bottom 30% through inclusion, co-teaching and push-in/pull-out sessions with an emphasis on the SIOP/ Language and Literacy models.	Support Staff /All Teachers	Sept 2017- June 2018
3. An Extended Day program is in place to target the needs of ELs and bottom 30% who are performing more than 2 years below grade level in reading, writing, and problem solving.	Resource Staff, Classroom Teachers and Paraprofessionals	Sept 2017- June 2018
4. Classroom Teachers will provide individualized instructional opportunities for gifted/talented students.	Differentiated Instruction Committee and Classroom Teachers	Sept 2017- June 2018

PROFESSIONAL LEARNING:

- Writing Committee/resource staff will in-service and/or review text types, district writing calendar, 6 + 1 Traits of Writing rubric, and constructed response with all staff.
- Resource staff and teachers will analyze and evaluate student performance on the MSTEP Writing and other locally developed writing assessments.
- Resource and support staff will introduce, revisit and demonstrate assessment of and for learning techniques including draw it, quick writes, slates, and progress monitoring checklist with staff.
- Grade level and Resource Teachers collaborate on rubricated evaluations of locally developed writing assessments.
- Resource staff will co-teach and model whole group writing mini-lessons in grades K-5.
- During Late starts, Professional Development will emphasize 6+1 traits of writing, Daily 5/Café (writing mini-lessons), SIOP/Language and Literacy, DEC 2.0 and Marzano's Nine Strategies to build staff morale and student achievement.
- Administrators and resource teachers will in-service all teachers on CER.
- Administrators and resource teachers will in-service all teacher on the 6 + 1 Traits of Writing model.
- Evaluate student performance on district writing units found in DEC 2.0 assessments given in the fall, winter, and spring.

MEASURES OF SUCCESS:

Assessment for Learning: Constant Improvement of student achievement as a result of:

- Implementation of informal assessment strategies such as bell work, pre/post quizzes, “thumbs up and thumbs down,” on the spot slate responses, exit slips, anecdotal notes, checklists, flexible grouping, oral responses, Think/Pair/Share, and classroom observation.
- Analysis of district and locally developed writing samples to determine intervention groupings and to drive instruction.
- Analysis of bottom 30% Students’ performance to drive instruction and to determine intervention groupings.
- Analysis of academically Gifted and Talented students’ performance to drive instruction.
- Analysis of student writing performance during student-teacher writing conferences using the 6 +1 Traits of Writing rubric.
- Student evaluation of own writing via locally developed rubrics and checklists.
- Implementation evidence: monthly student writing samples (2 high, 2 medium, & 2 low) submitted to administration, an increase in M-STEP ELA scores and formative daily assessments.
- On-going modeling in grades K-5 on all text types of writing.
- All students will demonstrate their knowledge of Writing from the 3 text types of writing
- K-5 conferring notebooks/iPads to monitor on-going student progress.
- Analysis of MSTEP/NWEA/WIDA results to drive instruction and determine intervention groupings.
- MSTEP item analysis in the spring of 2017.

Assessment of Learning:

- It is expected that students will increase their performance on the M-STEP ELA writing components in *Advanced* and *Proficient* levels (3 & 4), thus decreasing *partially proficient* and *non-proficient* levels (2 & 1).
- Improve students’ performance in WIDA, mastery tests, formative and summative daily assessments.
- Analysis of locally developed district writing prompts in order to increase student writing performance based on the 6 + 1 Traits of Writing.
- K-5 conferring notebooks/iPads to monitor student progress.
- Exit slips to monitor student progress and drive instruction.

IMPLEMENTATION ACCOUNTABILITY SAFEGUARDS:

- Writing scores posted in Illuminate
- Teachers file writing simulations per text type using 6+1 Traits of Writing rubric in student portfolios
- Student feedback
- Daily content and language objectives posted
- Administrative observations
- Evidence of strategy use modeled in lessons
- K-5 conferring notebooks to monitor on-going student progress
- Implementation evidence includes student work on multiple choice questions (peer response to a student writing sample), constructed responses, and cross text simulations
- Teachers submit student writing samples to administration monthly (2 high, 2 medium, & 2 low)
- Weekly MTSS meetings with support staff/administration/classroom teacher to discuss students that need interventions and recommend strategies based on academic and/or behavioral concerns

IF STUDENTS DO NOT ACHIEVE:

Programs are in place to provide support for students that do not meet academic standards

- Extended Day Program tutors designed to meet the needs of ELs and bottom 30%
- ACCESS 21st Century program designed to meet the needs of ELs and bottom 30%.
- K-3 Early Literacy Grant (ELG) designed to meet the needs of the bottom 30% to ensure reading by third grade.
- Resource teachers, support staff, paraprofessionals and resource teachers push-in for interventions with individual students and small groups.
- Individualized Intervention Plan completed and executed by classroom teacher.
- Weekly Multi-Tiered System of Supports (MTSS) meetings with support staff/administration/classroom teacher to discuss students that need interventions, and recommend strategies/interventions/best practices based on academic and/or behavioral concerns.
- Monthly parent in-services with academic agendas.
- Support Staff and administrative IEP meetings as needed.
- Administration collaborates weekly with elementary and middle school resource teachers to continuously guide our SIP and maintain school wide articulation.
- Writing Intervention Plan initiatives will be explained during monthly parent meetings and/or parent-teacher conferences.
- Parent/Student/Lowrey School Achievement contracts in grades K-5 are completed and posted in Illuminate for students 2 or more years behind.
- Mandatory parent meeting for any student who is at risk.
- Administrative and resource staff pushes in to support teachers in grades K-5 for modeling lessons.
- Intervention small/individual groups during the day.
- Resource teachers and paraprofessionals push-in to support ELs, SWD, and bottom 30% for grades K-5, in addition resource teachers and paraprofessionals pull-out NES.

LOWREY SCHOOL WRITING EXPECTATIONS

- 1. By the end of May, all Kindergarten students will be able to write a paragraph that contains at least 5 sentences on the same topic with a beginning, middle, and end.**
- 2. By the end of May, all first grade students will be able write a five paragraph essay on the same topic using complete sentences and supporting details with a beginning, middle, and end.**
- 3. By the end of May, all second and third grade students will be able to write a proficient five paragraph essay using the 6 + 1 Traits of Writing rubrics. Writing should demonstrate appropriate organization with beginning, middle, end, and include supporting details.**
- 4. By the end of May, all fourth and fifth grade students will be able to write a proficient five paragraph essays (narrative, informational, and opinion) based on the MEAP and the 6 + 1 Traits of Writing rubrics with an emphasis on voice, word choice, and ideas.**
- 5. By the end of May, all 6th, 7th, and 8th grade students will be able to write a proficient essay (argumentative, informational, and narrative) based on the 6 + 1 Traits of writing rubrics.**
- 6. Graded student samples (2 low, 2 medium, and 2 high) will be turned into administration from every elementary and middle school teacher once per month**

GOAL #3: PROBLEM SOLVING

Goal 3: All students will improve their problem solving skills across the curriculum.

Updated: October 2017

GOAL:

All students will improve their problem solving skills across the curriculum by 5% on the M-STEP math test. *The English Learners (ELs) sub-group will improve by 5%. The Economically Disadvantaged (ED) sub-group will improve by 5%. The Students with Disabilities (SWD) will improve by 5%.*

THE BASELINE SCORE ON THE 4TH GRADE 2017 M-STEP MATH TEST IS 36%

THE EL SUB-GROUP SCORED 24%

THE ED SUB-GROUP SCORED 33%

THE SWD SUB-GROUP SCORED 57%

GAP STATEMENT: *ELs consistently scored lower than mainstream students with a gap of 12%. The ED subgroup scored 3% lower than the total population.*

DESIRED LEARNING RESULTS: All students will be able to demonstrate the ability to perform *computations, follow problem solving steps in story problems* involving area, perimeter, properties of 2D-3D shapes, and analyze graphs, charts, and tables. All students will be able to apply the strategies for finding a pattern, making a model, and eliminating the possibilities. Students will demonstrate knowledge and application of strategies during district and locally developed assessments, NWEA, and M-STEP math tests.

STEPS FOR REACHING THE GOAL	RESPONSIBLE PARTIES	TIMELINE
1. In-service all instructional staff in Marzanos' Nine Strategies, story problem strategies that include area, perimeter, properties of 2D-3D shapes, graphs, charts, and tables.	Problem Solving Committee	Nov 2017- June 2018
2. In-service parents during monthly parent meetings in Marzano's Nine Strategies, problem solving strategies, Look for a Pattern, Make a Model, and Eliminate the Possibilities, Think Aloud, 8 mathematical practices, number talk, and analyze/interpret graphs, charts, and tables.	Problem Solving Committee and Resource Teachers	January 2018
3. In-service new staff and refresh 2017-2018 staff on Think Aloud, 8 Mathematical Practices, and Number Talk.	Administration/Problem Solving Committee/ Resource Teachers	Sept 2017- On-going

4. In-service parents during monthly parent meetings in the following strategies: Think Aloud, 8 Mathematical Practices, Number Talk, Look for a Pattern, Make a Model, and Eliminate the Possibilities strategies.	Administration/Problem Solving Committee/ Resource Teachers	Sept 2017- June 2018
5. Teachers model story problem strategies involving area, perimeter, 2D-3D shapes, analyze/interpretation graphs, charts, and tables.	Problem Solving Committee and Classroom Teachers	Nov 2017- June 2018
6. Teachers focus on knowledge and application of Marzano's Nine Strategies.	Classroom Teachers	Nov 2017- June 2018
7. Administer NWEA assessment to students for data collection and analysis purposes.	Classroom Teachers	Sept 2017- May 2018
8. Add descriptions and examples of problem solving strategies to Lowrey webpage for utilization at home.	Problem Solving and Technology Committees	Sept 2017- June 2018
9. Staff will give students multiple opportunities to write about and analyze/interpret graphs, charts, and tables.	Classroom Teachers	January 2017- June 2018
10. Vertical articulation through Middle School coaches to bridge the gap between elementary and middle school math instruction.	Math Resource Teachers/Support Staff/Classroom Teachers	January 2017- June 2018
11. Teachers will be in-serviced on the implementation of Sustained Learning Over Time (SLOT) to reinforce, solidify and build on student math basic skills.	Classroom Teachers	May 2018
12. Implementation of math centers to solidify and reinforce math concepts and computation.	Classroom Teachers	Sept 2017- June 2018
13. Teachers will model and assign writing assignments that solidify comprehension of the lesson and allow students to reflect on their learning through written expression.	Classroom Teachers	Sept 2017- June 2018
14. All teachers will post and utilize "Think Aloud" poster to support student in solving math problems.	Classroom Teachers	Sept 2017- June 2018
15. Teachers will implement, teach, and follow the standards for the Eight Mathematical Practices aligned with the Common Core State Standards. Teachers will teach students to reason abstractly, look for models, construct arguments, and look for repeated reasoning in all math problems.	Classroom Teachers	Nov 2017- June 2018
16. Classrooms are designed to enhance student-centered learning through an inquiry based model where the teacher acts as the facilitator and students are active participants in their own learning.	Classroom Teachers	Sept 2017- June 2018
17. Teachers will develop and post academic vocabulary and utilize them on a daily basis to increase comprehension and promote on-going	Classroom Teachers	Sept 2017- June 2018

academic language. Academic vocabulary will be updated once per card marking based on pacing guide and Common Core curriculum.		
18. All teachers will collect exit slips upon completion of a lesson in order to formatively assess knowledge of concepts and drive instruction.	Classroom Teachers	Sept 2017- June 2018
19. Teachers will utilize DEC 2.0 as a tool to guide their instruction to increase student achievement	Resource Staff/Classroom Teachers	Sept 2017- June 2018
20. MobyMax and Khan Academy software is used to supplement and support all students in order to improve student achievement.	Resource Staff/Classroom Teachers	Sept 2017- June 2018
21. Update annual summer homework packets to ensure a continuum of Common Core aligned math concepts. Students are required to use the 8 Mathematical practices to complete all math problems.	Resource Staff/Classroom Teachers	May 2018
22. All teachers will implement CER across the curriculum when assigning extended/short constructed responses.	All Teachers	Sept 2017- June 2018
25. All teachers will implement and review My Learning Plan with students. Students are expected to establish academic and personal goals along with steps in reaching the goals. Teachers will guide and review student goals to ensure success.	All Teachers and Students	Sept 2017- June 2018
ADDITIONAL STEPS FOR SPECIAL NEEDS STUDENTS:		
1. In-service teachers, paraprofessionals, and parents on effective differentiation strategies to meet the needs of all learners with an emphasis on Gifted/Talented, ELs, bottom 30%, and SWD.	Differentiated Instruction and At-Risk/Intervention Committees	Sept 2017- June 2018
2. Support staff will provide small group and/or individualized instruction for SWD through inclusion, push-in and/or pull-out sessions.	Teacher Consultants	Sept 2017- June 2018
3. Teachers and trained paraprofessionals will provide individualized or small group instruction for ELs, bottom 30%, and SWD through push-in and/or pull-out sessions.	Resource Staff, Classroom Teachers and Paraprofessionals	Sept 2017- June 2018

4. Classroom teachers will provide individualized instructional opportunities for gifted/talented students.	Differentiated Instruction Committee	Sept 2017- June 2018
5. An Extended Day program is in place to target the needs of ELs and bottom 30% who are performing more than 2 years below grade level in reading, writing, and problem solving.	Resource Staff, Classroom Teachers and Paraprofessionals	Sept 2017- June 2018
7. Question/Sentence Stems and Academic Vocabulary lists are developed and implemented in order to guide and assess math assignments.	Resource Staff and Classroom Teachers	Nov 2017- June 2018

PROFESSIONAL LEARNING:

- Problem Solving Committee will in-service and review math strategies with an emphasis on graphs, charts, and tables.
- During Late Arrival Professional Development the problem solving committee will emphasize Marzano's Nine Strategies, DEC 2.0, and SIOP/Language and Literacy strategies to build staff morale and improve student achievement.
- Resource staff and teachers will analyze and evaluate student performance on the M-STEP, NWEA, district, and locally developed assessments.
- Resource staff will introduce, revisit and demonstrate assessment of and for learning techniques including draw it, quick writes, slates, and teacher progress monitoring checklist with staff.
- Lowrey staff and PTA will host Parent Math Night to promote the importance of Math skills.
- All new staff will be in-serviced on Math Think-Aloud and Problem Solving strategies.
- Resource staff and teachers will analyze, evaluate, and align math Common Core State Standards with Everyday Math teacher's guide in order to drive instruction and support environment.
- Grade level collaboration between teachers to compile a list of math academic vocabulary words. As a team, teachers identify and teach common academic words to ensure consistency and uniformity in and across the grades.

MEASURES OF SUCCESS:

Assessment for Learning: Constant Improvement of student achievement as a result of:

- Implementation of informal assessment strategies such as bell work, pre/post quizzes, "thumbs up and thumbs down," on the spot slate responses, exit, tickets, Think Pair Share, anecdotal notes, checklists, flexible grouping, oral response and classroom observation.
- Alignment of Math Common Core State Standards with Everyday Math curriculum in grades K-5.
- Analysis of pretest performance on all assessments to determine intervention groupings and to drive instruction.
- Analysis of SWD, ELs, and bottom 30% performance to drive instruction and to determine intervention groupings.
- Analysis of academically Gifted and Talented students' performance to drive instruction.

Assessment of Learning:

- It is expected that students will increase their performance on the math M-STEP in *Advance* and *Proficient* levels (3 & 4), thus decreasing *Partially Proficient* & *Non Proficient* levels (2 & 1).
- Gradual systemic increase in percentage of student's passing NWEA. All students in grades K-5 are expected to increase improve students' performance on NWEA and other formal and informal daily assessments.
- Analysis and evaluation of student performance on M-STEP, NWEA, district standardized common assessments, and locally developed assessments in order to drive instruction and support student achievement.

IMPLEMENTATION ACCOUNTABILITY SAFEGUARDS:

- Student feedback
- Daily content and language objectives posted
- Administrative observations
- Evidence of strategy use in lessons
- ACCESS 21st Century Program designed to meet the needs of ELLs and bottom 30%.
- Resource teachers, support staff, paraprofessionals and resource teachers push-in/co-teach for interventions with individual students and small groups.
- Individualized Intervention Plan (IIP) completed and executed by classroom teacher.
- Math Think-Aloud and Solving a Math Problem posters displayed and utilized in classrooms
- Weekly MTSS meetings with support staff/administration/classroom teacher to discuss students that need interventions and recommend strategies based on academic and/or behavioral concerns.

2016-2017 ELEMENTARY M-STEP

3RD	ELA	MATH	
2015	91%	72%	
2016	32%	54%	
2017	57%	69%	
DISTRICT	38%	49%	
STATE	44%	47%	
4TH	ELA	MATH	Science
2015	64%	63%	7%
2016	53%	63%	7%
2017	42%	36%	10%
DISTRICT	41%	39%	9%
STATE	44%	42%	15%
5TH	ELA	MATH	Social Studies
2015	42%	28%	0%
2016	55%	30%	9%
2017	63%	53%	28%
DISTRICT	53%	32%	16%
STATE	51%	35%	22%

2016-2017 M-STEP Proficiency Levels

3rd Grade					
	Passed	Advanced	Proficient	Partially Prof.	Not Prof.
ELA	57%	29%	28%	28%	15%
Math	69%	25%	44%	19%	12%

4th Grade					
	Passed	Advanced	Proficient	Partially Prof.	Not Prof.
ELA	42%	19%	23%	29%	29%
Math	36%	15%	21%	51%	13%
Science	10%	3%	7%	21%	69%

5th Grade					
	Passed	Advanced	Proficient	Partially Prof.	Not Prof.
ELA	63%	24%	39%	25%	12%
Math	53%	31%	22%	32%	15%
Social Studies	28%	10%	18%	48%	24%

2016-2017 M-STEP Sub Group Scores

ELA			
	3 rd Grade	4 th Grade	5 th Grade
Total Passing	57%	42%	63%
ED	51%	44%	60%
SWD	95%	29%	75%
ELs	54%	29%	44%

MATH			
	3 rd Grade	4 th Grade	5 th Grade
Total Passing	69%	36%	53%
ED	65%	33%	52%
SWD	95%	57%	50%
ELs	64%	24%	37%

SCIENCE/SOCIAL STUDIES			
		4 th Grade	5 th Grade
Total Passing		10%	28%
ED		9%	24%
SWD		29%	50%
ELs		6%	15%