



Make an **OTTER**

Splash

Artondale Elementary School Improvement Plan

	READING	WRITING	MATH	CLIMATE
Kinder	Jana Skaga	KJ Colombini	Liz Vella	<i>Lead: Mimi Mathews</i>
1st	<i>Lead: Rashelle Pratz</i>	Andrea Bailey	Debbie Mahaffie	PE: Michael Fabiani
2nd	Deborah Gonzalez Reyes	XXXXX	Ann Stroud	Music: Lora Duncan
3 rd	Cheryl MacKay	<i>Lead: Amy Waage</i>	Jill DeYoung	Science: Trish VK
4 th	Delanie Oake	Kristina Johnston	Jessica Glogovac	Support: Paula
5 th	Cindy Vaucher	Jim Mano	<i>Lead: Michelle Booth</i>	Deirdre Martinez
Spec	Kim Ballasiotes		Claudia Yeaman	Donna Curran

- ⊙ We will make decisions that are in the interest of students.
- ⊙ We will speak and listen openly, respectfully and honestly; act with integrity.
 - ⊙ We will maintain a positive attitude and a sense of humor.
 - ⊙ We will recognize and celebrate everyone's accomplishments.
- ⊙ When resolving a conflict, we will go to the source first, focus on the issue and be willing to compromise.
 - ⊙ We will be flexible and open to change.

Smart Goal Worksheet

School: Artondale Elementary

Team: Reading

Leader: Rashelle Pratz

- **District Goal:** The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement.
- **Strategies:** Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence –based teaching strategies.
- **Measures:** Improvement in individual scores in reading, writing, math, and science as indicated by district and state assessments; Increased numbers of students moving up in level of achievement; Increased enrolment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.

SMART Goal: “By June 2015, Artondale will see a continuous growth from students in first through fifth grade and movement reducing the percentage of students in Tier 3 and Tier 2 as indicated by the AIMSweb Reading Assessments for each grade level.”

Oral Reading Gr 1-5	Tier 1	Tier 2	Tier 3
Fall Benchmark	63%	28%	9%
Goal	83%	14%	3%

MAZE Reading Gr 3-5	Tier 1	Tier 2	Tier 3
Fall Benchmark	60%	26%	14%
Goal	83%	13%	4%

Rationale:

- Schools that look at assessment together and modify the instruction based on student need and skills, have students who are more successful.
- Monitoring student progress allows teachers to provide interventions for struggling students and drive instruction for all students.
- The home school connection and parent education support student learning and help lead to increased student achievement

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Strategy: Implement a balanced literacy block (90 minutes minimum) that includes best practices, a common curriculum, and assessments that drives instruction.				
Action #1 <u>TIER I</u> Teachers will provide a literacy block of 90-120 minutes. <ul style="list-style-type: none"> Follow the district adopted curriculum (Making Meaning, Phonographix, Words Their Way), pacing charts and assessments. Continue to use the leveled book room for differentiated instruction in reading. 	All classroom teachers	Throughout the 2014-2015 year	Growth on the classroom assessments.	Collaboration Wednesday conversations regarding reading instruction, formative assessment and best practices (such as small group guided reading instruction). Share with staff how we're differentiating our instruction. Continue to learn more about the new Common Core Standards. Dates: TBD
Action #2 <u>TIER II AND TIER III</u> Teachers will use small group instruction in their classrooms to provide differentiated instruction.	All classroom teachers	Throughout the 2014-2015 year	Growth on the classroom assessments.	Collaboration Wednesday regarding guided reading instruction and the use of the new leveled book room. Continue to train on use of the leveled book room. Possible further trainings by Jacqu.
Strategy: Teachers will monitor student progress by administering formal and informal assessment, providing additional opportunities for learning for struggling students, and collaborating with other staff members to inform instruction.				
Action #3 <u>TIER I, TIER II AND TIER III</u> Teachers will use district adopted assessments to show student growth and progress. <ul style="list-style-type: none"> Primary Portfolio AIM WEB k-5 STAR test for grades 2 - 5 Making Meaning ***Phonographix ***Words Their Way ***Please see Writing SIP under conventions	All classroom teachers	See the assessment calendar: DUE: December 10- April 1- June 19 th End of year – all students	Indicators of student, classroom, grade-level and school growth on all assessments.	Collaboration Wednesday conversations about assessments and assessment protocol.
Action #4 <u>TIER II AND TIER III</u> Provide interventions for	All classroom teachers. LAP for grades k – 5.	Throughout the 2014-2015 school year.	Teachers will use district assessments and our school assessment calendar to measure	Collaboration Wednesday teachers will learn about and implement strategies for

<p>struggling students who have not met standard on daily reading instruction and for students who are exceeding standards.</p> <ul style="list-style-type: none"> Classroom based intervention <ul style="list-style-type: none"> Small group instruction based on student level and need. LAP <ul style="list-style-type: none"> Students will be qualified using the school wide assessments and teacher recommendation (see appendix for LAP plan) Kindergarten Plus <ul style="list-style-type: none"> Students will be qualified using the AIMS Web data and with Teacher Recommendation <p>Recommend for after school tutoring through:</p> <ul style="list-style-type: none"> CISP mentoring program 	<p>Kindergarten Plus – Kinder teachers</p>	<p>All LAP/SPED students will be monitored using AIMS WEB</p> <p>Kindergarten + students will be monitored with AIMS WEB</p> <ul style="list-style-type: none"> First session runs from October 24-December 12 Session #2 -January 16 - March 6 Session #3 -March 27 -May 15 	<p>student progress.</p> <p>Students who are struggling (Tier II and Tier III) will be monitored on a more frequent basis, based on their goal in LAP or in small groups by the teacher. (RTI)</p> <p>Kindergarten + students will be monitored with AIMS WEB</p>	<p>classroom based interventions. An emphasis will be on guided reading and small group instruction.</p>
<p>Strategy: Staff will provide opportunities for parents to learn about reading instruction and ways to help their students with reading while celebrating their successes.</p>				
<p>Action #5 We will celebrate Read Across America.</p> <ul style="list-style-type: none"> All day reading celebration Guest readers Buddy Readers (cross grades) Drop Everything and Read 	<p>Grade levels will develop grade level appropriate celebrations and activities to celebrate reading.</p>	<p>Monday, March 2nd.</p>	<p>Teacher participation.</p>	<p>Use of the reading celebration day to communicate with parents about reading strategies. Use it as an opportunity to teach so that it meets the needs of the strategy it fits under.</p>
<p>Action #6 Parents In the Know – Jacque will give a reading tidbit for parents who attend.</p>	<p>Jacque</p>	<p>TBA</p>	<p>Parent participation</p>	<p>None</p>
<p>Action #7 We will take responsibility of the</p>	<p>Reading Committee</p>	<p>November and March</p>		<p>None</p>

<p>Curriculum Showcase two times during the year focusing on reading and what parents can do to support their child's learning.</p>				
<p>Action #8 Monthly communication with families of a reading strategy to use at home provided by grade level teams.</p>	<p>Grade level teams will create a document that includes 9 strategies that they will then communicate monthly with families through their choice of medium (website/newsletter/email)</p>	<p>Monthly</p>	<p>Teacher participation</p>	<p>Collaboration Wednesday to create the document of strategies to send home monthly to parents.</p>

Smart Goal Worksheet

School: Artondale Elementary

Team: Writing

Leader: Amy Waage

- **District Goal:** The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement.
- **Strategies:** Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence –based teaching strategies.
- **Measures:** Improvement in individual scores in reading, writing, math, and science as indicated by district and state assessments; Increased numbers of students moving up in level of achievement; Increased enrolment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.

SMART Goal: “By June 2015, Artondale will see a continuous growth from students and movement from level 1 to level 2, level 2 to level 3, and level 3 to level 4 as indicated on the school wide writing assessment given three times per year”.

Rationale:

- Students will be getting the time needed to learn and practice the skills taught during the Guided Writing Lessons/Workshops
- Monitoring student progress allows teachers to provide interventions for struggling students and drive instruction for all students.
- Parent involvement in their child’s education is critical

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Strategy: Implement a balanced writing program to include instruction in genres of writing, Content, Organization and Style (COS), and Conventions. Teachers will spend 45 to 60 minutes on writing instruction each day, using current best practices.				
<p>Action #1 <u>TIER I</u> Teachers will provide at least a 45-60 minute writing block.</p> <ul style="list-style-type: none"> Follow the district adopted curriculum /pacing chart and assessments with Writer's Workshop and Benchmarks. Use additional curriculum for spelling (Phonographix and/or Words Their Way) Put an extra emphasis on grammar. 	<p>All classroom teachers</p>	<p>On-going throughout 2014-2015 school year.</p>	<p>District wide writing tasks three times during the school year with pre and post assessments, scored with a common rubric in Conventions (CON) and Content, Organization, and Style (COS).</p>	<p>Collaboration Wednesday conversations regarding writing instruction, formative assessment and best practices.</p> <p>Collaboration time to plan writer's workshop model lessons in conjunction with Benchmark writing.</p> <p>Time allotted for reviewing the Common Core Standards.</p>
Strategy: Teachers will monitor student progress by administering formative assessment, providing additional opportunities for learning for struggling students, and collaborating with other staff members to inform instruction.				
<p>Action #2 <u>TIER I</u> Teachers will give the District wide writing tasks including a pre and post test for each type of writing during the school year, scored with a common rubric in Conventions (CON) and Content, Organization, and Style (COS).</p>	<p>All classroom teachers</p>	<p>Pre-tests are to be given prior to each writing type lesson.</p> <p>Post tests are to be given at the end of each writing type unit.</p> <p>K-1 will enter a Narrative writing task score for December, March and June,</p> <p>2-5 grades will write a narrative, informational and augmentative prompt during the school year. Due dates for post assessment scores from District writing tasks into IMS by 12/10, 4/1 & 6/19</p>	<p>Indicators of student, classroom, grade-level and school growth on all assessments.</p> <p>Based on formative and writing task scores intervention strategies will be implemented.</p>	<p>Collaboration Wednesday topics:</p> <ul style="list-style-type: none"> Common grade level writing tasks Discussion about Narrative/Expository/Argumentative Protocol for writing scoring

<p>Action #3 <i>TIER II</i> Teachers will work with individual or small groups of students providing extra support in writing based on student needs.</p> <ul style="list-style-type: none"> • Conferencing with students • Use of writers workshop model 	<p>All classroom teachers</p>	<p>Conferencing with students during independent writing time.</p>	<p>Students will show growth during assessments given during the school year.</p>	<p>Collaboration Wednesday – work with staff on differentiation through conferencing and small group work during writing.</p>
<p>Strategy: Staff will provide opportunities for parents to learn about writing instruction and ways to help their students with writing while celebrating their successes.</p>				
<p>Action #7 PTA Spell a Thon</p>	<p>PTA Teachers will give test and support the PTA</p>	<p>October/November</p>	<p>Students will score higher on spell a thon tests than on previous practices and raise money for our school.</p>	<p>Collaboration time to create new spelling lists.</p>
<p>Action #8 We will take responsibility of the Curriculum Showcase two times during the year focusing on writing and what parents can do to support their child's learning.</p>	<p>Writing committee</p>	<p>January and May</p>	<p>We will collect survey information from families on its effectiveness.</p>	

Smart Goal Worksheet

School: Artondale Elementary	Team: Math	Leader: Michelle Booth
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- **District Goal:** The primary focus of our work is for all students to meet or exceed rigorous standards. All students are challenged to perform at their highest level and will show continuous improvement.
- **Strategies:** Deliver an articulated K-12 core curriculum that is aligned with standards and taught with fidelity; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; align resources for classroom support, professional development and evidence –based teaching strategies.
- **Measures:** Improvement in individual scores in reading, writing, math, and science as indicated by district and state assessments; Increased numbers of students moving up in level of achievement; Increased enrolment and success in AP and advanced courses and exams; Increased numbers of students prepared for success in the workplace, post-secondary education, and civic responsibilities; Increased number of ninth graders on track to graduate.

SMART Goal: “By June 2015, Artondale will see a continuous growth from students (1st through 5th gr) and movement from Tier III to Tier II, and Tier II to Tier I as indicated by the on the AIMS WEB M-Comp Assessment and EOY Envisions Assessment.”

M-Comp	Tier 1	Tier 2	Tier 3
Fall Benchmark	77%	15%	8%
Goal	89%	8%	3%

Rationale:

- Schools that look at assessment together and modify the instruction based on student need and skills, have students who are more successful.
- Monitoring student progress allows teachers to provide interventions for struggling students and drive instruction for all students.
- The home school connection and parent education support student learning and help lead to increased student achievement

Strategies & Action Steps Who is Responsible Target Date or Timeline Evidence of Effectiveness Professional Dev. & Support

Strategy: Implement a balanced Math block (60 minutes minimum) that includes best practices, a common curriculum, and assessments that drives instruction.

<p>Action #1 <i>TIER I</i> Teachers will provide a 60-90 minute math block.</p> <ul style="list-style-type: none"> • Follow the district adopted curriculum/pacing chart and assessments. • Provide math fact fluency/computation on a weekly basis. • Daily Math Review 	<p>All classroom teachers</p>	<p>Throughout the 2014-2015 year</p>	<p>Growth on the classroom assessments.</p>	<p>Collaboration Wednesday conversations about math data and RTI.</p> <p>Collaboration Wed</p>
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Strategy: Teachers will monitor student progress by administering formative assessment, providing opportunities to inform instruction				
Action #2 <i>TIER I, II and III</i> Teachers will identify students' performance levels through the use of : <ul style="list-style-type: none"> • AIMS WEB M-Comp • End of the Year Assessment • End of Topic assessments/per pacing chart • Formative Assessments: Quick Checks 	All classroom teachers	End of the Year Assessment and AIMSWEB MComp needs to be given by end of September, January, and June (see assessment calendar for dates to be entered)	Envision Fact Fluency Assessments AIMS WEB – M-comp Envisions: End of the Year Assessment Kindergarten uses district assessments	Collaboration Wednesday conversations on math data and RTI.
Action #3 <i>TIER II and TIER III</i> Provide intervention for struggling students who have not met standard on daily math instruction. <ul style="list-style-type: none"> • Classroom based intervention 	All classroom teachers will use formative assessments to determine TIER 2 and TIER 3 intervention groups.	Ongoing throughout the year.	Teachers will reassess Tier 2 students and Tier 3 students on a regular basis based on the intervention goals set by teachers. Math Fluency Assessments	Teachers will learn and implement RTI strategies during CW.
Strategy: Staff will provide opportunities for parents to learn about math instruction and ways to help their students with math while celebrating their successes.				
Action #4 PTA will provide an opportunity for a math curriculum night "Math Rocks"	PTA Teacher to co-chair (Michelle and Jessica) Parent: Emily Robinson	TBD- Feb. 2015	Attendance	None
ACTION #5 MATH SIP TEAM is responsible for curriculum showcase 2 times per year: February and June	Math SIP members	February and June		

Smart Goal Worksheet

School: Artondale	Team: Climate	Leader: Mimi Mathews
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District Goal(s): Select one or more that your school is addressing with the SMART goal on this worksheet.

- Provide a safe learning environment for all students and staff
- Provide challenging educational programs which prepare all students for global living, learning and working
- Provide quality facilities and technology to support and strengthen student learning and protect the community investment
- Provide communication which informs and invites community participation, parent and staff involvement, and which encourages partnerships

SMART Goal: By June 2015 Artondale will maintain a high level of school climate (defined as: a place where all people feel safe honored, and welcomed) as measured by the 9 Characteristics of Highly Effective Schools, staff/parent/student surveys, exit polls, and the participation of families and staff in school activities, and PBIS behavior documentation.

Rationale:

- When parents are involved with school, student’s academic performance and behavior improve.
- When families, staff and students feel safe and welcomed, the school becomes a well-mannered and healthy place for everyone.

Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
TIER I strategy : Plan events and materials for parents to learn about curriculum and school culture and provide opportunities for parent involvement.				
Action 1: Parent In the Know Possible topics: <ul style="list-style-type: none"> • PBIS • Common Core • Smarter Balanced • Transitioning to the next grade. • Other curriculum topics 	Jacque +Various teachers for different subject matters	TBD Nov, Jan, March and May	Parent attendance	None
Action 2: Love and Logic Parenting Class	Mimi Fox Island Alliance Church	TBD	Parent attendance	Cost shared with Fox Island Alliance Church
Action 3: Provide opportunities for parents to be engaged in the school: <ul style="list-style-type: none"> • Meet the Teacher: Ice Cream Social outside • Open House • Conferences (Fall and 	All staff	Meet the Teacher - August Open House – September Conferences – October/March	Parent Attendance	None

Spring) • Terrific Kids assembly • Veteran's Day assembly • Winter Program • Talent show • Field day • End of year awards & moving up assembly	Mimi Mathews Lora Duncan Lora Duncan Lora Duncan Mike Fabiani All staff	Terrific Kids – monthly November December/January Spring June Last day of school		
Action #4: Parent Newsletter	Office Manager/Principal	Bimonthly		
Action #5 Display case at school entryway 2 times a year	Climate Committee	October (SPLASH) April (KELSO'S CHOICE)		
Strategy #2				
TIER I: Maintain a school that is safe and welcoming to everyone.				
Action #1 Terrific Kids Character Building	Mimi – Classroom Lessons Mimi – Assembly Classroom teachers – nominations	TBD - Monthly		None
Action #2 Implementation of Kelso's Choices in the classrooms	Mimi – Classroom Lessons	Fall Revisit in the spring	5 th grade CBA	A review from the school counselor to all school staff
Action #3 Survey Staff, Parents and Students (4 th and 5 th)	Climate committee	TBD	We will use the survey as a baseline for future actions.	Collaboration to explain and to provide information about the survey.
Action #4 Alternative recess AKA as the 'The Rack'	Dean and Counselor	2x per week Monday and Wednesday.	Attendance in the RACK	None
Action #5 Second Step Classroom Lessons	Mimi Mathews	Monthly	Behavior Data from Powerschool	None

Strategy #3

TIER I, TIER II and TIER III: Maintain a school that is based on positive interventions.

Action #1 Lunchroom: Consistent expectations throughout all grade levels and days of the week.	All Staff	All school year	Staff survey	PBIS presentations during BPD and CW
Action # 2 Implementation of a school wide positive behavior ticket program.	All Staff	All school year	Staff survey	PBIS presentations during BPD and CW
TIER I Action #3 Implement a school wide expectations in common areas	All Staff	All School Year	Staff survey	PBIS presentations during BPD and CW throughout year
TIER II AND TIER III Action #3 Have conversations about Tier II students during RTI monthly meetings	Mimi (counselor) and RTI Team along with classroom teacher	Monthly	Staff survey	PBIS presentations during BPD and CW throughout year

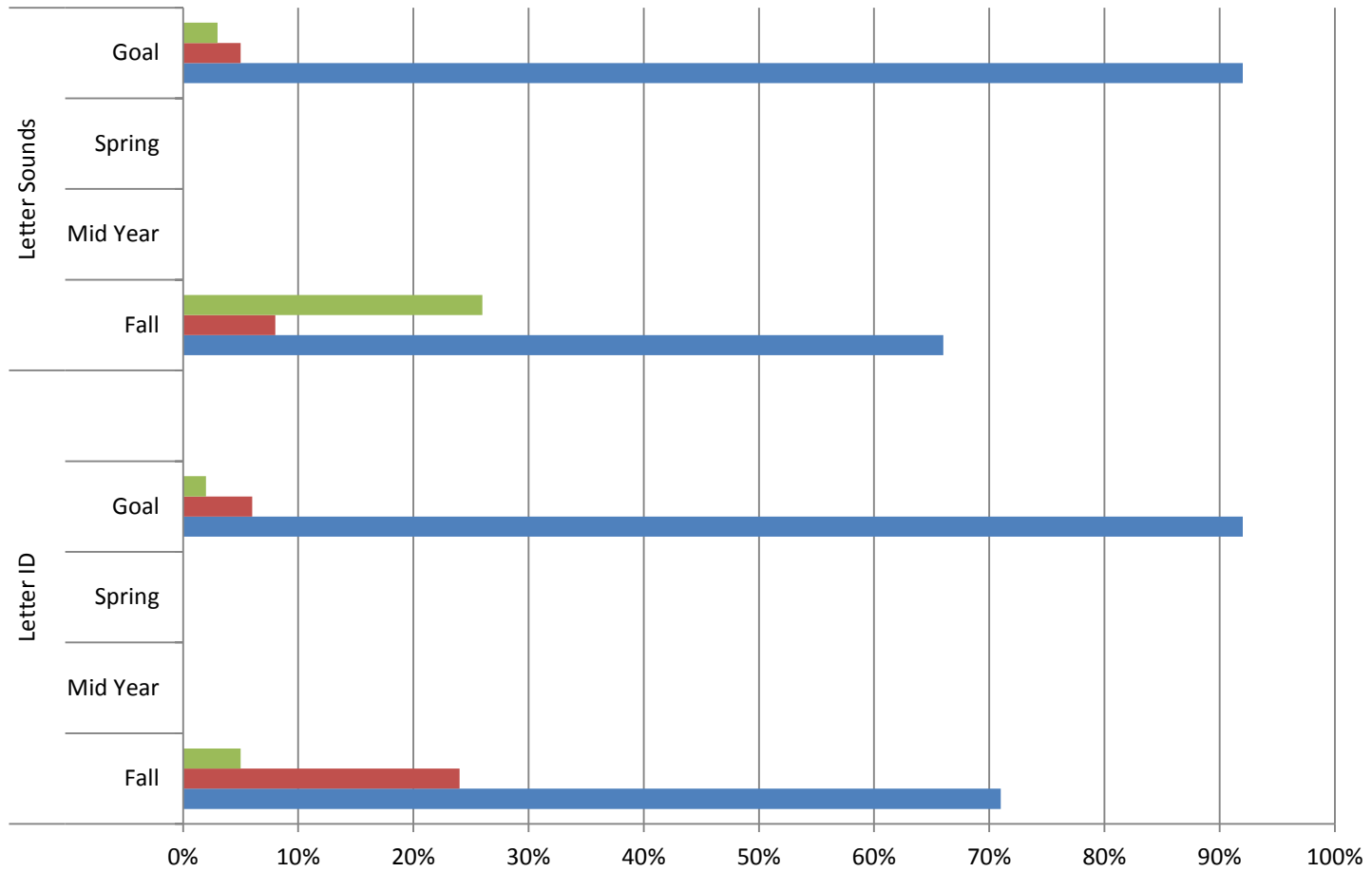
Supporting Data



Data is provided for grade level and school wide math, reading and writing.

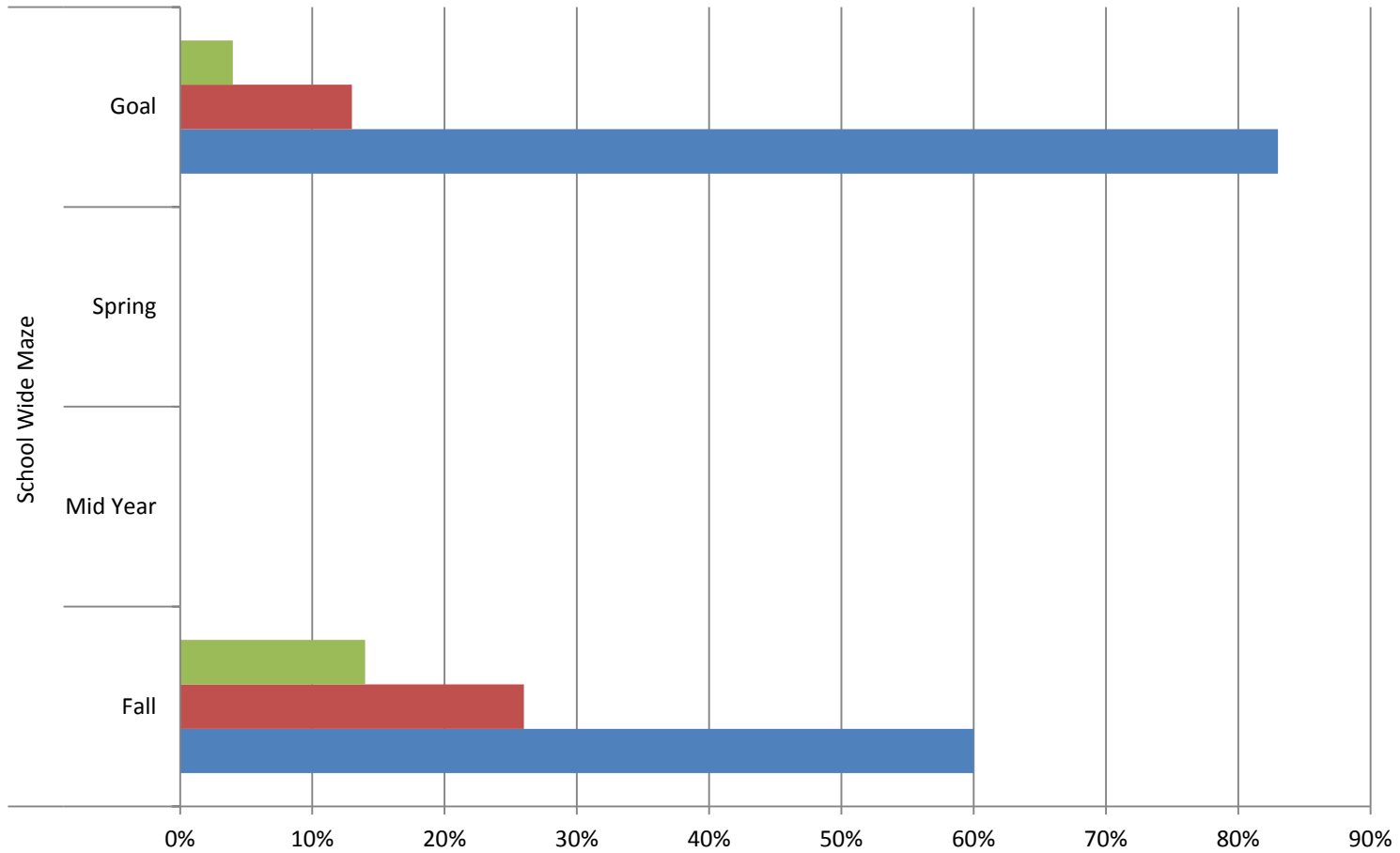
AIMS Kindergarten Letter Id/Sound

Number of students in each Tier



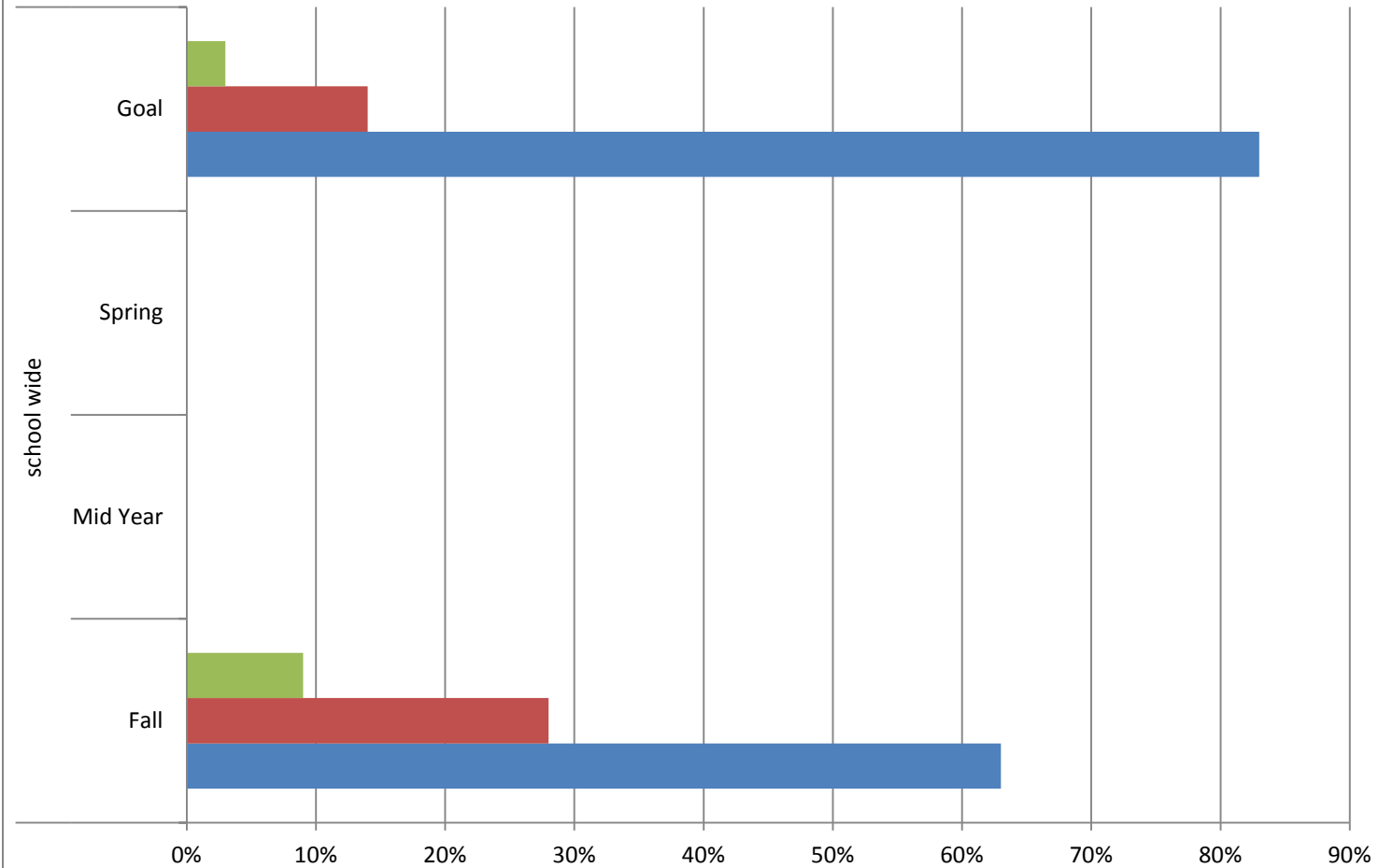
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	Fall	Mid Year	Spring	Goal	Fall	Mid Year	Spring	Goal
Tier 3	5%			2%	26%			3%
Tier 2	24%			6%	8%			5%
Tier 1	71%			92%	66%			92%

School Wide Maze 14-15 Number of students in each Tier



School Wide Maze				
	Fall	Mid Year	Spring	Goal
■ Tier 3	14%			4%
■ Tier 2	26%			13%
■ Tier 1	60%			83%

School Wide Reading Gr 1-5 14-15 AIMS Oral Reading



school wide				
	Fall	Mid Year	Spring	Goal
■ Tier 3	9%			3%
■ Tier 2	28%			14%
■ Tier 1	63%			83%

Oral Reading Grade Level Goals

Oral Reaing		Tier 1	Tier 2	Tier 3
1st gr	Fall	22	14	13
	Mid Year			
	Spring			
	Goal	34	12	3

		Tier 1	Tier 2	Tier 3
2nd gr	Fall	37	13	3
	Mid Year			
	Spring			
	Goal	43	9	1

		Tier 1	Tier 2	Tier 3
3rd gr	Fall	44	19	5
	Mid Year			
	Spring			
	Goal	55	10	3

		Tier 1	Tier 2	Tier 3
4th gr	Fall	46	25	2
	Mid Year			
	Spring			
	Goal	63	10	0

		Tier 1	Tier 2	Tier 3
5th gr	Fall	46	17	5
	Mid Year			
	Spring			
	Goal	64	3	1

		Tier 1	Tier 2	Tier 3
school wide	Fall	63%	28%	9%
	Mid Year			
	Spring			
	Goal	83%	14%	3%

		Tier 1	Tier 2	Tier 3
1st gr	Fall	22	14	13
2nd gr	Fall	37	13	3
3rd gr	Fall	44	19	5
4th gr	Fall	46	25	2
5th gr	Fall	46	17	5
School Wide	Fall	195	88	28

	Tier 1	Tier 2	Tier 3
Goal	34	12	3
Goal	43	9	1
Goal	55	10	3
Goal	63	10	0
Goal	64	3	1
Goal	259	44	8

Maze Grade Level Goals

		Tier 1	Tier 2	Tier 3
3rd gr	Fall	38	18	12
	Mid Year			
	Spring			
	Goal	48	15	5

		Tier 1	Tier 2	Tier 3
4th gr	Fall	51	15	5
	Mid Year			
	Spring			
	Goal	63	8	0

		Tier 1	Tier 2	Tier 3
5th gr	Fall	34	20	12
	Mid Year			
	Spring			
	Goal	60	4	2

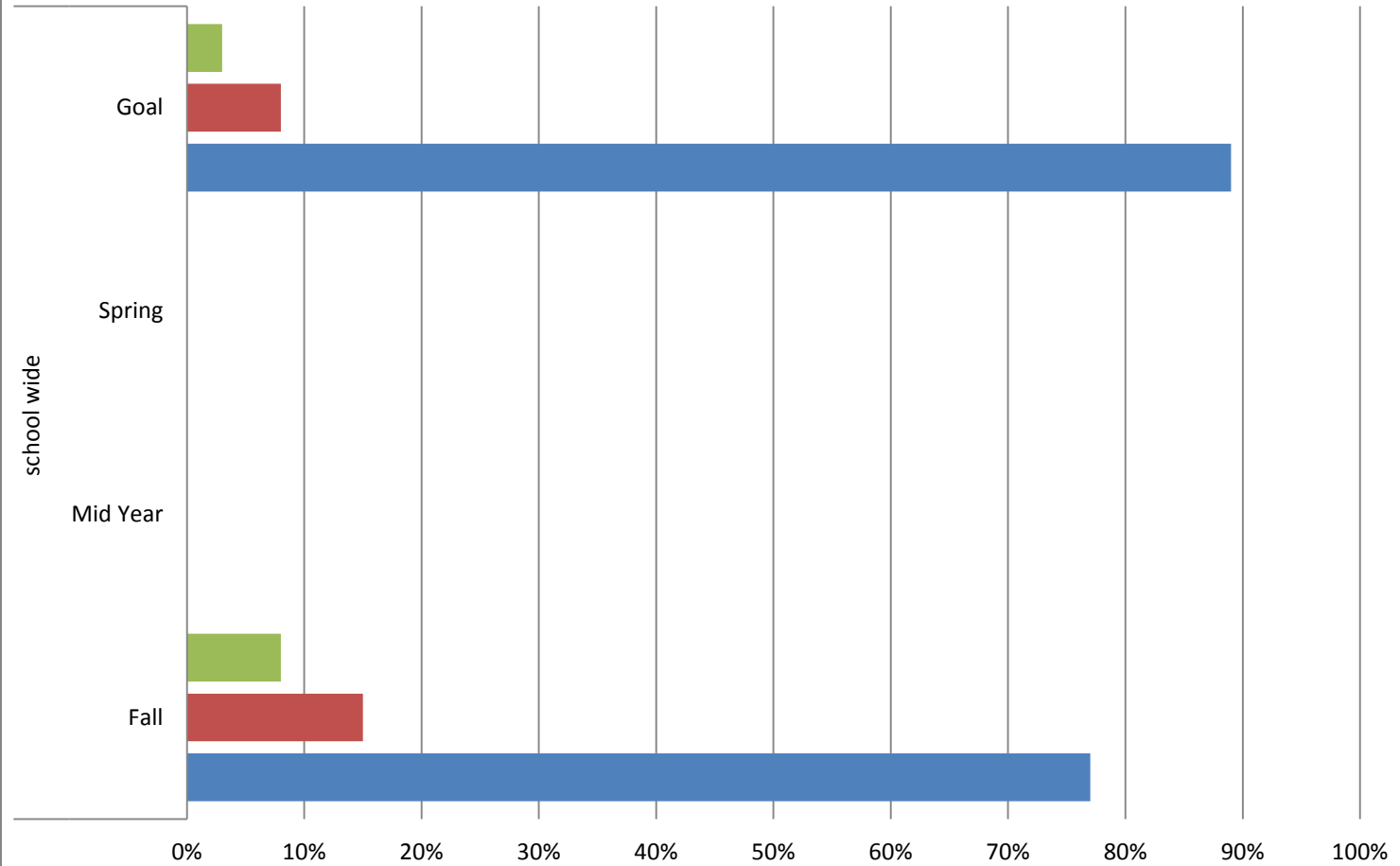
		Tier 1	Tier 2	Tier 3
3rd gr	Fall	38	18	12
4th gr	Fall	51	15	5
5th gr	Fall	34	20	12
School Wide	Fall	123	53	29

	Tier 1	Tier 2	Tier 3
3rd gr goal	48	15	5
4 th gr Goal	63	8	0
5 th gr Goal	60	4	2
Goal	171	27	7

		Tier 1	Tier 2	Tier 3
School Wide Maze	Fall	60%	26%	14%
	Mid Year			
	Spring			
	Goal	83%	13%	4%

		Tier 1	Tier 2	Tier 3
School Wide Maze	Fall	123	53	29
	Mid Year			
	Spring			
	Goal	171	27	7

Number of students in each Tier M-Comp -AIMS 14-15



school wide				
	Fall	Mid Year	Spring	Goal
■ Tier 3	8%			3%
■ Tier 2	15%			8%
■ Tier 1	77%			89%

M-Comp Grade Level Goals

M-COMP		Tier 1	Tier 2	Tier 3
Kindergarten	Fall	46	12	4
number ID	Mid Year			
	Spring			
	Goal	51	4	1

		Tier 1	Tier 2	Tier 3
1st gr	Fall	40	2	6
	Mid Year			
	Spring			
	Goal	42	2	4

		Tier 1	Tier 2	Tier 3
2nd gr	Fall	45	6	2
	Mid Year			
	Spring			
	Goal	49	3	1

		Tier 1	Tier 2	Tier 3
3rd gr	Fall	50	12	6
	Mid Year			
	Spring			
	Goal	56	9	3

		Tier 1	Tier 2	Tier 3
4th gr	Fall	48	18	4
	Mid Year			
	Spring			
	Goal	63	7	0

		Tier 1	Tier 2	Tier 3
5th gr	Fall	51	7	7
	Mid Year			
	Spring			
	Goal	61	2	2

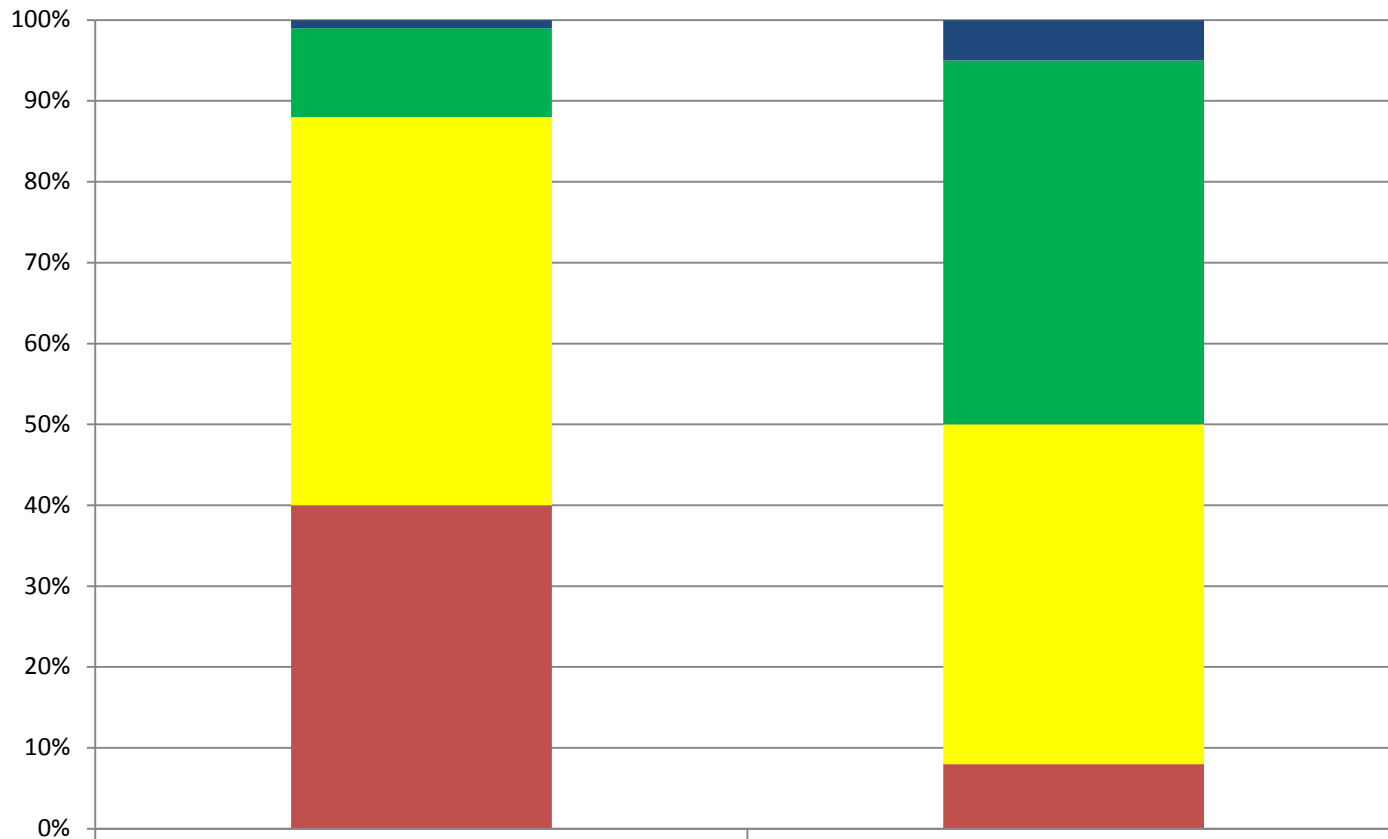
		Tier 1	Tier 2	Tier 3
school wide	Fall	77%	15%	8%
	Mid Year			
	Spring			
	Goal	89%	8%	3%

		Tier 1	Tier 2	Tier 3
school wide	Fall	280	57	29
	Mid Year			
	Spring			
	Goal	322	27	11

		Tier 1	Tier 2	Tier 3
Kindergarten	Fall	46	12	4
1st gr	Fall	40	2	6
2nd gr	Fall	45	6	2
3rd gr	Fall	50	12	6
4th gr	Fall	48	18	4
5th gr	Fall	51	7	7
School Wide	Fall	280	57	29

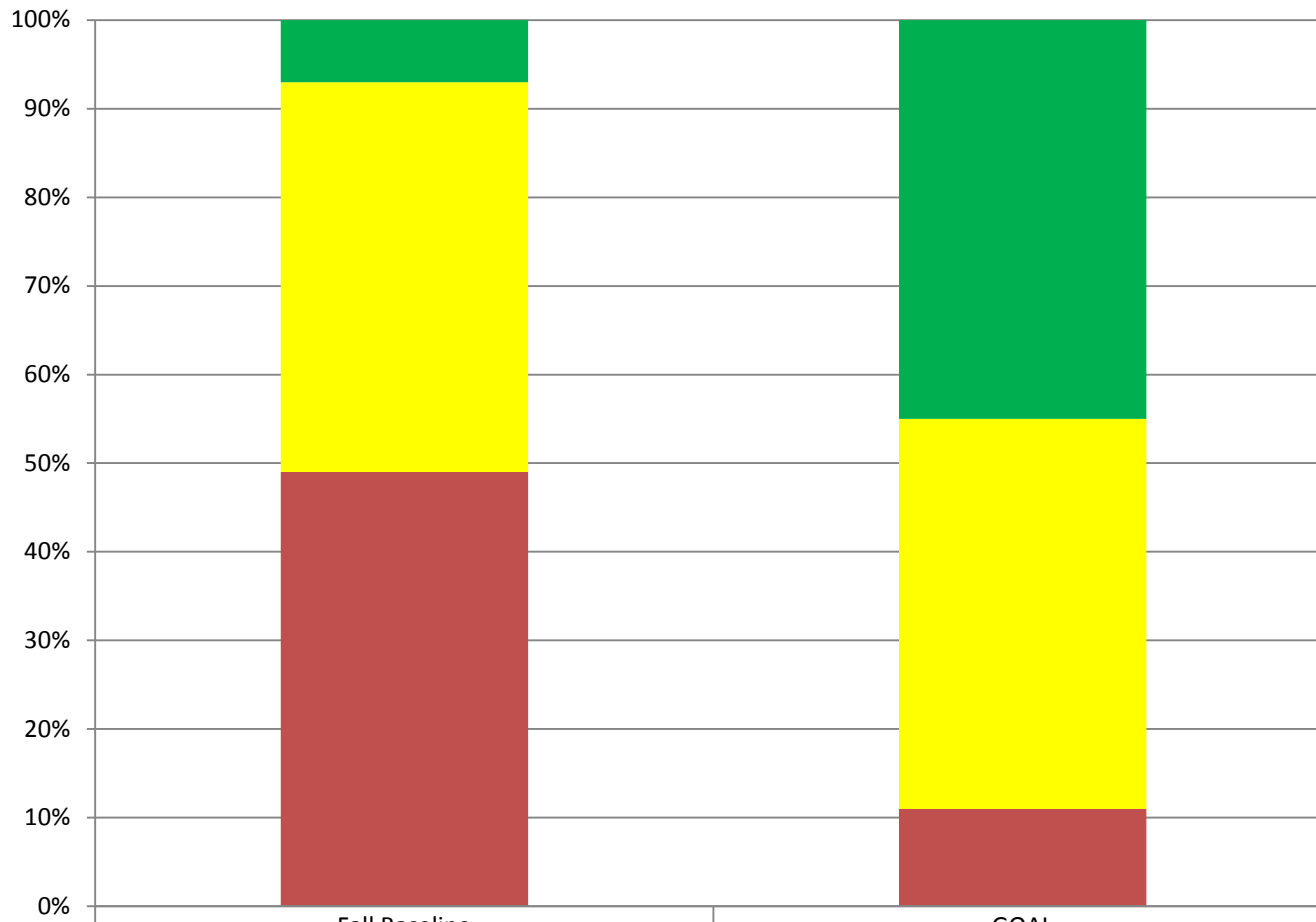
	Tier 1	Tier 2	Tier 3
Goal	51	4	1
Goal	42	2	4
Goal	49	3	1
Goal	56	9	3
Goal	63	7	0
Goal	61	2	2
Goal	322	27	11

Writing COS -Percentage of Students School Wide at different levels



	Fall Baseline	GOAL
■ Level 4	1%	5%
■ Level 3	11%	45%
■ Level 2	48%	42%
■ Level 1	40%	8%

Writing CON - Percentage of Students School Wide at different levels



	Fall Baseline	GOAL
■ Level 3	7%	45%
■ Level 2	44%	44%
■ Level 1	49%	11%

COS Grade Level Goals

1st gr	Level 1	Level 2	Level 3	Level 4
fall	23	23	4	0
mid year				
spring				
GOAL	8	20	20	2

2nd gr	Level 1	Level 2	Level 3	Level 4
fall	49	7	0	0
mid year				
spring				
GOAL	4	36	14	2

3rd gr	Level 1	Level 2	Level 3	Level 4
fall	23	43	4	0
mid year				
spring				
GOAL	9	25	32	4

4th gr	Level 1	Level 2	Level 3	Level 4
fall	22	44	0	0
mid year				
spring				
GOAL	0	26	40	0

5th gr	Level 1	Level 2	Level 3	Level 4
fall	8	29	27	4
mid year				
spring				
GOAL	4	23	33	8

	Level 1	Level 2	Level 3	Level 4	goal	Level 1	Level 2	Level 3	Level 4
fall	23	23	4	0		8	20	20	2
1st	49	7	0	0		4	36	14	2
2nd	23	43	4	0		9	25	32	4
3rd	22	44	0	0		0	26	40	0
4th	8	29	27	4		4	23	33	8
5th	125	146	35	4	310	25	130	139	16

SW	Level 1	Level 2	Level 3	Level 4
Fall	125	146	35	4
Mid Year				
Spring				
GOAL	25	130	139	16

SW %	Level 1	Level 2	Level 3	Level 4
Fall Baseline	40%	48%	11%	1%
GOAL	8%	42%	45%	5%

CON Grade Level Goals

1st gr	Level 1	Level 2	Level 3
fall	26	24	0
mid year			
spring			
GOAL	8	27	15

2nd gr	Level 1	Level 2	Level 3
fall	49	7	0
mid year			
spring			
GOAL	7	23	26

3rd gr	Level 1	Level 2	Level 3
fall	46	22	1
mid year			
spring			
GOAL	14	38	17

4th gr	Level 1	Level 2	Level 3
fall	20	45	0
mid year			
spring			
GOAL	0	25	40

5th gr	Level 1	Level 2	Level 3
fall	10	37	21
mid year			
spring			
GOAL	6	21	38

	Level 1	Level 2	Level 3
1st	26	24	0
2nd	49	7	0
3rd	46	22	1
4th	20	45	0
5th	10	37	21

sw %	Level 1	Level 2	Level 3
Fall Baseline	49%	44%	7%
GOAL	11%	44%	45%

GOAL	Level 1	Level 2	Level 3
1st	8	27	15
2nd	7	23	26
3rd	14	38	17
4th	0	25	40
5th	6	21	38