

Niagara Elementary Academic Goals 2011-12

| Content Area | Priority Need | Academic Goal | Measurement Tool | Current Benchmark Data |
|-----------------------|--|--|---|--|
| Reading | 25% of Niagara K-5 students scored below grade level on the Fall 2011 MAP Reading Assessment. | 98% of all Niagara students tested will perform either at or above grade level or receive a ranking of Proficient or Distinguished in Reading on the 2012 KPREP assessment. 98% of all Niagara students will perform on or above grade level RIT range on the Spring 2012 MAP assessment. | NWEA Data KPREP Data | Winter 2012 MAP Reading data reports show that 82% of students fall at or above their grade level RIT range score. Another 8% were very close, missing the score by 1-3 points with a standard error of measurement of 3.0. |
| Content Area | Priority Need | Academic Goal | Measurement Tool | Current Benchmark Data |
| Math | 39% of Niagara K-5 students scored below grade level on the Fall 2011 MAP Math Assessment. | 95% of all Niagara students tested will perform either at or above grade level or receive a ranking of Proficient or Distinguished in Math on the 2012 KPREP assessment. 95% of all Niagara students will perform on or above grade level RIT range on the Spring 2012 MAP assessment. | NWEA Data KPREP Data | Winter 2012 MAP Math data reports show that 71% of students fall at or above their grade level RIT range score. Another 11% were very close, missing the score by 1-3 points with a standard error of measurement of 3.0. |
| Content Area | Priority Need | Academic Goal | Measurement Tool | Current Benchmark Data |
| Writing/ Mechanics | 28% of Niagara fifth grade students scored below the proficient level on the On Demand writing KCCT 2011 assessment. | 85% of all Niagara students tested will perform either at or above grade level or receive a ranking of Proficient or Distinguished in Writing on the 2012 KPREP assessment. | KPREP Data Teacher Generated Assessments | Winter 2012 Map Data Projection Report for Language showed that 85% of fifth grade students were projected to be at the proficient level in Language at the end of the year. |
| Content Area | Priority Need | Academic Goal | Measurement Tool | Current Benchmark Data |
| Science | 24% of Niagara fourth grade students scored below the proficient level on the Science KCCT 2011 assessment. | 85% of all Niagara students will perform either at or above grade level or receive a ranking of Proficient or Distinguished in Science on the 2012 KPREP assessment. | KPREP Data Teacher Generated Assessments | Winter 2012 Map Data Projection Report for Reading showed that 83% of fourth grade students were projected to be at the proficient level in Reading at the end of the |

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| | | | | year. (MAP doesn't assess Science). |
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| Content Area | Priority Need | Academic Goal | Measurement Tool | Current Benchmark Data |
| Social Studies | 20% of Niagara fifth grade students scored below the proficient level on the Social Studies KCCT 2011 assessment. | 85% of all Niagara students tested will perform either at or above grade level or receive a ranking of Proficient or Distinguished in Social Studies on the 2012 KPREP assessment. | KPREP Data Teacher Generated Assessments | Winter 2012 Map Data Projection Report for Reading showed that 91% of fifth grade students were projected to be at the proficient level in Reading at the end of the year. (MAP doesn't assess Social Studies). |
| ***Please attach your Winter Implementation and Impact Check and provide 10 copies for the board members. | | | | |

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Questions to Answer During Your Presentation

| Content Area | What have you done in your school so far this year to move toward achieving your goal? | What are you planning to do differently in your school this semester to achieve your goal? |
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| Reading | <p>We have continued the implementation of providing not only whole group instruction in reading, but additional instruction in small groups based on the individual students needs. We constantly formatively assess these students and move them according to their needs.</p> <p>We also are providing RTI instruction for Tier level students as well as ESS daytime instruction for those that qualify. We are utilizing computer assisted instruction through use of Compass and Headsprout to address the auditory learning styles. Accelerated Reader provides opportunities for students to read books, be assessed on them and earn rewards. This is a very popular program with our students.</p> <p>We have revisited all reading classroom materials and analyzed them for text complexity and secured other resources for those materials that were no longer applicable for the particular grade level.</p> <p>The Media Specialist has lexiled the books in the library so students can clearly see the lexile ranges of books they are interested in checking out. Teachers encourage students to select one book on their AR level and one within their Lexile range.</p> | <p>We plan on continuing as is for this semester because we have been meeting the 90% reading goal expectation for several years now (2011 data showed 95% proficiency) and believe what we are doing now is what is best for student achievement.</p> |
| Math | <p>We have had training in what a lesson in Math in Focus should consist of and look like. Curriculum Specialist has modeled lessons in the classroom. Teachers have discussed MIF issues during Tuesday Enrichment meetings.</p> | <p>We are going to implement a reward system within the Math Facts plan similar to the one that is in place for Accelerated Reader. This will encourage students to complete them more quickly and accurately.</p> |

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| | <p>We also are providing RTI instruction for Tier level students as well as ESS daytime instruction for those that qualify.</p> <p>We have recently started a Math Facts Fluency plan which requires students in each grade level to reach mastery of a specified set of math facts that they must recall quickly.</p> | <p>We will continue instructional discussions concerning Math in Focus.</p> |
| Writing/Mechanics | <p>We have re-organized classes so that the writing teacher sees fourth and fifth grade students. The class now includes language mechanics in addition to the writing process.</p> <p>We have decided on a consistent organizer for students to use to organize their writing and the writing teacher provides very clear and specific feedback to the students in each step of the process.</p> | <p>We are going to implement a school wide process to assist in developing writing skills with a focus on expressing yourself clearly in particular when answering assessment questions.</p> |
| Science | <p>We changed the intermediate schedule to allow very strong content area specialists to teach both fourth and fifth grade. This allows for sharing of stronger content knowledge and consistency in curriculum delivery.</p> <p>We have begun timing our assessments to help prepare</p> | <p>We are beginning to utilize scholastic news in the classroom to help integrate reading into the content area.</p> <p>We have recently started keeping weekly vocabulary notebooks and adding content specific words each week.</p> |

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| | students for the new timed KPREP assessments. | |
| Social Studies | <p>We changed the intermediate schedule to allow very strong content area specialists to teach both fourth and fifth grade. This allows for sharing of stronger content knowledge and consistency in curriculum delivery.</p> <p>We have begun timing our assessments to help prepare students for the new timed KPREP assessments.</p> | <p>We are also beginning to utilize scholastic news in the classroom to help integrate reading into the content area.</p> <p>We want to assist and encourage the grade levels below fourth to provide as much Social Studies instruction as possible in addition to Reading, Math and Writing, which is naturally their focus.</p> |