

Spottsville Elementary Academic Goals 2011-12

Content Area	Priority Need	Academic Goal	Measurement Tool	Current Benchmark Data
Reading	Transition to timed testing conditions Foundational skills/vocabulary (based on winter MAP scores)	93% P/D 90% on/above grade level	KPREP MAP	2011 KCCT 90.32% P/D 2012 WI MAP 82% (FA 80%)
Content Area	Priority Need	Academic Goal	Measurement Tool	Current Benchmark Data
Math	Transition to timed testing conditions 3 rd - fractions 4 th - measurement/data 5 th - algebraic thinking (based on winter MAP scores)	88% P/D 85% on/above grade level	KPREP MAP	2011 KCCT 86.18% P/D 2012 WI MAP 80% (FA 75%)
Content Area	Priority Need	Academic Goal	Measurement Tool	Current Benchmark Data
Writing/ Mechanics	Rubric for scoring on-demand from state Transition to timed testing conditions 4 th - writing plan/devel/edit (based on winter MAP scores)	83% P/D 81% on/above grade level (gr. 3-5)	KPREP MAP	2011 KCCT 79.71% P/D 2012 WI MAP 79% (FA 73%) (gr. 3-5)
Content Area	Priority Need	Academic Goal	Measurement Tool	Current Benchmark Data
Science	Transition to timed testing conditions Physical science EWR; earth/science & unifying concepts mult. choice (based on 2011 KCCT)	88% P/D	KPREP	2011 KCCT 86.57% P/D
Content Area	Priority Need	Academic Goal	Measurement Tool	Current Benchmark Data
Social Studies	Transition to timed testing conditions All areas EWR and MC (based on 2011 winter KCCT)	70% P/D	KPREP	2011 KCCT 63.77% P/D
***Please attach your Winter Implementation and Impact Check and provide 10 copies for the board members.				

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?
Reading	<p>All teachers are providing quality instruction/assessment on KCAS ELA standards. Teachers are using Common Core Clinics (1-5) and Crosswalks (3-5) in addition to other resources. Teachers are considering text complexity in selecting resources and in creating assessments for students.</p> <p>Teachers analyze their student data to determine specific areas for growth on MAP and use Compass Odyssey to differentiate.</p> <p>Beginning in October, our Title I coach began working with 4th grade students/teachers to transition into new assessment formats for constructed responses (extended written response) under timed conditions.</p> <p>Students who are below grade level receive an additional 90-150 minutes of reading intervention weekly in small groups. Students who are identified GT in grades 4/5 have differentiated curriculum/assignments through GT teacher and classroom teacher based on tier status as well.</p>	<p>This semester we have determined specific organizers for grades 3-5 for constructed responses. Our Title I coach has moved to conferencing with specific students for improvement on extended written responses.</p> <p>We are also sending a new teacher to WKEC Reading First training with Carolyn Downing.</p> <p>Teachers will provide instruction and assess students based on district teacher-created units of study and common assessments.</p> <p>Based on winter MAP scores, teachers inform students of the specific goal strand(s) within Compass Odyssey to focus.</p> <p>Through RTI, intervention groups have been re-organized to meet student needs.</p> <p>We have also begun a daily before school session for students to get assistance with homework or Accelerated Reader.</p> <p>Information regarding timed student work has been communicated in school newsletter (January) to parents, and teachers are timing students on a variety of assignments/assessments. This is being monitored through teacher lesson plans and collection of student work/assessments. This applies to all content areas.</p>
Math	<p>All teachers are providing quality instruction/assessment through Math in Focus and Everyday Counts Calendar. We supplement with Accelerated Math and weekly math packets for homework assignments.</p> <p>Students in grades 1-5 also use FASTTMath 3 times per week to master fact fluency.</p> <p>Students who are below grade level receive an additional 90-150 minutes of math intervention weekly in small groups. Students who are identified GT in grades 4/5 have differentiated</p>	<p>This semester we have determined specific organizers for grades 3-5 for constructed responses. Our Title I coach has moved to conferencing with specific students for improvement on extended written responses.</p> <p>Based on winter MAP scores, teachers inform students of the specific goal strand(s) within Compass Odyssey to focus.</p> <p>We have also begun a daily before school session for students to get assistance with homework or Accelerated Math.</p> <p>Information regarding timed student work has been communicated in</p>

	<p>curriculum/assignments through GT teacher and classroom teacher based on tier status as well.</p> <p>Beginning in October, our Title I coach began working with 4th grade students/teachers to transition into new assessment formats for constructed responses (extended written response) under timed conditions.</p>	<p>school newsletter (January) to parents, and teachers are timing students on a variety of assignments/assessments. This is being monitored through teacher lesson plans and collection of student work/assessments. This applies to all content areas.</p>
Writing/Mechanics	<p>This fall we tested all students in grades 3-5 in MAP language usage.</p> <p>All teachers provide quality instruction/assessments in grammar and writing based on KCAS ELA standards.</p> <p>Beginning in October, our Title I coach began working with 5th grade students to transition into new assessment formats for on-demand writing under timed conditions. A new organizer was implemented.</p> <p>Teachers participated in professional development through Abell/Atherton workshops in areas of primary writing (grades 1-2), standards based writing (grades 3-4), and on-demand writing (grade 5).</p>	<p>This winter we tested all students in grades 3-5 in MAP language usage.</p> <p>New organizer will be implemented in other grades based on developmental appropriateness.</p> <p>Based on their language usage MAP goal strands, students in 4th grade have specific assignments on which to focus in Compass Odyssey. Our 4th grade teachers will implement unit plans and assessments created by district teachers in language usage/mechanics.</p> <p>Our 5th grade teachers will assess students through both forms of on-demand, and our Title I coach will conference with specific students for revision/improvements.</p> <p>Teachers who participated in professional development will collaborate to develop school writing plan to implement. Teachers will also collaborate with teachers from Cairo Elementary to provide joint professional development between our schools on February 17.</p>
Science	<p>Teachers are continuing to implement quality instruction/assessments on 4.1 core content. With KCAS ELA standards and emphasis on informational reading/writing/research, teachers are integrating content areas.</p>	<p>Title I writing coach working with 4th grade teachers and students this semester on science extended written response under timed conditions and conferencing with students.</p> <p>Sending teacher to KY NEED workshop; teacher will then provide professional development for teachers.</p>
Social Studies	<p>Teachers are continuing to implement quality instruction/assessments on 4.1 core content. With KCAS ELA</p>	<p>Title I writing coaching working with 5th grade teachers and students this semester on social studies extended written response under</p>

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