**2017 K-PREP Analysis**

**Staff Recommendations**

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| **3 Recommendations** | **Top One** |
| * Student level of care (positive reinforcements, parties, treats, rewards, etc) * Examples and writing practice * Focus on 5th grade novice | Student level of care (positive reinforcements, parties, treats, rewards, etc) |
| * Examples in each area * Increase writing stamina * Rewards, incentives, pep rallies | Increase writing stamina |
| * All Reading and Writing unraavel, Math common strategy * Test requiring use of strategies above * Focus on word attack skills | Test requiring use of strategies above |
| * Emphasize writing across content and grade level * Connect with at risk students to motivate * Replicate K-PREP test-teach and practice | Emphasize writing across content and grade level |
| * Examples(released items)/rubrics and live scoring * Practice format and template including writing stamina * Testing Kick-off, pep rally, rewards and incentives | Writing, writing, writing |
| * Graphic Organizers to assist with writing. Teacher/Student writing conferences. Daily writing time. * Focus on novice areas * Testing Kickoff, get excited about testing | Graphic Organizers to assist with writing. Teacher/Student writing conferences. Daily writing time. |
| * Aimsweb * Incentives for improvement in vocabulary (word of the day) * Identify novice students that are novice due to attitude | Increase vocabulary across all content areas |
| * Utilize ESS where students will get more individualized attention. ESS needs to be lead and instructed by teacher’s in which the expertise lies | Utilize ESS where students will get more individualized attention. ESS needs to be lead and instructed by teacher’s in which the expertise lies |
| * Incentivize effort from students who give up to easily (engagement) * Focus on expanding vocabulary (word of the day in all contents, projects involving language usage and writing) * Literacy Intervention | Incentivize effort from students who give up to easily. Students are capable but need more motivation. |
| * Work on student buy-in (not trying) * Refocus writing instruction * Reading affects all areas (utilize strategies and context clues to reduce students giving up) | Work on student buy-in (not trying) Students know how to do the work, know the content, but don’t try. |
| * Reading-more summarization, daily practice. Writing-restating, more daily practice * On-Demand-more practice * Address 5th grade transition * Simplication of REMEMBER and UNRAAVEL strategies | Reading-more summarization, daily practice. Writing-restating, more daily practice |
| * More student reading at their Lexile level * Simplify Larry Bell strategies * Practice writing every day. Especially ODW | More student reading at their Lexile level and writing practice |
| * Increase reading stamina and read at Lexile level * Set goals with students * Simplify Larry Bell-too long * ODW school wide method (forget narratives) | Increase reading stamina and read at Lexile level |
| * Choosing books at Lexile level * Simplify Larry Bell strategies * Constant/Daily practice | Read and Write |
| * Increase reading stamina * Assessments should reflect K-PREP * General Test-taking strategies | More learning and testing experiences that reflect state testing |
| * Increase reading stamina * Assessments aligned with state tests * Time management, pacing, strategies to deal with taking this type of test | Reading stamina |
| * Increase reading stamina * Assessments matching testing throughout year * Time management and Study skills | Time management and Study skills |