**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 |