



SLES REPORT

2019-2020

2019/2020 SBDM COUNCIL MEMBERS

- Becky Dunning – Chair, Principal
- Rebecca Fortner – Teacher Representative
- Kinsee Potts –Teacher Representative
- Cortney Schloss– Teacher Representative
- Joe Moneymaker – Teacher, SBDM Secretary
- Ashley Gates – Parent Representative
- Kathy Grindle – Parent Representative
- Ebone' Ross – Minority Parent Representative
- Sarah Anthony, Assistant Principal

SPRING 2018-2019 K-PREP SCORES

- 2017-2018
 - 45.3% Reading
 - 36.0% Math
 - 53.4% Writing
 - 58.5% Social Studies
 - 24.1% Science
- 2018-2019
 - 54.5% Reading
 - 25.8% Math
 - 37.9% Writing
 - 58.6% Social Studies
 - 20.0% Science

GOALS

- Proficiency: Increase the overall reading proficiency from 54.5% to 57.8% and increase the overall math proficiency of all elementary students from 25.8% to 34.7%.
- Separate Academic Indicator: increase the overall proficiency scores in the area of science from 20% to 25.5%, social studies from 58.6% to 63.5%, and writing from 37.9% to 44.3%.
- Achievement Gap: Increase the number of economically disadvantaged students scoring proficient or above in reading from 48.4% to 53.5% and increase the overall math proficiency of economically disadvantaged students from 18% to 29.6%.
- Growth: Increase the overall growth indicator from 49.8 to 53.6.

KEY ACTIVITIES

- To achieve high-quality, engaging, and differentiated instruction occurs daily:
 - Key focus on instruction through:
 - Research-based instructional strategies in reading, math, and all content areas.
 - Hands-on activities, explore engineering, promote use of technology, enhance critical thinking skills, and provide more enriched STEM-based vocabulary instruction especially in science.
 - Real-world connections, daily vocabulary instruction, and mastery of foundational skills at each grade level.
 - Technology for skill practice and to close achievement gaps (i.e.. Moby Max, Accelerated Reader, Accelerated Math, Math Facts, Prodigy, Epic!, etc.)
 - Track student achievement data on STAR, progress monitoring, district math fluency checks, district common assessments, AIMSweb, K-PREP, longitudinal data, etc.
 - Dedicated times for intervention and enrichment classes

KEY ACTIVITIES

- To establish a learning culture and environment:
 - Hire only the most qualified staff for every position.
 - Encourage teachers to pursue National Board Certification to hone their professional practice (currently have two on staff).
 - Use the Persistence to Graduation Tool to identify at-risk students and provide interventions for those students.
- Review, analyze, and apply data – to close achievement gaps
 - Rtl- analyze student achievement and progress data, create Rtl groups, frequently monitor for growth, and change interventions if no or little growth is found.
 - Utilize all available resources (21st CCLC, FRYSC, DPP, etc.)

STAR DATA

- STAR Early Literacy – School Benchmark is set at 75th percentile and above.

STAR Early Literacy	Fall Benchmark – At/Above School Benchmark	October Round – At/Above School Benchmark	Winter Benchmark – At/Above School Benchmark
Kindergarten	14%	22%	38%
1 st Grade	15%	38%	34%

STAR DATA

- STAR Reading – Based on state correlations

STAR Reading	Fall Benchmark – Prof./Disting.	October Round – Prof./Disting.	Winter Benchmark – Prof./Disting.
1 st Grade	NA	46%	49%
2 nd Grade	55%	68%	70%
3 rd Grade	45%	60%	65%
4 th Grade	56%	63%	63%
5 th Grade	42%	40%	42%

STAR DATA

- STAR Math – Based on state correlations

STAR Math	Fall Benchmark – Prof./Disting.	October Round – Prof./Disting.	Winter Benchmark – Prof./Disting.
1 st Grade	38%	51%	55%
2 nd Grade	50%	57%	57%
3 rd Grade	40%	35%	45%
4 th Grade	40%	40%	39%
5 th Grade	22%	22%	31%



ANY QUESTIONS?