



Penn Wynne Elementary School

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Building Plan Overview 2018-2019

Building Learning Plans are school specific plans which are originated at each school in LMSD. They are constructed by building based teams along with support from supervisors and district administrators. Each school develops a learning plan to ensure all students are making progress and achievement gaps are being closed. Each building team analyzes numerous data points in order to form the plans. The plans are reviewed to monitor progress towards the goals and to determine if goals have been met, need to be revised, or need to be completely restructured. There are three parts to all of the learning plans: targeted supports for individual students; district-wide priorities for curricular improvement; and team based actionable goals and measurable objectives. This report will focus on the third part of the learning plan – ‘team based actionable goals and measurable objectives’.

District Curriculum Supervisors have identified district wide trends in order to highlight broad areas in which LMSD students are not achieving as well as expected. Curriculum supervisors are implementing action steps on a district wide level in order to respond to these findings. Penn Wynne Elementary teachers have used these initial findings to engage in a review of a variety of assessments in order to identify specific areas students at Penn Wynne are in need of targeted intervention.

Each grade level has identified an area of need and designed a plan to address this specific area. Kindergarten through fourth grades have focused on writing in support of district level initiatives to enhance the writing skills of children. Teachers in kindergarten through fourth grades are targeting foundational skills that are developmentally appropriate for each grade.

Kindergarten teachers are working on letter identification and letter sound recognition. These foundational skills are the basic building blocks which our emerging readers and writers must master as they start their journeys to becoming lifelong readers and writers.

First grade teachers have focused on conventions in their students’ writing. The data demonstrates a need for first graders to enhance their skills in applying writing conventions. Kindergarten Kidwriting emphasizes writing as a means of communicating ideas and thus allows and encourages students to write without focusing on conventions. As students transition into first grade, more traditional expectations of utilizing appropriate conventions are introduced. Students need to learn to apply these conventions through direct instruction with specific feedback and repeated opportunities to practice these skills.

Second grade teachers are focusing on students’ understanding of spelling patterns through our word study program. Literacy incorporates reading, writing, and orthography. In order to become fully literate, students need to be able to recognize words and their spellings quickly and accurately. This allows students to allocate more cognitive space for students to make meaning and increase reading comprehension.

Grade three teachers are focusing on constructed response writing skills. As students enter third grade, the complexity of the responses required in their writing increases.

Third grade teachers are providing direct instruction in the use of the R.A.C.E. (Restate, Answer, Cite Evidence, End/Edit) strategy to support the production of relevant evidence in the text.

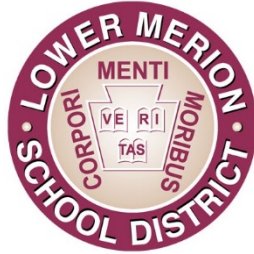
Grade four teachers are focused on developing students' skills to enhance their abilities in text dependent analysis essay writing. The expectations of TDA writing required an increased level of complexity which is challenging for students as they transition from the expectations of writing Constructed Responses. TDAs are introduced to students for the first time in grade four and as a result, students enter fourth grade with a lack of experience in demonstrating perseverance in implementing the strategies required to write a TDAs - reading the text more than once, in depth analysis for purpose and levels of meaning, and making a claim supported by evidence from the text to write in an essay.

The district's math curriculum supervisor's review of trends across the district identified a need to intensify instruction in the area of geometry.

Penn Wynne's fifth grade team reviewed Penn Wynne specific data in order to identify focused areas of need. Fifth grade teachers identified coordinate plane concepts as an area of need for PW students. The foundational skills targeted in working with coordinate grids support student's later efforts to master more complex geometry concepts. The team designed and is delivering a series of targeted lessons focused on various sub concepts contained within the broader area of coordinate grids.

All grade levels have designed common assessments to measure their student's progress on their grade level goal. Teachers are engaged in ongoing discussions with their Professional Learning Communities reviewing the implementation of the plans, identifying successes and challenges, and continued areas in need of ongoing intervention.

Penn Wynne Learning Plans 2018 - 2019



Overview

Section 1: Achievement Imperative Goal

This section is reserved for individual students who are not meeting expected achievement goals.

Section 2: Districtwide Teaching and Learning Goals

Goals determined by the Curriculum Team, along with systematic Districtwide responses. Building-based teams are expected to consider these goals and systematic responses, compare local data to district-wide needs, then develop action plans for how they will personalize the goal and respond.

Section 3: Action Plans

Action Plans are created. Suspected causation and actionable solutions are detailed that will address the identified issues.

Learning Plans

Section 2: Districtwide Teaching and Learning Goals

Analysis of assessment data at the District level will help determine topics that are difficult to learn for students across the District. The curriculum team will identify these areas of focus and determine some system-wide actions and explorations that will be taken. Building-level teams will examine their data in relation to district trends to determine if anomalies exist.

2.1.1.	Area of Focus
	<p><i>What is the districtwide teaching and learning priority? What skill(s) is/are identified as a districtwide need? To be provided by the Curriculum Team.</i></p> <p><i>Initial noticings of the PSSA data in the area of ELA (grades 4-5) include... Category 5- Text-Dependent Analysis (TDA) continues to be challenging for students in grades 4 and 5.</i></p> <p><i>Initial noticings in the area of ELA (grades 1-3) include.... Foundational writing skills to support future analysis of complex text.</i></p> <p><i>Initial noticings in the area of Math (grade 5) include... Geometry, specifically graphing on the coordinate plane, which reveals a negative trend from grade 4 to grade 5 as reported in PSSA data. Fractions also require additional emphasis as evidenced in the high-low report and district benchmark assessments.</i></p> <p><i>Initial noticings in the area of Math (grade 3 and 4) include... difficulty with Geometry in grade 3 and struggles with Fractions in grade 4 as evidenced in the PSSA high-low report and district benchmark assessments. These are the same two areas identified as challenges in 5th grade.</i></p> <p>Why is this a priority?</p> <p>ELA (grades 4-5): Text-Dependent Analysis (TDA) requires students to write well and to be able to analyze text.</p> <p>ELA (grades 1-3): A well-written essay is required for Text-Dependent Analysis; students need to be strong writers. Benchmark data indicates that writing skills are not showing consistent growth throughout the year.</p> <p>Math: Mastery of Geometry skills and concepts are critical in making real-world connections. These Geometry skills, concepts, and connections increase in complexity each year through the 8th grade.</p> <p>The ability to apply and understand Fractions is critical. Fractions are a key component of many other complex mathematical topics including ratios, rates, percents, proportions, proportionality, linearity, and slope.</p>

2.1.2.	Baseline Data on Area of Focus
1	<p>ELA: The majority of grade 4 students (302 students 51%) and grade 5 students (343 students or 55%) received a score of 8 out of 16 possible points suggesting their responses did not include sufficient depth of analysis in their essay. 33% of grade 5 students score in the bottom 1/3 of the state when compared to grade-level peers in this category.</p> <p>ELA (grades 1-3) Benchmark data shows growth in writing skills is more pronounced in the first half of the year than in the second half.</p> <p>Math (grades 3 and 5) - Geometry Approximately 1 out of every 4 students score in the bottom 1/3 of the state when compared to grade-level peers in this category. In grade 3, approximately 25% of students achieved scores of Basic or Below Basic on our district benchmark assessments in this category. On the grade 4 PSSA, 50% of our students scored in the top 1/3 of the state, while on grade 5 PSSA, only 40% of our students scored in the top 1/3 of the state.</p> <p>Math (grades 4 and 5) - Fractions On the grade 4 PSSA, 40% of our students scored in the top 1/3 of the state while 25% of our students scored in the bottom 1/3 of the state. On the grade 5 PSSA, 49% of our students scored in the top 1/3 of the state while 21% scored in the bottom 1/3 of the state when compared to grade-level peers in this category.</p>
2	<i>Building-level data related to the districtwide goal to be included here.</i>
2.1.3.	Actions to be taken at the District Level
	<p><i>What will be more deeply explored and what actions will be taken by the curriculum team as a result of these initial noticings? What questions are raised by these initial noticings?</i></p> <p>Action Steps for ELA (grades 4-5) with TDA: Continue the work started with Dr. Lynn Dorfman. Provide more practice samples and specific time for practice in the curriculum. Assure designated writing time so District develops strong writers. Establish scoring alignment for benchmark text-dependent analysis essays.</p> <p>Actions Steps for ELA (grades 1-3): Allot dedicated time for writing. Improve scoring alignment by including opportunities for improved inter-rater reliability. Revise and strengthen curriculum, including implementing updated domain-specific writing.</p> <p>Action Steps for Math (grades 3-5)</p> <ul style="list-style-type: none"> ▪ Implement Investigations 3 and the new Pearson Realize technology platform in 2018-19. ▪ Utilize assign focus (new feature) in DreamBox to provide additional instruction as well as review of this standard. ▪ Reorganize the sequencing of topics to allow for earlier and greater emphasis as well as a spiral review of these identified standards. ▪ Provide additional formative checks throughout the units to inform instruction and guided math groups. ▪ Provide additional high-quality tasks and prompts to support small group instruction or whole group collaborative investigations. ▪ Offer additional professional development opportunities to teachers in these identified areas, including working with consultant Dr. Lisa Lee.

Grade 5

Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals.

3.1.1. Problem Statement
<p><i>What problem are you hoping to solve?</i></p> <p>The fifth-grade team is targeting Geometry based on the data review provided. Specifically, coordinate plane concepts need further work. Geometry Standard M5.C-G.1 (Graph points on the coordinate plane to solve real world and mathematical problems) in grade 5 was 12% of the PSSA assessment. Students do not demonstrate mastery of coordinate grid concepts. We want to address this concept as our problem.</p> <p>Smart Goal: By June 2019, the percentage of students scoring at the Proficient or Advanced level on the Math PSSA for Geometry Standard M5.C-G.1 and G.2 will increase from 70% to 85%.</p>
3.1.2. Data
<p><i>What data provides insight on the problem?</i></p> <p>Data analysis Report for Math 2018 developed by Nancy Acconciamesa.</p> <p>As per Districtwide teaching and Learning Goals, mastery of geometry skills and concepts are critical in making real world connections. These skills and concepts increase in complexity through 8th grade. There is a negative trend from grade 4 to grade 5, ending with almost $\frac{1}{4}$ of our grade 5 students in the bottom $\frac{1}{3}$ of the state compared to grade level peers.</p> <p>Specific to Penn Wynne, data shows that 29% of students were Basic or Below Basic on Geometry Standard M5.C-G.1 and 38% of students were Basic or Below Basic on Geometry Standard M5.C-G.2.</p>
3.1.3. Suspected Cause/s
<p><i>What is the most likely cause?</i></p> <p>Causes could include the limited emphasis on geometry, specifically coordinate grids, in the curriculum. This year, we will target the skill as a team.</p>

3.1.4. Action Plan					
	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	<p>Develop lesson plans and begin lessons targeting coordinate grid concepts across content areas.</p> <ul style="list-style-type: none"> • Introduce the coordinate plane (x-axis, y-axis, positive, negative) (last week of October) • Understand the quadrants I-IV (week of Nov. 5th) • Graph a single point (ordered pairs, origin) (Nov. 12-30th) 	Formative checks after each lesson.	5th grade teachers will work as a PLC team to create formative checks. In addition, a sub-group will use the DS option to create meaningful lessons that can be used by the grade level.	<p>1st trimester</p> <p>October—develop lesson plans</p> <p>Begin introducing lessons in the last week of October.</p>	
2	<p>Utilize on-line resources to reinforce/reteach the lessons taught in class.</p> <ul style="list-style-type: none"> • Pearson Realize • Brain Pop • Kahn Academy 	Students take the integrated assessment component embedded in each on-line resource and teachers will collect and evaluate.	5th grade teachers	2nd trimester	
3	<p>Develop a maker space activity that has students demonstrate their understanding of real world and mathematical problems on the coordinate plane.</p> <ul style="list-style-type: none"> • Label parts of coordinate plane • Plot a point on x-axis and y-axis 	<p>Rubric to be evaluated by teacher.</p> <p>Rubric for self-evaluation by student.</p>	5th grade teachers	3rd trimester (before PSSA)	

	<ul style="list-style-type: none"> • Graph & Label ordered pairs • Interpret coordinate values in context 	Students will trade projects and try to reproduce the result.			
4	Analyze Benchmark 3 data to determine if students were able to transfer knowledge from classroom to Benchmark.	Item Analysis Report from Performance Tracker	5th grade teachers and the Math Specialist	After Benchmark 3 is completed	
5					
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Grade 4

Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals.

3.1.1. Problem Statement
<p>4th grade students are not consistently able to provide sufficient depth of analysis on Text-Dependent Analysis (TDA) essays.</p> <p>On 2018 PSSA, 21% of Penn Wynne fourth graders scored in the proficient or advanced category.</p> <p><u>SMART GOAL:</u> By June 2019, 100% of students will increase one performance category or maintain the Advanced level from the first Journeys Benchmark TDA to the last Journeys Benchmark TDA. Baseline data for current 4th grade students will be taken from the Journeys Benchmark given in October 2018.</p>
3.1.2. Data
<p>2017 – 2018 PSSA Data</p> <ul style="list-style-type: none">• 3.5% of 4th grade students at Penn Wynne scored in the advanced category on the TDA.• 17.5% of 4th grade students at Penn Wynne scored in the Proficient category on the TDA.• 53.5% of 4th grade students at Penn Wynne scored in the Basic category on the TDA.• 25.5% of 4th grade students at Penn Wynne scored in the Below Basic category on the TDA. <p>October 2017 Journeys Benchmark Data</p> <ul style="list-style-type: none">• 9.2% of 4th grade students at Penn Wynne scored in the advanced category on the TDA.• 28.3% of 4th grade students at Penn Wynne scored in the Proficient category on the TDA.• 39.2% of 4th grade students at Penn Wynne scored in the Basic category on the TDA.• 23.3% of 4th grade students at Penn Wynne scored in the Below Basic category on the TDA.
3.1.3. Suspected Cause/s

- The expectations of TDA writing including the difficulty transitioning from writing a Constructed Response to a TDA essay.
- Persisting - Historically, students have entered 4th grade with a lack of experience in demonstrating perseverance in implementing the strategies required to write a TDAs - reading the text more than once, in depth analysis for purpose and levels of meaning, and making a claim supported by evidence from the text to write in an essay.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	Incorporate Level 1 (What the text says) and Level 2 (How the text works) of the 4 Levels of Close Reading into curriculum.	Scores will increase on formative assessments that assess Levels 1 and 2 of Close Reading	4 th Grade Teachers, Special Education Teachers, Reading Specialist	Begin in 1 st Trimester and continue throughout the school year	
2	Incorporate Level 3 (What the text means) and Level 4 (Evidence from the text) of the 4 Levels of Close Reading into the curriculum to teach students how to provide sufficient depth of analysis on TDAs.	TDA scores will increase on District Benchmarks as well as in-class samples	4 th Grade Teachers, Special Education Teachers, Reading Specialist	Begin when first TDA Unit starts (Nov. 1 st) and continue throughout the school year	
3	Implement Teacher-Created TDA Units where students will write TDAs that include making a claim that is supported with textual evidence and explanation.	TDA scores will increase on District Benchmarks as well as in-class samples	4 th Grade Teachers, Special Education Teachers, Reading Specialist	November 1 st – December 21 st based on Curriculum Map March 4 th – March 22 nd based on Curriculum Map	
4	Utilize the TDA prompts created with Dr. Lynn Dorfman to model close reading, analysis of text, citing evidence, and the structure of the TDA essay.	TDA scores will increase on District Benchmarks as well as in-class samples	4 th Grade Teachers, Special Education Teachers, Reading Specialist	Begin in 2 nd Trimester and continue throughout the school year	

5	Students will participate in Habits of Mind Discussions and students will complete teacher-created self-monitoring activities that require them to consider times when they exhibited each Habit of Mind.	Discussing the Habits of Mind and relating them back to the steps required for close reading and writing a TDA will promote perseverance when students are given these tasks.	4 th Grade Teachers, Special Education Teachers	Begin in 1 st Trimester and continue throughout the school year	
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Grade 3

Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals.

3.1.1. Problem Statement

What problem are you hoping to solve?

We will enhance 3rd grade constructed response writing skills, specifically citing relevant information to support responses.

We will increase our 3rd grade constructed response scores from 70.35% to 85% by utilizing the R.A.C.E. strategy to support the production of relevant evidence in the text.

Notes to further explain language of goal:

- Guide students to use R.A.C.E.: Restate, Answer, Cite Evidence, End/Edit.
- Guide students on how to restate and answer questions.
- Guide students on how to find and cite text when presenting a general statement.
- Guide students on how to use transition words/phrases to present text evidence.
- Guide students on how to interpret text in order to find relevant information to support responses.
- Guide students on how to end and edit their responses.

By June 2019, the percent of students scoring at the Proficient or Advanced level on the constructed response section of the Journeys Benchmark #5 will increase from 70.35% to 85%.

3.1.2. Data

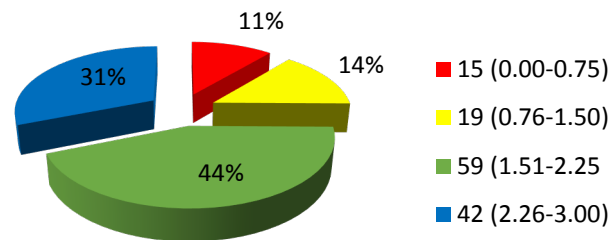
What data provide insight on the problem?

1. Evidence from the Journeys Grade 3 Reading Benchmark #1, suggests that our past third graders performed inconsistently on the constructed response questions.

Journeys Benchmark #1 (3 points):

- On question 13, 74.8% of 3rd graders were able to score at a Proficient or Advanced level.
- On question 32, 65.9% of 3 graders were able to score at a Proficient or Advanced level.

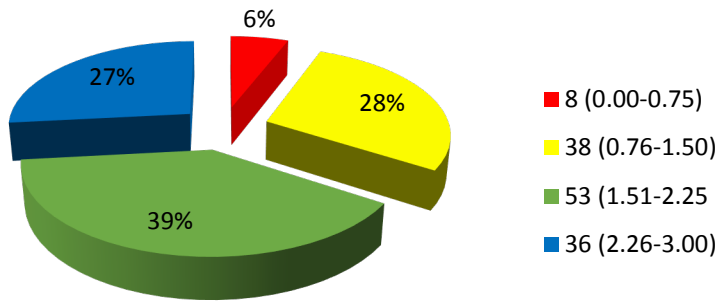
#13 Constructed Response Scores



Students	Score Range	% of Points
15	(0.00-0.75)	11.11%
19	(0.76-1.50)	14.07%
59	(1.51-2.25)	43.70%
42	(2.26-3.00)	31.11%

135 TOTAL STUDENTS

#32 Constructed Response Scores



Students	Score Range	% of Points
8	(0.00-0.75)	5.93%
38	(0.76-1.50)	28.15%
53	(1.51-2.25)	39.26%
36	(2.26-3.00)	26.67%

135 TOTAL STUDENTS

- Evidence from Unit 1, Lesson 1 A Fine, Fine School constructed response question (our Baseline), shows that our current 3rd grade students continue to perform inconsistently when asked to find relevant information.

Question: What is Tillie's problem in the story? Cite 2 pieces of evidence from the text showing how she solved it?

Constructed Response Rubric:

3 = answers general question and gives two examples based on general statement, which are relevant to each other.

2= does not answer general question but gives two examples **or** answers general question and gives one example **or** one example is relevant while the other is not.

1= answers general question only, with no examples **or** answers general question and both examples are not relevant.

0= does not answer general question and examples are not relevant.

The evidence collected on the baseline shows that _____ of 3rd graders were able to score Proficient or Advanced on the constructed response question.

3.1.3. Suspected Cause/s

What is the most likely cause?

Skill level for constructed response questions increase in complexity from 2nd grade to 3rd grade.

- Organization: students need a representation to help guide the process of performing three tasks to answer a question.
- Persisting: student need to take the time to perform three tasks to answer a question.
- Managing Impulsivity – students need to go back into the text to find relevant information; instead of answering from own recall of reading.
- Striving for accuracy: students need to check that they answered their question completely.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	Implement lessons to teach the R.A. (Restate and Answer) of the R.A.C.E. strategy.	Students will be able to <u>organize</u> their responses by utilizing the R.A.C.E. strategy step by step.	3 rd Grade Teachers Learning Support Reading Specialist	Summative Assessments: District Benchmarks	

		Teacher-created Formative Assessments on targeted skill.			
2	Implement lessons to teach the C. (Cite Evidence) of the R.A.C.E. strategy.	Students will be able to <u>persist</u> to find and cite evidence from the text to support their answer. Teacher-created Formative Assessments on targeted skill.	3 rd Grade Teachers Learning Support Reading Specialist	Summative Assessments: District Benchmarks	
3	Implement lessons on how to utilize transition words/phrases to present text evidence.	Students will be able to <u>organize</u> their cited evidence within their response. Teacher-created Formative Assessments on targeted skill.	3 rd Grade Teachers Learning Support Reading Specialist	Summative Assessments: District Benchmarks	
4	Implement lessons to guide students on how to interpret text in order to encourage finding relevant information to support answer.	Students will be able to <u>manage impulsivity</u> by recognizing whether information is	3 rd Grade Teachers Learning Support	Summative Assessments: District Benchmarks	

		relevant vs. irrelevant or not. Teacher-created Formative Assessments on targeted skill.	Reading Specialist		
5	Implement lessons to teach the E. (End/Edit) of the R.A.C.E. strategy.	Students will be able to <u>strive for accuracy</u> by checking that they answered their question completely. Teacher-created Formative Assessments on targeted skill.	3 rd Grade Teachers Learning Support Reading Specialist	Summative Assessments: District Benchmarks	
6	Teachers will review item analysis of Benchmark. Constructed Responses that have the lowest percentage of points will be used to reinforce the R.A.C.E. strategy.	Students will be provided opportunities for feedback and for reteaching skills.	3 rd Grade Teachers Learning Support Reading Specialist	After District Benchmarks	

Grade 2

Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals.

3.1.1. Problem Statement

What problem are you hoping to solve?

Our team selected Word Study because it teaches students how words work using a hands-on approach. Literacy incorporates reading, writing, and orthography. Research shows that in order to become fully literate students need to be able to recognize words and their spellings quickly and accurately. This allows students to allocate more cognitive space for students to make meaning and increase reading comprehension. Our goal allows students to develop orthographic knowledge regardless of their stage/level and allows teachers to differentiate their instruction based on the current levels of the students. We also chose this objective because it is a focused and measurable goal. Last year our team implemented Word Study. There was a learning curve as it was new to most of us. We will apply the pedagogical practices from the successes and challenges that we experienced last year.

3.1.2. Data

What data provide insight on the problem?

We used the end-of-the year Word Study assessment (DSA) data from first grade to determine what stage/level to administer the students. Based on that information, teachers gave the appropriate Word Study assessment (DSA). Student responses were analyzed for spelling features knowledge and to determine the current spelling stage: Letter Naming (LN), Within Words (WW), Syllable Juncture (SJ), or Derivational Constancy (DC). Students in each class will be clustered into three or four Word Study groups.

The assessment will be given three times: Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY). Each time the assessments are given, we will use the DSA (Developmental Spelling Analysis) data to adjust the Word Study groups as needed. We will include each class data in a separate chart to document student progress. Since students must master five spelling features at each stage before them moving to the next stage, we dissected the data even further by showing early, middle, and end of each stage.

The second grade data for the fall of 2018 shows that:

*3% are at Early LN stage, 11% are at Middle LN stage, and 11% are at Late LN stage
23% are at Early WW stage, 22% are at Middle WW stage, and 13% are at Late WW stage
6% are at Early SJ stage, 9% are at Middle SJ stage, and 0% are at Late SJ stage
<1% are at Early DC stage, 0% are at Middle DC stage, and 0% are at Late DC stage*

Our goal is for 85% of second grade students to increase one full level within a stage. If a student is at the end of a stage, they will progress into the beginning of the next Word Study stage.

3.1.3. Suspected Cause/s

What is the most likely cause?

Students are at varying levels in their spelling stages and require differentiated instruction. Students come into second grade with different levels of prior knowledge and exposure to print. We find that students' reading abilities can have an effect on their spelling knowledge.

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	Beginning-of-the Year DSA	<ul style="list-style-type: none"> To identify instructional levels of students' spelling 	Classroom Teacher	Fall	Analyzed the DSA data results to create differentiated word study groups
2	<p>Small Group Differentiated Instruction:</p> <ul style="list-style-type: none"> Increase student choice through word study menu in student-directed activities (Daily 5/Centers) Work on different types of sorts (blind sort, closed sort, speed sort, my way Sort) Provide vocabulary Instruction Teach Roots and Affixes 	<ul style="list-style-type: none"> To increase students' understanding of spelling features within their current stage To support students' abilities to apply phonics and word analysis skills in reading (literature and informational texts) To improve students' knowledge of English spelling patterns in order to move towards 	Classroom Teacher	Daily	

		becoming fully literate			
3	Word Study Practice	<ul style="list-style-type: none"> • To show proficiency in sorting and increasing their specific knowledge of words • To support students' abilities to apply phonics and word analysis skills in reading (literature and informational texts) • To improve students' knowledge of English spelling patterns in order to move towards becoming fully literate 	Parent/Guardian	Ongoing	
4	Mid-year DSA	<ul style="list-style-type: none"> • To apply learned skills and show progress in spelling features • To support students' abilities to apply phonics and word analysis skills in reading (literature and informational texts) • To improve students' knowledge of English spelling patterns in order to move towards 	Classroom Teacher	Winter	

		becoming fully literate			
5	<p><i>Small Group Differentiated Instruction:</i></p> <ul style="list-style-type: none"> • Increase student choice through word study menu in student-directed activities (Daily 5/Centers) • Work on different types of sorts (blind sort, closed sort, speed sort, my way Sort) • Provide vocabulary Instruction • Teach Roots and Affixes 	<ul style="list-style-type: none"> • To increase students' understanding of spelling features within their current stage • To support students' abilities to apply phonics and word analysis skills in reading (literature and informational texts) • To improve students' knowledge of English spelling patterns in order to move towards becoming fully literate 	Classroom Teacher	Daily	
6	End-of-the-year DSA	<ul style="list-style-type: none"> • To determine the progress in spelling features and stages • To support students' abilities to apply phonics and word analysis skills in reading (literature and informational texts) • To improve students' knowledge of English spelling patterns in order to move towards 		Spring	

		becoming fully literate			
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Typical Spelling Stage Ranges by Grade Level

The “X” indicates the goal at the end-of-the-year.

	Stage Scores	0 – 8	9 – 17	18 – 25	0 – 8	9 – 17	18 – 25	0 – 8	9 – 17	18 – 25	0 – 8	9 – 17	18 – 25
Grade	Emergent	Early LN	Middle LN	Late LN	Early WW	Middle WW	Late WW	Early SJ	Middle SJ	Late SJ	Early DC	Middle DC	Late DC
K		X											
1					X								
2							X						
3								X					
4									X				
5										X			

BOY = Beginning-of-Year MOY = Middle-of-Year EOY = End-of-Year
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← SPELLING STAGES FOR 2ND
GRADE →

STAGES		Emergent	Early LN	Middle LN	Late LN	Early WW	Middle WW	Late WW	Early SJ	Middle SJ	Late SJ	Early DC	Middle DC	Late DC
End-of-Year Goal								X						
2CO	BOY		1/23 4%	0/23 0%	1/23 4%	7/23 30%	5/23 22%	7/23 30%	0/23 0%	2/23 9%				
	MOY													
	EOY													
2CU	BOY		1/22 5%	2/22 9%	2/22 9%	8/22 36%	5/22 23%	2/22 9%	0/22 0%	2/22 9%				
	MOY													
	EOY													
2H	BOY		1/21 5%	5/21 25%	2/21 10%	2/21 10%	3/21 15%	3/21 15%	1/21 5%	3/21 15%	0/21 0%	1/21 5%		
	MOY													
	EOY													
2M	BOY		1/20 5%	2/20 10%	1/20 5%	6/20 30%	5/20 25%	0/20 0%	3/20 15%	2/20 10%				
	MOY													
	EOY													
2S	BOY		0/20 0%	1/20 5%	0/20 0%	6/20 30%	7/20 35%	2/20 10%	4/20 20%					
	MOY													
	EOY													
2T	BOY		0/21 0%	4/21 19%	8/21 38%	0/21 0%	3/21 14%	3/21 14%	0/21 0%	3/21 14%				
	MOY													

Grade 1

Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals.

3.1.1. Problem Statement					
<i>What problem are you hoping to solve?</i> Our goal is to improve the first graders' use of conventions in their writing. Data suggests that this is an area of need of the incoming first graders. All first graders will score a 2 or above on the conventions domain by the end of the year on the district writing assessment.					
3.1.2. Data					
<i>What data provide insight on the problem?</i> The first grade teachers will compare the beginning of the year, middle of the year and end of the year conventions score on the writing assessments. We have data from the fall 2017 writing assessment, specifically the breakdown of student scores in the conventions domain. They are as follows: Advanced: .8%, Proficient: 24%, Basic: 56.2%, Below Basic: 19%. The scores justify our goal to improve our students' ability to utilize writing conventions.					
3.1.3. Suspected Cause/s					
<i>What is the most likely cause?</i> The data suggests that first graders' lack the skill and ability to apply writing conventions. Kindergarten Kidwriting emphasizes writing as a means of communicating ideas and thus allows and encourages students to write without focusing on conventions. As students transition into first grade, more traditional expectations of utilizing appropriate conventions are introduced. Students need to learn to apply these conventions through direct instruction with specific feedback and repeated opportunities to practice these skills.					
3.1.4. Action Plan					
	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)

	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	Administer and score the district writing assessment in the beginning of October.	Identifying a baseline for the students conventions score.	First Grade Team	October	
2	The first grade team will create writing mini- lessons and formative assessments to address each specific writing convention: capitalization, end punctuation, word spacing and spelling.	The formative assessment will indicate if the students have learned the conventions taught.	First Grade Team	Monthly	
3	The skills taught will be reinforced on a daily basis.	Students will retain and apply the conventions taught in everyday writing tasks.	First Grade Teachers	Daily	
4					

Kindergarten

Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals.

3.1.1. Problem Statement					
<i>What problem are you hoping to solve!</i>					
Student knowledge of letter/sound correspondence and ability to utilize that knowledge in our current Word Sort (Ganske) program.					
3.1.2. Data					
<i>What data provide insight on the problem?</i>					
Beginning of the Year Literacy Assessments – Letter Naming and Letter Sound Identification and Ganske Dev. Spelling Assessments					
3.1.3. Suspected Cause/s					
<i>What is the most likely cause?</i>					
Developmental knowledge of the students and exposure to literacy.					
3.1.4. Action Plan					
	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results (“Post” Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	Journey’s Letter/ Sound Card activities- Letter /Sound Movement and review activities in Morning Meeting and daily review. Letter/Sound phonemic awareness activities from Journeys literacy program Handwriting Without Tears Letter Recognition and Formation activities	Development of letter/sound knowledge	Classroom teacher	September - January	
2	Ganske Sound Sort Activities – Ganske sorts activities having students sort pictures based on beginning and ending sounds	Development of Sound and Word Knowledge	Classroom Teacher	October- January	
3	Ganske Word Sort Activities-	Development of Word Knowledge/Word Families	Classroom Teacher	October - May	

	Ganske sort activities having students sort words and pictures based on word families, vowel sounds and diagraphs				
4	Literacy Footprints Guided Reading Lessons - Review and practice of letter/sound knowledge, word knowledge, and decoding/encoding skills in small groups based on each student needs	Application of Word Knowledge to daily reading attempts	Classroom Teacher	October - June	
5					
...					

Smart Goal –

Utilizing the Pre-A Reading Assessment (Letter Recognition and Sound/Letter Recognition) and the Ganske Developmental Spelling Assessment

By June 2019, the % of students scoring at the proficient or advanced level on the Pre A- Reading Assessment will increase from:

44% to 100% in Letter Recognition

1% to 70% in Letter/Sound Recognition

By June 2019 the % of the students scoring at the proficient or advanced level on the Ganske Developmental Spelling Assessment will increase from 0% to 75% and improve from “Emergent” to “Letter Naming” (18/25 words spelled correctly).

Appendix A

“Focused Support” Student Search Protocol

Purpose: To systematically identify students for whom we need to redesign our supports to be more personalized and student-centered.

Participants: Building-based teams

Overview: Teams of educators work together to complete the student search process to develop a list of students that, based on pre-determined criteria, are candidates for focused support. Teams will determine which students are designated as high-priority cases and develop a “Focused Support Plan” for each identified student.

Procedures:

1. **Open the Focused Support Student Search Tool and save the file locally,**
2. Using the established criteria, examine each dataset of interest and identify students who meet each criterion. Add their name to the search list and enter the data with which they qualified for the list.
3. After all datasets have been scanned and the names and associated data of students have been entered, examine the tallies and determine the level of support needed by each student on the list (intensive, medium, limited).
4. Examine the list and determine if there are any patterns that could be incorporated into the Building Level Plan in Section 3: Problems of Practice.
5. Develop a Focused Support Plan for each of the students listed for whom the team has designated as needing intensive support.
6. Complete Section 1 of the Building Learning Plan.
7. Review progress on the Focused Support Plans periodically and adjust as necessary.
8. At the end of the year, reflect on the outcome of the Focused Support Plans for each student, and document the outcomes on the Building Level Plans and individual Focus Support Plans.
9. Determine what supports could be recommended for the summer and fall of the next academic year.