

# Elementary 17/18 Action Plan for School Engagement Plan (SEP)

Achievement: Literacy.....	p.
Achievement: Numeracy.....	p.
School Participation: Attendance.....	p.
School Culture: PBIS.....	p.

Student Engagement Category		Achievement		Student Engagement Subcategory		Literacy: On-Level Readers (color)	
Grade	Baseline	Goal	December 1, 2017 <sup>1</sup>	March 2, 2018	June 19, 2018		
K	73%	77%	77%	89.8%	%		
1	64%	69%	56.7%	56%	%		
2	60%	66%	60%	57.8%	%		
3	72%	76%	42.5%	57.1%	%		
4	55%	62%	33.6%	50.4%	%		
K-4	65%	70%	49%	62.2%	%		
Person(s) Responsible	Action Step(s)		Intended Action Outcomes		Timeline	Resources	
~Classroom Teachers	~At least once every two weeks 100% of students will participate in a conference around their power goal		~Students connect their power goal to what they have been thinking about/doing while reading ~Students are practicing the strategies with teacher support (I do and We do) ~Students demonstrate ability to work on the power goal independently before leaving the conference or group (You do)		~Two week cycle from October 2017 through June of 2018	~Conference schedules ~Foundational kits ~Independent books ~SchoolPace	
<b>Trimester Review of Progress</b>							
<b>Trimester 1</b>							
<b>How Are We Doing on our Actions?</b>							
<b><i>K-80% of students were conferenced within a two- week cycle. 100% of students have a power goal. 1-91% were conferenced within a two- week cycle. 92% have a power goal.</i></b>							

<sup>1</sup> The dates listed are the deadlines for reporting the progress. The dates for data collection for literacy are November 30, February 28, and May 31.

**2- 82% were conferenced within a two- week cycle. 100% of students have a power goal.**

**3-81% were conferenced within a two -week cycle. 100% of students have a power goal.**

**4-79% of students were conferenced within a two-week cycle. 100% of students have a power goal.**

#### **How Are We Doing on our Progress Towards the Goals?**

**K-Kindergarten is moving toward meeting the goals.**

**1-First grade is making steady progress.**

**2-Second grade is below baseline and goal-working on positive gains.**

**3-Third grade is below on baseline and goal working on positive gains.**

**4-Fourth grade is below baseline and goal-working on positive gains.**

#### **What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?**

**K- Ensure students/parents are aware of power goals. Ensure conferences are based on power goals. Ensure all students are conferenced within a two-week cycle. Ensure the awarding of points weekly.**

**Teacher Implications: Use alphabet flashcards & power words-adding them to student lanyards, will have students begin to practice skills at the next level.**

**1-Ensure all students are conferenced within a two- week cycle.Ensure all students have a power goal. Ensure the awarding of points weekly.**

**Teacher Implications: Help students develop stamina, ensure students know power goal, develop power goal cards, develop class posters for conferencing schedules, some have broken down step calendar.**

**2-Ensure students are conferenced within a two-week cycle. Ensure points are inputted weekly.**

**Teacher Implications: Encourage reading at home, discuss home reading at parent teacher conferences, make sure power goals are in student folders in**

order for parents to work with students at home.

**3-Ensure students are conferenced within a two- week cycle. Ensure points are inputted weekly.**

Teacher Implications: Target those students who are working below grade level, design conferences to support power goals.

**4-Ensure all students are conferenced within a two-week cycle. Ensure points are inputted weekly. Ensure power goals are meaningful.**

Teacher Implications: Frequently check their IRLA organizers, continue PD with Aimee and Cathy, meet with lower level readers more frequently.

## Trimester 2

### How Are We Doing on our Actions?

**K- 71% of students were conferenced within a two-week cycle. 100% of students have a power goal. 89% of Kindergarten students are in the correct color level.**

**1 - 95% of students conference within a 2 week period**

**2- Meeting in 2 weeks with students at 79% was 82%**

**3- 96% Conference within two week period. High volume of absences have affected our ability to conference consistently and stay on a consistent schedule.**

**4 - 72% of students were conferenced within a two-week cycle. 100% of students have a power goal.**

### How Are We Doing on our Progress Towards the Goals?

**K-Kindergarten has met our goal of 89%.**

**1st grade is making great progress towards our goal.**

**2nd grade -we are below baseline and have slightly decreased since December**

3- We are targeting specific needs during intervention, using the modules to make connections between Power Goals, skills and curriculum.

4-4th grade is still below baseline, but is making steady progress.

**What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?**

K-Overall, our data for conferring with students over the entire month of February was on target. However, American Reading was interrupted by assemblies, special days, professional development sessions all in the last two weeks of the month. Therefore, our data, as of today(March 8), includes February 22 and 23 that fell during winter break. We also had a snow day. We think it is an issue that school pace continues to count steps during these interruptions, especially during a week long break. We will review and revisit student power goals frequently to determine if it is appropriate to change them.

1st grade has had many interruptions to our reading program. We are concentrating on putting comments in diligently for all the reading work we are doing with our students, esp with multiple students, and accounting for the work we have done.

2nd- Interruptions to daily schedule, (students out with flu, kids on vacation, large class sizes - many PD pullouts), more reading support for class sizes above limit, the expectations for a class of 18 cannot be the same for a class of 25, we continue to put points in school pace after school hours

3- Since opening the fifth third grade, we have been better able to conference more consistently with our students. Interruptions such as assemblies, special days, student/staff excessive sickness, snow days, required district meetings and breaks directly affect our ability to meet regularly with our students. Due to these interruptions, we are considering looking at our schedules to have a flex day to “make up” missed conferences.

4-American Reading is often interrupted (e.g.-assemblies, special days, science content and station work) We also have to do better at inputting points and comments once a week. Special Ed. teachers, TA and ENL support being pulled impacts planned lessons often. Make sure both parents and students are aware of their power goals. Teachers need to make sure they are inputting comments and/or points once per week and using the IRLA organizer to help with the management of this. Continue PD with Aimee and continue to conference more often around power goals with our struggling readers.

**Trimester 3**

**How Are We Doing on our Actions?**

**How Are We Doing on our Progress Towards the Goals?**

<b>What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?</b>

Student Engagement Category		Achievement		Student Engagement Subcategory		Literacy: On-Target/On-Pace Readers	
Grade	Baseline	Goal	December 1, 2017 <sup>2</sup>	March 2, 2018	June 19, 2018		
K	68%	73%	56.8%	59%	%		
1	52%	59%	45%	51%	%		
2	37%	46%	38%	54%	%		
3	33%)	43%	25%	29%	%		
4	14%	27%	16%	20%	%		
K-4	40%	49%	38.5%	42.6%	%		
Person(s) Responsible	Action Step(s)		Intended Action Outcomes		Timeline	Resources	
~Classroom Teachers	~100% of teachers will allocate points to students and/or conferencing data in SchoolPace weekly ~100% of conferences are planned based around the students' power goals		~Students' IRLA scores will more accurately reflect the skills they have mastered ~Students master more of the grade level standards		~Weekly cycle from October 2017 through June of 2018	~Conference schedules ~Foundational kits ~Independent books ~SchoolPace	
<b>Trimester Review of Progress</b>							
<b>Trimester 1</b>							
<b>How Are We Doing on our Actions?</b>							
<i>K-80% of students were conferenced within a two- week cycle. 100% of students have a power goal.</i>							
<i>1-91% were conferenced within a two- week cycle. 92% have a power goal.</i>							
<i>2- 82% were conferenced within a two- week cycle. 100% of students have a power goal.</i>							

<sup>2</sup> The dates listed are the deadlines for reporting the progress. The dates for data collection for literacy are November 30, February 28, and May 31.

**3-81% were conferenced within a two -week cycle. 100% of students have a power goal.**

**4-79% of students were conferenced within a two-week cycle. 100% of students have a power goal.**

#### **How Are We Doing on our Progress Towards the Goals?**

**K-Kindergarten is moving toward meeting the goals.**

**1-First grade is making steady progress.**

**2-Second grade is below baseline and goal-working on positive gains.**

**3-Third grade is below on baseline and goal working on positive gains.**

**4-Fourth grade is below baseline and goal-working on positive gains.**

#### **What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?**

**K- Ensure students/parents are aware of power goals. Ensure conferences are based on power goals. Ensure all students are conferenced within a two-week cycle. Ensure the awarding of points weekly.**

**Teacher Implications: Use alphabet flashcards & power words-adding them to student lanyards, will have students begin to practice skills at the next level.**

**1-Ensure all students are conferenced within a two- week cycle.Ensure all students have a power goal. Ensure the awarding of points weekly.**

**Teacher Implications: Help students develop stamina, ensure students know power goal, develop power goal cards, develop class posters for conferencing schedules, some have broken down step calendar.**

**2-Ensure students are conferenced within a two-week cycle. Ensure points are inputted weekly.**

**Teacher Implications: Encourage reading at home, discuss home reading at parent teacher conferences, make sure power goals are in student folders in order for parents to work with students at home.**

**3-Ensure students are conferenced within a two- week cycle. Ensure points are inputted weekly.**



Teacher Implications: Target those students who are working below grade level, design conferences to support power goals.

*4-Ensure all students are conferenced within a two-week cycle. Ensure points are inputted weekly. Ensure power goals are meaningful.*

Teacher Implications: Frequently check their IRLA organizers, continue PD with Aimee and Cathy, meet with lower level readers more frequently.

## Trimester 2

### How Are We Doing on our Actions?

K-In December 56.8% of students were on target. In March, 59% of students were on target. While we have shown growth, we have not met our goal.

1 We feel that first grade is making good progress towards this, with 95 % being conferenced within a 2 week cycle and 100% having a power goal.

2- We are making steady progress

3-On Target - We currently at 29%, our goal is 43%.

4-72% of students were conferenced within a two-week cycle. 100% of students have a power goal.

### How Are We Doing on our Progress Towards the Goals?

K-We are making progress toward our goal.

1 Considering the wide span of levels that are covered in first grade, we are making steady progress, esp. as we move away from just power words goals, to a deeper comprehension level, and the ability to retell a story and understand main idea.

2- Exceed our goal- and went up 16% in 2 months

3- We are targeting specific needs during intervention, using the modules to make connections between Power Goals, skills and curriculum.

4-4th grade is still below baseline, but is making steady progress.

**What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?**

Frequently check their IRLA organizers, continue PD with Aimee and Cathy, meet with lower level readers more frequently.

K-We need to move 3Y students into the 1G level. Most 3Y students have earned all points at the 3Y level. We think that we will see significant growth as students learn the first 25 Power Words and read a 1G book. We are working on Power Word skills during the Intervention block.

2- we are meeting with students every 2 weeks; however it's difficult to document with large class sizes- students are moving up levels -for some students it's tough to move up if they cannot express comprehension

3- We are meeting with students in a 2 week cycle and continue to target power goals during intervention however, we need to be more consistent with inputting data to reflect all that we are doing with our students.

4-We are meeting with students at least once within a 2 week cycle, however we need to input points more regularly.

**Trimester 3**

**How Are We Doing on our Actions?**

**How Are We Doing on our Progress Towards the Goals?**

**What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?**

Student Engagement Category		Achievement		Student Engagement Subcategory		Numeracy: Proficiency on Module	
Grade	Baseline	Goal	December 1, 2017	March 2, 2018	June 19, 2018		
K	69%	74%	71%	74.43%	%		
1	56%	63%	49.66%	54.95%	%		
2	47%	55%	63.75%	60.20%	%		
3	47%	55%	50.25%	51.64%	%		
4	37%	46%	40.75%	44.60%	%		
K-4	51%	58%	55.08%	57%	%		
Person(s) Responsible	Action Step(s)		Intended Action Outcomes		Timeline	Resources	
~Classroom teachers ~Math interventionists ~Math coach	~All classroom teachers of math and math interventionists will attend three coach-led math meetings during the year to review student performance on module assessment and engage in instructional planning		~Teachers will have improved understanding of math curriculum and collaboration around data driven decisions ~Students will have access to differentiated and/or targeted instruction		~Three full day meetings throughout 2017 - 2018 - dates to be determined by the math coach - varied by grade level	~Module student assessment data ~Eureka Math teacher manuals	
<b>Trimester Review of Progress</b>							
<b>Trimester 1</b>							
<b>How Are We Doing on our Actions?</b>							
<p><b>K- Kindergarten teachers are scheduled to attend the first training.</b></p> <p><b>1- First grade teachers are scheduled to attend the first training.</b></p> <p><b>2-Second grade teachers attended math meeting with Coach</b></p> <p><b>3-Third grade teachers have attended first training with math coach.</b></p> <p><b>4- Teachers in 2<sup>nd</sup>, 3<sup>rd</sup> &amp; 4<sup>th</sup> grades have attended math meetings with Claire.</b></p>							

**How Are We Doing on our Progress Towards the Goals?**

- K- Kindergarten is above the baseline and below the goal.**
- 1- First grade is currently below baseline and goal.**
- 2- Second grade is exceeding baseline and goal.**
- 3- Third grade is exceeding both baseline and goal.**
- 4- Fourth grade is making great progress. Above baseline and close to goal.**

**What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?**

**K-Attendance at math meetings. Implementation of learned strategies**

**Teacher Implications: Use vocabulary and wording that will help students understand and feel comfortable with the format of math CFA's**

**1- Attendance at math meeting. Implementation of learned strategies.**

**Teacher Implications: Continue to teach various strategies to reach answers, help students to explain their answers, review key words found in word problems, increase higher level thinking skills, reinforce basic numeracy, and identifying patterns in numbers.**

**2- Continue to attend math meetings. Implement learned strategies.**

**Teacher Implications: Use Fasttmath for additional addition/subtraction fluency, use math talk to help students explain and write, combine certain lessons to help with pacing. (possible COII)**

**3- Continue to attend math meetings. Implement learned strategies.**

**Teacher Implications: Continue to look at the standards and compare them to the mid/end assessments to make instructional decisions, provide hands-on experiences. (this has been successful)**

**4- Continue math meetings with Claire. Implement learned strategies.**

**Teacher Implications: Would like more planning time during math PD Sessions.**

**Trimester 2**

**How Are We Doing on our Actions?**

**K-Kindergarten has attended all math trainings.**

**1- We have all attended 2 full day training sessions**

**2- All grade 2 teacher attended math trainings- implementing shared strategies math talk and story problems in the classroom**

**3- “All classroom teachers of math and math interventionists will attend three coach-led math meetings during the year to review student performance on module assessment and engage in instructional planning.” We are attending the full day coach meetings but we have not engaged in any instructional planning to enhance our lessons/modules. Because of this, our grade level meets weekly (in addition to the required grade level meetings) to plan CCLS centered lessons, math centers and guided math lessons to differentiate instruction.**

**4-Grade 4 teachers have completed 2 math trainings with a 3rd one coming later this month.**

#### **How Are We Doing on our Progress Towards the Goals?**

**Kindergarten has exceeded the goal of 74%. 74.43% of students are proficient on the module assessments.**

**1st grade has increased from 49.6% to 54.9%**

**2nd grade went down 3% (new students in each classroom- not familiar with program and dont have the prerequisite skills needed , degree of difficulty has increased from unit to unit, some students do not have consistent strategy yet to subtract/add)**

**3-We are on target. We are implementing center-based instruction and supplementing the modules according to the CCLS**

**4-4th grade is 1.4% away from meeting our goal and still above baseline.**

#### **What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?**

**K-We will continue to do what we have been doing.**

**1st grade has incorporated many techniques and strategies from previous math programs, including manipulatives that are so essential for first grade. We have been doing Math talk right along, along with several apps on the Ipad that relate to concepts we are studying. We also incorporate small groups for reinforcing concepts. We all implement our aide during her limited time with us, to reinforce concepts. We also do a lot of peer work, where partners can assist each other.**

**2- Module 5 now starts core fluency sprints which are more frequent, continued fluency games in intervention**

**3- Third grade continues to work together as a team to supplement the math program using resources that encourage guided math groups and centers. The students are gaining more hands on experience with challenging concepts (Module 5 - fractions). Time to plan during the full day pull outs would be helpful - often time runs out and we don't get to plan.**

**4-Continue to put into practice the strategies we learn at our math meetings. Small group rotations have been able to target student's needs better and are motivating. Also, during math fluencies previous taught concepts are reviewed with white boards to quickly assess needs. Bell work is given that reinforces previous taught concepts. Small groups are then formed to re-teach concepts to struggling students. Zearn has also been used to reinforce previous taught concepts. We also continue to give weekly multiplication and division fact tests. We are using Math Playground to reinforce skills. Fraction app is used heavily during Module 5.**

**Trimester 3**

**How Are We Doing on our Actions?**

**How Are We Doing on our Progress Towards the Goals?**

**What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?**

Student Engagement Category		School Participation		Student Engagement Subcategory		Attendance	
Grade	Baseline	Goal	December 1, 2017	March 2, 2018	June 19, 2018		
K-4	53	45	35	50			
Person(s) Responsible	Action Step(s)	Intended Action Outcomes		Timeline	Resources		
~Counselor ~Attendance Clerk ~Administrator	~Follow district developed procedures and timelines	~Fewer students will be chronically absent ~Increasing percentage of attendance by educating parents on their child's attendance rate compared to the average students		~Pre-set by district attendance procedure ~Ongoing throughout 2017-2018	~District developed parent letters		
<b>Trimester Review of Progress</b>							
<b>Trimester 1</b>							
<b>How Are We Doing on our Actions?</b>							
District developed procedures and guidelines are adhered to.							
<b>How Are We Doing on our Progress Towards the Goals?</b>							
The number of students that are chronically absent are below both baseline and goal.							
<b>What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?</b>							
Implementing new guidelines, timelines, procedures.							
<b>Trimester 2</b>							
<b>How Are We Doing on our Actions?</b>							
District developed procedures and guidelines are adhered to. The attendance clerk regularly sends home the letter and the counselor consistently calls parents/guardians about absences. We have utilized our CPS liaison to assist us with chronic absences.							

**How Are We Doing on our Progress Towards the Goals?**

The number of students that are chronically absent is above the baseline and goal.

**What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?**

We believe that with the current number being close to our goal that we will achieve the goal by continuing to follow the district procedures as the number of school days increase.

**Trimester 3**

**How Are We Doing on our Actions?**

**How Are We Doing on our Progress Towards the Goals?**

**What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?**



Student Engagement Category		School Culture		Student Engagement Subcategory		PBIS	
Grade	Baseline	Goal	December 1, 2017	March 2, 2018	June 19, 2018		
K-4	202	152	22	63			
Person(s) Responsible	Action Step(s)	Intended Action Outcomes		Timeline	Resources		
~Classroom teachers ~Mentor team ~Mentors	~100% of students who have at least 3 or more major referrals will participate in CI/CO (excluding those undergoing an FBA, on a BIP, or undergoing other evaluation)	~Reduction of repeat offenders students receiving major referrals		~Procedure ongoing throughout 2017-2018 ~Monthly data review meetings by mentor team ~8 week cycle for mentees	~SWIS data ~Mentee goal sheets		
<b>Trimester Review of Progress</b>							
<b>Trimester 1</b>							
<b>How Are We Doing on our Actions?</b>							
We are meeting our action step of referring students who've received 3 or more major referrals to the CI/CO team.							
<b>How Are We Doing on our Progress Towards the Goals?</b>							
We currently have 11 major referrals for the school year (as of the end of October 2017).							
<b>What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?</b>							
We need to continue to strive for consistency as we've been doing well this school year. We will continue to provide ongoing training and "refreshers" to teachers throughout the school year.							
<b>Trimester 2</b>							
<b>How Are We Doing on our Actions?</b>							

We are meeting our action step of referring students who've received 3 or more major referrals to the CI/CO team. Our Tier II PBIS team meets monthly to review the data and make decisions about which students will "graduate" from the program and which students will be added.

**How Are We Doing on our Progress Towards the Goals?**

We currently have 63 major referrals for the school year (as of February 28 2018).

**What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?**

We need to continue to strive for consistency as we've been doing well this school year. We will continue to provide ongoing training and "refreshers" to teachers throughout the school year.

**Trimester 3**

**How Are We Doing on our Actions?**

**How Are We Doing on our Progress Towards the Goals?**

**What Changes, if any, Do We Need to Make in our Actions to Achieve the Goals?**