

SHENANDOAH VALLEY ELEMENTARY 2016-2017

Needs Assessment:

1. Shenandoah Valley All Students in ELA showed the following data based on a 6 year trend: *2011--69.6% Proficient/396.2 MPI *2012--77.2% Proficient/409.7 MPI *2013--77.2% Proficient/415.4 MPI *2014--72.9% Proficient/398.1 MPI *2015--80.3% Proficient/418.9 MPI *2016--83.9% Proficient/419.9 MPI Target of 385.7 was met. 2. Shenandoah Valley All Students in MA showed the following data based on a 6 year trend: *2011--66.9% Proficient/375.4 MPI *2012--66.5% Proficient/377.7 MPI *2013--70.2% Proficient/382.9 MPI *2014--68.4% Proficient/390.9 MPI *2015--75.9% Proficient/403.9 MPI *2016--73.3% Proficient/394.5 MPI Target of 392.8 was met. 3. An increase in percent of student proficient was evidenced in Shenandoah Valley All Students (Total) in ELA and MA: ELA increase--3.6% MA decrease--2.6% 4. The Student Subgroup of Black scored did not meet the MPI target ranges. ELA Target was 385.7 and MA Target was 392.8. ELA *2011--40.7% Proficient/ 311.1 MPI *2012--33.3% Proficient/ 329.2 MPI *2013--34.7% Proficient/ 321.7 MPI *2014--22.7% Proficient/ 277.2% MPI *2015--24.1% Proficient/ 237.9 MPI *2016--18% Proficient/ 308.3 MPI MA *2011--33.3% Proficient/ 300 MPI *2012--29.2% Proficient/ 316.7 MPI *2013--21.7% Proficient/ 273.9 MPI *2014--13.6% Proficient/ 277.2 MPI *2015-- 24.1% Proficient/ 234.5 MPI *2016--12% Proficient/ 261.1 MPI 5. The 2016 Student Subgroup of IEP did not meet the MPI target ranges. ELA Target was 385.7 and MA Target was 392.8. ELA *2011--45.0% Proficient/ 340 MPI *2012--50.0% Proficient/ 352.9 MPI *2013--48.4% Proficient/ 366.2 MPI *2014--50% Proficient/ 321.0 MPI *2015--40% Proficient/ 296.7 MPI *2016--13% Proficient/ 296.4 MPI MA *2011--35% Proficient/ 325 MPI *2012--44.1% Proficient/ 341.2 MPI *2013--45.2% Proficient/ 341.9 MPI *2014--47.4% Proficient/ 339.4 MPI *2015--36.7% Proficient/ 286.7 MPI *2016--8% Proficient/ 260.7 MPI

Goal 1 : All students are Capable Learners who transfer their prior learning to new demands, in and out of school.

MO 1: All students will meet or demonstrate growth toward ongoing rigorous transfer goals, as measured by assessments within and across all Parkway curricular areas.

School Year: 2016-2017	Annual Measurable Objective: By May of 2017, 100% of first grade students will have made one year's personal growth in reading level as measured by the Fountas and Pinnell reading assessment.	Data Collection Monitoring: Fountas and Pinnell Reading Assessment from fall and spring; ELA benchmarks; and pre/post word assessments
School Year: 2016-2017	Annual Measurable Objective: By May 2017, 100% of first grade students will score 80% or above on the Parkway district math benchmark assessment.	Data Collection Monitoring: District Benchmark Assessments, End of Unit Assessments, and Formative Assessments
School Year: 2016-2017	Annual Measurable Objective: By the end of the 2016-2017 school year, all Kindergarten students will make at least one year of personal growth in reading.	Data Collection Monitoring: • Concepts of Print • Letter Sound • F&P • Kindergarten Sight Words • Formative Assessments (connections, predictions, etc.)
School Year: 2016-2017	Annual Measurable Objective: By the end of May 2017, all second graders will show at least a year's personal growth as measured by the F & P assessment.	Data Collection Monitoring: • Formative assessments • Benchmark assessments • F & P assessments • IRA response sheets • Conferring notes • SRI
School Year: 2016-2017	Annual Measurable Objective: By the end of May 2017, all second graders will show growth in their math skills as determined by the beginning and end of year district benchmark assessments.	Data Collection Monitoring: • Formative assessments • Benchmark assessments • End of Unit assessments • Conferring notes
School Year: 2016-2017	Annual Measurable Objective: By the end of the 2016-2017 school year, all third students will be reading at an instructional level P or higher as measured by the Fountas & Pinnell Assessment. (Students who begin third grade at an instructional level P or higher will move at least one level as measured by the Fountas & Pinnell Assessment.)	Data Collection Monitoring: 1. Spring Fontas and Pinnell instructional levels (August/September and May)
School Year: 2016-2017	Annual Measurable Objective: By the end of the 2016-2017 school year all third grade students will make growth in math as measured by the end of unit assessments and final district benchmark meeting the minimum district proficiency level.	Data Collection Monitoring: 1. Parkway End of Year District Math Benchmarks #1-3

School Year: 2016-2017	Annual Measurable Objective: By the end of the 2016-2017 school year, all students will make at least 1 year of personal growth in reading as measured by independent reading level on Fountas and Pinnell and/or increasing by at least 1 level on the Lucy Calkins reading rubric.	Data Collection Monitoring: ELA benchmarks, formatives—including Lucy reading units pre-assessment, readers notebooks/ responses, SRI, notes from conferring with students
School Year: 2016-2017	Annual Measurable Objective: By May1 2017, 100% of students with an IEP will show a positive response to the identified interventions implemented based on identified progress monitoring tools.	Data Collection Monitoring: IEP goal progress, MAP data, variety of progress monitoring tools for all areas of IEPs including Aimsweb (ie: Easy CBM, MAZE, RCBMs, math), pre and post tests (Parkway), observation charting, social skills checklist, language samples
School Year: 2016-2017	Annual Measurable Objective: By the end of the 2016-17 year, all students will be proficient or advanced in math as indicated on the district benchmarks.	Data Collection Monitoring: Formative, pre- and post-assessments, end of unit assessments, district benchmarks
School Year: 2016-2017	Annual Measurable Objective: By the end of the 2016-2017 school year, Kindergarten students will meet math benchmark standards with 80% accuracy as measured by the Parkway Math Benchmark assessment.	Data Collection Monitoring: • Math Benchmark Assessments • End of unit assessment data • Daily class work
School Year: 2016-2017	Annual Measurable Objective: By the end of the 2016-2017 school year, all fifth grade students will make at least 1 year of personal growth in reading.	Data Collection Monitoring: Fontas and Pinnell scores ELA Benchmark assessments Formative Assessments Self-assessment rubrics (pre and post tests for fiction and non-fiction)
School Year: 2016-2017	Annual Measurable Objective: By the end of the 2016-2017 school year, all 5th grade students will show growth in making sense of math problems and persevere in solving them as measured by team-generated rubric and problem solving assessments.	Data Collection Monitoring: Pre, mid and post test - using rubric to score (September, January, April) Ongoing formatives Benchmark assessments End of Unit Assessments

MO 2: All students will meet Missouri's required proficiency or growth targets on state exams.

MO 3: All students will take the ACT and achieve a composite score above the national average, with the district average ACT composite score rising to at least 25.

MO 4: All students who take an Advanced Placement exam will score qualified to extremely well-qualified.

MO 5: All students will graduate and be well-prepared for their future as measured by the district graduate survey as well as career and college readiness data.

Action Step	Measurable Objective(s)	Strategy	Starting Date	Completion Date	Building/Dept. Level Person Responsible/ Team Responsible
2nd Grade ELA Action Steps: • Track and evaluate student progress • Create/utilize formatives • Create strategy groups based on data • Confer with students after assessments • Identify individual student reading goals • Create spreadsheets to track progress • Students reading above grade level at the beginning of the 2016-2017 school year, based on the F&P score, will use the IRA to confirm reading level • Utilize Kagan strategies for engagement	1	Guarantee Relevant, Challenging Curriculum.	9/1/16	4/29/17	2nd Grade CLT Kellogg, Debra
2nd Grade Math Action Steps: • Track and evaluate student progress • Create/utilize formatives • Create strategy groups based on data • Confer with students after assessments • Create spreadsheets to track progress • Implement a math workshop approach • Implement a math congress as necessary for differentiated instruction • Confer with Amy Fitter as needed • Analyze January	1	Implement Effective Instructional Practices	9/1/16	4/29/17	2nd Grade CLT Kellogg, Debra

benchmark scores to determine targeted instruction • Utilize Kagan strategies for engagement					
3rd Grade ELA Action Steps: 1. Use Parkway ELA Pre-Assessment and Fall Fontas and Pinnell (F & P Monitoring) Instructional Levels to identify students who score below 80% and/or below an instructional level M. 2. Use the Parkway ELA Pre-Assessment and other district benchmarks to identify specific comprehension skills on which individual and groups of students scored below 80%. 3. Design and implement lessons (Lucy Calkins reading units) that address the specific skills the students are having difficulty with as based on the district benchmarks. 4. Meet as vertical teams (2nd grade and 3rd grade, 3rd and 4th grade) once a month to discuss specific students and past interventions, to develop consistent rigor in grade level expectations, and to get ideas for goal setting and monitoring with students. 5. Take part in professional development from district personnel about the Leveled Literacy Intervention (LLI). 6. Implement lessons from LLI training with students. (strategy groups) 7. Utilize Book Clubs 8. Analyze SRI and ELA benchmark data	1	Guarantee Relevant, Challenging Curriculum.	9/1/16	4/29/17	3rd Grade CLT Edelmann, Beth
3rd Grade MA Action Steps 1, Track and evaluate student progress 2. Create/utilize formatives 3. Create strategy groups based on data 4. Confer with students after assessments 5. Create spreadsheets to track progress 6. Implement a math workshop approach 7. Implement a math congress as necessary for differentiated instruction 8. Confer with Amy Fitter (math coach) as needed 9. Analyze January benchmark scores to determine targeted instruction 10. Utilize Kagan strategies for engagement	1	Utilize Meaningful, Valid Assessment	9/1/16	4/29/17	3rd Grade CLT Edelmann, Beth
4th Grade ELA Action Steps: 1.) Use data to monitor progress of all students 2.) Follow the guaranteed curriculum with fidelity for students who are "at grade level" 3.) Confer with students after formative assessments and benchmark assessments 4.) Utilize goal setting 5.) Design formative assessments that challenges students to use deeper comprehension strategies such as synthesis and analysis of characters, setting, and plot 6.) Identify interdisciplinary transfer activities in order to strengthen students' skills 7.) Utilize the new Lucy Calkins resources to use for lessons and formatives 8.) Utilize the Jennifer Sarravallo Reading Strategies book as a resource 9.) Utilize LLI with at risk students 3+ times each week	1	Guarantee Relevant, Challenging Curriculum.	9/1/16	4/30/17	Jones, Bonnie 4th Grade CLT
4th Grade MA Action Steps: 1.) Monitor progress on end of unit tests 2.) Analyze data on Benchmarks and provide interventions as needed 3.) Use District provided Resources and supplement with other resources when needed 4.) Implement differentiated instruction, strategy groups and one on one teaching strategies in response to the on-going data 5.) Consult other district personnel, such as the District Elementary Math Coordinator and Amy Fitter, our Math Facilitator. 6.) Continue teaching number strings to helps students make connections with numbers and see relationships between operations 7.) Implement a "math workshop" approach to instruction so that we can meet the needs of all students through the use of engaging resources and differentiation 8.) Implement "Math Congress" so that students can learn various strategies to	1	Guarantee Relevant, Challenging Curriculum.	9/1/16	4/30/17	Jones, Bonnie 4th Grade CLT

solve problems and discuss the most effective way to solve math problems.					
5th Grade ELA Action Steps: Gather student data through pre-assessments Pull strategy groups/book clubs based on assessment data and student need Utilize formatives and book responses throughout the year to monitor student growth Implement reading workshop	1	Utilize Meaningful, Valid Assessment	9/1/16	4/30/17	Unterreiner, Megan 5th Grade CLT
5th Grade MA Action Steps: Use formative assessments for each unit based on Math practice 1 Common score constructed response items (when needed) Pull strategy groups based on assessment data Utilize the instructional coach and math facilitator for guidance and support Implement math workshop during math instructional time	1	Utilize Meaningful, Valid Assessment	9/1/16	4/30/17	Unterreiner, Megan 5th Grade CLT
1st Grade ELA Action Steps: Guided reading groups Formative assessments including benchmarks, running records, conferring notes PMI groups Word work including vowel study, accountable word work, word family patterns Lucy Calkins new units for additional resources	1	Utilize Meaningful, Valid Assessment	9/1/16	4/28/17	1st Grade CLT Koenig, Heather
1st Grade MA Action Steps: PMI groups Formatives including end of unit assessments, team created formatives Utilize flexible small groups Strategy groups Some resources from Investigations	1	Guarantee Relevant, Challenging Curriculum.	9/1/16	4/29/17	1st Grade CLT Koenig, Heather
Kindergarten ELA Action Steps: • Strategy Groups • Ability Groups • Student Goals • Teach the guaranteed, viable Parkway communication arts curriculum	1	Guarantee Relevant, Challenging Curriculum.	9/1/16	4/29/17	Kindergarten CLT Hunn, Kelly
Kindergarten MA Action Steps: • Teaching the guaranteed, viable Parkway math curriculum PMI math groups to differentiate for all learners	1	Guarantee Relevant, Challenging Curriculum.	9/1/16	4/29/17	Kindergarten CLT Hunn, Kelly
Special Education Action Steps: Weekly special education CLT meetings, sped teachers will co-plan/consult with general education teachers to help generalize strategies, monthly general education CLT late start collaboration--participate in multiple PLCs, participation in SWIT, utilize student record form weekly, implement systemic classroom learning systems in all sped classrooms.	1	Implement Effective Instructional Practices	9/1/16	4/29/17	Sped CLT Henry, Jean

Goal 3 : All students are Confident Learners who are increasingly self-directed, skilled, and persistent as learners.

MO 1: All students will improve in their confidence, self-direction, and persistence as learners.

School Year: 2016-2017	Annual Measurable Objective: By the end of the 2016-2017 school year, all students at Shenandoah Valley will apply the 7 habits by showing leadership, empathy and respect in all settings and situations as measured by surveys and teacher data collection.	Data Collection Monitoring: Pre and Post Climate Survey and LIM Survey of students, number of students serving in classroom and school leadership positions, student reflections on being a school leader, staff pre and post survey, SRSS data
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MO 2: All students will report that they are physically and emotionally safe in Parkway.

MO 3: All students will monitor and make adjustments to achieve their personal goals, including academic, career, health, social, and civic goals.

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Action Step	Measurable Objective(s)	Strategy	Starting Date	Completion Date	Responsible/ Team Responsible
Continue with PE Mentors (5th grade student mentors to students in Mrs. Henry's class). Current 5th grade mentors will train new mentors about their student. All students (K-5) will have leadership roles in the classrooms. 5th grade students will have voice in selecting the venue for 5th grade celebration. Students will have leadership opportunities school wide with responsibilities such as but not limited to: greeters for parties and programs, hang the flags, making morning announcements, creating power point slides for daily video announcements, and meeting and greeting students at morning drop off. Counselors are teaching the 7 Habits of Happy Kids in every grade level. All classrooms utilize Morning Meeting to address topics of student resilience (trauma informed care) and teach the 7 Habits. 5th grade student leadership opportunity to perform Happy Birthday for each teacher with their string instrument. The 7 Habits of Highly Effective Teens is taught in our Mosaics classes. 3rd, 4th, and 5th grade students take leadership and role model positions during buddy activities with the younger grades as part of our PBIS work. SVE staff began an 18 month training in June to become a Trauma Informed School. SVE staff are in Year 1 of Leader in Me training. Students will lead Late Start Day student assemblies. Students will create and present Late Start Day student assemblies.	1	Enhance Student Input	7/20/16	6/12/17	Cacioppo, Stephanie Ballman, Kim DeLong, Joanna Luttrell, Carrie Lighthouse Team

Goal 7 : Diversity in Action

MO 1: Use formative assessment data to identify gaps and successes in students of color academic, social, emotional, and behavioral progress to develop and implement structures that will eliminate gaps and highlight success.

School Year: 2016-2017
Annual Measurable Objective: By the end of the 2016-2017 school year the achievement gap between Black students and Peer Group will close by 15% on the ELA and MA MAP assessment.

Data Collection Monitoring: MAP ELA and MA scores, pre/post classroom assessments, district end of unit common assessments, district benchmark assessments, common formative assessments

MO 2: All Parkway employees will show growth in the areas of "Sensitivity to Culture" and "Relationships" as measured by the Parkway Evaluation Plan.

School Year: 2016-2017
Annual Measurable Objective: By Dec. 2017, Shenandoah Valley will become a Trauma Informed Care School.

Data Collection Monitoring: 18 month training, professional development survey feedback, TIC strategies/resources shared in our CLTs

School Year: 2016-2017
Annual Measurable Objective: By the end of the 2016-2017 school year, staff will engage in cultural awareness dialogue to increase sensitivity to culture through a school equity walk.

Data Collection Monitoring: Equity Walk rubic and feedback from team

MO 3: Increase the number of eligible students receiving the Spirit of Excellence award by 10% every year.

School Year: 2016-2017
Annual Measurable Objective: By the end of the 2016-2017 school year, staff will reach out to support 10% more Black students participating in academic events such as National Spelling Bee, National Geography Bee, School Science Fair, and Leadership Roles.

Data Collection Monitoring: Collect, analyze and evaluate data on student participation in academic events

MO 4: Ensure curriculum is culturally inclusive and responsive.

School Year: 2016-2017
Annual Measurable Objective: By the end of the 2016-2017 school year, CLT teams will routinely collect, analyze, and evaluate student data for at least one year's student's growth for every student.

Data Collection Monitoring: CLT data monitoring, specific student intervention plans created for students

MO 5: The student demographics by race in the AAA/ASAP, challenge, honors, and AP classes will mirror Parkway's demographics by race by 2016.

MO 6: Parkway personnel will build and continue positive relationships with every student they greet as measured by a survey given to students twice a year

MO 7: Parkway will provide equal opportunities for ALL parents to be involved in their child's education to ensure academic excellence

MO 8: Explore and monitor current DIA structures to assess inclusiveness of all students of color.

School Year:
2016-2017

Annual Measurable Objective: By the end of the 2016-2017 school year, cultural activities will increase by 50% for the school as a whole.

Data Collection Monitoring: Cultural Passport Night, parent and student feedback from survey, Equity Walk rubrics and feedback

PARKWAY SCHOOLS