

# Fairview Elementary

## 2018 – 2019 Mid-Year Progress Report

### Goal #1

#### SMART Goal:

To increase math proficiency of K-2nd grade students using the “apply” level in the Kathy Richardson Assessment as the target.

At BOY Kindergarten students’ overall proficiency is 2%. By June, 2019 the proficiency will be 80%.

At BOY First Grade students’ overall proficiency is 35%. By June, 2019, the proficiency will be 65%.

At BOY Second Grade students’ overall proficiency is 11% with counters through 10. By June 2019, the proficiency will be 65% without counters.

(K: Hiding Numbers 3-5; 1<sup>st</sup>: Hiding Numbers 6-10; 2<sup>nd</sup>. Hiding without counters).

#### Progress to Date for Goal #1:

##### Kindergarten:

- Kindergarten started out the year teaching the best strategies on how to count objects. They focused the first EI (Enrichment/Intervention) groups on the Kathy Richardson counting assessment 1-21. This is an important step for Kindergarten students to reach before moving on to the Hiding Numbers Assessment.
- Kindergarten students who had mastered counting objects to 21 were immediately placed in an EI group based on their “just right” Hiding Numbers Assessment.\* They started to use Number Talks at the beginning of math workshop and EI groups.
- Kindergarten’s focus changed to Making a Pile (up to 18) after more understanding of the progression. Students who have mastered counting to 21 were then placed in an EI group to work on Making a Pile (either up to 9, or 18, if not mastered).
- Based on the most recent Kathy Richardson data, 84% of kindergarten students are proficient in Making a Pile to 18. 23% of kindergarten students are proficient in the Hiding Numbers Assessment 5.

##### First Grade:

- First Grade utilized morning work, volunteers, and math groups (during math workshop) for students to work on their “just right” number. Homework was also sent home for students to work on their “just right” number.
- First Grade formed EI groups based on the progression in Kathy Richardson, with some groups working on skills leading up to Hiding.
- First grade worked hard on applying 6 in the hiding numbers. There are 74% of First graders who are now at the “apply” level in the Hiding Numbers Assessment 6.

- There are 11% of First graders who are at the “apply” level in the Hiding Numbers Assessment 10.

**Second Grade:**

- After discussion and many weeks of EI focusing on Hiding, 2nd grade decided to assess students who were not making growth and drop back to Combination Trains Assessment. We had a group of about 15 students who needed this work.
- 2nd Grade used KR for EI frequently in rotations.
- Morning Work, Math Workshop, and EI were utilized for students to practice on their independent level.
- Number Talks was used to reinforce the apply level.
- Teachers reinforced student’s strategies that includes breaking apart numbers to make easier problems.

**Goal 1 Data:**

	MOY	EOY
Kind. (Hiding assessment 5)*	23%*	
Kind. (Making a pile 18)*	84% *	
First Grade (Hiding assessment 6)	74%	
First Grade (Hiding assessment 10)	11%	
Second (Hiding assessment 10 with counters)	59%	
Second (without Counters)	40%	

\*After professional development in math regarding Kathy Richardson assessments, our understanding of the progression changed. Our focus during the MOY was on Making a Pile (up to 18).

**Goal #2**

**SMART Goal:**

To increase reading proficiency of K-3rd grade students so that Kindergarten students’ overall proficiency will increase from 71% to 78% by June, 2019; First Grade students’ overall proficiency will increase from 47% to 60% by June, 2019; Second Grade students’ overall proficiency will increase from 53% to 63% by June, 2019; Third Grade students’ overall

proficiency will increase from 75% to 80% by June, 2019 as measured by the TRC reading level in mCLASS.

### **Progress to Date for Goal #2:**

- Every grade level has had at least 2 long range literacy planning days to update and revise their literacy plans so they align with the BCS Pacing Guide.
- 1st and 3rd grade attended Wit and Wisdom training.
- Teachers received PD on October 15th on the new literacy standards.
- 1st-3rd grade had 90 minute uninterrupted literacy block.
- New teachers to grades K-2 received Foundations training.
- New teachers to K-3 received mCLASS training.
- Teachers Progress Monitored students in grades K-3 based on the PM calendar provided by Buncombe County Schools.
- Grade levels met with the Title One Reading Teacher to form groups using most recent data and lowest area of need.
- EC teachers used Recipe for Reading and Wilson for 2nd and 3rd grade students.
- Instructional Coach provided optional training for teachers and assistants on the Next Step Forward Framework.
- Consistently used the vocabulary and organizers from standards during classroom instruction and during Title One time (Teams and Title One).
- Used Literacy Journals and a continued focus on writing about reading (Teams and Title One) daily.
- During the 90 Minute Literacy Block, teachers asked thought-provoking and challenging questions, based on grade level expectations and standards (Teams and Title One).
- Focused PLC discussions on teacher calibration on the K-3 mCLASS oral and written component at the beginning of the year (Instructional Coach, Teams and Administration).
- Utilized Wit and Wisdom Curriculum in grades 1 and 3 (Teams).
- Grades K-2 and EC utilized the Foundations curriculum, on a regular basis (Teams, EC).
- Utilized the “lowest area of need” data to form Launch groups and develop lessons (Teams and Title One).
- Utilized LLI in K-3 and EC (Teams and EC).
- Utilized Next Step Forward Lesson Framework in Title One.
- Utilized ReadyRosie (Title One and Families).
- Completed BOY Skill groups with Title One.
- Students had individual reading goals (Teachers).
- Weekly grade level Intervention and PLC meetings were held to monitor reading SMART Goals (Teams, Instructional Coach and Administration).
- Aligned Title One instruction with weekly grade level plans (Title One).
- Classrooms utilized Discovery Education to support ELA Standards (DEN Ambassadors and Teams).
- Created more flexible checkout times in the media center and granted all students access to the entire media center collection to encourage students to select high-interest texts.

- Incorporated station-based and personalized learning in the media center. Zones in the media center were created and the media center had a makeover. Piloted personalized learning with a select classroom in 3rd, 4th and 5th grade.
- Intensive Needs classrooms used Unique Curriculum on a daily basis. Beginning and middle of the year assessments were conducted. Monthly checkpoint assessments were conducted each month.

Overall Proficiency:

BOY- 61.5%

MOY- 60%

	BOY TRC on Grade Level	MOY TRC on Grade Level	EOY Goal	Difference
K	71%	36%	78%	-35%
1st	47%	54%	60%	-7%
2nd	53%	72%	63%	+19%
3rd	75%	78%	80%	+3%

### Goal #3

#### SMART Goal:

To decrease the achievement gap, while raising proficiency, between genders by an average of 5% in reading proficiency in 3rd, 4th and 5th grade by June 2019, as measured by the Reading EOG. Based on the 2017-2018 Internal Results Review, the gap between genders in third grade is 8.15%. The gap between genders in fourth is 9.2%. The gap between females and males in 5th grade is 6.6% in their EOG reading proficiency.

#### Progress to Date for Goal #3:

- Members from the Dad’s Club read to students in all grade levels and discussed their interests in reading, to encourage students to read more.
- Books selected for, “Fall in Love with Literacy Breakfast” were made with male students in mind. Grade levels chose books that would be of high interest to male students.
- Wit and Wisdom curriculum in 3rd and 4th grade contained novels, topics of study, and nonfiction texts that were of high interest, especially to boys.
- Library was remodeled to be of more interest to all students, especially boys. Legos, makerspace, tents, and magazines were put in a prominent location. Check-out time were adjusted to be more flexible for students.
- Teachers allowed students a choice in the novel used during Launch time and in the classroom.
- Utilized technology applications such as: Epic!, Newsela, and Kidsdiscover on student 1-to-1 devices.
- Discovery Ed was used to support ELA standards.
- Grade levels utilized Title I planning days to align instruction with BCS pacing guide.
- Teachers used Imagine Learning plan to ensure students met their goals.

- All grade levels utilized 1-to-1 technology for students to demonstrate their thinking, work, ways to display these to parents. This has helped make connections between school and home.
- LLI program was utilized across all grade levels.
- Weekly grade level Intervention and PLC meetings were in place to monitor reading SMART Goals.
- Title One instruction aligned with grade level plans: pacing guides, Foundations, and standards linked into Title One groups.
- Students utilized reading response journal daily to write and reflect on their reading.
- Conducted BOY skill groups in Title One where they addressed fluency, phonics and sight words.

#### **Goal #4:**

#### **SMART Goal:**

To increase math proficiency in grades third, fourth and fifth by 3% (75.2% to 78.2%) by June 2019 as measured by the Math EOG.

#### **Progress to Date for Goal #4:**

- Kathy Richardson's Number Talks was incorporated into classroom instruction.
- Grade levels met weekly with Intervention Specialist to discuss student proficiency and needs.
- Math Enrichment and Intervention was built into the schedule twice per week for 30-45 minutes.
- Teachers created CFAs for math units.
- Planning days focused on Math pacing and alignment to the standards. (Title One Funded)
- Grade levels disaggregated and compared the data from common assessments and NC Check-Ins to inform instruction. (Instructional Coach, Teams and Administration)
- Members from the Math Team attended the NCCTM conference and presented to the Math Team and staff.

#### **Third Grade:**

- Third grade used the Investigations curriculum to align with Buncombe County Pacing Guides.
- Adjusted weekly E/I classes within the schedule to increase instructional time.
- Math inclusion was utilized for students identified to receive more instructional needs.
- Unit assessments were used to closely monitor student achievement.
- Additional staffing for E/I groups was utilized to better support student learning.

#### **Fourth Grade:**

- Implementation of Pretest-Remediate-Posttest cycle.
- Quantitative data (Check-In's) were used to construct E/I groups.
- Kathy Richardson program utilized, with the help of kindergarten assistants, to identify students who need remediation and further instruction for NBT strand.

- Utilization of the online resource: “Tools4Teachers” to create CFA’s and thus implement standard-specific instruction delivered in a small group setting.
- Math inclusion was utilized for students identified to receive more instructional needs.
- Utilized additional support staff for E/I- including resource, teacher assistants and AIG Staff.
- Closely monitored students through Unit Assessments.

**Fifth Grade:**

- Math inclusion was utilized for students identified to receive more instructional needs.
- Kathy Richardson was used to group targeted students during E/I.
- Skill/procedure-specific grouping occurred in E/I.
- Utilized additional support staff for E/I; including resource, teacher assistants and AIG Staff.
- Closely monitored students achievement through Unit Assessments.