

Lowell Elementary

Jen Larva, Principal
Rebecca Sheldon, Teacher

Celebrations

Here are some of the things we are most proud of...

- Providing practice profiles for the whole school, allows us to align our teaching that best meets the needs of our school
- Development of teacher leaders who can communicate with the rest of staff.
- Able to provide onsite learning opportunities to align practices.
- We take a systems approach to our work with fidelity checks and built in professional development Gains have been made in reducing the achievement gap.
- Data retreats have given us ownership of the information to help support individual students.
- Our FAST tool allows us to look at data with the same lens.

CIT Members

Name	Role
Cindy Upton	Math Interventionist
Nancy Gibson	Reading Interventionist
Rebecca Sheldon	Immersion
Ann Anderson	K/1 Rep
Sofia Woyno	2nd grade Rep
Kristy Zwak	3rd grade Rep
Troy Erie	4th grade Rep
Kelsey Holt	5th grade Rep
Sarah Burris	Special Ed Rep
Pam Tomassoni	RCE advocate



COMPREHENSIVE NEEDS ASSESSMENT

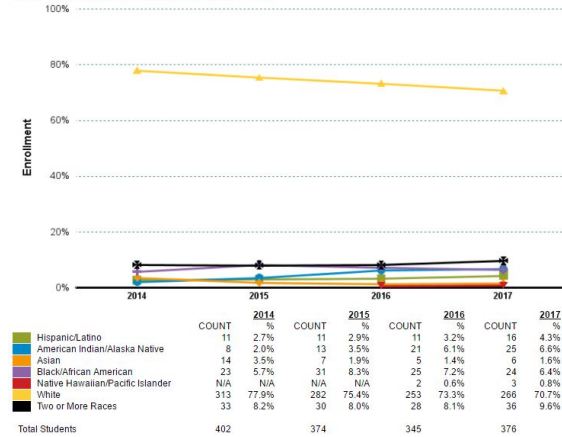
Data Review

2016-2017 School Goals	Met/Not Met
1. In the spring of 2017, the percentage of 3-5 students meeting or exceeding MN Reading performance standards will increase from 65.8% to 78.4% as measured by the Reading MCA by focusing on collaboration between general education and special education supports.	No. Decrease in proficiency from 65.8% to 62.9% on the 2017 Reading MCA.
2. In the spring of 2017, the percentage of 3-5 students meeting or exceeding MN Mathematics performance standards will increase from 74.0% to 78.7% as measured by the Mathematics MCA by focusing on collaboration between general education and special education supports.	No. Decrease in proficiency from 74.0% to 73.2% on the 2017 Math MCA.
3. During the 2016-17 school year, staff will implement Positive Behavior Interventions and Supports (PBIS) structures and develop procedures for core (Tier I) implementation.	Yes. Continued PBIS implementation is needed.



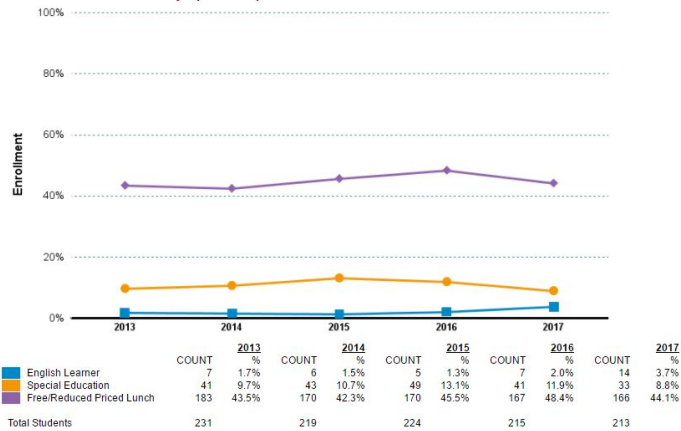
Enrollment Trends by Ethnicity Non-Academic

2016-17 K-12 Enrollment by Ethnicity Trends



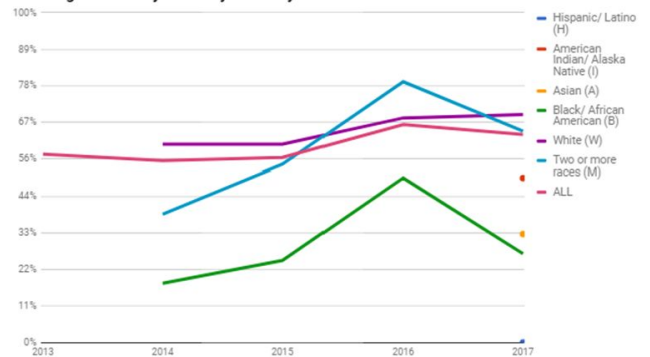
Enrollment Trends by Special Populations Non-Academic

2016-17 K-12 Enrollment by Special Population Trends



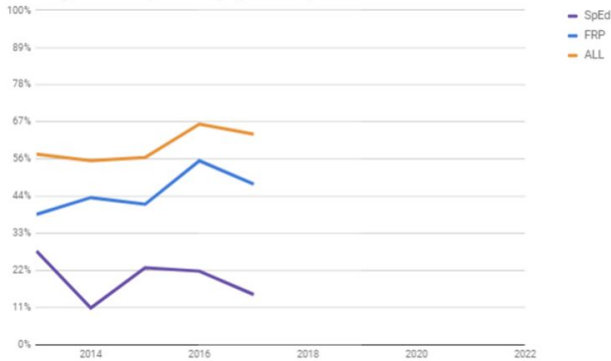
Data Review Academic

Reading Proficiency Trend by Ethnicity



Data Review Academic

Reading Proficiency Trend by Special Population



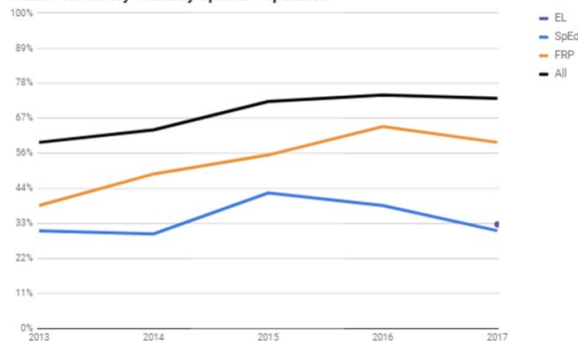
Data Review Academic

Math Proficiency Trend by Ethnicity



Data Review Academic

Math Proficiency Trend by Special Population



Data Review Academic

Reading Proficiency By Grade

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3	48.7	47.1	50.0	75.5	57.4
4	59.1	43.8	47.8	51.1	69.8
5	64.5	74.2	69.4	69.2	62.8

Math Proficiency By Grade

Grade	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3	66.7	55.7	69.6	76.0	67.3
4	59.1	76.4	73.1	80.0	90.7
5	50.0	54.5	72.6	66.7	63.6

Data Review Academic

Reading Growth	Low	Medium	High
Proficient	13.1% 11 students	20.2% 17 students	29.8 25 students
Not Proficient	10.7% 9 students	17.9% 15 students	8.3% 7 students

Math Growth	Low	Medium	High
Proficient	11.8% 10 students	21.2% 18 students	44.7% 38 students
Not Proficient	5.9% 5 students	4.7% 4 students	11.8% 10 students

Data Review Perception, Program, Fidelity

DATA	REFLECTION	REVIEW DATE	NEXT STEPS
What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	What did you learn from the data you reviewed?	When will we study the data?	What will you do next to advance the data review process?
Review Enrollment Data	We reviewed data provided from the School Report card. Noted the changing make-up of our student population	8/24/2017	Share demographic data at our Back to School meeting with staff
Review MCA/MTAS Proficiency and Achievement Level Data at a School Level	We used the data as a systems check and realizing the benefits of strengthening the core instruction for all through long term efforts	8/24/2017	Share school level data with all staff on 8/30/2017 to celebrate our successes and hone in on our areas to strengthen
Review MCA/MTAS Proficiency and Achievement Level Data by Student Group	There were dips in our proficiency data overall and for our subgroups. By working on the core instruction for all, we are affecting subgroups not necessarily focused on.	8/24/2017	Share group level data with all staff on 8/30/2017 to celebrate our successes. Leadership will have continuing discussions regarding how general ed can support special ed.
Review MCA/MTAS Proficiency and Achievement Level Data by Grade	Enter Reflection Here	8/24/2017	This information will be examined during grade-level PLCs in the fall.
Review MCA/MTAS Maintenance of Proficiency and Maintenance of Achievement Level Data	We celebrated that for the first time, our Reading data shows that students are exceeding standards	8/24/2017	Leadership will take this information into consideration as we continue to look at instructional practices and review additional data.

Summary of CNA

Successes:

- Reading: 23% of our students Exceeded in Reading when we haven't had any Exceeds since 2014!
- Mathematics: Math Exceeds have increased over time. Black students have increased proficiency. Lots of growth for Black and Native American students.

Prioritized Concerns:

- Reading: Our proficiency scores have remained stagnant. Special Education students are not making proficiency. Free and reduced lunch population was down as well.
- Mathematics: Special education proficiency scores have gone down.

School Goals 2017-2018



1. In the spring of 2018, the percentage of 3-5 grade students meeting or exceeding Minnesota Reading performance standards will increase from 62.9% to 78.4 % as measured by the Reading MCA by focusing on collaboration between general education and special education supports.
2. In the spring of 2018, the percentage of 3-5 grade students meeting or exceeding Minnesota mathematics performance standards will increase from 73.2 % to 78.7 % as measured by the Mathematics MCA by focusing on collaboration between general education and special education supports.
3. During the 2017-18 school year, staff will implement Positive Behavior Interventions and Supports (PBIS) structures and develop procedures for Tier II and Tier III implementation.

School Action Plan

Initiatives

- PBIS
- ELA resource adoption

Instructional Practices (Practice Profile Focus)

- Math Talk
- Number Talk (new)
- 3 of Daily 5 structure
- Guided Reading
- Close Reading (new)

Any questions?

