

J.W. Smith Elementary School

Bemidji, MN Karie Hougard, Math Specialist

Math Specialist Support:

Helping to Increase Achievement & Close the Achievement Gap

1. Design, develop, and implement a new “Math-to-Go” homework program to increase student and parent involvement in mathematics achievement.

- Math-to-Go is encouraged for all fourth and fifth grade students at our school.
- The program operates every week, Mondays through Thursdays.
- Assignments are short, making this program more manageable for all students, regardless of achievement level. Parent involvement and verification of such is encouraged.
- Assignments are chosen to review concepts taught in class AND to further prepare fourth & fifth graders for the MCAIII Math Test.
- Math-to-Go is administered and managed by the Math Specialist with support from fourth & fifth grade teachers.

2. Offer on-going training, inservice, and support opportunities for teachers and instructional paraprofessionals to continue their development and progress in implementing new math curriculum.

- Provide training and support in the use of technology used in teaching and learning mathematics (i.e., Smart Boards, Senteos Student Response System, HMH Think Central, Texas Instruments TI-15 calculators)
- Provide training and support in the use of “Number Worlds” prevention and intervention curriculum for struggling math students in grades K-5. This instruction is delivered in small groups of students as a supplement to HMH Math Expressions. More than 60 JWS students are currently part of a Number Worlds group.

3. Serve as the Internal Coach for the Minnesota Math Corps intervention program.

- Minnesota Math Corps offers targeted instruction in the Number Sense strand to fourth and fifth graders who attained a “Partial” score on their previous MCAIII Math Test, and optionally, to the same grade-level students who barely reached the “Meets the Standards” score.
- Students in this program receive intensive small group (in pairs) instruction for 90 minutes per week, divided into three 30-minute segments.

4. Establish and implement a fifth grade Minnesota Math Masters program for high-achieving students.

- Math Masters Club meets Mondays after school for one-hour sessions.
- Ten high-achieving students in fifth grade participate and will be part of regional competition in late April 2015.

5. Daily, visit classrooms and provide ongoing support for regular math instruction.

- Visit every classroom at least twice per week during regularly scheduled math times.
- Provide support, assistance, and guidance with both teaching and learning in mathematics.
- Act as a liaison between regular education, Title I services, and special education. Provide math instructional support for teachers when new students are enrolled in their classrooms, reviewing cumulative achievement data and other information.

Math Specialist Premises & Ideas:

Helping to Create a Mathematically Rich School Environment

1. Work alongside teaching colleagues as a coworker & advocate.
2. With teachers, offer suggestions and develop possible solutions to instructional problems and issues.
3. Help and train teachers as they implement new curriculum, providing resources as needed.
4. Encourage teachers to share with others what they are learning about mathematics.
5. Develop lesson plans with teachers, helping to find and/or create materials.
6. Provide opportunities for co-teaching math lessons.
7. Provide teachers with ongoing opportunities to meet with other teachers to be learners of mathematics.
8. Observe lessons as an instructional colleague. Plan, talk, & reflect both before and after these lessons.
9. Demonstrate new strategies, techniques, & methods for teachers. Plan, talk, & reflect both before and after.
10. Analyze student work or data with teachers, reflecting & planning for ongoing academic growth.

Kindergarten Steps to Improve Achievement Gap

Math

- Using calendar time to reinforce numerical awareness.
- Practicing writing numbers during whole group time on the SmartBoard and Visualizer.
- Using the 120 chart, number parade, and the number patterns to display and count numbers.
- Teaching and reviewing numbers using flashcards.
- Using Number World interventions with Title 1.

Reading

- Using calendar time to reinforce letter identification and sounds using flashcards and songs.
- Practicing the alphabet chant adopted by the Kindergarten Task Force.
- Using small group time to reinforce letter identification and sounds.
- Teaching and reviewing letter names and sounds using flashcards.
- Letter naming and sound interventions with Title 1.

First Grade RtI – What we have been doing

Math:

- Providing opportunities for differentiated small group math instruction through math games, reteaching strategies, and interventions (eg. Number Worlds).
- Providing daily math fact practice either during morning math routines (i.e. calendar time) or during math instruction time.
- Using the Daily Math Station from Lakeshore learning that incorporates number sense, operations, time & money, geometry & measurement, algebra & patterns, graphing & probability, and problem solving.
- Monthly progress monitoring of AIMS web M-COMP test for ALL students.

Reading:

- Using RtI sight word flashcard procedure for practice and reinforcement of sight words.
- Differentiated guided reading groups focusing instruction on students' reading level and needs.
- Progress monitoring monthly or bi-weekly of AIMS web Reading-CBM test.
- Working with Audra in selecting students for reading recovery and LLI groups.
- Word Work activities such as making words, SmartBoard lessons, word sorts.
- Daily comprehension lessons from Journeys reading series.
- Allowing student independent reading time.

Grades 2 and 3 Achievement Gap Improvement

- **Small group instruction**
- **Differentiated instruction with Title 1**
- **LLI groups daily**
- **Number Worlds**
- **PALS Reading**
- **PALS Math**
- **Read Naturally**
- **MCA Spring Blitz**
- **Attendance Initiative**
- **Basic Facts Mastery**
- **21st Century (after school program)**
- **IXL**

J.W. Smith Elementary

4th grade – Improving Achievement Gaps in Math & Reading

Spring 2014 – present

Below is a list of instructional strategies and resources used to decrease the Math & Reading achievements gaps in Special Education, American Indian and Free & Reduced Lunch students.

MATH:

- Both 4th grade classrooms have increased math instruction time to 90 minutes daily.
- Targeted low to medium (bubble) students receive MathCorps small group instruction.
- Title 1 small groups utilized during last 30 minutes of math class. We break into small groups and target area of need in mathematics. Students are often grouped by ability.
- We have implemented “Math-to-Go” assignments which target a specific math concept each day. Math Specialist and classroom teachers work together to decide on concepts to be covered in the math-to-go assignments.
- Differentiated instruction during last 30 minutes of math class. With Title 1 assistance in the room, classroom teacher and one Title 1 teacher often have the opportunity to work with small groups of students who need “a little extra” after the daily lesson.
- 4th grade students utilize the online PRODIGY mathematics program. Students enjoy and are very willing to complete Prodigy assignments given by classroom teacher. We are able to differentiate assignments given, according to each students’ area of need.

- Leading up to OLPA and MCA math assessments, we utilize the Pearson Perspective website. We have a link to this website on our J.W. Smith Math Specialists' website. Students can access this site at home or school. Classroom teachers print practice problems to complete during class.
- IXL math program utilized during technology class.
- Students needing extra assistance in Math are discussed with Rtl team and interventions and strategies are implemented.
- Students are referred to the 21st Century after school program if they would benefit from extra Math assistance in a small group setting. Classroom teacher communicates areas of need with after school tutors.
- Title 1 and classroom teachers plan and organize an "MCA Math Blitz" each school year a month before the MCA assessments. This introduces and teaches many similar problems that students may see on the test.

READING:

- 4th grade classrooms both utilize Title 1 staff for small group Literature Circles. Students are grouped by ability where groups read and discuss books in their AR level. Title 1 teacher and classroom teacher work with the lower readers during this time.
- Students are referred by classroom teacher to the 21st Century after school program if they would benefit from extra Reading assistance in a small group setting. Classroom teacher communicates and pinpoints areas of need with after school tutors.
- Students needing extra assistance in Reading are discussed with Rtl team and interventions and strategies are implemented.
- We have increased the emphasis on non-fiction text.
- Targeted students receive Leveled Literacy Interventions (L.L.I.) coordinated and implemented through a Title 1 teacher.

- Targeted students utilize “Write-In Readers” with Title 1 teacher. The write-in-readers provide extra support in applying the target vocabulary, target skill and target strategy in context.
- Title 1 and classroom teachers plan and organize an “MCA Reading Blitz” each school year a month before the MCA assessments. This introduces and teaches many similar problems that students may see on the test.
- Increased use of daily writing prompts included in Reading curriculum.
- Each lesson in our Journeys teacher manual provides instruction to differentiate comprehension and vocabulary strategies.
- Weekly use of leveled readers. Books are organized by in four groups (below, on-level, above-level, vocab). We choose books that fit the reading levels of our small groups.

SUMMARY:

By fully utilizing our Title 1 staff and being cognizant of each students reading and math concept areas of need, 4th grade will continue to decrease achievement gaps. During our Rtl meetings, we continue to discuss strategies and instructional techniques that we are able to implement to differentiate instruction to meet the needs of all learners. Having an Rtl group that includes all 4th and 5th grade teachers, one Title 1 teacher, one Special Education teacher and the Mathematics Specialist has been valuable for sharing strategies for daily instruction.

J.W. Smith Elementary

5th grade – Improving Achievement Gaps in Math & Reading

Spring 2014 – present

Below is a list of instructional strategies and resources used to decrease the Math & Reading achievements gaps in Special Education, American Indian and Free & Reduced Lunch students.

MATH:

- Both 5th grade classrooms have increased math instruction time to 90 minutes daily.
- Targeted low to medium (bubble) students receive MathCorps small group instruction.
- Title 1 small groups utilized during last 30 minutes of math class. We break into small groups and target area of need in mathematics. Students are often grouped by ability.
- We have implemented “Math-to-Go” assignments which target a specific math concept each day. Math Specialist and classroom teachers work together to decide on concepts to be covered in the math-to-go assignments.
- Differentiated instruction during last 30 minutes of math class. With Title 1 assistance in the room, classroom teacher and one Title 1 teacher often have the opportunity to work with small groups of students who need “a little extra” after the daily lesson.
- 5th grade students utilize the online PRODIGY mathematics program. Students enjoy and are very willing to complete Prodigy assignments given by classroom teacher. We are able to differentiate assignments given, according to each students’ area of need.
- Leading up to OLPA and MCA math assessments, we utilize the Pearson Perspective website. We have a link to this website on our J.W. Smith Math Specialists’ website. Students can access this site at home or school. Classroom teachers print practice problems to complete during class.
- IXL math program utilized during technology class.

- Students needing extra assistance in Math are discussed with RtI team and interventions and strategies are implemented.
- Students are referred to the 21st Century after school program if they would benefit from extra Math assistance in a small group setting. Classroom teacher communicates areas of need with after school tutors.
- Title 1 and classroom teachers plan and organize an “MCA Math Blitz” each school year a month before the MCA assessments. This introduces and teaches many similar problems that students may see on the test.

READING:

- 5th grade classrooms both utilize Title 1 staff for small group Literature Circles. Students are grouped by ability where groups read and discuss books in their AR level. “Thinkmarks” and “\$3.00 Summaries” have proven useful for reflecting and summarizing on daily reading. Title 1 teacher and classroom teacher work with the lower readers during this time.
- Students are referred by classroom teacher to the 21st Century after school program if they would benefit from extra Reading assistance in a small group setting. Classroom teacher communicates and pinpoints areas of need with after school tutors.
- Students needing extra assistance in Reading are discussed with RtI team and interventions and strategies are implemented.
- We have increased the emphasis on non-fiction text.
- Targeted students receive Leveled Literacy Interventions (L.L.I.) coordinated and implemented through a Title 1 teacher.
- Targeted students utilize “Write-In Readers” with Title 1 teacher. The write-in-readers provide extra support in applying the target vocabulary, target skill and target strategy in context.
- Title 1 and classroom teachers plan and organize an “MCA Reading Blitz” each school year a month before the MCA assessments. This introduces and teaches many similar problems that students may see on the test.
- Increased use of daily writing prompts included in Reading curriculum.
- Each lesson in our Journeys teacher manual provides instruction to differentiate comprehension and vocabulary strategies.

- Weekly use of leveled readers. Books are organized by in four groups (below, on-level, above-level, vocab). We choose books that fit the reading levels of our small groups.

SUMMARY:

By fully utilizing our Title 1 staff and being cognizant of each students reading and math concept areas of need, 5th grade will continue to decrease achievement gaps. During our RtI meetings, we continue to discuss strategies and instructional techniques that we are able to implement to differentiate instruction to meet the needs of all learners. Having an RtI group that includes all 4th and 5th grade teachers, one Title 1 teacher, one Special Education teacher and the Mathematics Specialist has been valuable for sharing strategies for daily instruction.

Closing the Achievement Gap

**Lia Henningsgaard
Math Specialist Central School**

As the Math Specialist at Central Elementary School I have done many things to assist the teachers in closing the achievement gap. On a daily schedule I don't work directly with the teachers, but do assist the teachers in to perfect the delivery of their instruction for the individual needs inside their classroom.

The following are items I have performed that help Central School close the achievement gap.

- Help teacher teams align their new Math Expressions Curriculum with the State Standards.
- Assist teacher teams with rearranging their curriculum to best meet their yearlong schedule.
- Focus groups with 3 – 5 grade level teams to make sure Math Expressions teaches all skills tested on the MCA test.
- Classroom observation and coaching with teachers on teaching strategies for struggling students.
- Short term individual student interventions.
- Short term small group student interventions.
- Assist in the development and implementation of more effective grouping strategies.
- Assist in the gathering and implementation of differentiated intervention cards
- Assist in and instruct teachers on the implementation of aspects of Number Worlds series.
- Gathering and implementation of lessons using manipulatives to support the learning of struggling students.

Closing the Achievement Gap @ Central Elementary

Grades 4, 5, Title One, Special Ed

Terri Forseth, Katherine Brandt, Brad Johnson, Maureen Holmstrom, Laci Podmore

- Special Education and Title students are included for initial whole group math and whole group reading instruction (not pulled out)
- Collaboration between Special Education, Title teachers, and classroom teachers to ensure grade level target skills are being reinforced in small group instruction
- Bi-monthly RtI meetings to discuss Tier 1,2, and 3 instruction
- Use data from Fall MAP scores and last year's MCA tests to group students
- RtI interventions in small group settings with selected students, based on frequent assessments
- Flexible groupings, changing frequently, based on assessment information
- Professional training in Number Worlds and Guided Reading strategies to be used as interventions
- Meet with 21st Century Afterschool learning to assist with homework

120 minutes of reading per day. 90 minutes of whole group and 30 minutes of small group.

- Use multiple reading strategies :
 - Use non-fiction strategies: FQR chart
 - Fountas and Pinnell Benchmark testing to determine reading level
 - Vocabulary folder with all -subject vocabulary words
 - Games that reinforce target skills

- Notebooks for practicing summarization
- Use of Guided Reading Library for leveled reading materials
- Reading A-Z and RAZ kids utilized in small group instruction
- MCA test prep questions
- Selection tests and Unit tests

90 minutes of math per day. 60 minutes of whole group and 30 minutes of small group.

• Use multiple math strategies:

- MCA test prep questions
- Games that reinforce target skills
- Differentiated Instruction activities from Houghton Mifflin

that align with the curriculum

- Math Corps tutor with selected students
- Implementing new math curriculum while utilizing the math specialist in our building

Grade 3- Closing the Gap

- Monthly RTI collaboration meetings
- MAP Testing (Fall and Spring)

Math:

- Teaching 90 minutes of math a day
 - Whole group instruction with Title One and Special Education students in the classroom
 - Small group differentiated instruction
- Flexible grouping based on frequent assessments
- Collaboration with Title One, Special Education Teachers, and Math Corps
- Weekly and monthly assessments
 - Unit Tests
 - Quick Quizzes/Exit Slips
 - AIMS Web M-COMP and M-CAP (taken monthly)
 - One Minute Timed Multiplication Test (taken weekly)
- MCA Test Preparation (Practice Tests)
- Utilizing Math Expressions differentiated instruction cards (leveled activity cards) to guide small group instruction

Reading:

- Teaching 120 minutes of language arts a day
 - Whole group instruction with Title One and Special Education students in the classroom
 - Small group differentiated instruction
- Collaboration with Title One, Special Education Teachers, and Reading Corps
- Assessing students using the Fountas and Pinnell Benchmarking kit to establish small groups (quarterly)

- Flexible grouping based on frequent assessments
- Best Practices in reading
 - Weekly comprehension skills
 - Unit Tests
 - Reading Quizzes
 - Weekly vocabulary words
 - Small group differentiated instruction
- Utilizing the guided reading library to teach students at their instructional level using “just right” books
- Literature Circles and Book Clubs
- MCA Test Preparation (Practice Tests)

Closing the Achievement Gap
Grade 2
Central

- Guided Reading Groups – using books from Guided Reading Library and leveled readers
- Independent Literacy activities (word work, read to self, work on writing)
- Decodable readers
- Interventions as needed for students below target for RCBM (repeated readings)
- progress monitoring for students receiving interventions.
- Small group instruction as needed
- 1:1 help with individual assignments
- Use of manipulatives
- Partner work
- Smart Board use
- Homework & Remembering – Math Expressions
- Math Pals

1st Grade Miss Bundermann and Mrs. Yingling Closing the Gap strategies

Reading

Differentiated Small Groups

1-1 Interventions

Reading Recovery

LLI

Aligning Reading curriculum to MN State Standards

Assessments at the Beginning, Middle, and End of the year for Benchmarks

Math

Differentiated Small Groups

1-1 Interventions

New Math Series

Prodigy

Aligning Math standards to Common Core

Closing the achievement Gap

- Kindergarten

o fall ²⁰¹⁴ SDE Kindergarten Conference

o Spring ²⁰¹⁴ / Winter ^{fall} 2014 PALS reading

o Spring 2014 - added 30 extra minutes of math.
able to add more differentiation
because Title I staff became
available to us in kind. again by the fall
of 2014.

2014 Summer

o Jenny and Christine worked throughout year
and Summer hours to align our
reading and science to MN standards, as
well as map out our kindergarten
curriculum for the entire year!

2013-current

o Differentiation during Guided Reading
Sessions.

Heidi Ryan
Closing the Gap List

Reading:

Sound boxes
Leveled readers
Spelling sight word practice
Modeling good reading strategies
Decoding strategies
Phonetic skills
Use of magnetic letters for making words
Guiding reading
RTI Strategies
Reading A-Z Program

Math:

Time/money manipulatives
Calendar
Addition/subtraction story problems
Touch math
Addition/subtraction math facts
RTI strategies
Math games
Patterns

Lincoln Elementary Report Closing the Achievement Gap January 2015

School wide focus:

Lincoln Elementary staff and administration worked on a power rating of areas of focus last spring 2014. In the process staff indicated a need to work on behavior as focus area number one and Math as the second focus area. The following is a look at what we have done to implement instructional and procedural change at Lincoln.

Behavior:

Staff at Lincoln developed a behavior committee to work on our behavior matrix. We have implemented PBIS since the fall of 2013. We determined that there was not enough support for the teachers for the program to be successful. The behavior committee met last summer on two different occasions to design new activities and prepare for the school year. Committee members developed a WIKI to share information with staff about each month of school. We developed a theme for each month to share with students and develop a focus. The committee has continued to meet each month to review data based on our discipline and implementation of the program. Here is a list of activities that have occurred from the behavior committee:

- 1) Monthly assemblies to share the theme for the month. At the assembly students and staff model the expected behaviors along with videos that are developed for the month. The videos are posted on the WIKI to allow easy access for teachers in their classrooms to cover the expected behaviors throughout the month.
- 2) 80% or better- students who continue to keep themselves on a green card in class throughout the month at 80% or better are recognized at the assembly by standing up and receiving a round of applause.
- 3) Each Friday we hold a drawing for each grade level using our caught being good cards. Students can earn cards based on going above and beyond in our school. Each Friday we draw two names from each grade level and the winners get to pick out a reward.
- 4) At each assembly we give out a golden trashcan to an intermediate class and a primary class. The expectation is to keep their classroom clean throughout the month. Night custodians choose the two classrooms that they feel have kept their classroom the cleanest over the month.

Program results:

Each month the committee looks at results based on data from behavior reports and school suspensions. Our report is attached. Overall, we see a decrease in the number of occurrences compared to last year.

Essential Learning Outcomes:

Over the last year and a half staff at Lincoln have focused on developing Essential Learning Outcomes (ELO's) for Math. Our goal is to look at the high priority standards for math in regards to what students should know for meeting proficiency on the standardized tests. Each grade level identifies the standards that need to be taught on a mastery level. Once identified the staff look to the textbook to scope and sequence the lesson planning for the year. Our goal is to keep the following questions in mind: The Big Three

- 1) ELO's – What do we want students to learn?
- 2) Common Formative Assessments (CFA) how do we know if they have learned it?
- 3) RTI- what are we going to do if they don't know it or if they do know it?

Staff has identified the ELO's and is working to implement the process in their classrooms. Over the last year we have seen increased improvement in test scores in the area of Math. Our school was identified in 2013 as a school needing continuous improvement. IN 2014-2015 we were able to make it out of that category by obtaining higher test scores and closing the achievement gap.

RTI Process:

Over the last year we have changed the process in how our RTI groups are held for each grade level. Grade levels meet for one hour each week three times a month. Teachers discuss common assessment results and determine the need for grouping students based upon their levels of achievement. Students are put into groups to focus on an area of weakness based on their assessment results. Students who are successful are provided enrichment to further their education. The focus of the RTI grade level teams has transitioned from talking about one to two students to talking about the whole group and working as a team to meet the needs of the students. Instructionally staff are looking at their instructional strategies and making changes to meet the student's need for how they receive instruction.

RTI Facilitators:

Each grade level has a facilitator who attends a monthly student growth meeting. At the meeting we discuss what grade levels are doing and what might need to be addressed at each grade level. Facilitators bring a collaboratively developed agenda to their grade level meeting to create consistency among the building in regards to ELO implementation and instructional practices.

Grade Level Focus:

Due to the implementation of the ELO process we have seen the following changes at each grade level.

Kindergarten:

K grade level teachers have developed math games that go with the Houghton Mifflin series to provide skills and practice for their students. The team is working together reviewing data from a variety of sources. Their assessments include AIMSWEB, K screener, and the PALS intervention program.

1st Grade:

The 1st grade team is working hard to implement small group math times to focus more on students who are struggling in one core area that has been identified through assessment. The team meets to discuss students each week to determine who will need instruction in the outcome area identified for that week. They continue to use AIMSWEB as a form of assessment and PALS intervention strategies.

2nd Grade:

The 2nd grade team is implementing the PALS math as a whole group approach for math. They meet to discuss student achievement and to create common assessments to determine the need of the students.

3rd Grade:

The third grade team has developed a set of pretests and posttest for each individual outcome in third grade. They determine which students need additional instruction based on the assessment given. The team provides two days a week to students who are in need of additional time. Students who meet the outcome expectation receive enrichment. Two of the team members work as 21st Century teachers and carry over their instruction into the after school programming. Study Island has been purchased through 21st Century to help differentiate for the students attending the program.

4th Grade:

The fourth grade team is focusing on pretest information to guide their instruction. Students are shared among all of the 4th grade staff. The team meets weekly to discuss and analyze student data. Students are given extra support from the math specialist and instructional support from the team to differentiate within the grade level.

5th Grade:

The 5th grade team has developed their ELO's and they are working on development of their common assessments. Through CFA's they have been able to determine which students need more instructional support. The team has developed a process for determining small group instruction and intervention time. They have implemented Study Island to help differentiate for students working at different levels.

Math Specialist:

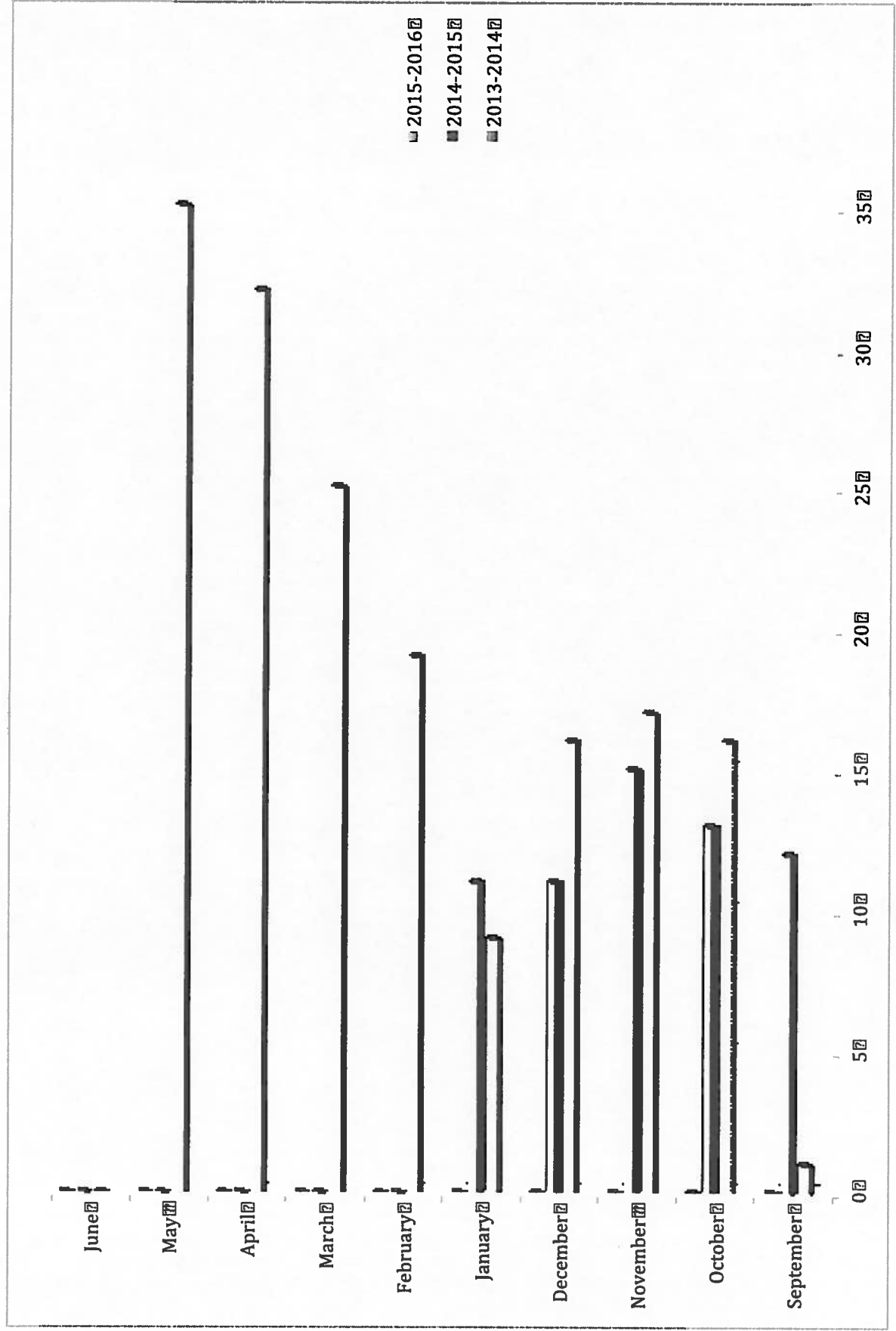
Our math specialist is working closely with the 3rd-5th grade level teachers to help with students who did not meet on the 2013-2014 MCA assessment. Amanda has been an influential support for teachers offering activities and lessons that will improve student achievement. She has created a website for teachers to access that provide multiple interventions and strategies. The math specialist position also helps to access students that are struggling to determine flexible grouping of students. The math specialist is the lead teacher of the Minnesota Math Corps position and works closely with that individual to make sure that she is servicing the appropriate students. The math specialist has provided training for Viewpoint to staff on an on-going basis. On a daily basis she is creating math instructional strategies and manipulatives to share with staff.

Special Ed:

The special Ed team is working with technology to help students meet expectations. The team meets to discuss research based technology that will help meet the needs of students within their program. Through their PLC time they have been able to identify, implement and reflect on what works for their students.

Overall we have seen increased proficiency among all of our sub groups. However, our achievement gap has widened as our focus has been on increased proficiency for all. Due to our efforts we saw our students increase proficiency in the no sub groups at a higher rate than that of the sub groups. This caused a larger gap to form. We will be looking at preliminary OLPA data from the 3rd-5th grade classes this next two months to determine if we are on track for meeting the standards of the state assessment. If there are further questions please feel free to ask.

Discipline Graph 2014-2015



Discipline Graph 2014-2015

2014-2015 Planning Initiative
Thursday, May 1st, 2014

Questions to staff:

1. The strength of the school curriculum is one important element in the success of students. What are your notions about the curriculum in place at Lincoln Elementary?
2. Another important ingredient is the process we have for identifying behaviors within the school. What is the process? How do we make sure we are holding students accountable and addressing behavior issues within the school?
3. Parent involvement is another important piece of the puzzle when identifying successful students. What are your thoughts on how we can get parents involved in Lincoln Elementary? Is there an appropriate level of involvement?
4. Developing a consistent block scheduling helps to create collaborative efforts within the building regarding reading and math. What efforts could be made to develop a set schedule?
5. What other issues should be considered in Lincoln's planning process?

Lincoln Elementary

Action Plan 2014-2015

Identified School Needs

#1 – Behavior Plan	79
#2 – Mental Health	62
#3 – Math Block	54
#4 – Curriculum Rigor	25
#5 – Parent Involvement/Accountability	19
#6 – Consolidated Curriculum	13
#7 – Math Curriculum	0

Groups Areas of Need

- #1
 - behavior-establish consistency with all staff; new curriculum
 - curriculum does not match rigor of MCA's – supplement? Resources?
 - parent involvement – how? For lower achieving, lower socio economic students need to break cycle
- #2
 - school curriculum
 - . not set up for mastery
 - . our curriculum does not cover all ELO's (math).
 - . standardized assessments are not aligning with curriculum
 - . need for supplemental material
 - . reading works with Renaissance Program
 - . enrichment component
 - behavior
 - . needs consistency across grade levels/classrooms
 - . too vague
 - parent involvement
 - .parent information nights?
 - . instead of all doing/activities, how about learning
 - block scheduling
 - . schedule looked at in terms of age
 - . staggered for flooding
- #3
 - how can we meet reading and math needs for Title Services
 - how can we maintain G. R. and add more small group instruction for math

- how can we serve/support students with extreme behavioral & mental health needs – proactive vs. reactive
- how do we know kids are successful academically/what do we do when they are not being successful
- parent involvement

- #4
 - math block needed
 - .Title or para help
 - staff training needed
 - . new curriculums
 - behavior plan
 - . needs to be consistent in building
 - . checklist/card flips
 - . focus on matrix
 - reduce class sizes!
 - integrate cross-curriculum
 - . too much money spent on social studies/science/health in primary grades
 - mental health issues in children
- #5
 - ELS's
 - safe environment – behavior/security
 - math interventions to improve scores
 - . new series?, math specialists?, AM & AR
 - parent involvement
 - .accountability, support, attendance, welcoming environment
- #6
 - flooding for math (keep reading)
 - . no help for math this year
 - consistent behavior plan/expectations
 - . who is responsible for academics
 - counselors at Lincoln daily
 - .mental health person
 - more standard based IEPs (staff needs training)
 - K-3 reading and math (integrate social & science)
 - 4-5 more science/social
- #7
 - curriculum pieces too broad, breadth not depth
 - . ELO's for social, science, health
 - . need workshops, resources or a process to consolidate subjects to teach cross-curricularly well
 - consistent behavior program building-wide
 - . training
 - . consistent consequences between classrooms/specialists/SPED
 - . stricter consequences
 - provide opportunities for parent involvement

- . conferences!
- . info,/training sessions for parents
- . back to school night (ways to compensate teachers who get involved)
- . our population is especially difficult, are there training/funds to help
- block scheduling
 - . yes for reading, it is working
 - . math, depends on grade level, need to communicate
 - . need math intervention time for all grade levels
 - . how to staff

On Thursday, May 1st, 2014 Lincoln Elementary staff met to develop areas of concern to focus on for 2014-2015. Staff was asked to reflect on questions that were given to them prior to the meeting to develop ideas. Separating the groups into multi grade level and specialists from within the building started the process. They developed areas to focus on in their groups. Once developed they were asked to do a list of five and identify the top three areas of focus for their group. The groups then shared the information out to the whole group and we identified similar areas to categorize items. After all groups shared their focus areas, staff was asked to vote for their main areas of focus. Staff was given a rating of 1-8 to vote for the different areas. After all voting had taken place the facilitator shared with staff what had earned the most points in regards to popularity and power rating.

The above information reflects what was voted as the highest priority. Next steps are to hold action-planning meetings with small group stakeholders to identify action plans. The action plans will be communicated with all staff during a staff meeting. This process will be carried out throughout the year.

1 ☐ **Action Planning**

2014-2015 School Year

2 ☐ **District Mission**

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- BEMIDJI AREA SCHOOL DISTRICT MISSION
- Our Mission is to empower each learner to succeed in our diverse and changing world.
- We are committed to creating an environment where...
- 1. each learner will be challenged to develop to his/her full potential.
- 2. basic knowledge, skills and attitude are necessary for success.
- 3. learning is a life-long process that enriches our lives.
- 4. education is a partnership with family and community.
- 5. each person will show sensitivity and respect for self and others.
- 6. there are expectations of quality for ourselves and for others.
-

3 ☐ **Lincoln Elementary Mission and Vision**

- The mission of Lincoln school is to work collaboratively with families, staff, and community to provide a welcoming, safe, and challenging learning environment where each child is successful and differences are respected.
- *"Lincoln Elementary: Encouraging Successful Lifelong Learners"*

4 ☐ **Lincoln Elementary Goals 2013-2014**

- 2013-2014 School Improvement SMART Goals:
- In Lincoln Elementary the "All Students" group will increase their proficiency of 53% in the Spring of 2013 to 58% in the Spring of 2014 as measured by the MCA in Reading.
- At Lincoln Elementary, the "All Students" group will increase their proficiency of 54.6% in the Spring of 2013 to 60% in the Spring of 2014 as measured by the MCA in Mathematics.
- At Lincoln Elementary "All Students" group will increase their proficiency on the MCA Science Test given in grade 5 from 45% to equal or exceed Lincoln average scores (51.6% in 2012).
- In an effort to reduce bullying behaviors Lincoln Elementary will implement the Safe School Ambassador program and modify behavior expectations into a simplified matrix.
-
-

5 ☐ **Action Planning 2013-2014**

- Purpose
- Vision
- Process

6 ☐ **Ideas to consider**

- Big Three +1
 - ELO
 - Common Formative Assessment
 - RTI
 - Enrichment

7 ☐ **Group Work**

- Work in group to determine areas of need.
- Write down ideas on chart paper.
- Fist of five for the top areas that need to be addressed out of each group.

- Combine lists where necessary
- Develop headings
- Power ranking

Horace May's SMART Goals & Closing The GAP Strategies: (2014-15)

I.) Reading:

- a. 2014-15 Smart **Reading** Goal: The Horace May "All Students" sub-group will increase their proficiency from of 67.3% to 71.3% in the spring of 2015, and to 75.3% in the spring of 2016 as measured by the MCA III Reading Test.
- b. 2014-15 Smart **Reading** Goal: The Horace May "Special Education" sub-group will increase their proficiency from of 35.5% to 41.5% in the spring of 2015, and to 47.5% in the spring of 2016 as measured by the MCA III Reading Test.
- c. 2014-15 Smart **Reading** Goal: The Horace May "American Indian" sub-group will increase their proficiency from of 47.4% to 53.4% in the spring of 2015, and to 59.4% in the spring of 2016 as measured by the MCA III Reading Test.
- d. 2014-15 Smart **Reading** Goal: The Horace May "Free & Reduced" sub-group will increase their proficiency from of 53.2% to 59.2% in the spring of 2015, and to 65.2% in the spring of 2016 as measured by the MCA III Reading Test.

GAP Closing Interventions & Efforts:

- 1) The AOM Teachers team pulls out small groups of children and work to build their phonetic awareness, comprehension, multiple reading strategies, etc. They meet with their small groups every day and monitor their growth regularly. They can test out and then a new set of students is assigned for this support.
- 2) Reading Corp. currently has a team of three part-time tutors. This allows for multiple students in 1st, 2nd and 3rd grade to receive a twenty-minute individual reading lesson up to five times a week.
- 3) Reading Recovery Teachers are meeting with individual students utilizing a very scripted instruction model with students in 1st grade.
- 4) The Special Education Teachers are re-teaching the concepts introduced in the mainstream classrooms at the level of performance appropriate for each child on an IEP.
- 5) The children on IEPs stay in the mainstream classroom for the core lesson explanation and a large portion of the work time.
- 6) The 21st Century Program has been revamped to include a more rigorous concentration of reading support on Mondays and Wednesdays.
- 7) RtI, PLC and ELO work to support data driven lesson preparation.
- 8) "Bubble" students are identified utilizing MAP 2014, OLPA 2015 & MCA 2014 scores to create small groups for extra support in the areas tested on the MCA during the 3rd quarter of the 2014-15 school year.

II.) Math:

- a. 2014-15 Smart **Math** Goal: The Horace May "All Students" sub-group will increase their proficiency from of 70.0% to 74.0% in the spring of 2015, and to 78.0% in the spring of 2016 as measured by the MCA III Math Test.
- b. 2014-15 Smart **Math** Goal: The Horace May "Special Education" sub-group will increase their proficiency from of 35.5% to 41.5% in the spring of 2015, and to 47.5% in the spring of 2016 as measured by the MCA III Math Test.
- c. 2014-15 Smart **Math** Goal: The Horace May "American Indian" sub-group will increase their proficiency from of 57.9% to 63.9% in the spring of 2015, and to 69.4% in the spring of 2016 as measured by the MCA III Math Test.
- d. 2014-15 Smart **Math** Goal: The Horace May "Free & Reduced" sub-group will increase their proficiency from of 51.1% to 56.1% in the spring of 2015, and to 62.1% in the spring of 2016 as measured by the MCA III Math Test.

GAP Closing Interventions & Efforts:

- 9) The Math Specialist Teacher team teaches core math instruction utilizing:
 1. Math Expressions Curriculum
 2. PALS math
 3. Enrichment with Math Facts In A Flash
 4. Daily 5 Math
 5. Math Stations
 6. RtI Strategies
- 10) The Special Education Teachers are re-teaching the concepts introduced in the mainstream classrooms at the level of performance appropriate for each child on an IEP.
- 11) The children on IEPs stay in the mainstream classroom for the core lesson explanation and a large portion of the work time.
- 12) The 21st Century Program has been revamped to include a more rigorous concentration of mathematics support on Mondays and Wednesdays.
- 13) RtI, PLC and ELO work to support data driven lesson preparation.
- 14) We will conduct a practice MCA test, the OLPA in late January/early February in Mathematics.
- 15) "Bubble" students are identified utilizing MAP 2014, OLPA 2015 & MCA 2014 scores to create small groups for extra support in the areas tested on the MCA during the 3rd quarter of the 2014-15 school year.
- 16) We purchased 100 Math Facts In A Flash for certain grade levels and students that needed to be challenged.
- 17) We are utilizing our old version of Accelerated Math to meet individual challenge needs of students in math.

III.) Science:

- a. 2014-15 Smart **Science** Goal: The Horace May "All Students" sub-group will increase their proficiency from of 71.3% to 75.3% in the spring of 2015, and to 81.3% in the spring of 2016 as measured by the MCA III Science Test.
- b. 2014-15 Smart **Science** Goal: The Horace May "Special Education" sub-group will increase their proficiency from of 28.6% to 34.6% in the spring of 2015, and to 40.6% in the spring of 2016 as measured by the MCA III Science Test.
- c. 2014-15 Smart **Science** Goal: The Horace May "American Indian" sub-group will increase their proficiency from of 50.0% to 56.0% in the spring of 2015, and to 62.0% in the spring of 2016 as measured by the MCA III Science Test.
- d. 2014-15 Smart **Science** Goal: The Horace May "Free & Reduced" sub-group will increase their proficiency from of 52.9% to 58.9% in the spring of 2015, and to 64.9% in the spring of 2016 as measured by the MCA III Science Test.

GAP Closing Interventions & Efforts:

- 18) The PTO supported my grant request to purchase science lab supplies, which will allow me the ability to travel to classrooms and conduct science labs and demonstrations.
- 19) 21st Century will be incorporating science experiences for the students during their Thursday activity days.
- 20) We have departmentalized in 4th and 5th grade in the area of science to bring a more in-depth overall lesson quality.

Observations To Date: (December 2014)

The number of young people participating in 21st Century is up from approximately 50 students to well over 125 students. This affords us the opportunity to support many more students in the academic areas of math, reading and science.

Our PTO is really stepping up and supporting academic efforts at our school. This has afforded us the opportunity to purchase equipment and supplies that otherwise would not have been possible.

The addition of the math specialist has been a huge strength in our ability to unwrap, explore and teach the new math curriculum, Math Expressions effectively. He has also been incredibly instrumental in our staff developing ELOs as we dissect the State Math Standards. He models lessons, creates and finds SmartBoard lessons, team-teaches, challenges students with enrichment opportunities in the regular classrooms, etc. This has lead to a positive & successful application and delivery of the new mathematics curriculum.

We will closely monitor the winter OLPA scores and combine them with the 2014 Fall MAP test scores to create groups of "bubble" students for supplemental instruction to prepare for the spring of 2015 MCA test in Reading, Mathematics and Science.

NORTHERN ELEMENTARY Closing the Gap

- *The Master Schedule was created with technology blocks to limit testing schedule disruptions for the whole school. Math and reading skills are reinforced daily with technology classes.
- *April Advantage Program focused on math to enhance MCA preparation.
- *Transportation supported American Indian students to participate in 21st century.
- *All 3rd – 5th grade classes used MCA practice tests.
- *Purchased MCA practice workbook for fifth grade. (Third & Fourth were purchased for 2014-2015)
- *Teachers invited to monitor testing sessions to reduce student stress.
- *OLPA was given twice for math. OLPA reading will be given this year.
- * AOM staff is better prepared to teach math.
- *“Bubble” students identified and supported through AOM services prior to MCA.
- *Reading Corp has been continued for primary with the same staff member.
- * Reading Recovery continues with two, new staff members and very successful.
- *Special education students are supported at their IEP goal level to improve skills in math and reading. Special education students use: Reading A-Z, small group instruction with Journeys curriculum, Aimsweb progress monitoring, Mastering Math Facts and Number Worlds programs at the upper levels. Primary uses Headsprout phonics and reading program, Reading A-Z, along with pre-teaching skills for the Journeys curriculum. Math is support with pre-teaching Math Expressions, Moby Max and Xtra Math, as well as Aimsweb progress monitoring. EBD student receive academic and social/emotional support.
- *All students receive reading instruction for informational text through their library classes. Re-teaching and small group instruction has been implemented to support reading skills. *AR 360 is being utilized for more informational text assessments.
- *Differentiation for individual needs is implemented with Daily 5 and Guided Reading programs.
- *4th & 5th grade teachers are departmentalizing with reading and math for instruction.
- *PALS program is beginning to be used at a few grade levels.
- * Implementation of Math Specialist:
 - All students are utilizing some form of web-based math instruction: Xtra Math, Prodigy Math, Khan Academy.
 - Gynzy.com is an on-line teacher resource for SMARTBoards.
- * We no longer have primary Indian Education reading support.

Paul Bunyan Elementary – 2014 - 2015

Closing the Achievement Gap Measures

1. Addition of AOM teacher – our AOM teacher works with students that are struggling with literacy and numeracy, many times these are students that are in one of the subgroups. Our teacher identifies students by AimsWeb scores and by teacher conversations. She is currently working with a total of 46 students.
2. RtI Small Group Meetings – our teachers meet three times per month in small groups of 5/6. The focus is to discuss literacy and numeracy standards, activities that meet those standards, keeping the formative assessment foremost in their minds (what do you want students to know, how do you know they know it, and what do you do if they don't) and finally, to discuss individual student concerns. Teachers share teaching strategies, techniques that help all students learn the standards, by strengthening Tier 1 instruction.
3. Information on literacy - sent home to parents via newsletter to ensure parents are aware of what we are doing and ideas they can do at home to help their child strengthen what is learned in school.

Dr. Hess,

These document relate directly to the program shifts that have been put in place to reduce the achievement gap.

Attachment School Board 1 - direct results from last year's implementation for second semester.

Bottom line: **Green is good** - Excellent results were achieved for the investment that the School Board made.

On left side column are the MAP results from the Spring of 2014 and the right side are the graphs for those same kids the year before - Pink in a sense are our transient kids that need an extra scoop of learning.

Attachments School Board 3 and 2

Bottom line: **Green is good** - shows improvement in the first 80 days of instruction - many students (67%) have already exceeded the established MAP goal for the school year.

The Math 180 and Low MCA math prep classes (students failing the state and local tests by more than 12 points) are making a huge impact on those students - Sue Freeman, a veteran teacher from Walker has a gift to connect with students from this demographic and push them academically. We have also found a nice improvement in their attendance and regular instruction math class grades for the first 90 days of school compared with their 2014.

Respectfully submitted,

Drew Hildenbrand
Bemidji Middle School

Sue Freeman:

Math180 & Low MCA math prep (76 total students enrolled)

Minorities- **46.1%** Free & Reduced- **72.4%**

6th Grade (31 students)

Fall 2014 Math Map Results: **210**

January 2015 Math Map Results: **213**

2014-2015 Attendance out of 88 school days

- Average days absent: **5.5**

2013-2014 Attendance out of 88 school days

- Average days absent: **8.7**

7th Grade (30 students)

Fall 2014 Math Map Results: **216**

January 2015 Math Map Results: **220**

2014-2015 Attendance out of 88 school days

- Average days absent: **3.3**

2013-2014 Attendance out of 88 school days

- Average days absent: **3.1**

8th Grade (15 students)

Fall 2014 Math Map Results: **222**

January 2015 Math Map Results: **223**

2014-2015 Attendance out of 88 school days

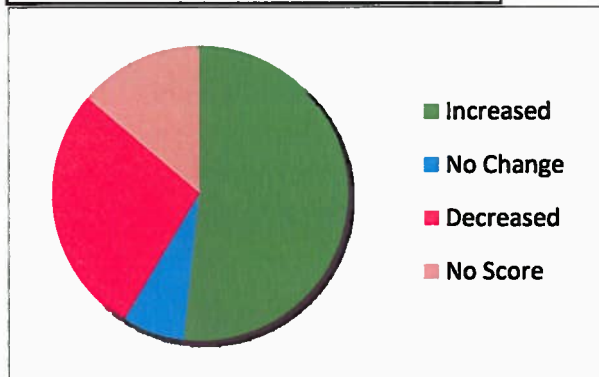
- Average days absent: **3.8**

2013-2014 Attendance out of 88 school days

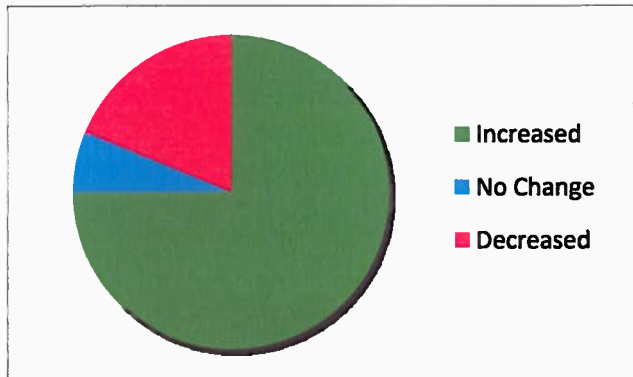
- Average days absent: **5.2**

Sue Freeman:
Math 180 Low MCA math prep (76 total students enrolled)
Minorities - 46.1% Free Reduced - 72.4%

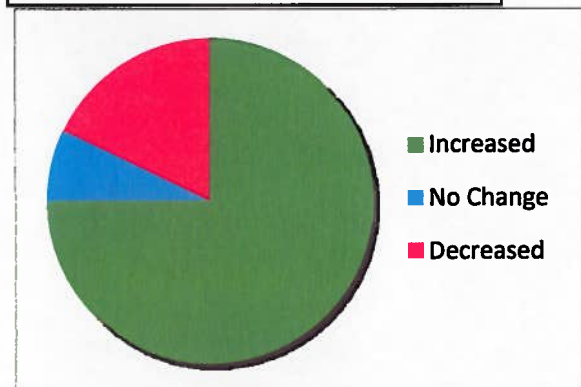
<u>6th Grade 2014-2015</u>		
Increased	15	52%
No Change	2	7%
Decreased	8	28%
No Score	4	14%



<u>8th Grade 2014-2015</u>		
Increased	12	75%
No Change	1	6%
Decreased	3	19%



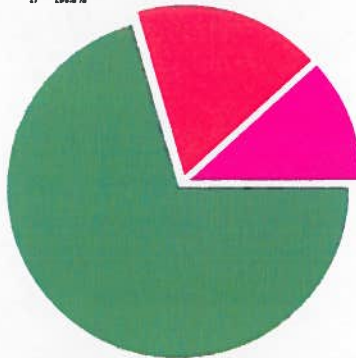
<u>7th Grade 2014-2015</u>		
Increased	21	75%
No Change	2	7%
Decreased	5	18%



Closing the Achievement Gap- BMS

2014 Math 6th

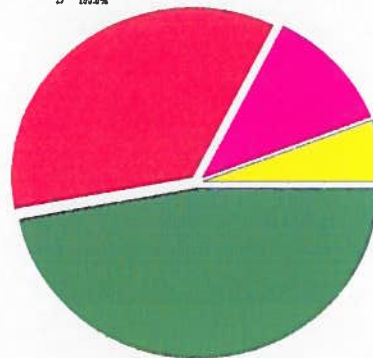
MAP Growth		
Met Growth	12	70.6%
Below Growth	3	17.6%
No Start Season Score	2	11.8%
Total	17	100.0%



Student Demographics: Minorities- 52.9%
Free & Reduced- 64.7%

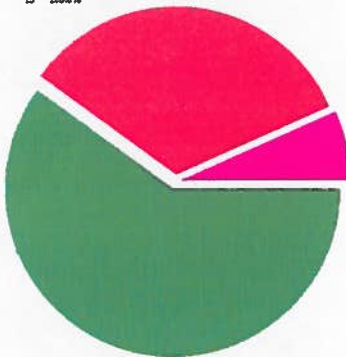
previous year scores (2012-13)

MAP Growth		
Met Growth	8	47.1%
Below Growth	6	35.3%
No Start Season Score	2	11.8%
No End Season Score	1	5.9%
Total	17	100.0%



2014 Math 7th

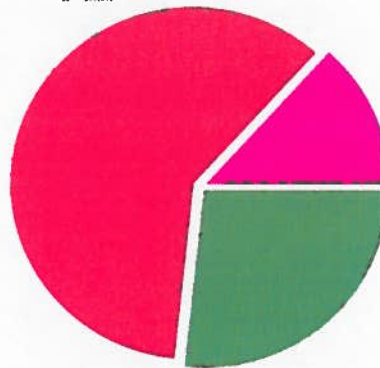
MAP Growth		
Met Growth	9	60.0%
Below Growth	5	33.3%
No Start Season Score	1	6.7%
Total	15	100.0%



Student Demographics: Minorities- 40%
Free & Reduced- 73.3%

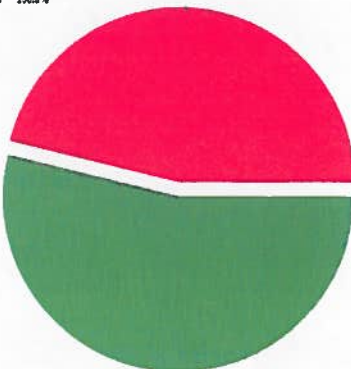
previous year scores (2012-13)

MAP Growth		
Met Growth	4	26.7%
Below Growth	9	60.0%
No Start Season Score	2	13.3%
Total	15	100.0%



2014 Math 8th

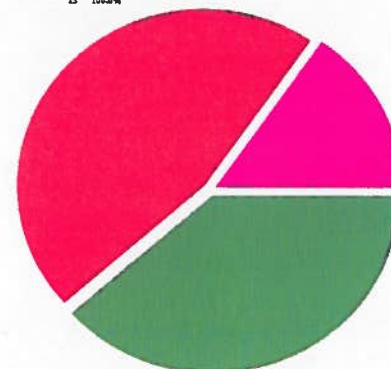
MAP Growth		
Met Growth	7	53.8%
Below Growth	6	46.2%
Total	13	100.0%



Student Demographics: Minorities- 69.2%
Free & Reduced- 69.2%

previous year scores (2012-13)

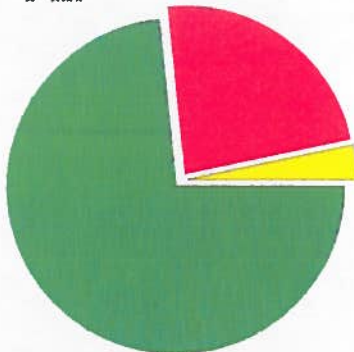
MAP Growth		
Met Growth	8	38.5%
Below Growth	6	46.2%
No Start Season Score	2	15.4%
Total	16	100.0%



Closing the Achievement Gap- BMS

2014 Reading 6th

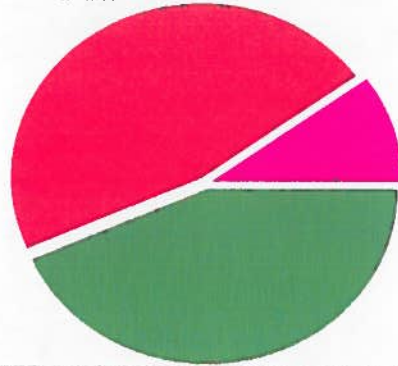
MAP Growth		
Met Growth	22	73.3%
Below Growth	7	23.3%
No Start Season Score	1	3.3%
Total	30	100.0%



Student Demographics: Minorities- 36.7%
Free & Reduced- 70%

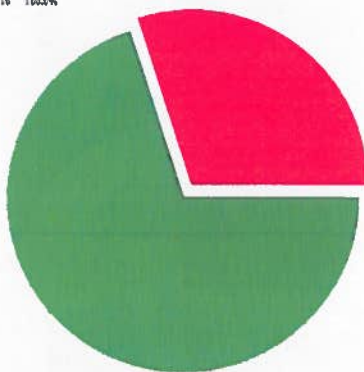
previous year scores (2012-13)

MAP Growth		
Met Growth	13	43.3%
Below Growth	14	46.7%
No Start Season Score	3	10.0%
Total	30	100.0%



2014 Reading 7th

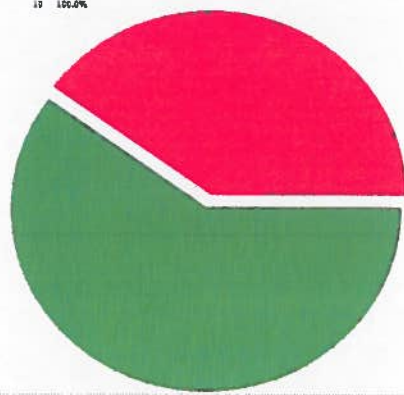
MAP Growth		
Met Growth	7	75.0%
Below Growth	2	30.0%
Total	9	100.0%



Student Demographics: Minorities- 40%
Free & Reduced- 70%

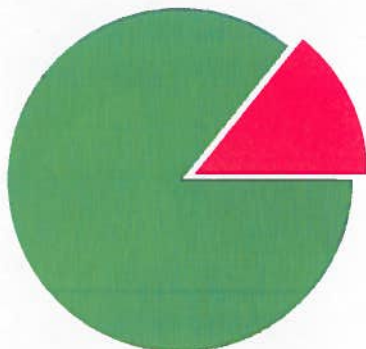
previous year scores (2012-13)

MAP Growth		
Met Growth	6	60.0%
Below Growth	4	40.0%
Total	10	100.0%



2014 Reading 8th

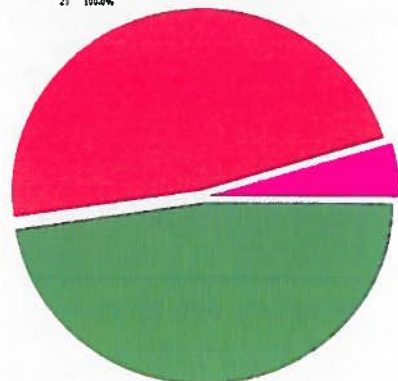
MAP Growth		
Met Growth	18	85.7%
Below Growth	3	14.3%
Total	21	100.0%



Student Demographics: Minorities- 38.1%
Free & Reduced- 66.7%

previous year scores (2012-13)

MAP Growth		
Met Growth	10	47.6%
Below Growth	10	47.6%
No Start Season Score	1	4.8%
Total	21	100.0%




Efforts to Close the Achievement Gap at Bemidji High School
2014-15

Reading MCA Prep Course: Eight tenth grade students were identified through Viewpoint data as being "bubble students," within 10 points of reach of the MCA target score to meet standards in reading. None of these students passed the 10th grade MCA Reading test. However, they made growth, and today, these students are achieving a B grade average in all of their courses. Two students qualified for special education services as this class was used as an intensive intervention for them.


Applied Science Plus (Math MCA Prep): 11 students in their junior year were identified through Viewpoint data as being "bubble students," within 10 points of reach of the MCA target score to meet standards in math. None of these students met MCA cut scores to meet standards, however, Mrs. Deer was able to find each learner's skill level and move them up three grade levels as measured by the STAR assessments which were used as a trial period for Renaissance Learning at the high school. These students are currently midway through their senior year. They have been placed in LHS, or Applied Algebra II, or Tech Math. One student is completing his credits at the AEC.

From:  Ranae Seykora <bhsgoddess@gmail.com>

Thu, Jan 22, 2015 5:16:15 PM 

Subject: Fwd: Efforts to Close the Achievement Gap

To:  James Hess

Attachments:  Attach0.html / Uploaded File 8K
 Efforts to Close the Achievement Gap.pdf / Uploaded File 34K
 Attach1.html / Uploaded File 2K

Good evening, Dr. Hess,

I am sorry this is so late. It was nice to see the mechatronics kids shine today and I am so glad you were there.

Kind regards,
Ranae M. Seykora

Begin forwarded message:

> From: "Ranae Seykora (via Google Docs)" <bhsgoddess@gmail.com>
> Date: January 18, 2015 at 5:01:45 PM CST
> To: bhsgoddess@gmail.com
> Cc: bstefanich@bemidji.k12.mn.us, Brent Colligan@bemidji.k12.mn.us
> Subject: Efforts to Close the Achievement Gap

> Ranae Seykora has attached the following document:

> Efforts to Close the Achievement Gap

> Hi, Brent and Brian,

> Dr. Hess asked us to put a summary together for the Board about the impact of our efforts to close the achievement gap. It is very difficult to measure the results of these classes, as these students continue to strive towards graduation. They did not pass the MCA last year, however, they did make growth. I apologize for the tardiness of this report. It was due the second week of January, but sick kids and a work injury, put me behind in my duties.

> I wrote a brief summary on each of our MCA prep courses. It is difficult to report and maintain confidentiality, because with so few students, giving anecdotal examples could be traced to individuals, and I don't know how our information is going to be distributed. Also, I did not include anything we do outside of these two classes. Should we let them know about other activities that support all learners and increase engagement?

> ie). Weekly Student support team meetings, work experience programs, Keytrain, CNA class implementation, Mechatronics, math sequence change, applied geometry, study hall intervention/tutoring, tech math, chemistry credit recovery module, Native American Song and Dance, Native American History, Native American Art and Culture, Ojibwe Language I & II, Breakfast to Go program, evening meals, 21st Century, change in attendance policy to "may lose credit," additional para support staff for special education needs, Ramp up to Readiness/Homeroom for Career and College Readiness, additional college in high school classes including art, Applied Biology, academic letter winner display, staff trainings with a focus on formative assessments, department chair Book study on the Teenage Brian...

> Thanks for feedback, and I will share the attached document in google drive if you have information to add!

From:  Tami Wesely

Tuesday, January 20, 2015 2:03:46 PM 

Subject: Ach. gap

To:  James Hess

Good Afternoon,

Over the last two years, Solway Schools has been working hard on Closing the Achievement Gap. Although we don't have long-range data to support our efforts, I believe we have made progress. Last school year we hired a math interventionist for the last half of the year. Using the results of the OLPA assessment in math, the teacher along with the Rtl teams determined individual student areas of weakness. She worked with small groups of students on the specific areas. I believe this teacher made significant gains with the students she worked with and was a huge help prior to MCA assessemnts.

We were not to find a qualified half time Math Specialist for Solway School this year. However, Paul Daman from Northern school has made himself available to assist teachers. He is coaching our new 3rd grade teacher and assisting with differentiated instruction ideas in math. He has also helped all the 1-3 teachers by providing resources for intervention and setting them up with online resources. I believe the materials he has provided will help improve instruction and student achievement.

We were fortunated to have our 21st Century after school program back this year. Last year, we were unable to find staff. This year we have 2 teachers and a para working in the program. This should be very beneficial to students.

Some teachers have incorporated the PALS, Peer Assisted Learning program in their classrooms. Others have expressed a desire for training and materials. Number Worlds was purchased for our school. Teachers have attended after school trainings and are eager to use the program.

The Rtl teams become stronger every year. The teams have moved from focusing on individual students to looking at classroom interventions and improving core instruction both of which are essential in closing the achievement gap.

Hope this is helpful.
Tami