

Campus            McCall Elementary  
Principal         Jason Beaty

<b><u>SUCSESSES</u></b>
<ul style="list-style-type: none"> <li>• McCall Elementary 2016 Accountability Rating “Met Standard”</li> <li>• 3<sup>rd</sup> Grade Reading 91% met passing standard</li> <li>• 3<sup>rd</sup> Grade Reading increased the number of students performing at an Advanced level. 34% of students that met the passing standard achieved Advanced level rating</li> <li>• 3<sup>rd</sup> Grade Reading Special Education student group increased those that met standard by 10%</li> <li>• 3<sup>rd</sup> Grade Math increased the number of students performing at an Advanced level. 34% of students that met the passing standard achieved Advanced level rating</li> <li>• 3<sup>rd</sup> Grade Math Hispanic student group improved the number of students performing at an Advanced level by 9%</li> <li>• 4<sup>th</sup> Grade Reading 91% met passing standard</li> <li>• 4<sup>th</sup> Grade Reading Economically Disadvantaged student group increased those that met standard by 19%</li> <li>• 4<sup>th</sup> Grade Reading Hispanic student group increased those that met standard by 16%</li> <li>• 4<sup>th</sup> Grade Reading Special Education student group 83% met passing standard</li> <li>• 4<sup>th</sup> Grade Reading both Hispanic and Special Education student groups improved the number of students performing at an Advanced level by more than 15%</li> <li>• 4<sup>th</sup> Grade Math 88% met passing standard, which is a 3% improvement</li> <li>• 4<sup>th</sup> Grade Math Economically Disadvantaged student group increased those that met passing standard by 4%</li> <li>• 4<sup>th</sup> Grade Math Special Education student group increased those that met passing standard by 50%</li> <li>• 4<sup>th</sup> Grade Math All groups improved the number of students performing at an Advanced level</li> <li>• 4<sup>th</sup> Grade Writing all groups improved the number of students who met the passing standard.</li> <li>• 4<sup>th</sup> Grade Writing Special Education student group improved the number of students meeting passing standard by 50%</li> <li>• 4<sup>th</sup> Grade Writing the number of students performing at an Advanced level improved by 15%</li> <li>• 4<sup>th</sup> Grade Writing Hispanic student group improved the percentage of students performing at an Advanced level by 10%</li> </ul>
<b><u>CHALLENGES</u></b>
<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Grade Math improvement needed with student groups (Eco D, Hispanic, SPED) with overall number of students in these groups meeting or exceeding performance standards</li> <li>• 3<sup>rd</sup> Grade Math Improvement needed with overall number of students meeting or exceeding performance standard</li> <li>• 3<sup>rd</sup> Grade Math improvement needed with student groups (Eco D, Hispanic, SPED) with overall number of students in these groups meeting or exceeding performance standards</li> <li>• 4<sup>th</sup> Grade Reading improvement needed with overall students exceeding performance standards</li> <li>• 4<sup>th</sup> Grade Reading improvement needed with student groups (Eco D, Hispanic, SPED) with overall number of students in these groups meeting or exceeding performance standards</li> <li>• 4<sup>th</sup> Grade Reading improve the number of students making one year of progress and academic growth (Index 2 Student Progress)</li> <li>• 4<sup>th</sup> Grade Math improvement needed with overall students exceeding performance standard</li> </ul>

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- 4<sup>th</sup> Grade Math improve the number of students making one year of progress and academic growth (Index 2 Student Progress)
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#### **WHAT'S NEXT**

- Cooperatively establish Grade level S.M.A.R.T. (Specific, Measurable, Attainable, Realistic, & Time Bound) for Reading, Writing, and Math based on short-term, mid-term, and long-term learning expectations. Use these goals to focus all instructional inquiries, resources needed, professional development both at McCall and with district personnel. These goals have been established and will be evaluated during each grade level's Professional Learning Community (PLC) time.
- Morning Tutorials 7:15-7:45 Kindergarten – Fourth Grade began September 12, 2016 (3<sup>rd</sup> week of school) for all students that have been identified as at-risk.
- Cooperative teacher observation time, "McCall Observing McCall," has been implemented. All professional staff are required to go into two classrooms per six weeks to observe others on our campus. This is an informal observation that will allow professional staff members to see common instructional strategies and other grade level curriculum expectations. This process will allow for collaboration among the professional staff on our campus across grade levels.
- Focused Instruction Time "FIT" has been implemented from 1:40-2:30pm 4 days per week with the 5<sup>th</sup> day being used PLC time. This campus-wide instructional time allows for specific re-teaching and additional instruction. This time will also allow us to improve the rigor of instruction for those students who are already performing at or above grade level.
- Adjusted our recess time from one 30-minute break to two 15-minute breaks, one in the morning and one in the afternoon. Providing the opportunity for students to have multiple breaks without instructional expectations allows to be more them focused when instructional time is required.
- Adjusted our library to allow for students Kindergarten – Fourth Grade to self-checkout books from the library at any time. The library is never closed during school hours and there is no need for students to wait for their scheduled library day to check out a book. Teachers are allowed and encouraged to use the librarian as resource to co-teach lessons and collaborate to extend current lessons beyond what is required.