

# Homecroft

Amy Worden, Principal  
Linda Hagstrom, CIT Teacher

## Celebrations

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

- Strong staff partnerships
- Commitment to reflection and growth
- Improving climate for students and families
- Active parent groups in support of student opportunities



## CIT Members

Name	Role
Linda Hagstrom	K-1 Teacher Leader
Doreen Ruhanen	1-2 Teacher Leader
Terri Micheau	2-3 Teacher Leader
Lori Jackson	4th grade Teacher Leader
Niki Munthe	5th grade Teacher Leader
Amy Worden	Principal



COMPREHENSIVE NEEDS ASSESSMENT

# Data Review

2016-2017 School Goals	Met/Not Met
<p>The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the math (all accountability tests) will increase from 73.3% in 2016 to 77.3% in 2017.</p> <p>**3% is expected change based on starting point.</p>	<p>This goal was not met.</p> <p>This goal was met by just one grade level. Fourth grade went from 81.7% to 88.3%.</p>
<p>The percentage of all students in grades 3-5 at Homecroft School enrolled by October 1 who are proficient on the reading (all accountability tests) will increase from 66.3% in 2016 to 70.3% in 2017.</p> <p>**4% is expected change based on starting point.</p>	<p>This goal was not met.</p> <p>The overall increase was 1.1%.</p>

# Data Review

39 students are new to Homecroft this year. A large group of students moved out of the area with their families, primarily for employment reasons (when data was provided).

Enrollment / Demographics				
	2013-2014	2014-2015	2015-2016	2016-2017
All Students	406	404	426	376
American Indian	1	2	2	1
Asian	3	1	1	2
Hispanic	6	4	7	5
Black	0	2	2	4
White	384	384	401	352
More than one race	12	11	13	12
English Learner	1	1	0	2
Special Education	32	35	31	19
Free or Reduced Lunch	86	99	95	90

## Data Review Academic

Reading Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
<b>All Students</b>	72.1%	64.6%	66.3%	67.4%
<b>American Indian</b>				
<b>Asian</b>				
<b>Hispanic</b>				
<b>Black</b>				
<b>White</b>	72.0%	62.8%	65.6%	66.5%
<b>Two or more races</b>				
<b>Special Education</b>	28.6%	25%	25%	23.1%
<b>Free or Reduced Lunch</b>	57.8%	57.4%	54.9%	61.2%

## Data Review Academic

Math Proficiency By Student Group				
	2013-2014	2014-2015	2015-2016	2016-2017
<b>All Students</b>	71.6%	78.4%	73.3%	68.9%
<b>American Indian</b>				
<b>Asian</b>				
<b>Hispanic</b>				
<b>Black</b>				
<b>White</b>	72%	78.2%	73%	69.8%
<b>Two or more races</b>				
<b>Special Education</b>	23.8%	36.8%	25%	23.1%
<b>Free or Reduced Lunch</b>	62.2%	68.1%	62.7%	53.1%

## Data Review Academic

Reading Proficiency By Grade				
	2013-2014	2014-2015	2015-2016	2016-2017
<b>3</b>	65.3%	62.5%	65.6%	57.7%
<b>4</b>	74.6%	55.8%	71.7%	75.0%
<b>5</b>	77.1%	77.4%	63.0%	71.2%
Math Proficiency By Grade				
Grade	2013-2014	2014-2015	2015-2016	2016-2017
<b>3</b>	70.8%	73.2%	75.4%	71.8%
<b>4</b>	74.6%	77.9%	81.7%	88.3%
<b>5</b>	70%	83.6%	65.4%	45.8%

## Data Review Academic

Reading Growth 2016-2017	Low	Medium	High
<b>Proficient</b>	15.9%	21.7%	20.3%
<b>Not Proficient</b>	11.6%	12.3%	18.1%

Math Growth 2016-2017	Low	Medium	High
<b>Proficient</b>	12.3%	34.8%	26.8%
<b>Not Proficient</b>	8.7%	8.7%	8.7%

# Data Review

## Perception, Program, Fidelity

Using data from the principal feedback survey, staff report a sense of trust and an overall collaborative culture. The environment supports sharing of ideas and acknowledgement of individual and group contributions.

Our school has created a homegrown version of PBIS with five core values: safe, respectful, responsible, kind, and curious. Staff are teaching expected behaviors, and assemblies are planned. School-wide incentive tickets known as Hornet Bucks are available to students to promote and acknowledge good choices. Data is not yet available.

Using the Balanced Literacy Implementation Survey, 100% of staff reported they are actively working implement or enhance Interactive Read-Aloud, Shared Reading, Guided Reading, Independent Reading, Word Study and Writing blocks within their instructional plan. Walkthrough data indicates 33% of staff are implementing with fidelity as described by the ISD709 Balanced Literacy Walkthrough table.

## Summary of CNA

### Successes:

Attendance rates remain positive overall.

Overall reading proficiency rates for our FRP students are improving.

Grade 4 overall reading and math proficiency continues to rise.

Over 50% of students made high growth in math between grade 3 and 4 as measured by the MCA assessments.

Based on the most current cohort, 10% more students were proficient from Gr. 3 to Gr. 5 in MCA reading.

### Prioritized Concerns:

**In grades 3-5, overall proficiency trend lines for achievement remain flat or decline.**

Reading proficiency was 70.6% in 2013 and 67.4% in 2017. (District 56.5% in 2013 and 64.7% in 2017)

Math proficiency was 74.4% in 2013 and 68.9% in 2017. (District 47.7% in 2013 and 59.7% in 2017)

Science proficiency was 76% in 2013 and 67.8% in 2017. (District 58.8% in 2013 and 63.8% in 2017)

**Proficiency for most current cohort fell from 81.7% to 45.8% in math from Gr. 4 to Gr. 5 as measured by MCA assessment.**

Class #1 - 45.2% Proficiency Class #2 - 43.3% Proficiency

87.6 % expected/high growth 2016, 11.8% expected/high growth 2017

The average fifth grade math proficiency level in the district dropped from 59.8% to 58.8%.

The state average in math proficiency in grade 5 is 58.2%

Two of nine elementary schools in ISD709 saw gains from grade 4 to 5 in math.

# School Goals 2017-2018



Third Grade Reading Proficiency: By Spring 2018, the percentage of students who meet or exceeds standards in reading will increase from 57.7 % to 64.7% as measured by the MCA-III Reading.

Reduce the Achievement Gap: By Spring 2018, the reading proficiency of students who are enrolled October 1 and are receiving FRP meals will increase from 61.2% to 65.2% as measured by the MCA-III Reading.

Reduce the Achievement Gap: By Spring 2018, the math proficiency of students who are enrolled October 1 and are receiving FRP meals will increase from 53.1% to 57.1% as measured by the MCA-III Math.

Kindergarten Readiness: By Fall 2018, the percentage of students who are on-track for beginning reading skills will increase from 46% to 60% as measured by FAST earlyReading.

- In 2016, 62% of students entering Kindergarten were on track for beginning reading skills.
- In 2017, 46% of students entering Kindergarten were on track for beginning reading skills.

## School Action Plan

### Initiatives

Additional training and focus in the areas of:

- Balanced Literacy implementation, reducing teacher directed reading and learning, adherence to group size and focus as noted on district grid
- Frequent formative assessment in the areas of mathematics and intervention strategies to bolster number sense
- Implementation of a meaningful and intentional WIN instructional plan
- Support for “Early Fives” who enroll in kindergarten but lack readiness/prior school experiences

### Instructional Practices (Practice Profile Focus)

*Balanced Literacy Instructional Planning*

*Practice Profile: Whole Group Reading*

*CIT will review newly developed practice profile. Teams will identify needed training and supports. Peer walkthroughs will begin. Literacy coaching will be provided as needed.*

Any questions?

