

Carriage Hill - **Directions**: Use dashboards to Identify, Describe, and Evaluate the assessment data (Tier I focus), set goals based on greatest need, develop actions addressing needs; learn.
I: Identify (at least 2 common data sets): CSA, NeSA 3-6, Terra Nova 3, 5,
D: Describe (briefly) what students’ outcomes in these data sets are telling you:

- Reading: Strengths-NeSA-R all grades, K-2 Guided reading, CSA black subgroup Areas for Improvement-3-6 Guided Reading, Terra Nova special education subgroup, CSA special education subgroup
- Math: Strengths-Terra Nova Grade 5, NeSA-M grades 3-5, CSA black and special education subgroup Areas for Improvement-Terra Nova Grade 3 5/7 subgroups, NeSA-M grade 6
- Writing: Strengths-CSA kindergarten Areas for Improvement Areas for Improvement-CSA Grade 1 & 2, NeSA-W decrease

Goal: Our goal is to improve instruction in the areas of Marzano Design Questions 2, 3, 5, 6, 7, 8, 9
Carriage Hill Elementary School Improvement Plan

<div>E: Evaluate: by posing questions that address concerns about students' outcomes and what adult actions (evidence based strategies) might improve those outcomes. Basically, why are you seeing the outcomes you are seeing?</div> <div>Questions lead to actions...</div>	<div>A: Act by participating in professional learning and Professional Learning Communities (PLCs) to positively impact student achievement. Then, identify, plan, and implement evidence based instructional strategies, activities, &/or interventions, with fidelity.</div> <div>“Teachers and students go hand in hand as learners or they don’t go at all” (Barth, 2001).</div> <div>Professional learning of teachers – improving what they do day-to-day</div>	<div>Staff Responsible</div>	<div>Budget Responsibility</div>	<div>Professional Development</div> <div>Topics/Activities</div> <div>AND</div> <div>Timeline</div>	<div>L: Learn: by monitoring students' progress quarterly and by reflecting on your commitment to your action plan (professional learning & its impact on students' achievement).</div> <div>What worked, what didn’t, and what next?</div> <div>How do you know if professional learning is positively impacting achievement?</div>
<div><ul style="list-style-type: none">• Reading<ul style="list-style-type: none">• Are we preparing our K-2 students to be successful transitional readers?• Why are GR levels for 3rd and 4th graders lower than all other grade levels?• What strategies can we put in place to help SE subgroup on assessments?• How can we continue to maintain or make growth in NeSA-R• Math<ul style="list-style-type: none">• Why did fourth grade cohort data decrease 7% when district increased by 6%?• What caused an 11% decrease in G&M?• Writing<ul style="list-style-type: none">• If we continue to see drops in K-2, how does this affect 306?• Are we preparing each grade level for the next?• Do we need to be more indicator based in writing?• What are other districts using for curricular resources & assessments?• Why isn’t writing matching reading?• What part does student engagement play in writing?</div>	<div><ul style="list-style-type: none">• Monthly Marzano staff development training on the Design Questions in the Art and Science of teaching• Book study on The Art and Science of Teaching• Sharing of evidence of implementation of design questions at staff meetings• Coaching walkthroughs and feedback aligned with monthly design question• Progress monitor students using AIMS web for reading and math every 10 days. Use progress monitoring data to make decisions on interventions and core instruction.• Pilot the use of the Leveled Literacy Intervention as core instruction for Tier some 1+, II, and III students in Grade 4-6• Jump Start home visits (kindergarten)• Design Question Lesson Study• Family literacy events• Morning Math and muffins parent involvement• Home Resources and materials</div>	<div>All staff</div> <div>All staff</div> <div>All staff</div> <div>Coaches and Prinipal</div> <div>Classroom, special education, and ELL teachers</div> <div>Classroom & special education teachers Kindergarten Team</div> <div>Coaches and all staff</div> <div>Title 1 teacher & Literacy Coach</div> <div>Classroom teachers & math coach</div> <div>Title 1 teacher and Literacy Coach</div>	<div>Title 1</div> <div>Title 1</div> <div>No cost</div> <div>No cost</div> <div>Title 1</div> <div>Title 1</div> <div>Title 1</div> <div>Title 1</div> <div>Title 1</div> <div>Title 1</div>	<div>Sept. :<ul style="list-style-type: none">• High all staff Training</div> <div>Oct.</div> <div>Nov.<ul style="list-style-type: none">• Marzano All staff Training</div> <div>Dec.<ul style="list-style-type: none">• Marzano Coach Training</div> <div>Jan.<ul style="list-style-type: none">• Marzano all staff training• Marzano Coach Training</div> <div>Feb.<ul style="list-style-type: none">• Marzano all staff training</div> <div>Mar.<ul style="list-style-type: none">• Marzano all staff training</div> <div>Apr.<ul style="list-style-type: none">• Marzano all staff training</div>	<div>Reflect qualitatively – on a quarterly basis:</div> <div><ul style="list-style-type: none">••••</div>