2015-16
Ewing Young Elementary School
School Improvement Plan

NEWBERG
PUBLIC SCHOOLS

INSPIRE. INNOVATE. SUCCEED.

Vision

Newberg School District students will graduate with the knowledge and skills needed to be successful, contributing citizens of the 21st Century.

Mission

In partnership with parents and our community, the Newberg School District will educate all students to achieve their full potential as knowledgeable, self-assured citizens ready for college and/or careers.

School Narrative:

Nestled in the western corner of Newberg School District attendance boundary, Ewing Young Elementary is the smallest and most unique K-5 school in our district. Having the largest attendance zone, our students come to school by bus or parent transportation, traveling from within Newberg, Hillsboro, Gaston, and areas within Yamhill County.

Having a common passion for science, over the past three years, our school's focus has been directed toward creating an integrated, STEM-focused learning experience for our students. With the support of our district's STEM TOSA, our teachers have been working collaboratively to create and revise STEM units and lessons that are based upon engineering design principles. Our parents have been very supportive of our focus, dedicating financial support from fundraisers that have helped our school to purchase STEM resources and technology that bolster classroom instruction and student learning. As we pursued our quest of becoming a STEM-focused school, we realized that this process takes dedicated time, energy, and concentration. As a result, in order to maintain a collective focus, we made a conscious decision to embed STEM into our school improvement goals whenever possible.

Accomplishments & Points of Pride

One of the first points of pride identified by our Site Council is that Ewing Young has a special "small town" feel that is inviting. The council believes that Ewing Young is a calm, productive, healthy-sized institution that is conducive to meeting the needs of all its students. The principal and teachers are attentive to students in all areas including the classroom, the playground, on field trips, etc. Parent volunteers are highly involved and are committed to the success of staff and students. There is an openness between the staff and parents--teacher cooperation is "above excellent." The Ewing Young Staff collaborates well, supports each other, and shares their expertise openly. The staff is committed to helping students reach their full potential and works diligently to stay in the forefront of technology, innovation, and creativity.

Specific points of pride and accomplishments include:

1. Student engagement level is high: STEM activities have students excited about learning and they are spending a lot of time talking (communicating) about their learning.
2. Student creativity and collaboration are high: again, STEM activities bring these "C's" into the classroom naturally. While our student survey indicates there is work to do in the area of citizenship during STEM time, collaboration and communication IS happening effectively.
3. Our data indicates that boys are performing better in academic areas that they were a few years ago.
4. Ewing Young is well-equipped with technology to ensure its students are working on 21st century skills necessary for a successful future.
5. Ewing Young has a supportive student body. Students take care of each other and take pride in helping their peers be successful.
6. Although this is not true at each grade level, most have a good teacher/student ratio.
7. The school efficiently identifies students needing additional help and puts programs and processes into play to help these students.
8. Communication is good. The weekly updates help parents stay informed and provides ways for them to stay involved.
9. There are pockets of students in the building that are scoring at a high level academically. These are not always noticed when looking at the data in terms of ratios. Learning is differentiated and based on student needs.
10. Ewing Young has consistently had state ratings that are above average.

<u>Strategic Plan Priority #1</u>: Provide a high-quality, well-rounded, healthy educational experience to all students that is engaging, rigorous, and culturally relevant

and

<u>Strategic Plan Priority #3</u>: Ensure that every classroom has a high-quality, effective educator supported by strong leadership and staff

Goal: 3rd Grade Reading LEARN TO READ!		**District**	**School**
2014-15 Achievement	Graduating Class of 2024	54.5%	54.2%
2015-16 Goal	Graduating Class of 2025		85%
2015-16 Achievement	Graduating Class of 2025		
2020 District Goal	Graduating Class of 2029	90 %	90 %

Data indicator and Source: Oregon State Assessment (SBAC) – Achievement Data (ODE)

I. **Ewing Young Reading Goal:** Ready to Read by Third Grade

By the Winter screening assessment, 50% of the students performing below the 20th percentile on the Fall screening assessment will increase to the 21st-40th percentile as measured by FAST progress mid-year screening assessments.

By Spring Break, 50% of the students performing below the 20th percentile on the Winter screening assessment will increase to the 21st-40th percentile as measured by FAST progress mid-year screening assessments.

Based upon analysis of our evidence, what are some concerns about student learning?

- Students who struggle in kindergarten and first grade often continue to struggle throughout elementary school.
- Many students require explicit and systematic phonics instruction to be successful decoders and encoders.
- Students with the highest needs often need more support than the school can give.
- Parents often do not have the skills or knowledge necessary to appropriately help their students, especially when their needs are great.
- Students need mastery of all subskills (foundational skills) included in early reading: phonemic awareness, phonics, and fluency, which includes reading sight words, reading at an appropriate pace, reading with expression, and understanding what is being read.

What evidence supports these concerns?

- Research backs up the fact that students who are not at grade level in reading by third grade will continue to be behind their peers throughout their education.
- Our own school data reflects these concerns.
- Parents who attend our conferences often ask for suggestions for strategies to help with their children at home.
- The ELA curriculum we have used in the past has not always been followed as the scope and sequence would suggest.
- The ELA curriculum we have used in the past did not have clear guidance for teachers in remedial instruction.
- There are several subskills that need to be mastered as beginning readers in order to become a fluent readers.

What strengths in student learning are there to build upon?

- Students are motivated to learn to read.
- We currently have a new ELA curriculum to pilot that has an explicit and systematic program for phonics instruction.
- We currently have a new ELA curriculum to pilot that has frequent check-ins for success and remedial material for students who are struggling.
- All students are capable of learning to read.

Of these concerns, what is the specific student learning priority to be addressed?

Focusing on all subskills (foundational skills) included in early reading: phonemic awareness, phonics, and fluency, which includes reading sight words, reading at an appropriate pace, reading with expression, and understanding what is being read.

Why this one over others?

We believe this will help us reach our goal of moving our struggling readers above the 50th percentile.

3rd Grade Reading - Teaching Practice Priority

What areas of teaching practice might make a difference with the identified student learning priority?

- Intentional teaching and understanding of the new curriculum we are piloting (Amplify)
- Having high expectations for all students
- Including additional time for reading block and skills instruction
- Small flexible groupings that focus on lagging skills
- Engaging students in 21st century skills (critical thinking and reasoning, collaboration and communication, citizenship, creativity)
- Locating technology applications that would help in these areas
- Parent communication to involve and train parents to help students with lagging skills at home
- Understanding the importance of and focusing on specific phonemic awareness and phonics skills in kindergarten and first grade

What current teaching practices support student learning in the identified area of priority?

- Specific programs for areas of concern like ERI, Great Leaps, Read Naturally, etc.
    - Small flexible groupings that focus on lagging skills

What current teaching practices hinder student learning in the identified area of priority?

- not being skills focused enough at the lower grades
- not providing enough time on skills instruction; moving ahead before skills are mastered
- not communicating enough with parents about the importance of specific skills being taught
- lack of specific scaffolding techniques and curriculum that targets these areas
- lack of opportunities to build background knowledge

Of these concerns, what is the specific teaching practice priority to be addressed?

Understanding of the foundational content and intentional teaching using the piloted curriculum that includes a greater emphasis on listening and learning and specifically targets and meets instruction in the foundational skills at grades K-3.

Why this one over others?

We believe understanding the foundational content and teaching it intentionally can potentially make a measurable difference in student success. Also, it fits with our goals as an Innovation Team.

3rd Grade Reading - Theory of Action & Evidence of Success

Strategies:

If we provide professional development and implement strategies following the CKLA explicit instruction of phonemic awareness and phonics, then our teachers, with support of parents, will we be able to successfully provide scaffolded instruction in which students successfully apply these skills to their reading.

We will include:

- Teachers in Grades K-2 meet with parents of students falling in the 40 percentile and under to teach them strategies to support their skill development.
- Release time for Innovation Teams to investigate creative ways to integrate technology in the ELA classroom.
- Use of technology for instruction to model phonemic awareness, phonics. and technology apps for student learning and practice.
- Decodable books for small group reinforcement
- Use of data to determine push-in and pull-out support by EA and general education teachers using CKLA Pausing Points and remedial curriculum
- Explicit instruction of phonics, using a clear scope and sequence.
- Irregularly spelled words taught with differentiated strategies using Core Knowledge approach.
- Heavy emphasis on non-fiction, high interest and higher level questioning presented during read-alouds.
- Intentional instruction of Tier II vocabulary taught using CODE strategies to teach for meaning.
- Emphasis on and review of academic vocabulary
- Emphasis on spoken language, prior to transfer to writing.
- Use of engagement strategies and materials that will accommodate different learning styles
- Partner with NHS basketball program to host family reading night

Area of Change	Teaching Practice - Look-Fors	Student Learning
What is evidence of success? How will this evidence be measured?	**Which teaching practices, and for which teachers, will we expect to see change as a result of our area of focus?**	**Which indicators of student learning will we see change as a result of our area of focus?**
Foundational scores on MAP and FAST as well as progress monitoring scores will improve for all students.	K-3 teachers will focus more on foundational skills using a more explicit and synthetic approach to phonics. All teachers will differentiate to help lagging and excelling students.	Students are aware they are capable of success when individual dignity, cultural awareness, and the right conditions for learning exist.
Attendance in Professional Development offered by curriculum trainers; PLC collaboration; observation	Teachers understand the CKLA content to be taught and the learning targets are clear.	Students are aware of learning targets. Learning and the construction of meaning is an active process.

Observation	All teachers will be actively engaged in the learning and engaging their students in 21st century skills.	Students will be engaged in learning that is relevant and constructing new meaning through active processes.
Evidence of Assessment methods will be observed.	Assessments will be administered on an on-going basis using a variety of assessment methods. Students will be provided clear, specific feedback.	Students will be informed of their growth and goals.

<u>Strategic Plan Priority #1</u>: Provide a high-quality, well-rounded, healthy educational experience to all students that is engaging, rigorous, and culturally relevant

and

<u>Strategic Plan Priority #3</u>: Ensure that every classroom has a high-quality, effective educator supported by strong leadership and staff

Goal: 5th Grade Math LEARN TO REASON!		**District**	**School**
2014-15 Achievement	Graduating Class of 2022	50.7%	68.8%
2015-16 Goal	Graduating Class of 2023		75%
2015-16 Achievement	Graduating Class of 2023		
2020 District Goal	Graduating Class of 2027	90 %	90 %

Data indicator and Source: Oregon State Assessment (SBAC) – Achievement Data (ODE)

II. **Ewing Young Math Goal Area:** Fifth Grade Math Problem Solving Fractions

In the area of Learning to Reason, by the end of the 2015-16 school year, 75% of fifth grade students will be proficient problem solvers as measured by 5th grade teacher report card standards "Solves problems using fractions."

Based upon analysis of our evidence, what are some concerns about student learning?

- Lagging Foundational Math Skills
- Learners need multiple opportunities to explore, practice, connect, and apply ideas through hands-on, relevant, and real-world learning experiences.
- Relevance, rigor, and relationships need to be key in order to motivate and engage students in learning.

What evidence supports these concerns?

- Number Sense and Operations- Demo Understanding of Place Value System 17:32 at level 1-2
- Number Sense and Operations- Solves Word Problems With Fractions 19:32 at level 1-2
- Number Sense and Operations- Multiplies Fractions 14:32 at level 1-2
- Number Sense and Operations- Divides Fractions 16:32 at level 1-2
- Number Sense and Operations- +/- Fractions with Unlike Denominators 13:32 at level 1-2

FALL '15 MAP Data: Fractions Numbers and Operations- Fractions

Number of Students:	**3rd Grade**	**4th Grade**	**5th Grade**
20% and Below	**1**	**1**	**3**
21-40%	**2**	**1**	**4**
41-64%	**15**	**8**	**7**
65-84%	**12**	**9**	**17**
85% and Above	**6**	**3**	**3**

What strengths in student learning are there to build upon?

- There are 20 out of 34 that are above 60% in 5th grade
- Students have been involved in well-established STEM units that integrate and apply mathematics
- Students at grades 3-5 have technology available to them at school
- Students are motivated to learn and enjoy applying math

Of these concerns, what is the specific student learning priority to be addressed?

Solving real-world problems using fractions.

Why this one over others?

- Our data shows this as being one of our lagging skills.
- This is a difficult concept developmentally for our students.

5th Grade Math - Teaching Practice Priority

What areas of teaching practice might make a difference with the identified student learning priority:

- Provide experiences in help students to solve problems using fractions.
- Assist students in developing models to help them to solve problems.
- Engaging students in higher-level math discussions: teacher to student and student to student.
- Scaffolding instruction in order to help students to make sense of the problem, make conjectures and plan a solution, analyze information and data, and evaluate and justify their solutions.
- Providing strategies to help students to communicate their solutions and explain their reasoning.
- Questioning students to explain relationships, interpret data, create models, and connect multiple representations.
- Guide students to construct viable arguments and critique the reasoning of others.

What current teaching practices support student learning in the identified area of priority?

- Provide experiences in help students to solve problems using fractions.
- Assist students in developing models to help them to solve problems.
- Guiding student to construct viable arguments.
- Providing strategies to help students communicate their solutions and explain their reasoning.

What current teaching practices hinder student learning in the identified area of priority?

- Limiting the time for students to have higher levels of discourse.
- Using a limited number of scaffolding strategies to support students with low academic, or language skills.

Of these concerns, what is the specific teaching practice priority to be addressed?

- Engaging students in high levels of discourse (teacher to student or student to student);
- Using scaffolding strategies to assist students solving problems, communicating and justifying their solutions.

Why this one over others?

We feel that these practices will help our students to be proficient problem solvers and apply these skills and strategies across other domains.

5th Grade Math - Theory of Action & Evidence of Success

If we provide professional development and implement strategies showing examples of how to engage all students in math problem solving using fractions, then our teachers will we be able to successfully provide scaffolded instruction in which students independently demonstrate and apply strategies and applications to solving problems which involve adding, subtracting, multiplying and dividing fractions.

We Will:

- Provide experiences in help students to solve problems using fractions.
- Assist students in developing models to help them to solve problems.
- Engaging students in higher-level math discussions: teacher to student and student to student.
- Scaffolding instruction in order to help students to make sense of the problem, make conjectures and plan a solution, analyze information and data, and evaluate and justify their solutions.
- Providing strategies to help students to communicate their solutions and explain their reasoning.
- Questioning students to explain relationships, interpret data, create models, and connect multiple representations.
- Guide students to construct viable arguments and critique the reasoning of others.
    - Communicate to students the instructional learning target prior to instruction.
    - Provide Innovation Teams release time to investigate creative ways to integrate technology in the in the area of fractions and problem solving.
    - Integrate technology apps into instruction and STEM lessons that specifically teach fractions concepts.
    - Integrate fractions concepts into cross-curricular (including PE and Music) lessons throughout the school year, providing professional development for teachers.
    - Allow students to practice fraction concepts and problem solving involving fractions, assisting them in the development of models to help them in problem solving using fractions.
    - Model during instruction using technology apps in order to help students to develop computational thinking and application in solving problems.
    - Model for students, helping them to construct viable arguments and critiquing the reasoning of others.
    - Model for students and expose them to problem solving experiences that help them to make sense of problems and persevere to solve them.

Area of Change	Teaching Practice--Look-Fors	Student Learning
What is evidence of success? How will this evidence be measured?	**Which teaching practices, and for which teachers, will we expect to see change as a result of our area of focus?**	**Which indicators of student learning will we see change as a result of our area of focus?**
Attendance in Professional Development offered by curriculum trainers; PLC collaboration; observation	Teachers will provide meaningful activities that integrate lesson concepts.	Learners will have multiple opportunities to explore, practice, connect, and apply ideas through hands-on, relevant, and real-world learning experiences.
Attendance in Professional Development offered by curriculum trainers; PLC collaboration; observation	Lessons will be rigorous, include cognitively complex tasks, and encourage application across content areas and beyond the classroom.	Students will be motivated and engaged in learning due to the rigor and relevance of instruction.
PLC Collaboration and observation	Teachers will utilize questioning strategies that stimulate discussion.	Learning will be seen by students as an active process.
Observation	Lesson objectives will be clearly supported by lesson delivery.	Students will be clear about the learning targets.

<u>Strategic Plan Priority #1</u>: Provide a high-quality, well-rounded, healthy educational experience to all students that is engaging, rigorous, and culturally relevant

and

<u>Strategic Plan Priority #3</u>: Ensure that every classroom has a high-quality, effective educator supported by strong leadership and staff

Goal: Ready for Middle School READ & REASON TO LEARN!		**District**	**School**
2014-15 Achievement	Graduating Class of 2022	37.1%	22.5%
2015-16 Goal	Graduating Class of 2023		85%
2015-16 Achievement	Graduation Class of 2023		
2020 District Goal	**Graduating Class of 2027**		90%

Data indicator: % 5th graders earning all 3s/4s in Reading on end of year report card

III. **Ewing Young Goal Area:** Ready for Middle School--Reading to Learn

By the end of the 2015-17 school year, 85% of students school-wide will score proficient in ideas and content on a persuasive/opinion writing prompt by stating a claim, supporting the claim with evidence, and justifying their reasoning with explanations as measured by the Spring district writing assessment scored using the Oregon State Scoring Guide.

Based upon analysis of our evidence, what are some concerns about student learning?

- The implementation of the CCSS has brought about an unprecedented emphasis on writing an argument.
- This kind of learning requires higher level thinking skills.
- Writing well is a more difficult skill than reading or speaking.
- Although we have been teaching the argument mode of writing, we do not have an established curriculum for teaching this.

What evidence supports these concerns?

- MAPS Report data and Smarter Balanced data

What strengths in student learning are there to build upon?

- STEM writing lends itself well to argument writing.
- Argument writing in science can potentially be motivating to students.
- Students have had prior experiences in the CCSS shifts in math and literacy that will give them some prior knowledge.

Of these concerns, what is the specific student learning priority to be addressed?

Students can state a claim, supporting the claim with evidence, and justify their reasoning with evidence from a source(s).

Why this one over others?

Because this is one of the highest priorities of the CCSS and will prepare them for College and Career.

Ready for Middle School - Teaching Practice Priority

What areas of teaching practice might make a difference with the identified priority for student learning?

- Teaching specifically to the argument mode
- Working with students to cite evidence from texts, experiments, data, etc.
- Teaching students how to make a claim
- Giving students lots of opportunity with complex text
- Teaching students habits of mind through scaffolding so they can deal with complex text
- Teacher discourse along with peer discourse to establish this skill

What current teaching practices support student learning in the identified area of priority?

- Interpreting data
- Guiding students through higher-level thinking sequences
- Teaching established STEM lessons
- Targeting lessons that teach to math principles
- Using an ELA curriculum in that provides rigorous and complex text

What current teaching practices hinder student learning in the identified area of priority?

- Not enough strategies are being used to facilitate student discourse
- We are still developing scaffolding strategies to include all students
- We are still developing strategies to include ALL students in discourse around the 5 Cs

Of these concerns, what is the specific teaching practice priority to be addressed?

- Developing strategies to motivate and engage ALL students (teacher to student and student to student) in discourse (teacher to student and student to student) around the 5 Cs
- Scaffolding strategies to make learning accessible to all students

Why this one over others?

These practices are absolutes that will help us reach are goal.

Ready for Middle School - Theory of Action & Evidence of Success

If we provide professional development showing examples of how to engage all students in reading, math and STEM learning experiences involving analysis (text or data), citing evidence, justification of answers, supporting students with higher level questioning and effective questioning strategies, use of sentence starters, and scaffolding in order to support students in using critical thinking application of writing strategies in their arguments, then our teachers will be able to successfully provide scaffolded instruction in which students independently demonstrate they have engaged in higher level thinking, analysis (text and data), citing evidence, and using effective strategies to write using a persuasive writing modality.

We Will:

- Provide this professional development – best practices in teaching persuasive writing.
- Provide scaffolding strategies in reading, writing, math and STEM to allow ELL and struggling readers and mathematicians to access grade level curriculum during STEM and literacy activities.
- Provide engaging instruction that includes higher level discourse that is directed between teacher and student and student and student.
- Outline grade level expectations in teaching persuasive writing.
- Determine the most effective writing strategies that help students to effectively write in the persuasive mode.
- Model behaviors of scientists and model how to analyze data using a framework.
- Create reading and STEM learning opportunities for students to experience data collection, making a claim and supporting with evidence.
- Model for students helping them to construct viable arguments and critiquing the reasoning of others.
- Model for students the best writing strategies that will assist them in writing persuasive arguments.
- Create anchor posters across our grades that teachers can use to teach the applicable strategies in math, reading and STEM, posting them in classrooms for students to access.
- Collect classroom observation data on students to record higher-level thinking and discourse.
- Score students writing using the persuasive mode three times during the year.
- Participate as a school-wide "Innovation Team"

Area of Change	Teaching Practice	Student Learning
What is evidence of success? How will this evidence be measured?	**Which teaching practices, and for which teachers, will we expect to see change as a result of our area of focus?**	**Which indicators of student learning will we see change as a result of our area of focus?**

Peer planning and critiquing during PLCs	Lessons are rigorous, include cognitively complex tasks, and encourage application across content areas and beyond the classroom.	Students are engaged in the learning and applying the learning in relevant ways.
Classroom observation	Teachers utilizes questioning strategies that stimulate discussion. Objectives are clearly supported by lesson delivery.	Learning is seen by students as an active process. Students will be clear about the learning targets.
Peer planning and critiquing during PLCs	Teachers provides meaningful activities that integrate lesson concepts with language development opportunities for reading, writing, listening, and speaking.	Students are engaged in all domains of learning.

<u>Strategic Plan Priority #2</u>: Build strong relationships with families, community, and students to promote trust, support, and collective responsibility for student success.

Based upon analysis of our evidence, what are some concerns about student learning related to community & family engagement?

- We need to bolster communication with our parents and community, involving them in classroom and student learning activities.
- We need to communicate with parents the current levels and abilities of their children, and provide parents with tools to support their children at home.
- We need to consolidate our communications and use similar communication tools.
- We need to include parents and our local community and national support resources in our STEM units and lessons.

What evidence supports these concerns?

- 74% of parents indicated "favorable" responses for feeling "well informed about my child's school life" (75% NSD comparison).
- 84% of parents indicated "favorable" responses for "understanding academic expectations for my child" (87% NSD comparison)
- 84%% of parents indicated "favorable" responses for "knowing where to get information when I need it". (86% for NSD
- comparison).
- 77% of parents indicated "favorable" responses for "being very clear what the teacher(s) expect of my child in terms of school work (63% national comparison, but consistent concern across all grades).

What strengths in student learning related to community & family engagement are there to build upon?

- Active and supportive parent group (EYST), with regularly scheduled meetings.
- STEM network to connect with community, state and national support resources.
- 85% of parents indicated "favorable" responses for overall communications (81% NSD comparison).

Of these concerns, what is the specific student learning priority to be addressed?

- We need to establish consistent, clear communication and supports across all grades, in an easy to find format to assist in meeting our goals in reading, writing and mathematics.
- We need to include parents and our local community and national support resources in our STEM units and lessons to enrich our goals in reading, writing, and mathematics.

Why this one over others?

Parent involvement is essential, especially for students who struggle. Parents, especially those who have busy schedules, need to know where to get information about school and classroom happenings.

To add to our STEM units and lessons, having a connection with professionals in the community who can provide in-depth information to students will bolster the learning of all students. In addition, these opportunities and connections may lead to an educational or professional interest in the future.

Collective Responsibility - Staff Practice Priority

What areas of practice might make a difference with family & community engagement related to the identified priority for student learning?

- This SIP Goal Document being shared with parents
- Focused and targeted parent meetings
- Creation of uniform access to web-based classroom and home resources and including a link to this document
- STEM night
- Utilizing parents/professionals as a resource
- Assigning a Homeroom Parent to help with classroom volunteer organization

What current practices support family & community engagement in the identified area of priority?

- Writing classroom newsletters and/or blogs
- School newsletter
- School Website
- Parent Helpers
- Materials translated for Spanish speaking families

What current practices hinder family & community engagement in the identified area of priority?

- Lack of parent knowledge of school data and goals
- Lack of easy access to resources for parents to help with their children's studies
- Lack of an organized path of information

Of these concerns, what is the specific staff practice priority related to family & community engagement to be addressed?

Maintaining updated classroom and school information to continue a clear path of communication between family and community

Why this one over others?

We believe this practice will help in all areas of our goals.

Collective Responsibility - Theory of Action & Evidence of Success

If we maintain updated school and classroom information and supports to continue a clear path of communication between family and community, and this information is easily accessible, then our partnerships between Ewing Young Staff, parents, and community will be highly informed and connected to the important learning taking place at our schools. Through this enhanced communication and support effort, partnerships will be created that will engage, guide, and motivate students to produce their own successes.
We will:

- Establish a consistent, clear communications across all grades, in an easy to find format to assist in meeting our goals in reading, writing and mathematics.
- We include parents and our local community and national support resources in our STEM units and lessons to enrich our goals in reading, writing, and mathematics.
- Provide translations on documents for non-English speaking parents.

Area of Change	Family & Community Engagement Practice	Student Learning
What is evidence of success? How will this evidence be measured?	**Which family & community engagement practices, and for which staff, will we expect to see change as a result of our area of focus?**	**Which indicators of student learning will we see change as a result of our area of focus?**
School Website will be enhanced with an easy to use/access bookmarking system as a parent resource	All staff will contribute to the creation of uniform access to web-based classroom and home resources and share site with parents.	Parents will have access to what is being taught in classrooms and strategies for supporting their child.
STEM Night	STEM Night (night to highlight and communicate STEM learning) will occur in the spring 2016.	Students will have the opportunity to share their learning with family and the community.
Parent Training	K-2 staff will invite selected parents to a night of training.	Struggling students in ELA will have better support at home that is clearly connected to the learning at school.

Site Council Team Annual Meeting Plan & Record

Team member	Role	Date	Date	Date	Date	Date	Date	Date
Kevin Milner	Principal	9-15-15	9-21-15	10-1-15	10-13-15	10-19-15	10-27-15	11-20-15
Pam Mears	Teacher	9-15-15	9-21-15	10-1-15	10-13-15	10-19-15	10-27-15	11-20-15
Dawn Reed	Teacher	9-15-15	9-21-15	10-1-15	10-13-15	10-19-15	10-27-15	11-20-15
Jennifer Johnston	Teacher	9-15-15	9-21-15	10-1-15	10-13-15	10-19-15	10-27-15	11-20-15
Bob Kaster	Parent	9-15-15	9-21-15	10-1-15	10-13-15	10-19-15	10-27-15	11-20-15
Stacey Flier	Parent	9-15-15	9-21-15	10-1-15	10-13-15		10-27-15	11-20-15

Narrative on engagement and continued use strategies for SIP/Site council (optional)

<u>Strategic Plan Priority #4</u>: Align resources to accomplish goals within a balanced budget.

Budgeted Item	*Budget Allocation*	*Budget Source*	*Priorities/Goals Targeted by Use of Funds*
0.5 LRC Teacher- Exchanged classified support and combined with 0.2 licensed SPED to create 0.5 licensed SPED teacher.	$16,800 (approximation)	Revision of Staff Alignment	Having additional support for students with learning challenges has served as a tremendous support for our SPED students (working in a large class of 35), as well as given us additional time to collaborate and learn other strategies during PLC sessions. SIP Goal 1-2-3
Purchase of computer hardware.	$6,000.	100.1111.480.134.000	As an innovation team, it is important that teachers have to tools to improve upon their comfort with technology, as well as support and enhance their instructional strategies. SIP Goal 1-2-3
Professional learning- Shannon McCaw, Creating Mathematical Thinkers	$534.00	100.2240.0121.134	Workshop attended by 5 staff and administrator to help teachers to take a closer look at each of the eight math practices and see concrete examples of how they contribute to students' overall understanding of math concepts. SIP Goal 2: Fifth Grade Math- Problem Solving With Fractions
Professional Learning and Collaboration time for teachers	No Building Costs	District Innovation Team Funds	Collaborative time for teachers to be creative thinkers, analyzing technology tools and apps that they can integrate into instruction, student learning (addressing SIP goals), and communication with parents. SIP Goal 1-2-3
Phonemic Awareness and Phonics for Parents- Parent Training - November 3, 2015	$300.00	100.2240.0121.134	Parent training sessions for parents, giving them strategies and resources to help them support their child at home. SIP Goal 1- Reading by 3rd Grade

Technology Integration Resources Support	$ 1,050.00 ($150 per teacher)	100.2240.0121.134	Resources for teacher to purchase apps to support tech integration in instruction and student learning. SIP Goal 1-2-3

Professional Development Focus: 2015-2016

Date of Event	Focus of Event	Description of Event	Resources Needed
August 2015	Professional learning- Shannon McCaw, Creating Mathematical Thinkers	Workshop attended by 5 staff and administrator to help teachers to take a closer look at each of the eight math practices and see concrete examples of how they contribute to students' overall understanding of math concepts. SIP Goal 2: Fifth Grade Math- Problem Solving With Fractions	SIP Funds from: 100.2240.0121.134
October 15, 2015	Amplify ELA Adoption PD Session	Teacher teams meet with Amplify rep for training on ELA Adoption Pilot materials.	District Innovation Team Funds
November 23, 2015	NSD Poverty Simulation	District learning experience for staff to participate in a poverty simulation. Address our school's highest subgroup- economically disadvantaged.	District funds.
November 23, 2015	Claim-Evidence-Reasoning Workshop I	Professional learning experience focusing on SIP Goal 3- Preparing Students for Middle School	
Nov.-Dec 2015	Innovation Session I	Teachers team meet to explore apps and create innovative lessons that address SIP Goals 1, 2 and 3	District Innovation Team Funds
December 1, 2015	Student Discourse Workshop I • Overview • Discourse strategies	Professional learning experience focusing on SIP Goal 3- Preparing Students for Middle School. Extension to persuasive writing	
January 12, 2016	Student Discourse Workshop II • More Strategies • Feedback rubric for students and teachers	Part 2- Professional learning experience focusing on SIP Goal 3- Preparing Students for Middle School. Extension to persuasive writing • Feedback rubric	
January 26, 2016	Persuasive Writing Strategies • Best practices research • Strategies aligned with mode	Developing a common focus on strategies to use to teach students to write persuasive arguments.	
January 21, 2016	Amplify ELA Pilot PD Session II	Teachers meet with Amplify consultant to receive training on use of ELA pilot curriculum.	District Innovation Team Funds
Jan.-February 2016	Innovation Session II	Teacher teams meet collaboratively to explore apps and create innovative lessons that address SIP Goals 1,2,3	District Innovation Team Funds
February 23, 2016	Fractions: Student Discourse Strategies	Article read and discussion	

March 8, 2016	Fractions and Problem Solving /Discourse Strategies	Developing a common focus on strategies to use to teach students to solve problems and communicate their thinking.	
April 26, 2016	TBD	TBD	
April - May 2016	Innovation Session III	Teacher teams meet collaboratively to explore apps and create innovative lessons that address SIP Goals 1,2,3	District Innovation Team Funds
May 24, 2016	Review of data and reflection of focus.	Review of student achievement data and reflection of professional learning for the year.	

<u>Strategic Plan Priority #5</u>: Plan systematically and strategically so that the Newberg School District continues to succeed and thrive into the future.

In closing, because of our size, commonality, collaborative skills, commitment, resources, and support from our parents and school district, the Ewing Young staff have a unique opportunity to create very powerful learning experiences for our students. As we create and implement these engaging experiences, both now and in coming years, we are inspired to be leaders in the district. We look forward to helping other schools begin making shifts in their unit/lesson design and instructional practices. We also look forward to helping students become critical thinkers, collaborators, and problem solvers, knowing that these traits will prepare them to become leaders in the 21st Century.

Data Appendix A

Attendance Rate Data: (% of students with 90% or better attendance)

Grade	11-12	12-13*	13-14 Goal	13-14	14-15 Goal	14-15	15-16 Goal	15-16	16-17 Goal	16-17
K	N/A	76.0%	93.0%	86.2%	93.0%	100.0%				
1	95.7%	86.4%	93.0%	94.4%	93.0%	97.0%				
2	100.0%	83.3%	93.0%	96.6%	>93.0%	94.4%				
3	95.7%	90.0%	93.0%	97.3%	>93.0%	97.1%				
4	100.0%	82.6%	93.0%	93.9%	>93.0%	97.3%				
5	95.7%	87.9%	93.0%	90.3%	>93.0%	94.7%				

Source: Achievement Data (ODE) Based on Full Academic Year Flag of Y

2014-2015 Report Card Marks: Percent of students meeting expectations (all 3's and above) in the content area

All Students	KG	1st	2nd	3rd	4th	5th
All Students						
Female						
Male						
Hispanic						
White						
Other						
Sped						
Not Sped						
LEP						
Not LEP						
Ever been LEP						
Economically Disadvantaged						
Not Economically Disadvantaged						
District Sped						

2014-2015 Report Card Marks: Percent of students meeting expectations (all 3's and above) in the content area – continued'

Reading	KG	1st	2nd	3rd	4th	5th
All Students	45.5%	66.7%	18.9%	34.3%	18.4%	22.5%
Female	41.7%	66.7%	23.5%	37.5%	17.6%	22.2%
Male	50.0%	66.7%	15.0%	31.6%	19.0%	22.7%
Hispanic	0.0%	60.0%	20.0%	33.3%	0.0%	0.0%
White	47.6%	70.0%	18.8%	34.4%	20.0%	25.0%
Other	#DIV/0!	0.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Sped	100.0%	100.0%	#DIV/0!	0.0%	16.7%	0.0%
Not Sped	42.9%	65.7%	18.9%	37.5%	18.8%	29.0%
LEP	0.0%	50.0%	0.0%	#DIV/0!	0.0%	#DIV/0!
Not LEP	47.6%	68.8%	20.0%	34.3%	19.4%	22.5%
Ever been LEP	0.0%	50.0%	0.0%	100.0%	0.0%	0.0%
Economically Disadvantaged	28.6%	62.5%	16.7%	22.2%	0.0%	16.7%
Not Economically Disadvantaged	53.3%	67.9%	19.4%	38.5%	22.6%	25.0%
District Sped	11.1%	16.7%	0.0%	0.0%	0.0%	0.0%

Writing	KG	1st	2nd	3rd	4th	5th
All Students	59.1%	69.4%	32.4%	54.3%	26.3%	45.0%
Female	66.7%	66.7%	47.1%	50.0%	23.5%	50.0%
Male	50.0%	70.8%	20.0%	57.9%	28.6%	40.9%
Hispanic	0.0%	40.0%	20.0%	66.7%	0.0%	25.0%
White	61.9%	76.7%	34.4%	53.1%	28.6%	47.2%
Other	#DIV/0!	0.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Sped	100.0%	100.0%	#DIV/0!	66.7%	33.3%	22.2%
Not Sped	57.1%	68.6%	32.4%	53.1%	25.0%	51.6%
LEP	0.0%	50.0%	0.0%	#DIV/0!	0.0%	#DIV/0!
Not LEP	61.9%	71.9%	34.3%	54.3%	27.8%	45.0%
Ever been LEP	0.0%	50.0%	0.0%	100.0%	0.0%	0.0%
Economically Disadvantaged	57.1%	62.5%	33.3%	44.4%	14.3%	33.3%
Not Economically Disadvantaged	60.0%	71.4%	32.3%	57.7%	29.0%	50.0%
District Sped	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%

2014-2015 Report Card Marks: Percent of students meeting expectations (all 3's and above) in the content area – continued'

Use of Language	KG	1st	2nd	3rd	4th	5th
All Students	40.9%	61.1%	27.0%	45.7%	47.4%	55.0%
Female	33.3%	75.0%	29.4%	43.8%	29.4%	50.0%
Male	50.0%	54.2%	25.0%	47.4%	61.9%	59.1%
Hispanic	0.0%	60.0%	0.0%	66.7%	0.0%	50.0%
White	42.9%	63.3%	31.3%	43.8%	51.4%	55.6%
Other	#DIV/0!	0.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Sped	0.0%	0.0%	#DIV/0!	0.0%	33.3%	11.1%
Not Sped	42.9%	62.9%	27.0%	50.0%	50.0%	67.7%
LEP	0.0%	50.0%	0.0%	#DIV/0!	0.0%	#DIV/0!
Not LEP	42.9%	62.5%	28.6%	45.7%	50.0%	55.0%
Ever been LEP	0.0%	50.0%	0.0%	100.0%	0.0%	50.0%
Economically Disadvantaged	28.6%	50.0%	50.0%	33.3%	14.3%	50.0%
Not Economically Disadvantaged	46.7%	64.3%	22.6%	50.0%	54.8%	57.1%
District Sped	0.0%	16.7%	0.0%	0.0%	0.0%	14.3%

Speaking & Listening	KG	1st	2nd	3rd	4th	5th
All Students	45.5%	80.6%	64.9%	34.3%	47.4%	65.0%
Female	50.0%	83.3%	70.6%	43.8%	35.3%	66.7%
Male	40.0%	79.2%	60.0%	26.3%	57.1%	63.6%
Hispanic	0.0%	80.0%	40.0%	0.0%	0.0%	25.0%
White	47.6%	83.3%	68.8%	37.5%	51.4%	69.4%
Other	#DIV/0!	0.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Sped	100.0%	100.0%	#DIV/0!	33.3%	33.3%	55.6%
Not Sped	42.9%	80.0%	64.9%	34.4%	50.0%	67.7%
LEP	0.0%	75.0%	0.0%	#DIV/0!	0.0%	#DIV/0!
Not LEP	47.6%	81.3%	68.6%	34.3%	50.0%	65.0%
Ever been LEP	0.0%	75.0%	0.0%	0.0%	0.0%	50.0%
Economically Disadvantaged	28.6%	75.0%	33.3%	11.1%	14.3%	66.7%
Economically Disadvantaged	53.3%	82.1%	71.0%	42.3%	54.8%	64.3%
District Sped	11.1%	16.7%	0.0%	0.0%	0.0%	0.0%

2014-2015 Report Card Marks: Percent of students meeting expectations (all 3's and above) in the content area – continued'

Math	KG	1st	2nd	3rd	4th	5th
All Students	31.8%	50.0%	18.9%	14.3%	34.2%	15.0%
Female	33.3%	33.3%	17.6%	6.3%	23.5%	5.6%
Male	30.0%	58.3%	20.0%	21.1%	42.9%	22.7%
Hispanic	0.0%	40.0%	0.0%	0.0%	0.0%	0.0%
White	33.3%	53.3%	21.9%	15.6%	37.1%	16.7%
Other	#DIV/0!	0.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Sped	100.0%	0.0%	#DIV/0!	0.0%	50.0%	11.1%
Not Sped	28.6%	51.4%	18.9%	15.6%	31.3%	16.1%
LEP	0.0%	50.0%	0.0%	#DIV/0!	0.0%	#DIV/0!
Not LEP	33.3%	50.0%	20.0%	14.3%	36.1%	15.0%
Ever been LEP	0.0%	50.0%	0.0%	0.0%	0.0%	0.0%
Economically Disadvantaged	0.0%	37.5%	16.7%	0.0%	14.3%	0.0%
Not Economically Disadvantaged	46.7%	53.6%	19.4%	19.2%	38.7%	21.4%
District Sped	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%

Science	KG	1st	2nd	3rd	4th	5th
All Students	63.6%	77.8%	13.5%	62.9%	26.3%	47.5%
Female	66.7%	75.0%	11.8%	50.0%	17.6%	55.6%
Male	60.0%	79.2%	15.0%	73.7%	33.3%	40.9%
Hispanic	0.0%	60.0%	0.0%	66.7%	0.0%	50.0%
White	66.7%	83.3%	15.6%	62.5%	28.6%	47.2%
Other	#DIV/0!	0.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Sped	100.0%	0.0%	#DIV/0!	33.3%	50.0%	22.2%
Not Sped	61.9%	80.0%	13.5%	65.6%	21.9%	54.8%
LEP	0.0%	50.0%	0.0%	#DIV/0!	0.0%	#DIV/0!
Not LEP	66.7%	81.3%	14.3%	62.9%	27.8%	47.5%
Ever been LEP	0.0%	50.0%	0.0%	100.0%	0.0%	50.0%
Economically Disadvantaged	42.9%	75.0%	16.7%	55.6%	14.3%	41.7%
Not Economically Disadvantaged	73.3%	78.6%	12.9%	65.4%	29.0%	50.0%
District Sped	11.1%	16.7%	0.0%	0.0%	11.1%	14.3%

2014-2015 Report Card Marks: Percent of students meeting expectations (all 3's and above) in the content area – continued'

Social Studies	KG	1st	2nd	3rd	4th	5th
All Students	68.2%	83.3%	13.5%	40.0%	57.9%	75.0%
Female	75.0%	83.3%	17.6%	37.5%	52.9%	72.2%
Male	60.0%	83.3%	10.0%	42.1%	61.9%	77.3%
Hispanic	0.0%	80.0%	0.0%	0.0%	0.0%	75.0%
White	71.4%	86.7%	15.6%	43.8%	62.9%	75.0%
Other	#DIV/0!	0.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Sped	100.0%	100.0%	#DIV/0!	0.0%	66.7%	55.6%
Not Sped	66.7%	82.9%	13.5%	43.8%	56.3%	80.6%
LEP	0.0%	75.0%	0.0%	#DIV/0!	0.0%	#DIV/0!
Not LEP	71.4%	84.4%	14.3%	40.0%	61.1%	75.0%
Ever been LEP	0.0%	75.0%	0.0%	0.0%	0.0%	100.0%
Economically Disadvantaged	57.1%	87.5%	16.7%	11.1%	57.1%	75.0%
Not Economically Disadvantaged	73.3%	82.1%	12.9%	50.0%	58.1%	75.0%
District Sped	11.1%	16.7%	0.0%	0.0%	22.2%	0.0%

Health	KG	1st	2nd	3rd	4th	5th
All Students	0.0%	86.1%	81.1%	71.4%	81.6%	82.5%
Female	0.0%	75.0%	82.4%	62.5%	76.5%	83.3%
Male	0.0%	91.7%	80.0%	78.9%	85.7%	81.8%
Hispanic	0.0%	80.0%	80.0%	33.3%	66.7%	75.0%
White	0.0%	86.7%	81.3%	75.0%	82.9%	83.3%
Other	#DIV/0!	100.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Sped	0.0%	100.0%	#DIV/0!	66.7%	100.0%	77.8%
Not Sped	0.0%	85.7%	81.1%	71.9%	78.1%	83.9%
LEP	0.0%	100.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
Not LEP	0.0%	84.4%	80.0%	71.4%	80.6%	82.5%
Ever been LEP	0.0%	100.0%	100.0%	0.0%	100.0%	100.0%
Economically Disadvantaged	0.0%	100.0%	83.3%	55.6%	100.0%	83.3%
Not Economically Disadvantaged	0.0%	82.1%	80.6%	76.9%	77.4%	82.1%

District Sped	0.0%	66.7%	66.7%	41.7%	22.2%	57.1%

2014-2015 Report Card Marks: Percent of students meeting expectations (all 3's and above) in the content area – continued'

Physical Education	KG	1st	2nd	3rd	4th	5th
All Students	0.0%	83.3%	81.1%	65.7%	81.6%	82.5%
Female	0.0%	83.3%	82.4%	56.3%	76.5%	83.3%
Male	0.0%	83.3%	80.0%	73.7%	85.7%	81.8%
Hispanic	0.0%	80.0%	80.0%	33.3%	66.7%	50.0%
White	0.0%	83.3%	81.3%	68.8%	82.9%	86.1%
Other	#DIV/0!	100.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Sped	0.0%	100.0%	#DIV/0!	66.7%	100.0%	88.9%
Not Sped	0.0%	82.9%	81.1%	65.6%	78.1%	80.6%
LEP	0.0%	75.0%	100.0%	#DIV/0!	100.0%	#DIV/0!
Not LEP	0.0%	84.4%	80.0%	65.7%	80.6%	82.5%
Ever been LEP	0.0%	75.0%	100.0%	0.0%	100.0%	50.0%
Economically Disadvantaged	0.0%	75.0%	83.3%	44.4%	100.0%	75.0%
Not Economically Disadvantaged	0.0%	85.7%	80.6%	73.1%	77.4%	85.7%
District Sped	0.0%	66.7%	83.3%	41.7%	0.0%	42.9%

Music	KG	1st	2nd	3rd	4th	5th
All Students	0.0%	86.1%	83.8%	74.3%	68.4%	77.5%
Female	0.0%	83.3%	82.4%	62.5%	70.6%	72.2%
Male	0.0%	87.5%	85.0%	84.2%	66.7%	81.8%
Hispanic	0.0%	80.0%	100.0%	66.7%	33.3%	75.0%
White	0.0%	86.7%	81.3%	75.0%	71.4%	77.8%
Other	#DIV/0!	100.0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Sped	0.0%	100.0%	#DIV/0!	66.7%	83.3%	66.7%
Not Sped	0.0%	85.7%	83.8%	75.0%	65.6%	80.6%
LEP	0.0%	75.0%	100.0%	#DIV/0!	50.0%	#DIV/0!
Not LEP	0.0%	87.5%	82.9%	74.3%	69.4%	77.5%
Ever been LEP	0.0%	75.0%	100.0%	100.0%	50.0%	100.0%
Economically Disadvantaged	0.0%	87.5%	100.0%	66.7%	71.4%	66.7%
Not Economically Disadvantaged	0.0%	85.7%	80.6%	76.9%	67.7%	82.1%

District Sped	0.0%	83.3%	83.3%	0.0%	11.1%	14.3%

2014-2015 Oregon State Assessment Results for Math and Reading (Smarter Balanced): Percent of students meeting with a level of 3 or 4 as reported on the State Report Card for the resident school (Does not include COLA)

Math	3rd	4th	5th
All Students	84.0%	60.0%	68.8%
Female	77.8%	41.7%	60.0%
Male	87.5%	72.2%	76.5%
Hispanic	100.0%	0.0%	66.7%
White	82.6%	63.0%	69.0%
Other	#DIV/0!	50.0%	#DIV/0!
Sped	50.0%	50.0%	16.7%
Not Sped	87.0%	79.2%	80.8%
LEP	100.0%	0.0%	100.0%
Not LEP	83.3%	62.1%	67.7%
Ever been LEP	100.0%	-	100.0%
EconDisadv	83.3%	16.7%	60.0%
Not EconDisadv	84.2%	70.8%	72.7%

ELA	3rd	4th	5th
All Students	54.2%	65.5%	80.6%
Female	25.0%	50.0%	78.6%
Male	68.8%	76.5%	82.4%
Hispanic	100.0%	0.0%	100.0%
White	50.0%	69.2%	78.6%
Other	#DIV/0!	50.0%	#DIV/0!
Sped	50.0%	50.0%	20.0%
Not Sped	54.5%	95.7%	92.3%
LEP	100.0%	0.0%	100.0%
Not LEP	52.2%	67.9%	80.0%
Ever been LEP	100.0%	-	100.0%
EconDisadv	66.7%	16.7%	60.0%
Not EconDisadv	50.0%	78.3%	90.5%

2014-2015 Oregon State Assessment Results for Science (OAKS): Percent of students meeting or exceeding as reported on the State Report Card for the resident school (Does not include COLA)

SCIENCE 5th Grade	2011-2012		2012-2013		2013-2014		2014-2015
	Sch	NSD	Sch	NSD	Sch	NSD	Sch
All Students	78.3%	80.0%	90.9%	74.6%	75.0%	77.3%	84.8%
Female	90.0%	77.2%	100.0%	69.3%	92.3%	76.1%	86.7%
Male	69.2%	83.0%	85.0%	79.8%	54.5%	78.4%	83.3%
Hispanic	**66.7%**	**60.5%**	**50.0%**	**42.6%**	**0.0%**	**55.0%**	100.0%
White	78.9%	84.3%	92.9%	81.6%	94.1%	85.8%	83.3%
Other							#DIV/0!
Sped	**33.3%**	**61.3%**	**100.0%**	**45.3%**	**33.3%**	**50.0%**	42.9%
Not Sped							96.2%
LEP	**0.0%**	**48.8%**	**100.0%**	**28.8%**	**0.0%**	**51.7%**	100.0%
Not LEP							84.4%
Ever been LEP			50.0%		0.0%	54.4%	100.0%
EconDisadv	**50.0%**	**67.5%**	**90.0%**	**57.4%**	**42.9%**	**66.3%**	90.0%
Not EconDisadv							82.6%

Reading Median Growth Percentiles by Grade: Achievement Data (ODE) – **Bold –** Subgroups used for Report Card ratings

ELA	2012-2013	2013-2014	2014-2015	2015-2016
4th Grade	56.5	57	36.5	
Female	78.5	56	22.5	
Male	36.5	59	44	
Hispanic		51	13	
White	70	57	35	
Underserved Races/Ethnicities	**40**	**51**	**13**	
SPED	**61**	**55.5**	**25**	
LEP	**17**	**61**	**13**	
Ever Limited English Proficient		56	13	
Economically Disadvantaged	**40**	**57**	**30.5**	

ELA	2012-2013	2013-2014	2014-2015	2015-2016
5th Grade	44	67	58	
Female	60	62	63.5	
Male	41.5	67.5	44	
Hispanic		64	36	
White	49	67.5	64	
Underserved Races/Ethnicities	**26**	**61.5**	**36**	
SPED	**92**	**33.5**	**59**	
LEP	**26**	**73.5**	**15**	
Ever Limited English Proficient		71.5	25.5	
Economically Disadvantaged	**38.5**	**79**	**41**	

Math Median Growth Percentiles by Grade: Achievement Data (ODE) – **Bold –** Subgroups used for Report Card ratings

Math	2012-2013	2013-2014	2014-2015	2015-2016
4th Grade	51	56	36.5	
Female	62.5	58	25.5	
Male	47	52	44	
Hispanic		51	13	
White	52	58	35	
Underserved Races/Ethnicities	**53.5**	**51**	**13**	
SPED	**7.5**	**59**	**25**	
LEP	**31**	**92**	**13**	
Ever Limited English Proficient		55.5	13	
Economically Disadvantaged	**53.5**	**52**	**30.5**	

Math	2012-2013	2013-2014	2014-2015	2015-2016
5th Grade	86	60.5	58	
Female	81	55	63.5	
Male	87	66	44	
Hispanic		58	36	
White	87	55	64	
Underserved Races/Ethnicities	**86**	**63.5**	**36**	
SPED	**7**	**33**	**59**	
LEP	**86**	**60.5**	**15**	
Ever Limited English Proficient		63.5	25.5	
Economically Disadvantaged	**90**	**58**	**41**	

Data Appendix B – School supplied data

Include any additional Data used in collaborative analysis