

### Program and Goals for 2020-2021

Please summarize your building's program goals and plans for the 2020-2021 school year.

*(The intent of this narrative is to allow the reader to understand the program priorities and goals for the coming school year. A reader should be able to review this and understand your message, even if they don't hear the budget presentation. This Program Summary and the PowerPoint presentation should be aligned and cover many of the same points.)*

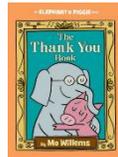
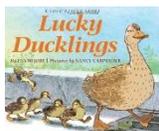
### Outline

1. What are the points of pride you would like to share with the Board and Community?

At Lima, students are at the heart of all that we do. One point of pride for us is our connections we make with every student. We begin each day with a focus on greeting each other. Many classrooms have greeters where each student can choose how they would like to be welcomed. Students lead the school morning announcements each day and share important information that includes the date, lunch menu, birthdays, and the weather forecast.



We continued to read books each month connected to the characters from Smarty's Garden. These books reinforce character education traits, promote common language, and bring us together as a school community. Students also complete an activity each month focused on that character.



Students are nominated for exhibiting character traits from Smarty's Garden. They are recognized during the morning announcements, a post card is sent home and a picture is placed on display in the garden. Students can be nominated by a staff member or student. Last school year, 174 students were inducted into Smarty's Garden of Good Character.

Mindfulness is an important part of our day and we continued to learn how it can benefit us as educators, our students, and the classroom environment. Classrooms utilized many strategies that included mindful movements, breathing, and listening. Some teachers are experimenting with setting up "calm corners" in their classrooms while teaching students about different ways they can take a break.



Collaboration has always been a strength of our staff at Lima and it is evident as the entire building works together to support our school wide goal in vocabulary comprehension. Classroom teachers, special area teachers, support teachers and paraprofessionals worked together to promote this goal incorporating new vocabulary and reinforcing content vocabulary. In P. E. there are terms displayed throughout the gym as well as a word pond that students read from while walking across balance beams. In classrooms, teachers used the Frayer model to introduce new vocabulary and have vocabulary words posted within the classroom for students to use throughout the day.



2. What are the common and most impactful ideas, themes, and learning that surfaced from PLC, Department, and SIT team meetings?

The most impactful theme that has surfaced through our School Improvement Team (SIT) meetings, grade level meetings, and Professional Learning Communities (PLC) is refining our process to monitor student achievement and ensure consistency across the grade level. This work included systematic meetings with each grade level team and reading specialists every seven to eight weeks to discuss and monitor all students during District Collaborative time. Our math specialist utilized data from FastBridge as well as classroom assessments to provide both support and enrichment for students.

Our schedules this year included daily common planning time for groups of three to four grade level teachers as well as weekly PLC time for all teachers including support and special area teachers. This provided a consistent time for teachers and teams to meet to focus on student learning. All teachers were able to collaborate and support our SIT goals. Throughout PLC time, teachers focused on the SIT goals to improve student learning, consistency in administering and scoring the Scholastic Guided Reading Assessments (GRA), and uniformity in reporting student achievement on report cards.

All classroom teachers received training for administering and analyzing FastBridge assessments this year. This helped teachers to understand what was being assessed and how to utilize the data to focus instruction based on individual student needs. The earlyReading Assessment from FastBridge was used to monitor the progress of all students. Some classroom teachers also piloted using the earlyMath Assessments.



3. What are your top goals for 2020-2021? How will their progress and success be measured?

Achievement

By June 2021, 80% of all students will meet the benchmark for letter sounds (Kindergarten) and decodable words (Grade One) on the earlyReading FastBridge Assessments.

Engagement

By June 2021, 80% of students will be able to utilize strategies to cope with a behavior or emotion.

We will continue to utilize the earlyReading FastBridge Assessments to monitor the progress of all students. For our engagement goal, we will develop a rating scale for students to complete after using the calm corner in the classroom. We will also track the number of students accessing the calm corner.

4. What incremental resources are needed to implement and accomplish your 2020-2021 goals?

The following are incremental resources needed to implement and accomplish Lima Primary's 2020-2021 goals:

Staffing

- Continue with current staffing with thoughtful consideration for increasing part time K-1 math specialist from .2 FTE to .5 FTE
- Transition contract counselor to HFL mental health support staff

Text and Library Materials

- With a status quo budget, we propose to purchase books for the book room and individual classrooms
- Library books will be recommended by our Library Media Specialist that meet curricular needs
- New K-5 Math Program
- Consumables for Phonics program
- Continue with implementation of new Science Units

Supplies

- With a status quo budget, \$350 for each classroom teacher will be provided, along with paper and general office supplies
- Materials/supplies for a calm corner in each classroom
- Cooperative games



### Subscriptions

- With a status quo budget, we will continue with the class subscriptions *Scholastic News, Science Spin, and Storyworks*
- Continue with software subscriptions to SeeSaw, FastBridge, and various app subscriptions (Educreations, Starfall, SplashMath)

### Equipment

- Purchase iPads to have 2:1 in each Kindergarten Classroom

### Professional Development and Training

- Continuation of training in new Science Units
- Training in new K-5 Math Program
- Training in supporting mental health and social-emotional needs of students

### Curriculum Writing

- Curriculum writing in Science
- Curriculum writing in Social Studies

## 5. Closing and Wrap up

The staff and students at Lima Primary would like to thank the Board of Education and the Community for giving us the opportunity to share our proposed plan.



**Update on Program and Goals for the Current School Year (2019 - 2020)**

**Achievement**

GRA – Vocabulary Comprehension	Fall	Winter	Spring
Kindergarten	n/a		
1 <sup>st</sup> Grade	63%		

**By June 2020, 80% of students will score a “one” on vocabulary comprehension on the GRA.**

Based on the data from 2018-19, comprehension continued to be an area of need for improvement. The SIT team analyzed the Scholastic Guided Reading Assessments focusing on the various measures that make up the comprehension score. After looking at all the results, the SIT decided to focus on vocabulary comprehension for this school year. For each area comprehension question students can score a one, .5, or zero. During our first screening window, 63% of 1<sup>st</sup> grade students scored a “one” on vocabulary comprehension. Kindergarten does not assess students until the Winter Screening Window. Data for the Winter Screening Window will be available in February 2020.

Grade level teams are developing strategies and acquiring resources to further enhance vocabulary development to support reading comprehension. Grade level teams are also implementing regular read alouds in classrooms with the focus on vocabulary development and comprehension. We have purchased texts rich in vocabulary and encouraged families to read with their children at home.

**Engagement**

**Monthly, 80% of students will rate themselves with a smiley face for demonstrating the character trait of the month.**

Month	Percentage of Students
October: Citizen Corn	79%
November: Grateful Grapes	82%
December: Caring Carrot	82%
January: Respectful Apple	

We have continued to focus on the character traits from Smarty’s Garden of Good Character. Each month, a book is selected that is connected to a character from Smarty’s Garden to be read aloud in each classroom.



Classrooms set a goal for how to demonstrate the character of the month from Smarty's Garden and reflect at the end of the month on their progress by rating themselves individually on a rubric using a sad face, straight face, or smiley face. In October, the focus was Citizen Corn and 79% of students rated themselves a smiley face. This trait will be the focus at the end of the year as well to incorporate all traits again as a review. During November, the focus was Grateful Grapes and 82% of students rated themselves a smiley face. In December, the focus was Caring Carrot and 82% of students rated themselves a smiley face. When students do not rate themselves a smiley face, the classroom teacher checks in with that student to support their progress towards meeting the goal for the character trait. Students and staff are encouraged to nominate individuals to be inducted into Smarty's Garden of Good Character. Their name and deed is read aloud on the announcements and their picture is placed in the garden on display in the hallway.

### **Review of Program Goals for the Previous School Year (2018-2019)**

#### **Achievement**

**By June 2019, 80% of all Kindergarten students will score 41 or higher on the FastBridge Letter Sounds measure.**

The SIT team utilized the Letter Sound measure of the *FastBridge earlyReading* assessment to monitor progress of this goal. The Kindergarten teachers also developed an assessment to check on progress between the *FastBridge* screening windows. Teachers used various teaching modalities (gross motor, visual, and auditory) to assist students in learning letter sounds. In June, the benchmark score was 41 letter sounds read in a minute and 74% of students met that benchmark. While we did not meet our goal of 80% of students scoring 41 or higher on the letter sounds measure, the students improved by 13% throughout the school year. Having adopted a new program for phonics this year, we would like to continue to work on this goal in the 2020-21 school year.

Letter Sound Measure	Percentage of Students
Fall: 5	61%
Winter: 29	61%
Spring: 41	74%



**By June 2019, 80% of 1st grade students will improve by 1 point on the retelling measure in the comprehension score of the GRA assessment.**

The SIT team utilized the GRA assessment to monitor progress towards this goal. 1<sup>st</sup> Grade students made progress toward this goal throughout the school year. Grade level teams developed lessons and resources that enhanced reading comprehension for students. The teams also implemented regular read alouds in classrooms that focused on retelling and comprehension. In June, 49% of students improved by one point on the retelling measure of the GRA and 83% of students stayed the same or improved by one point on the retelling measure of the GRA assessment. Based on these results, the SIT team continued to concentrate on comprehension narrowing the focus to vocabulary for the 2019-20 school year.

<u>Fall</u>		<u>Winter</u>		<u>Spring</u>	
Retelling Score	Percentage of Students	Retelling Score	Percentage of Students	Retelling Score	Percentage of Students
2	7% (10 students)	2	7% (10 students)	2	2% (3 students)
3	54% (81 students)	3	39% (59 students)	3	24% (35 students)
4	38% (57 students)	4	45% (69 students)	4	68% (99 students)
5	1% (3 students)	5	9% (14 students)	5	6% (9 students)

**Engagement**

**By June 2019, 80% of all students acknowledge or respond when a person says a greeting.**

All students made progress toward this goal. We implemented a *Book of the Month* connected to a character trait from *Smarty's Garden* in which all classroom read the same book and completed an activity. All classrooms also used the *Second Step* program for lessons. In January, 80% of students responded when greeted. All staff have observed the improvement in our students, but in June, 50% of students acknowledged or responded when a person said hello. This goal has continued to be a focus for the 2019-20 school year.

Verbal Greeting	Percentage of Students
Fall	20%
Winter	80%
Spring	50%