

Student Data (Please refer to achievement and EWS/myGradSuccess links below to assist)

1. Overall Data Strengths Summary: Shady Hills Elementary earned a B in last year's accountability system. There were no Title I schools that earned an A and we were one of only 5 Title I schools earning a B. We were also one of only a handful of schools that met all of our ESSA subgroup criteria. Data from Gallup, teacher and parent focus groups and staff and family surveys indicate that our school culture and climate are a strength. Office Discipline Referral data indicates that 94% of our students are on-track for their behavior.

Quarterly Check data showed a large improvement in proficiency in 5th Grade ELA from Quarter 1 to Quarter 2. 4th grade math continues to be a strength, even showing growth in proficiency from 1st to 2nd quarter. Our science proficiency data in 1st and 5th grades showed an increase as well.

Tier 3 implementation continues to be a strength for our school. Frequency, focus and monitoring of this tier are consistently strong across all grade levels.

4th Grade proficiency on the FSA ELA exam and 3rd Grade/4th Grade FSA Math proficiencies were above the District.

Rigor Walks from Quarters 1 and 2 show Core Actions 1 and 2 are a strength for our school. Their questioning is intentional and promotes deep thinking about the content.

2. Overall Data Areas of Growth Summary: 2nd grade scored below the district average across all three subject areas, demonstrating a need for more support in that grade level. Data from teacher focus groups continues to indicate a want for additional support with behavior. Data from parent focus groups and surveys indicate that parents are looking for more consistency across the grade levels with communication and a want for communication to be digital and available on their phones. Tier 2 implementation is an area of growth for SHES. Frequency, focus and monitoring vary across grade levels and need to be tightened up. 3rd Grade and 5th Grade proficiencies on the FSA ELA exam were slightly below the District. 5th Grade FSA Math and FCAT Science proficiencies were slightly below the District as well. Rigor Walks from the first two quarters indicate that Core Action 3 is an area to strengthen for our school, specifically allowing for productive struggle and giving students opportunities to talk about each other's thinking.
3. **Briefly (20 words or less per group)** describe the achievement and EWS/myGradSuccess levels of students in the following subgroups.

The following information is based on analysis of Quarterly Assessment Data from Quarters 1 and 2.

- SWDs: **Strengths:** Kindergarten, 2nd and 4th grade SWD showed strength in math; Kindergarten SWD demonstrated proficiency in ELA.
Growths: Math for our 3rd and 5th grade SWD is an area for improvement. In ELA, our 2nd through 5th grade SWD demonstrated a need for improvement in ELA. Science is an area of need for our 4th and 5th grade SWD.
- FRL/ED: **Strengths:** Kindergarten, 1st and 4th grade FRL/ED showed strength in math; students in this subgroup demonstrated ELA proficiency in Kindergarten and 1st grades, 5th grade students showed a large improvement in ELA from 1st to 2nd quarters; 3rd grade FRL/ED students showed good improvement in their proficiency in science
Growths: Math for our 3rd and 5th grade SWD is an area for improvement. ELA is an area of growth for our 2nd-4th grade FRL/ED students. Science is an area of need for our 4th grade FRL/ED students.

- Black: **Strengths:** Math was a strength in all grade levels except 2nd; all students demonstrated proficiency in ELA in Kindergarten-4th grades; students in Kindergarten-4th grades demonstrated proficiency in science.
Growths: ELA is an area for improvement for our 5th grade students in this subgroup.
- Hispanic: **Strengths:** Math was a strength in Kindergarten, 4th and 5th grades;
Growths: Math is an area for growth for our 1st through 3rd grade students in this subgroup. ELA is a growth area for our 2nd-4th grade Hispanic students. Science is an area of growth for our 2nd-4th grade Hispanic students.
- ELL/LEP: **Strengths:** Math was a strength in Kindergarten, 2nd and 4th for this subgroup; students in 5th grade showed a large improvement in proficiency in 5th grade from 1st to 2nd quarter.
Growths: Our 3rd and 5th grade ELL students are an area of growth for math. ELA is a growth area for our 2nd-4th grade ELL students. Science is an area for growth for our 2nd and 4th grade ELL students.
- Lowest %tile: **Strengths:** 3rd grade math and 5th grade ELA were relative strengths for this group.
Growths: 5th grade math and 4th grade ELA were areas of growth for this group.

Staff, and Student Engagement Data (Gallup and other engagement data)

1. Briefly discuss staff engagement strengths and areas for growth

Areas of strength:

Overall, Employee Engagement Survey results were above the District and Gallup survey results. Satisfaction with our school as place to work remains significantly above the district score. Staff continue to feel that they are cared about at work and that there are opportunities for growth. They also report that their opinions are valued and their colleagues are committed to doing quality work.

Areas for growth:

One area for growth is receiving recognition or praise within the last seven days. While this was still significantly above the District and Gallup scores, it went down slightly from last year.

2. Briefly discuss student engagement strengths and areas for growth

Areas of strength:

Student responses are above the District and Gallup scores in all areas. Our students feel loved, safe and are excited about learning. Eight areas showed meaningful growth from last year including feeling that their schoolwork is important and interesting, which were both areas of growth for us last year.

Areas for growth:

Students feeling that they have a best friend is an area of growth for our school. While this did increase slightly and was above both the District and Gallup survey results, it was the only area that did not show a significant improvement from the previous year.

Parent Engagement Data

Title I schools should reference the CNA Parent Input Questions. The materials for the Parent Engagement Data must be uploaded into the Title I Crate by April 13th.

Briefly discuss parent engagement strengths and areas for growth

Areas of strength:

The responses to our survey were all positive, with no parents disagreeing with any statements. The majority of our parents surveyed report feeling very welcome at our school. They also feel that we value their opinion very much.

Areas for growth:

Frequency of parent participation in events at school is always an area that we can improve. The majority of our parents report participation 2-4 times per school year.

Implementation Data

Check any that are developed at your building

- RtI at Work Pyramid
- Gallup survey action plan
- Simplifying RtI Culture Survey results and action plan
- List of students needing support at each tier (academic and behavior)
- Action plans to provide support at each tier (academic and behavior)
- Essential standards/learning charts
- PLC Team response to common formative assessments (CFAs)

1. Artifacts/products that are a strength (Only 1 or 2) We continued to improve our systems of support for Tier 2 & 3 interventions, including documentation of both in Sharepoint. (see Larry's reports)
2. Artifacts/products that are areas for growth (Only 1 or 2) We began work around designing and delivering grade-appropriate tasks during this year. Task analysis has revealed that our assignments are not always meeting the rigor of the standards. This is an area that we will work to improve throughout the next school year.

Focus Areas for Next Year

1. What are your draft goals for the 2020-21 school year based upon the data you describe?
 - a. DDD: We will strengthen our analysis of student work to ensure alignment to grade level expectations.
 - b. HII: We will improve instruction through more-focused teacher intentional planning at all three tiers of support.
 - c. CC: We will deepen our understanding and implementation of social-emotional learning to ensure high expectations for all students.
2. For each goal, what strategies and PD will you coordinate and/or facilitate to these goals?
 - a. DDD: understanding Standards; Protocol for Task Analysis using our own assignments; Quarterly spot check of grade level assignments; continued work around the Opportunity Myth through the School Leadership Team
 - b. HII: focus on intentional planning for Tier 1, 2 and 3 instruction utilizing district resources; PD focused on cognitive engagement; writing across the curriculum; walkthroughs/observations of tiered interventions
 - c. CC: executive functioning PD; applying the concepts of SEL to daily practice within the classroom

3. How will your school coach/coaches facilitate your draft goals?

Select PLCs, module plannings and faculty meetings will be scheduled for the coaches to work with the teachers around these goals; check-ins/coaching cycles to monitor implementation of this work; meetings with administration and coaches every other week to strategically plan and monitor progress towards achieving these goals

4. What district supports will you need for your draft goals?

- a. HII: tools for intentional planning at all levels
- b. CC: executive functioning; resources to support connections between relationships and high expectations
- c. DDD: clarity/guidance on what will be available for monitoring of student achievement data across schools