



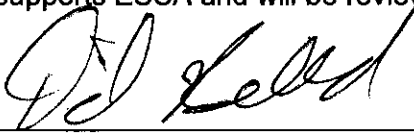
# Pangburn Elementary School Improvement Plan 2019/2020

## Mission

All students are expected to learn, create, achieve, and succeed in education, community, and life. As educators, we should strive to motivate, encourage, and inspire young people to overcome obstacles and achieve lifelong goals.

## Approvals

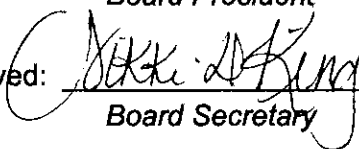
This School Improvement Plan was prepared by Pangburn Elementary School Faculty, Facilitators, Administration, and Pangburn Stakeholders to implement actions and maintain policies and procedures to ensure that all students have success in their education. This improvement plan supports ESSA and will be reviewed annually and/or as needed.

Approved:   
Superintendent

Date: 7/16/19

Approved:   
Board President

Date: 7/16/19

Approved:   
Board Secretary

Date: 7/16/19

**READING: Methods and Reasoning**

Reading is arguably the most important skill students need in their everyday lives. At the beginning of the school year all elementary school students in kindergarten through 4th grade will be screened to determine any reading skill deficits that exist. Students displaying deficiencies in reading skills will then receive intense interventions to help recover any noted missing skills. This instruction will be the appropriate combination of teacher intervention, iStation Instructional Software, small group intervention with IMSE trained interventionists, and/or Dyslexia intervention for the individual student.

**Goal 1 - Reading:** By April 2020 75% of the kindergarten through 2nd grade students will be performing at the Tier 1 (on target) level when assessed on the Istation assessment; and 53% of the 3rd through 4th grade students will be performing at the ready or exceeding level in reading on the ACT Aspire.

<b>Evidence Based action steps for all students</b>	<b>Possible Funding Sources</b>	<b>Implemented by</b>	<b>Method of Monitoring</b>
Screenings conducted		Autumn Yancey and/or Classroom Teachers	iStation data, ACT Aspire data, DIBELS data
Interventions scheduled and administered		Autumn Yancey	Documentation of schedules, intervention sessions, individualized documentation of observed growth/needs and progress monitoring
Students receive individualized instruction and set personal growth goals based on their own needs		Classroom Teachers	Student portfolios created with/shared with teachers; Teacher lesson plans shared with Mrs. Rieck

Supplemental support for targeted subgroups and populations: iStation, IMSE trained interventionists

**MATH: Methods and Reasoning**

Foundational understanding, concepts and skills in math are fundamental building blocks for developing higher mathematical skills. Basic skills are necessary to advance in math. Insisting that students master computation skills is not to advocate that they stop at the basics. Basic skills are a floor, not a ceiling. Students must learn arithmetic so they can move on to more demanding mathematics-algebra, geometry, calculus. With PES students as any deficiency of basic skills become apparent to the teacher through formative and/or summative assessments, interventions by the teacher will supplement student learning and help build the necessary skills.

**Goal 2 - Math:** Students will display an increase in math scores on the appropriate state mandated test. Students taking the math Istation assessment (K-2) will increase grade-level proficiency to 87%. Students taking the math ACT Aspire will increase readiness (or exceeding) by 6% to 60% of all 3rd and 4th grade students showing readiness. PES will have an increased focus on justification and explanation in the classroom directed by the teacher as well as through interventions.

<b>Evidence Based action steps for all students</b>	<b>Possible Funding Sources</b>	<b>Implemented by:</b>	<b>Method of Monitoring</b>
Increased use of mathematical justification and explanation, modeled for and taught to students by teacher		Classroom Teachers, Wade Butler, Mary Rieck	Lesson plans, classroom observations, Istation/ACT Aspire data
Increased opportunities for students to produce reasoning, explanations and justifications both written and verbal		Classroom Teachers, Wade Butler, Mary Rieck	Lesson plans, student work/ assessments, Istation/ACT Aspire data

Supplemental support for targeted subgroups and populations: professional development for teachers