

**2020-2021 SCHOOL PLAN
CROSS COUNTY ELEMENTARY
TECHNOLOGY ACADEMY**

School Goal: Based on a survey conducted at the end of the 2019-2020 school year, teachers reported that an average of 64% of students turned in at least 80% of their AMI work. For the 2020-2021 school year we intend to increase that percentage to 100% for on line and blended learning.

Student Goals:

Reading

- 22% of Kindergarten students scored at benchmark (early kindergarten) on the BOY. Kindergarten students who are at benchmark (mid-kindergarten) on the MOY will increase to 75% on the EOY iReady Reading Assessment.

Final EOY for reading was 92%. Kindergarten exceeded the set goal by 17 percentage points.

- 9% of First Grade students scored at benchmark (early first) on the BOY. First grade students who are at benchmark (mid-first) on the MOY will increase to 40% on the EOY iReady Reading Assessment.

Final EOY for reading was 44%. First grade exceeded the set goal by 4 percentage points.

- 23% of Second Grade students scored at benchmark (early second) on the BOY. Second grade students who are at benchmark (mid-second) on the MOY will increase to 55% on the EOY iReady Reading Assessment.

Final EOY for reading was 67%. Second grade exceeded their set goal by 12 percentage points.

- 43% of Third Grade students scored at benchmark (early third) on the BOY. Third grade students who are at benchmark (mid-third) on the MOY will increase to 53% on the EOY iReady Reading Assessment.

Final EOY for reading was 65%. Third grade exceeded their set goal by 12 percentage points.

- 21% of Fourth Grade students scored at benchmark (early fourth) on the BOY. Fourth grade students who are at benchmark (mid-fourth) on the MOY will increase to 35% on the iReady Reading Assessment.

Final EOY for reading was 38%. Fourth grade exceeded their set goal by 3 percentage points.

- 28% of Fifth Grade students scored at benchmark (early fifth) on the BOY. Fifth grade students who are at benchmark (mid-fifth) on the MOY will increase to 43% on the iReady reading Assessment.

Final EOY for reading was 47%. Fifth grade exceeded their set goal by 4 percentage points.

- 28% of Sixth Grade students scored at benchmark (early sixth) on the BOY. Sixth grade students who are at benchmark (mid-sixth) on the MOY will increase to 43% on the iReady Reading Assessment.

Final EOY for reading was 46%. Sixth grade exceeded their set goal by 18 percentage points.

- Grades 3-6 will increase the number of students in the exceeding and ready categories by 3% and all students will show growth within each band and, as measured by their ACT Aspire Individual Student Reports.

Results pending state release

Math

- 18% of Kindergarten students scored at benchmark (early kindergarten) on the BOY. Kindergarten students who are at benchmark (mid-kindergarten) on the MOY will increase to 50% on the EOY iReady Math Assessment.

Final EOY for math was 81%. Kindergarten exceeded the set goal by 31% percentage points.

- 0% of First Grade students scored at benchmark (early first) on the BOY. First grade students who are at benchmark (mid-first) on the MOY will increase to 30% on the EOY iReady Math Assessment.

Final EOY for math was 42%. First grade exceeded the set goal by 12 percentage points.

- 5% of Second Grade students scored at benchmark (early second) on the BOY. Second grade students who are at benchmark (mid-second) on the MOY will increase to 40% on the iReady Math Assessment.

Final EOY for math was 45%. Second grade exceeded the set goal by 5 percentage points.

- 11% of Third Grade students scored at benchmark (early third) on the BOY. Third grade students who are at benchmark (mid-third) on the MOY will increase to 25% on the iReady Math Assessment.

Final EOY for math was 52 %. Third grade exceeded the set goal by 27 percentage points.

- 17% of Fourth Grade students scored at benchmark (early fourth) on the BOY. Fourth grade students who are at benchmark (mid-fourth) on the MOY will increase to 37% on the iReady Math Assessment.

Final EOY for math was 40%. Fourth grade exceeded the set goal by 3 percentage points.

- 13% of Fifth Grade students scored at benchmark (early fifth) on the BOY. Fifth grade student who are at benchmark (mid-fifth) on the MOY will increase to 33% on the iReady Math Assessment.

Final EOY for math was 51%. grade exceeded the set goal by 18 percentage points.

- 28% of Sixth Grade students scored at benchmark (early sixth) on the BOY. Sixth grade students who are at benchmark (mid-sixth) on the MOY will increase to 43% on the iReady Math Assessment.

Final EOY for math was 80%. Sixth grade exceeded the set goal by 52 percentage points.

- Grades 3-6 will increase the number of students in the exceeding and ready categories by 3% and all students will show growth within each band and, as measured by their ACT Aspire Individual Student Reports.

Results pending state release

CCETA is committed to raising student achievement in Reading and Language Arts. K-6 students will receive instruction using a vocabulary strategy derived from Beck's *Bringing Words to Life* by focusing on the essential elements of NIET's 5 Steps to Effective Learning with fidelity. There will be an emphasis on aligning check for masteries to the gradual release model in PIC.

In addition, CCETA will maintain or increase the achievement in the Special Education sub-population.

Annual Cluster Goal By May 2020, using state mandated tests and classroom assessments, students in grades 3-6 will improve their performance on the ACT Aspire by at least 3% in Reading with students performing in the highest proficiency ratings maintaining or increasing due to teachers demonstrating proficiency in Reading.

By May 2020, students in the K through 6th grade will show growth from 25% on the iReady MOY to 36% on the iReady EOY, as a result of the Instructional Strategies presented in our on-going professional development. Students will show growth due to teachers demonstrating proficiency in teaching the strategies.

Cluster Cycle Goal

Cycle 1: By the end of the cycle, teachers will be able to effectively implement indicators from the TAP Rubrics and incorporate Kagan Structures into their lessons, in order to increase student engagement and academic performance, as measured by student work and evidence collected through classroom observations and teacher's SKR scores.

K-6

Cycle 2: By the end of the cycle, students in grades K-6, will increase the number of students who score in the Tier 1 grade level range on the iReady BOY Reading assessment from 25% to at least 36% as a result of the implementation a Vocabulary strategy based on Beck's *Bringing Words to Life*. Those students scoring in the Tier 2 and At Risk for Tier 3 range will show growth and an improvement in qualitative characteristics due to teachers demonstrating a proficiency in teaching the strategy.

55% of Cross County Elementary Technology Academy students scored in the Tier 1 grade level range on the EOY assessment, resulting in exceeding the set goal by 19 percentage points.

Literacy Plan

The ability to read and write prepares students to be successful in their educational and professional lives. The goal of this literacy plan is to provide guidance and a systematic approach for teaching Reading and Language Arts. Through our embedded on-going professional development and collaboration CCETA is committed to the areas of:

Curriculum, assessment and instruction

Prevention, intervention, and enrichment

Integration of literacy into all content areas.

The purpose of reading instruction is to develop essential literacy skills that result in meeting high expectations for all students and aide students in becoming college and career ready.

The Science of Reading: All K-2 teachers have been trained in RISE. All K-4 teachers, 5th grade literacy, PE, Art, and 1 interventionist have been trained in Phonics First. Additional support staff are required to demonstrate an awareness of the science of reading through completion of 18 hours of Science of Reading modules. Additionally, 1 6th grade literacy classroom teacher completed training in Structures to provide interventions to struggling students. All special education teachers are following an approved Pathway to Proficiency in their field of study.

Dyslexia (Neurological Diversity) and Intervention Program

All students in grades K-2 are screened using state required universal screener and all students in K-6 are screened using DIBELS, in order to identify the bottom 20% who may exhibit characteristics of Dyslexia. Students who are diagnosed with Dyslexia or exhibit characteristics of Dyslexia are provided one on one or small group interventions using the Take Flight, Barton, and/or Phonics First.

Reading Program: CCETA provides literacy instruction based on the Science of Reading using Heggerity's Phonemic Awareness program, Phonics First, and McGraw Hill's Wonder's Reading Comprehension.