

Peake Elementary School



Goal: Increase the percentage of students meeting projected growth in reading and math as they progress from fourth to sixth grade as measured by the ACT Aspire Assessment.

2020 Target – 3% Total Increase
2021 Target – 7% Total Increase
2022 Target – 12% Total Increase

WHAT ARE WE GOING TO DO AT PEAKE ELEMENTARY?

- ✓ Literacy and Special Education teachers will attend R.I.S.E (Reading Initiative for Student Excellence) Training to provide teachers with in-depth information related to the science of reading, evidence-based instructional strategies and how to make data-based decisions for students.
 - ✓ Partner with Ouachita Baptist University to provide tutoring to students who have been identified as having reading deficiencies; also utilize paraprofessionals and specialists to provide one-to-one support to students. Support is also provided within a student's classroom.
 - ✓ Continue implementing a 2018 literacy curriculum adoption (ReadyGen) and begin implementing a new 2019 math curriculum adoption (Eureka Math).
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HOW WILL WE MEASURE PROGRESS?

Data and Assessments: NWEA – Fall, Winter, and Spring Formative Classroom Assessments
Reading Progress Monitoring (DIBELS) RTI Data
Math Progress Monitoring (M-Comp, M-Cap)

PROFESSIONAL LEARNING AND TIMELINES

Summer - Spring 2019-2020

All literacy, Special Education teachers and the principal will attend R.I.S.E training at Dawson Coop throughout the school year.

Literacy teachers received follow up training for the ReadyGen literacy curriculum (August 2019); math teachers received training on implementing the Eureka Math curriculum (July 2019).

Ongoing 2019-2020

All literacy teachers and Special Education teachers will receive ongoing training and support with both the literacy and math curriculum adoptions.

Training will be provided by the instructional facilitator related to the assessment tools and instructional resources used with students.

Teachers will meet in PLCs to evaluate/discuss student data to make informed instructional decisions.