

The following data points are the result of reviewing the following data page, through a review of formative data provided by our teachers and other factors related directly or indirectly to student improvement.

- The average score for our students in the area of reading is above grade level benchmark. The Terrace Heights Elementary improvement team along with the entire staff will continue to focus on the development of the reading skills of our students.
- The average score for our students in the area of math is above grade level benchmark. The Terrace Heights Elementary improvement team along with the entire staff will continue to focus on the development of the math skills of our students.

Reading

Reading Goal #1: Kindergarten-

70% of our kindergartners will have established **25** or more sounds on the first sounds fluency by the winter kindergarten assessment. This category will be a new assessment next school year.

85% of our kindergartners will have established **40** or more letters in letter naming fluency by the DIBELS spring assessment. Based on the growth over the last two years, the percentages of low risk readers were 81% and 70% respectively. With this pattern, we believe that at least 85% of our new kindergartners will be at low risk in letter naming fluency.

95% of our kindergartners will have established **35** or more words in phoneme segmentation fluency by the DIBELS spring assessment. Based on the growth over the last two years, the percentages of low risk readers were 92% and 96% respectively. With this pattern, we believe that at least 95% of our new kindergartners will be at low risk in letter naming fluency.

80% of our kindergartners will have established **25** or more correct letter sounds in nonsense word fluency by the DIBELS spring assessment. Based on the growth over the last two years, the percentages of low risk readers were 77% and 74% respectively. With this pattern, we believe that at least 80% of our new kindergartners will be at low risk in letter naming fluency.

50% of our kindergartners will be reading at the instructional reading level **5** according to the Running Records spring assessment. Based on the growth this past year, the percentages of students at or above the level 5 were 48.5%. With this pattern, we believe that at least 50% of our new kindergartners will be at least a level 5 on the running records.

90% our kindergartners will be reading at the instructional reading level **2** according to the Running Records spring assessment. Based on the growth this past year, the percentages students at or above the level 2 were 82.4%. With this pattern, we believe that at least 90% of our new kindergartners will be at least a level 2 on the running records. 90% of our kindergartners will be at least a level **2**.

Strategy:	Evidence of Implementation or Impact
Lap/Title Tier 3 Intervention groups(groups of no more than 7) (Intensive Curriculum) Approximately 60 minutes Using Reading mastery	
Lap/Title Tier 2 Intervention groups(groups of no more than 7) (Strategic Intervention) Approximately	

40 minutes This intervention group uses Road to the Code	
Large group shared reading activities Approximately 40 minutes. Tier 1, 2 & 3	
Small group guided reading . Approximately 20 minutes each Tier 1 & 2	

<p>Reading Goal #2: First Grade</p> <p>80% of our first graders will have established 50 or more correct letter sounds in nonsense word fluency by the DIBELS spring assessment. Currently 74% have established 25 or more by the end of kindergarten, therefore we believe that 80% will have established 50 or more correct letter sounds by the spring assessment of first grade.</p> <p>75% of our first graders will be able to read at least 40 words a minute by the DIBELS spring assessment. Based on the growth of our previous 2 first grade groups the percentages of low risk readers were 77% and 73% respectively. With this pattern, we believe that at least 75% of our first graders will be at low risk in oral reading fluency.</p> <p>70% of our first graders will be reading at the instructional reading level 16 according to the Running Records spring assessment. Based on this groups last year's running records of 82.4% at level 2 and current first grade trends, we believe that 70% of our first graders will be at a level 16.</p>	
Strategy:	Evidence of Implementation or Impact
Lap/Title Tier 3 Intervention groups(groups of no more than 7) (Intensive Curriculum) Approximately 60 minutes Using Reading mastery	
Lap/Title Tier 2 Intervention groups(groups of no more than 7) (Strategic Intervention) Approximately 40 minutes This intervention group uses Phonics for Reading	
Large group shared reading activities Approximately 40 minutes Tier 1, 2, & 3	
Small group guided reading . Approximately 20 minutes Tier 1 & 2	
Students may utilize technology to improve reading fluency and assess their progress through the use of Read Naturally. Tier 2 Approximately 30-40 minutes 3-5 days a week	

<p>Reading Goal #3: Second Grade-</p> <p>75% of our second graders will be able to read at least 90 words per minute by the DIBELS spring assessment. Based on our last year's first graders, 73% were able to read 40 words a minute. Therefore we believe that 75% of our current second graders will be able to read 90 words per minute.</p>
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75% of our second graders will be reading at the instructional reading level **24** according to the Running Records spring assessment. Based on this groups last year's running records of 71% at level 16 and current second grade trends, we believe that 75% of our second graders will be at a level 24.

Strategy:	Evidence of Implementation or Impact
<p>Lap/Title Tier 3 Intervention groups(groups of no more than 7) (Intensive Curriculum) Approximately 60 minutes Using Reading mastery</p> <p>Lap/Title Tier 2 Intervention groups(groups of no more than 7) (Strategic Intervention) Approximately 40 minutes This intervention group uses Phonics for Reading</p>	
<p>Large group shared reading activities Approximately 40 minutes. Tier 1, 2, & 3</p> <p>Small group guided reading . Approximately 20-30 minutes Tier 1 & 2</p>	
<p>Students will utilize technology to improve reading fluency and assess their progress through the use of Read Naturally. Tier 2 Approximately 30 minutes 3-5 days a week</p>	

Reading Goal #4: Third Grade-

70% of our third graders will be able to read at least **110** words per minute by the DIBELS spring assessment. Based on our last year's second graders, 65% were able to read 90 words a minute. Therefore we believe that 70% of our current third graders will be able to read 110 words per minute.

76.1 % or more of next year's third graders will be at benchmark standard on the MSP assessment, but we believe that 80% of our 2009-2010 third grade students can reach that benchmark standard.

Strategy:	Evidence of Implementation or Impact
<p>Lap/Title Tier 3 Intervention groups(groups of no more than 7) (Intensive Curriculum) Approximately 60 minutes Using Reading mastery or Corrective Reading</p> <p>Lap/Title Tier 2 Intervention groups(groups of no more than 7) (Strategic Intervention) Approximately 40 minutes This intervention group uses Phonics for Reading, Rewards, and Read Naturally</p>	
<p>Large group shared reading activities Approximately 40 minutes. Tier 1, 2, & 3</p> <p>Small group guided reading . Approximately 20-30 minutes Tier 1 & 2</p>	
<p>Students will utilize technology to improve reading fluency and assess their progress through the use of Read Naturally. Tier 2 Approximately 40 minutes 3-5 days a week</p>	

Reading Goal #5: Fourth Grade-

60% of our fourth graders will be able to read at least **118** words per minute by the DIBELS spring assessment. Based on our last year's third graders 51% were able to read 110 words a minute. Therefore we believe that 60% of our current fourth graders will be able to read 118 words per minute.
 76.1 % or more of next year's fourth graders will be at benchmark standard on the MSP assessment, but we believe that 80% of our 2009-2010 fourth grade students can reach that benchmark standard.

Strategy:	Evidence of Implementation or Impact
Lap/Title Tier 3 Intervention groups(groups of no more than 7) (Intensive Curriculum) Approximately 60 minutes Using Reading mastery or Corrective Reading Lap/Title Tier 2 Intervention groups(groups of no more than 7) (Strategic Intervention) Approximately 40 minutes Read Naturally, Rewards, Phonics for Reading	
Large group shared reading/Language Arts activities for all students. Tier 1, 2, & 3 Approximately 40 minutes.	
Students will utilize technology to improve reading fluency and assess their progress through the use of Read Naturally. Tier 2 Approximately 40 minutes 3-5 days a week	

Goal #6: Fifth Grade-

60% of our fifth graders will be able to read at least **124** words per minute by the DIBELS spring assessment. Based on our last year's fourth graders, 52% were able to read 118 words a minute. Therefore we believe that 60% of our current fifth graders will be able to read 124 words per minute.
 76.1 % or more of next year's fifth graders will be at benchmark standard on the MSP assessment, but we believe that 80% of our 2009-2010 fourth grade students can reach that benchmark standard.

Strategy:	Evidence of Implementation or Impact
Lap/Title Tier 3 Intervention groups(groups of no more than 7) (Intensive Curriculum) Approximately 60 minutes Using Reading mastery or Corrective Reading Lap/Title Tier 2 Intervention groups(groups of no more than 7) (Strategic Intervention) Approximately 40 minutes Pre-teach for core and Rewards	
Large group shared reading/Language Arts activities for all students 5 days a week. Approximately 40 minutes. Tier 1, 2, & 3	
Students will utilize technology to improve reading fluency and assess their progress through the use of Read Naturally. Tier 2 Approximately 40 minutes 3 days a week	

Reading Goal #7:

Each student enrolled in the kindergarten ELL program will have established **20** or more initial sounds as measured by initial sound fluency on the Marie/Clay assessment in the spring.

Each student enrolled in the kindergarten ELL program will have established **40** or more letters as measured by letter naming fluency on the DIBELS assessment in the spring.

Each student enrolled in the first grade ELL program will gain **5** or more words a minute in reading fluency over entry fluency on the DIBELS assessment.

Each student enrolled in the second grade ELL program will gain **10** or more words a minute in reading fluency over entry fluency on the DIBELS assessment.

Each student continually enrolled in the third grade ELL program will gain **15** words a minute in reading fluency over entry fluency on the DIBELS assessment.

Each student continually enrolled in the third grade ELL program will gain **20** words a minute in reading fluency over entry fluency on the DIBELS assessment.

Each student continually enrolled in the third grade ELL program will gain **25** words a minute in reading fluency over entry fluency on the DIBELS assessment.

Strategy:	Evidence of Implementation or Impact
Language acquisition and application, working with words	
Individualized and small group instruction for K-5 ELL students. Approximately 20-30 minutes 4-5 days a week	

Math

Math Goal #1: (**2nd Grade**):

All students scoring below grade level (191 RIT score or below) on the 2nd grade spring Levels Assessment will gain one year or more by the 3rd grade spring levels assessment.

Strategy:	Evidence of Implementation or Impact
Students in need of extra help in math will participate in intervention activities daily. The interventions times range from 20 minutes to up to 40 minutes depending on the grade level.	
Students in first – fifth grade will participate in 60 minutes of Core Math instruction and supplemental materials where obvious gaps in the State Standards are found. Students identified for intervention will participate in 20-40 minutes of additional support beyond the core at the student’s ability level. Material outside the core will be supplemented.	

<p>Students will engage in approximately 15-20 minutes of Daily routine math practice that could include:</p> <ul style="list-style-type: none"> • Calendar Math activities • Fact based math strategies • Problem solving strategies <p>Students may utilize technology to assess and improve math skills through the use of Accelerated Math.</p> <ul style="list-style-type: none"> • Time based on individual need 	
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<p>Math Goal # 2 (3rd Grade):</p> <p>67.2% of next years 3rd grade students will score at or above 203 RIT as demonstrated on the spring levels assessment. Currently 53.7 are at grade level and an additional 13.5% are one half grade level below, therefore we believe that 67.2% will be at grade level or above.</p> <p>Math Goal #3 (3rd Grade):</p> <p>64.9% or more of next year’s Terrace Heights 3rd graders will be at benchmark standard according to the state MSP assessment, but we believe that 70% of our 2009-2010 third grade students will reach that benchmark standard.</p>	
<p>Strategy:</p> <p>Same as math goal # 1</p>	<p>Evidence of Implementation or Impact</p>

<p>Math Goal #4: (4th Grade)</p> <p>64.3% of next years 4th grade students will score at or above 211 RIT as demonstrated on the spring levels assessment. Currently 41.6% are at grade level and an additional 22.7% are one half grade level below, therefore we believe that 64.3% will be at grade level or above.</p> <p>Math Goal #5: (4th Grade)</p> <p>64.9% or more of next year’s Terrace Heights 4th graders will be at benchmark standard according to the state MSP assessment, but we believe that 70% of our 2009-2010 fourth grade students will reach that benchmark standard.</p>	
<p>Strategy:</p> <p>Same as math goal # 1</p>	<p>Evidence of Implementation or Impact</p>

<p>Math Goal #6: (5th Grade)</p> <p>57.5% of next years 5th grade students will score at or above 220 RIT as demonstrated on the spring levels assessment. Currently 43.8% are at grade level and an additional 13.7%% are one half grade level below, therefore we believe that 57.3% will be at grade level or above.</p>	
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Math Goal #7: (5th Grade)

64.9% or more of next year's Terrace Heights 5th graders will be at benchmark standard according to the state MSP assessment, but we believe that 70% of our 2008-2009 fifth grade students will reach that benchmark standard.

Strategy:	Evidence of Implementation or Impact
Same as math goal # 1	

Writing

Writing Goals #1-6:

1. Kindergarten students will be working within the experimental writing phase based on the First Steps writing continuum by the end of the kindergarten year.
2. First graders will be working within the experimental writing and early writing phases based on the First Steps writing continuum during the first grade year.
3. Second graders will be working within the early writing phase based on the First Steps writing continuum by the end of the second grade year.
4. Third grade students will be working within early writing phase and working toward the conventional writing phases based on the First Steps writing continuum during the third grade year.
5. Fourth grade students will be working within the conventional writing phase and working toward the proficient writing phases based on the First Steps writing continuum during the fourth grade year.
6. Fifth grade students will be working within the conventional writing phase and working toward the proficient writing phases based on the First Steps writing continuum during the fifth grade year.

Strategy:	Evidence of Implementation or Impact
Writing prompts will be given throughout the school year	
Journal writing will be given throughout the school year	
A writing process will be taught at each grade level. Focused instruction in expository, narrative, and persuasive writing (3-5) Focused instruction on written response to text (comprehension strategies) that will be supported in Read Naturally.	