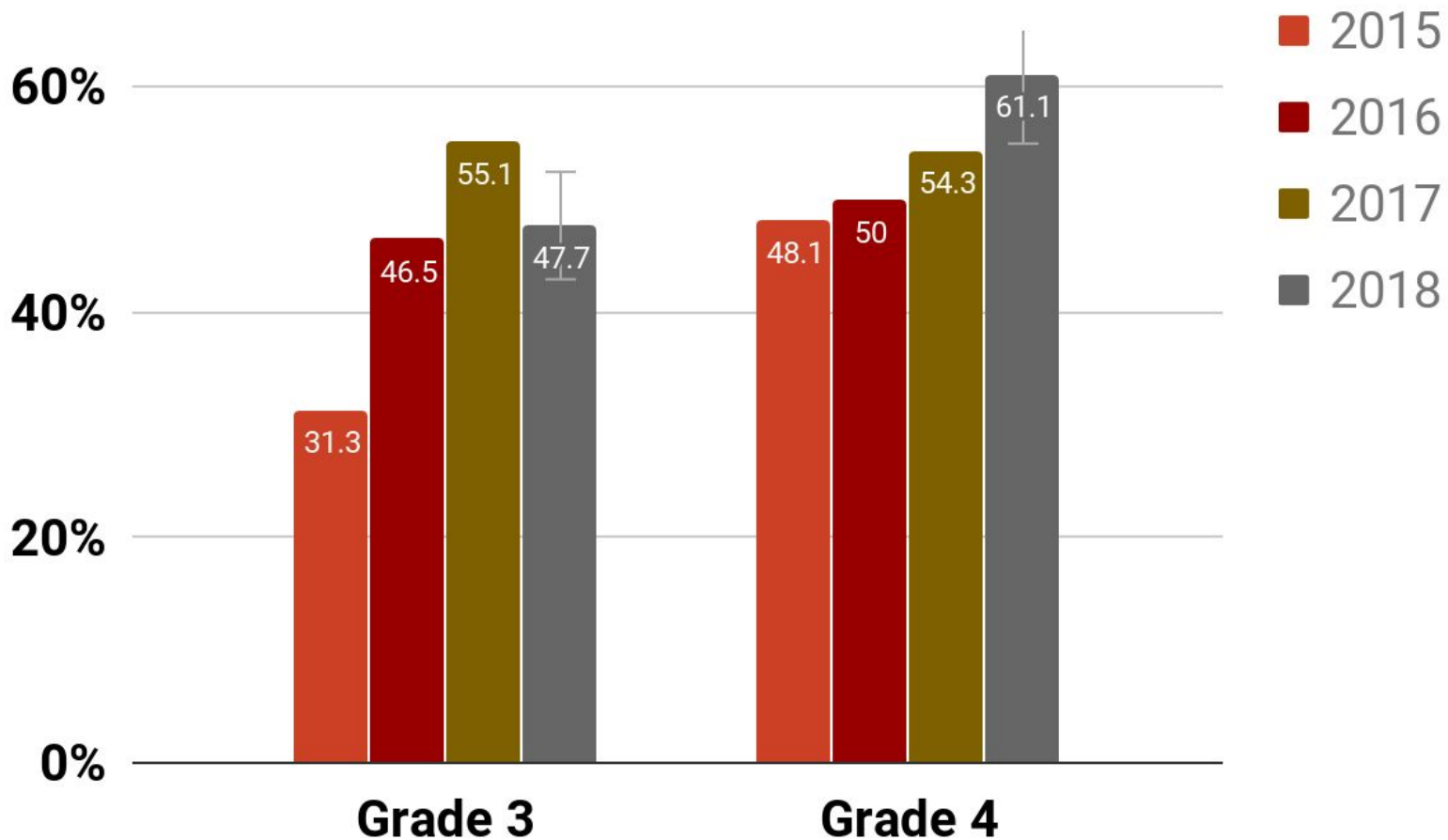


**Newton Public Schools
School Level Goals
2018-19**

Merriam Avenue School

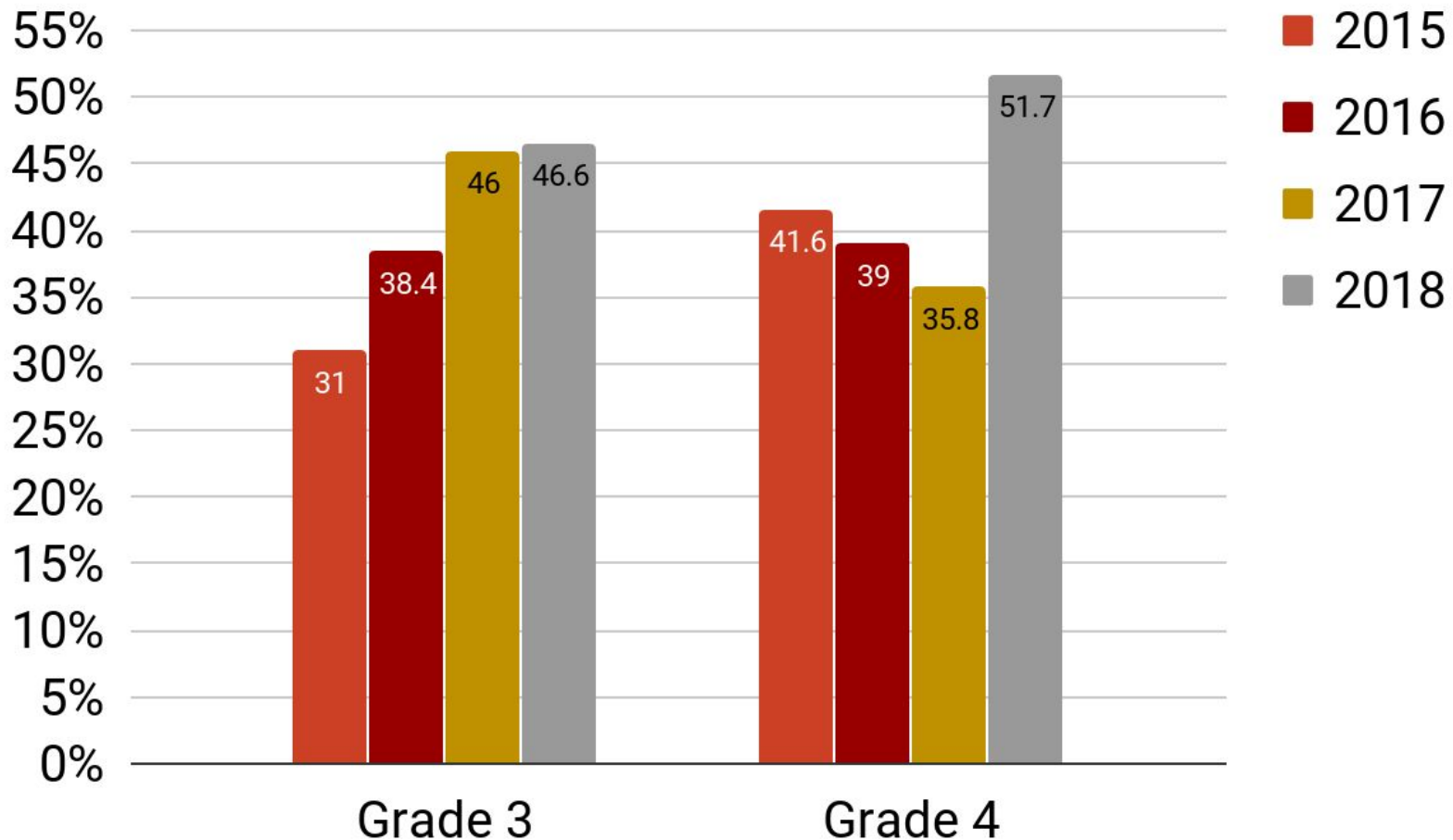
Four Year Trend

PARCC: Language Arts



Four Year Trend

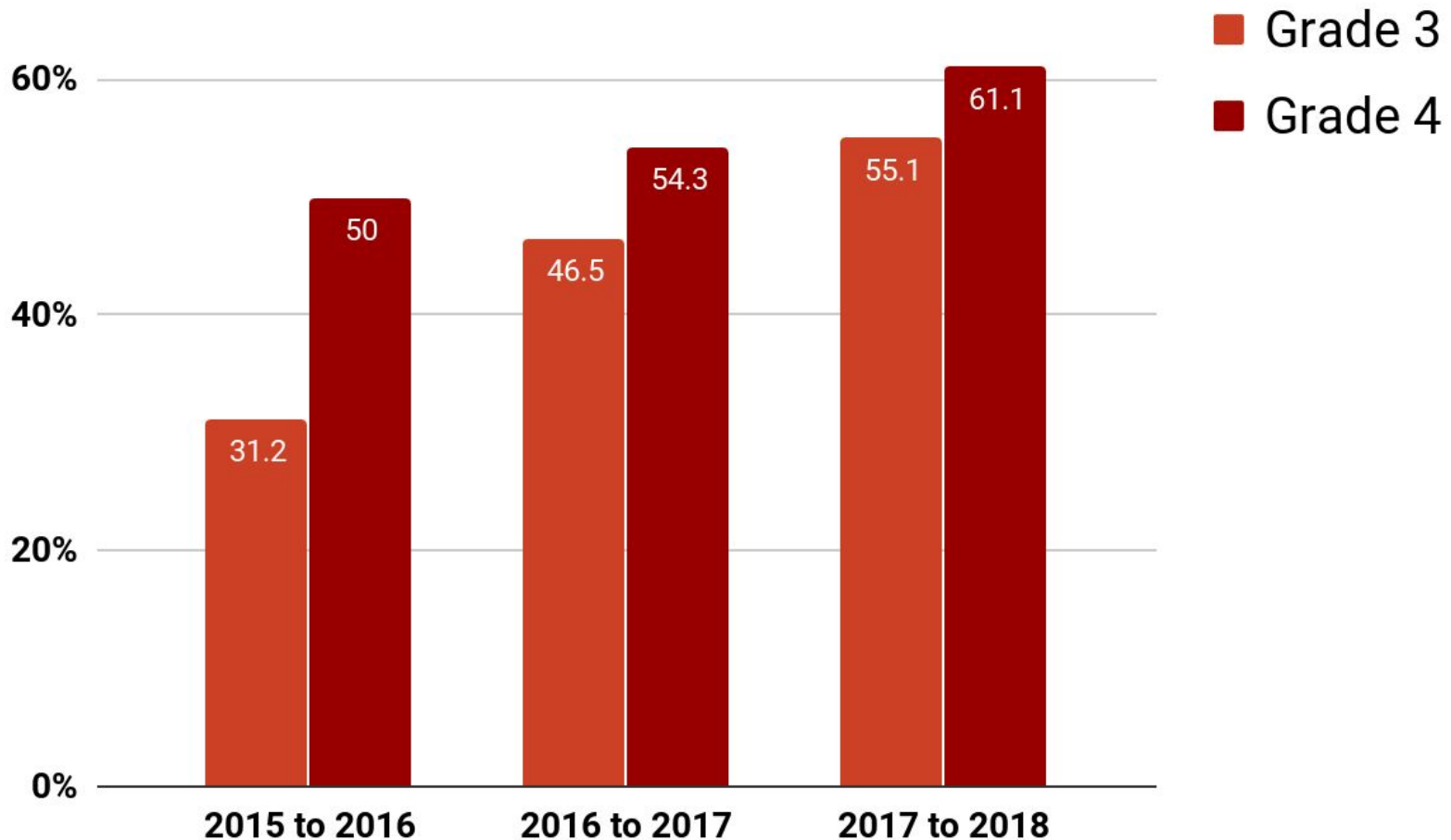
PARCC: Mathematics



Performance by Cohort

2015-2016, 2016-2017, & 2017-2018

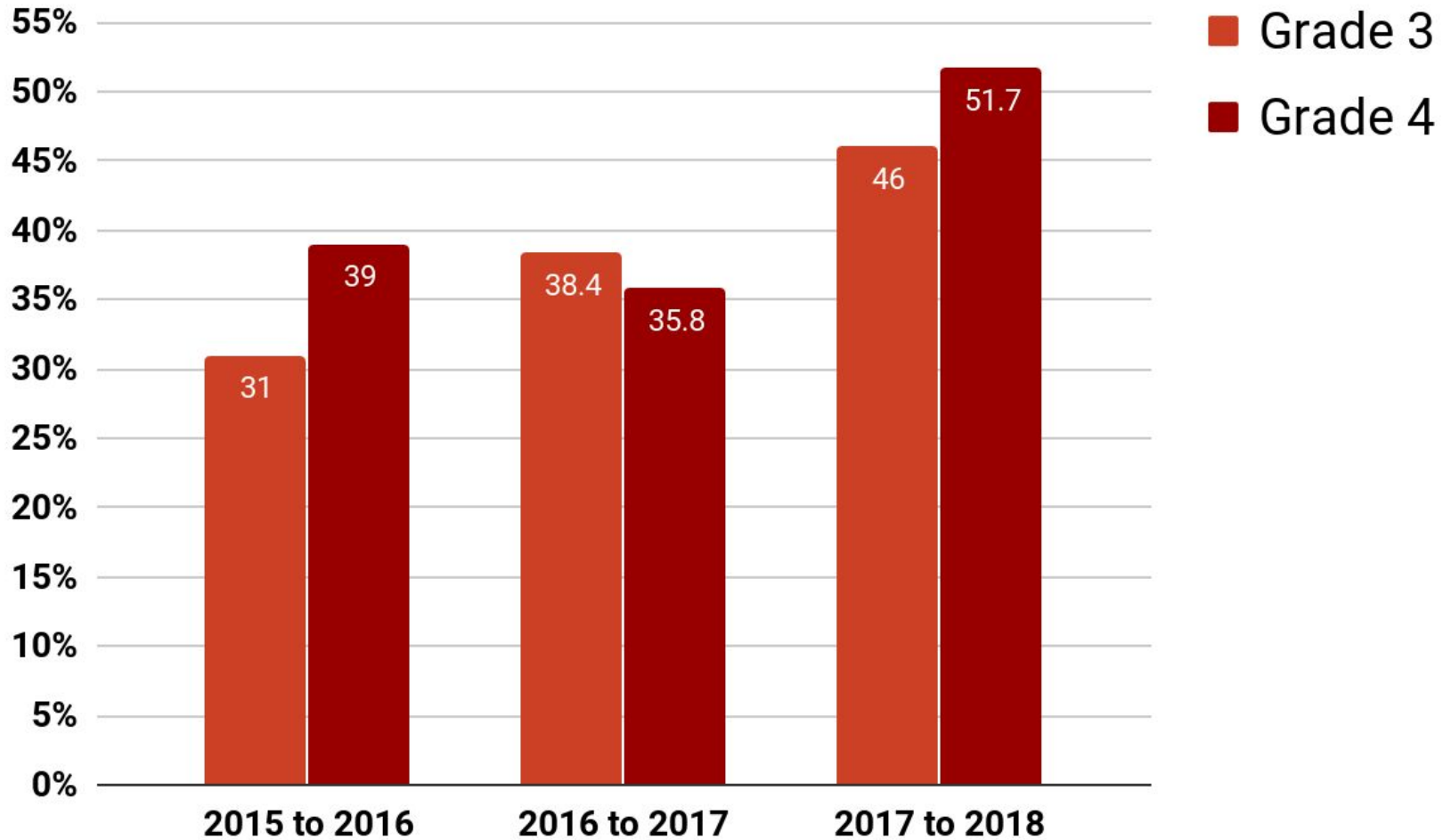
PARCC: Language Arts



Performance by Cohort

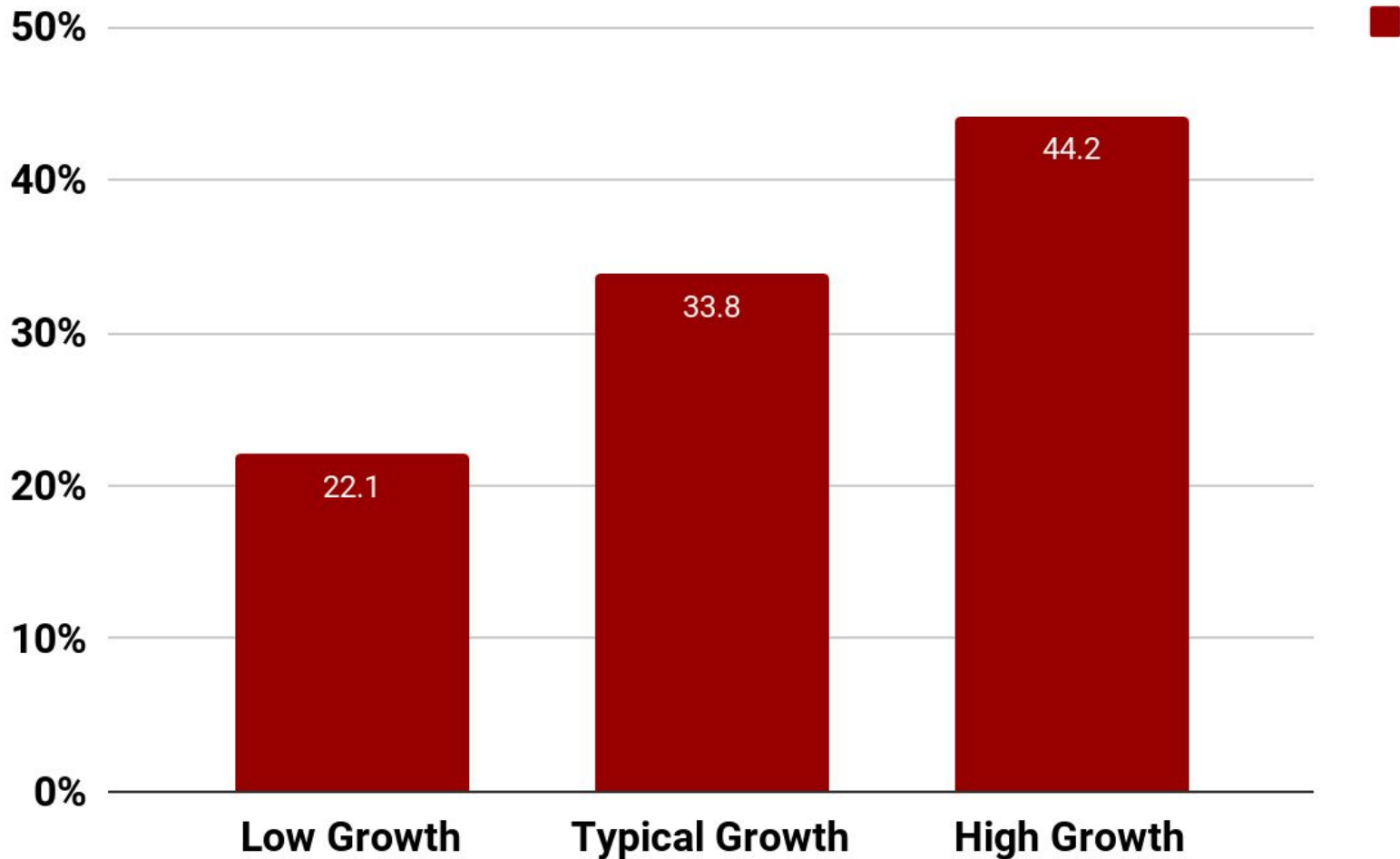
2015-2016, 2016-2017 & 2017-2018

PARCC: Mathematics



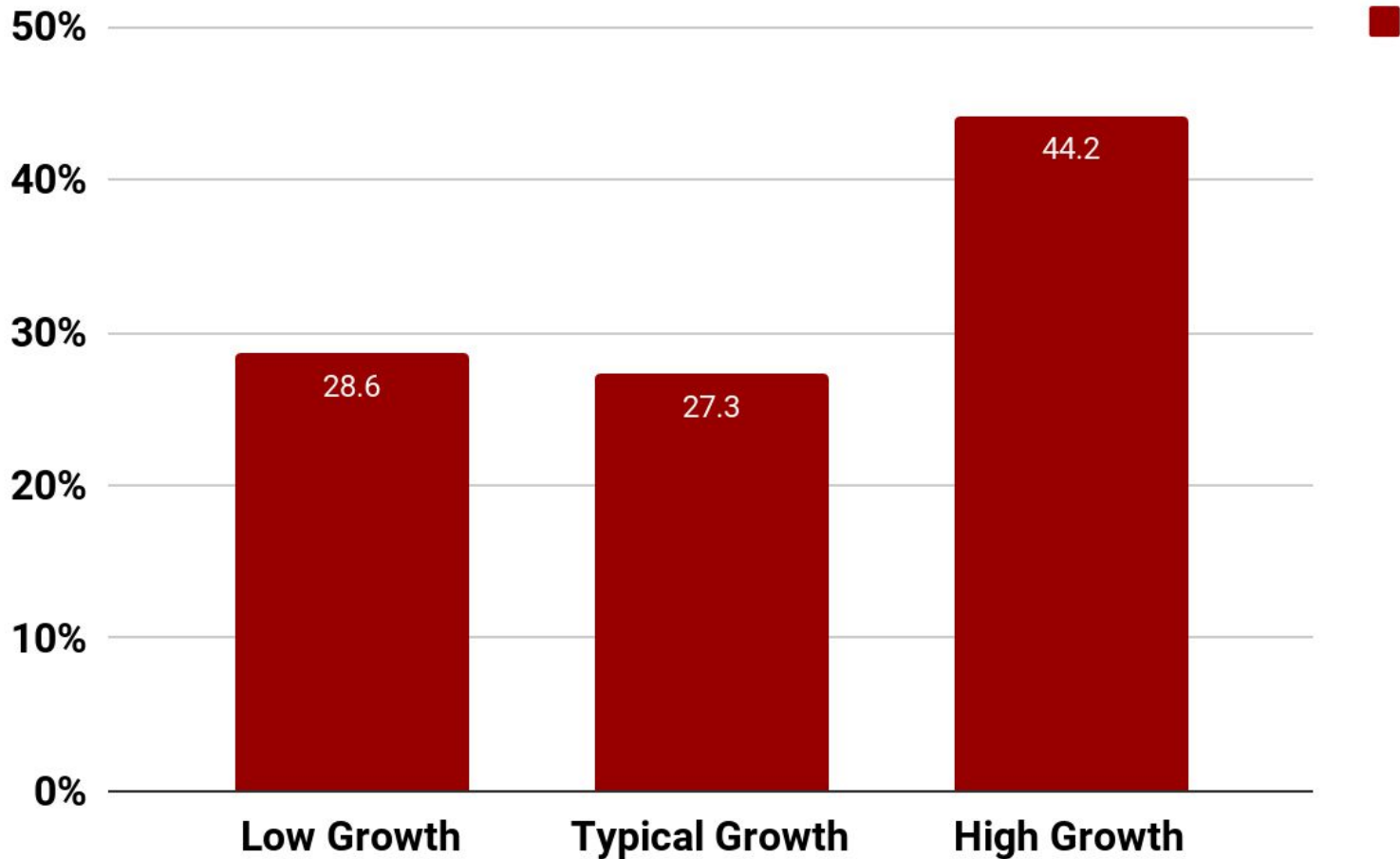
Student Growth

PARCC: Language Arts 3rd to 4th Grade
2017



Student Growth

PARCC: Mathematics 3rd to 4th Grade
2017



Root Cause Analysis

Based on initial screening data: Boulder Math Assessment

Math

- Number sense: Skip counting up and down by 5s, 10s, and 100s from any number with particular attention to moving from one place value to the next.
- Conceptual understanding of numbers and place value.

Root Cause Analysis

Based on initial screening data: Reading Records
w/ Miscue Analysis

Language Arts & Literacy

- Guided Reading at students' highest Instructional reading level.
- Differentiate between skills needed for different types of texts and reading contexts.
- Assessment ought to be used to identify the reading skills and strategies a student uses when confronted with text.

Schoolwide Goals

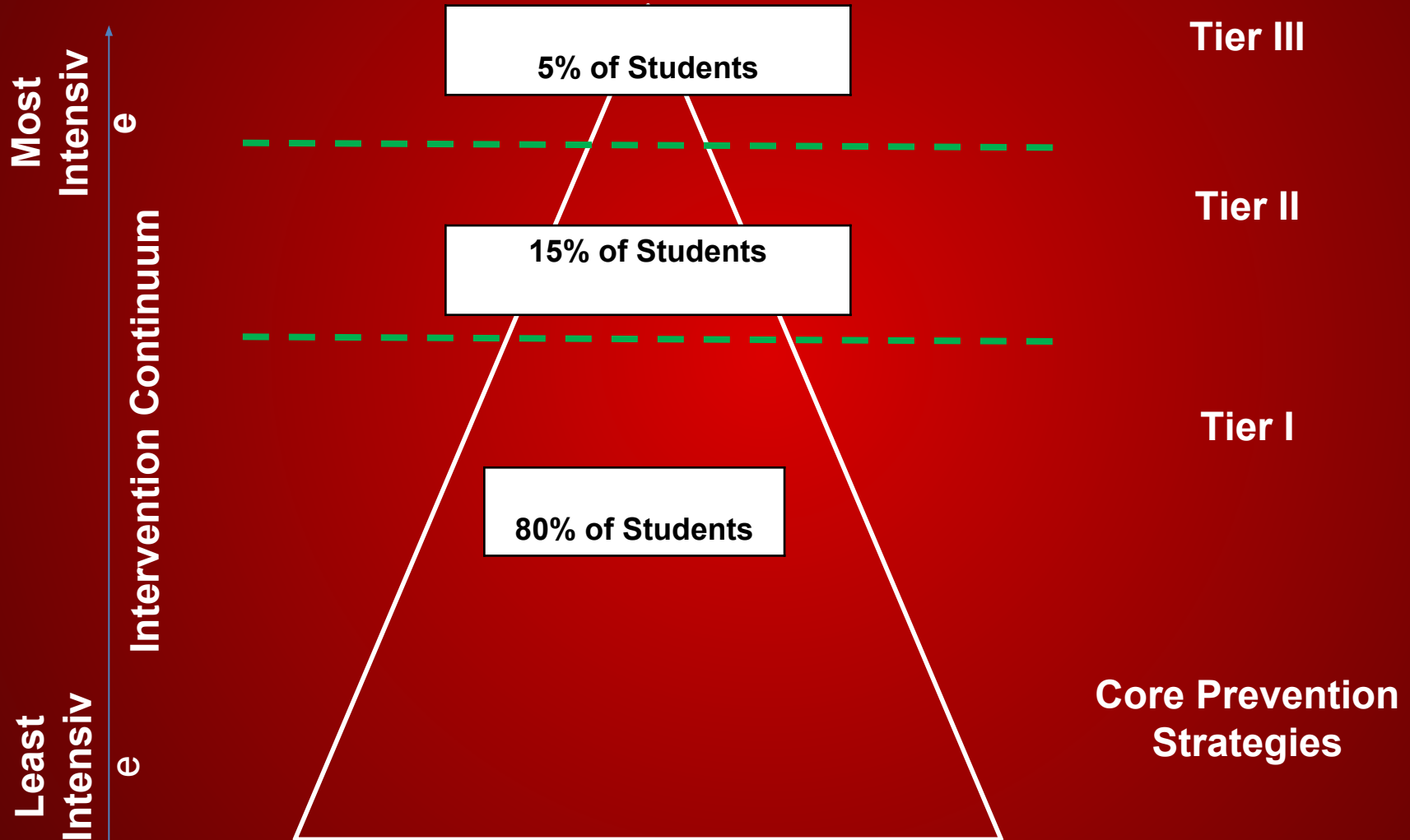
- Qualitative assessment in Language Arts & Math *at the classroom level* three times a year to inform ongoing and individualized instructional goals.
- Guided Reading & Guided Math goals and instruction based on the skills and strategies students' are using within their zone of proximal development on a variety of tasks.

Schoolwide Goals

- Social / Emotional and Academic Support Services in C2C - MAS Afterschool Program.
- Track performance for students receiving Tier 2 & 3 intervention.

Halsted

Response to Intervention



17-18 PARCC Data

English Language Arts & Math

2015 ELA	2016 ELA	2017 ELA	2018 ELA	2015 Math	2016 Math	2017 Math	2018 Math
43.0%	50.2%	48.6%	48.9%	21.2%	25.2%	21.0%	17.6%

18-19 ELA & Math Support

	Special Ed	ELA	Math	Total by Grade
Grade 5	11.13%	18%	19%	37%
Grade 6	6.2%	22%	22%	45%
Grade 7	11%	21%	21%	41%
Grade 8	19%	17%	19%	36%
Schoolwide	13%	19%	20%	40%

HMS Root Cause Analysis

Math & English Language Arts

- Disconnect between final grades and state assessments
- Master schedule did not include all subgroups in support classes
- Teachers lack skills in differentiation and small group instruction.
- Assessed math resources for focus, rigor and mathematical practices

HMS SMART Goals 2018-19

1. Increase student achievement in mathematics as shown by a gain of 50 Quantile points or more growth.
2. Increase student achievement in ELA as shown by Lexile growth of 75 points or more.

Climate and Culture Data

Chronic Absenteeism

2013-14	2014-15	2015-16	2016-17	2017-18
12.8%	31.8%	5.4%	7.1%	9.8

<i>Incident Types</i>		<i>Incident Types</i>	
Bullying	1%	Inapp. Lang.	5%
Disrespect	41%	Phys. Aggression	4%
Tech/Cell Misuse	20%	Disruption	6%
Defiance	8%		
Phys. Contact	5%		

HMS Root Cause Analysis

Climate and Culture

- Additional training
 - 3:1 praise
 - Teacher Try First Strategies
- Consistent use of Halsted 5 Tickets
- Need to explicitly teach Halsted 5 pillars: Respect, Responsibility, Prepared, Pride, Listening
- Need for tiered behavioral intervention
 - Truancy, Behavior and Social Emotional Support

HMS SMART Goals 2018-19

1. Increase student achievement in mathematics as shown by average gain of 50 points or more growth.
2. Increase student achievement in ELA as shown by average Lexile growth of 75 points or more.
3. ***Implement Positive Behavior Support Interventions to improve climate and culture and reduce office conduct referrals by 5%.***

HMS Change from Technology to 21st Century Skills

- Technology Skills
- Life & Career Skills
- Global Awareness (Diversity)
- Social and emotional learning competencies
 - relationship, decision making, social and self awareness, and self management
- 32% need of a behavioral intervention
- Mindfulness improves:
 - Cognition
 - Social emotional skills
 - Health and wellbeing

NHS 2018-19

Comprehensive Needs Assessment

NHS self rated as underdeveloped in:

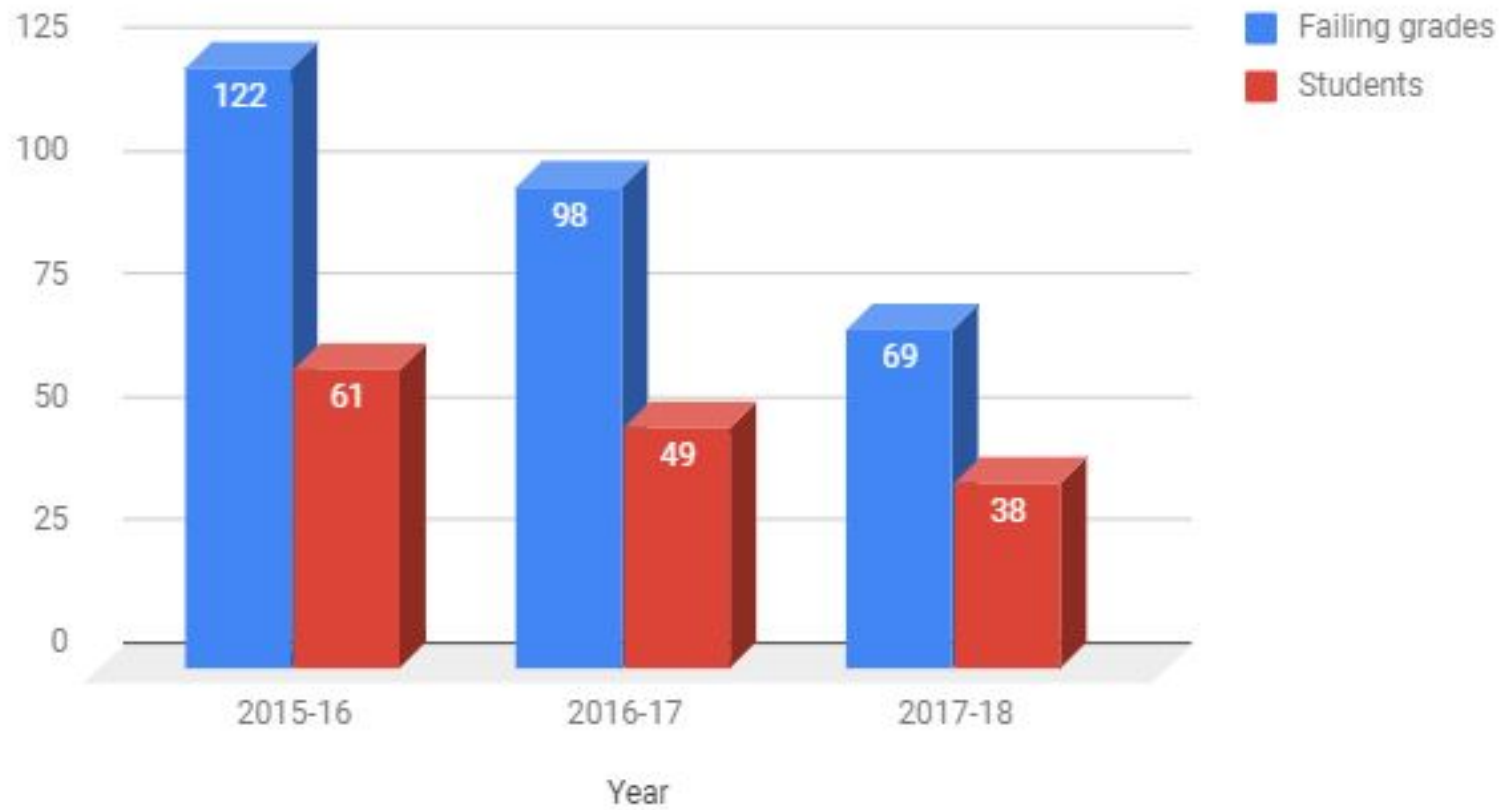
1. Opportunities for collaborative examination of instructional practice, collegial feedback, and collective learning
2. Evidenced based intervention system to meet the learning needs of at-risk students

Performance Challenges

1. Average SAT Scores
2. Number of Failing Grades

Data

Failing grades and Students



Data

SAT Scores

- Ranking in the Sussex County fluctuates between 3 and 6 over the past 5 years in ELA and Math

Root Causes Analysis

Number of Failing Grades

- a. Missing relevant data
- b. Successful Implementation of isolated interventions; (student centered instruction, targeted tutoring, AE, guidance interventions)
- c. Lack of systemic approach

Root Cause Analysis

SAT Ranking

1. Missing relevant data
2. Lack of performance data analysis
3. Lack of local assessment analysis
4. Lack of sustained common planning time

SAT Data Review Math 2017 & ELA 2018

NHS Goals for 2018-19

- 1. Provide regular opportunities for all teachers to participate in professional learning communities*
- 2. Implement a research based academic intervention system*