

## **HILLSDALE LAND TRUST GOALS 2021-2022**

### Goal #1:

Hillsdale Elementary will ensure 60% of Multi-Lingual Learner students make targeted progress as measured by the 2021-2022 WIDA Access assessment.

Historical Data of MLL students making targeted progress:

2017-2018: 38%

2018-2019: 30%

2019-2020: 43%

### Rationale, Measurement & Action Steps:

School leadership identified Multi-Lingual Learner progress as a critical academic need as a result of MLLs being identified as a TSI (Targeted School Improvement) group for two prior years, as well as composing 65% of student population. WIDA/Access data will be utilized to determine if adequate growth is achieved.

1. WIDA/Access scores will be analyzed at the beginning of the 2021-2022 school year, so teachers are aware of each student's English Language Development and individualized growth goal.
2. Teachers and paraprofessionals will be provided professional development on SIOP (Sheltered Instruction Observation Protocol) strategies as well as administering the WIDA/Access assessment, reviewing components of teaching and testing practices that lead to greater growth and proficiency.
3. Teachers and paraprofessionals will be provided ongoing support and mentoring by Multi-Lingual School Specialist.
4. Teachers will utilize SIOP (Sheltered Instruction Observation Protocol) strategies to support Multi-Lingual Learners in tier 1 instruction, including regular practice of building proficiency in listening, speaking, reading, and writing.
5. Teachers and paraprofessionals will provide differentiated, targeted small group instruction.

### Goal #2:

Hillsdale Elementary will ensure students demonstrate increased proficiency and growth on English Language Arts assessments. Teachers will assist at least 70% of students in making typical or above typical growth in Acadience. RISE proficiency will increase by at least 3% each year, and Median Growth Percentile will reflect at least 45, indicating at least a year's growth has been made.

Historical Acadience POP Growth:

2017-2018: 61%

2018-2019: 53%

Historical ELA Proficiency:

2016-2017: 20%

2017-2018: 20%

2018-2019: 14%

Historical ELA Median Growth Percentile:

2016-2017: 50

2017-2018: 39

2018-2019: 38

Rationale, Measurement & Action Steps:

School leadership team identified English Language Arts as a critical academic need due to decrease in growth and achievement over the previous three years.

RISE and Acadience data will be utilized to determine if growth and achievement goals are achieved.

1. Any student who scores below benchmark level on Acadience beginning of year reading assessment will be given additional, diagnostic assessments to determine the correct type and amount of reading support needed. (Phonics instruction, prosody practice, fluency improvement, comprehension strategies, etc.)

2. After determining the specific needs of students, teachers will:

-work collaboratively as a teaching team to provide additional support in daily, targeted small group instruction.

-monitor reading progress at least every 2 weeks for students with intensive reading needs, and at least every month for students who are reading near, on, or above level.

3. Teachers will meet weekly in Professional Learning Communities to analyze and problem solve student learning, identify priority standards, develop common assessments, make instructional decisions, and plan for the diverse needs of students.

4. Chromebooks will be purchased to allow students to work on personalized reading software.

Goal #3:

Hillsdale Elementary will ensure students demonstrate increased proficiency and growth on the RISE Mathematics assessment in grades 3-6. RISE proficiency will increase by at least 3% each

year, and Median Growth Percentile will reflect at least 45, indicating at least a year's growth has been made.

Historical Math Proficiency:

2016-2017: 23%

2017-2018: 25%

2018-2019: 16%

Historical Math Median Growth Percentile:

2016-2017: 36

2017-2018: 36

2018-2019: 32

Rationale, Measurement & Action Steps:

School leadership team identified mathematics as a critical academic need due to decrease in growth and achievement over the previous three years.

RISE data will be utilized to determine if growth and achievement goals are achieved.

1. RISE assessment data and Granite beginning of year assessment data will be analyzed to identify diverse student needs.

2. After determining the students with greatest mathematics needs, teachers will:

-work collaboratively as a teaching team to provide additional support in daily, targeted small group instruction.

-monitor progress at least every month using common formative assessments.

3. Teachers will meet weekly in Professional Learning Communities to analyze and problem solve student learning, identify priority standards, develop common assessments, make instructional decisions, and plan for the diverse needs of students.

4. Personalized mathematics software licenses will be purchased to provide additional practice for students in a virtual environment.