

**Madison School District
Schoolwide Plan for 2017-2018**

This year, the Madison Elementary School will use its Title I funding in the following ways:

- Family Engagement- workshops and materials for parents, guardians and families
- Homeless Students- materials and programs to benefit our homeless students
- Salary and Benefits-
 - Guidance Counselor- one day per week to support students emotional needs
 - Teacher 40%- to support students academically and behaviorally
 - Project Manager to work on grant management outside the school year
- Intervention Programs- evidence based and as determined based on student need

In the following pages are the School Achievement Goals, the District Plan Provisions, the Activities and the SWIFT Data Snapshot.

Christine Zimmer
Title I Project Manager

School Achievement Goals for Madison Elementary School
2017-2018

Goal 1: 85% of all students in grades 1 through 6 will score at or above the 40th percentile on the STAR Reading assessment in the Spring of 2018. Our goal is to increase achievement through Readers' Workshop, a solid core instruction and small targeted intervention groups.

Goal 2: 85% of students in Kindergarten will score at or above the 40th percentile on the STAR Early Literacy Assessment in the Spring 2018. We will continue with in-class support during centers and/or small intervention groups.

Goal 3: 85% of all students in grades 1 through 6 will score at or above the 40th percentile on the STAR Math assessment in the Spring 2018. Our goal is to increase achievement through consistent, daily instruction of Everyday Math 4 and through intervention groups that focus on math skills. Teachers will have an opportunity for additional math training through UNH.

Top School Priorities to Achieve Student Outcome Goals and School's Vision: (for the next 6-12 months)

Quick Wins:

1. Readers Workshop training and potential coaching (June 2017)
2. Scheduling (core, RTI, meetings, collaboration times, specials)
3. Behavioral Structures (philosophy discussion)
4. Grow reading libraries
5. Work smarter not harder (consolidate committees)

Longer Term:

1. Continue to grow UDL at MES (schoolwide 2017-2018)
2. Continue to support multiage classrooms / instruction
3. Continue with behavioral structures (pilot implementation 2017-2018)
4. Continue to have counseling services five days a week.
5. Math Instruction training and potential coaching (Fall 2017 or Spring 2018)



NHDOE Grants System

Welcome Christine Zimmer

Selected Fiscal Year:

2017-2018 ▼

Title I Part A Grant Application for 333 - Madison

District Plan Provisions



District plans, submitted as part of the previously approved Consolidated Application, will be kept on file for the current school year unless you wish to amend them. **Check either Yes (have an updated provision) or No (provision remains the same as previously submitted) below.** If yes is checked, please attach the amended provision.

Edit

Plan Provision Changes

District Requirements

Additional Assessment

Yes ☒ No ☐

Using assessments in consort with the state assessment, describe how you will determine student and program success. You must include the following:

- How you will identify students who may be at-risk for reading failure or who are having difficulty reading?
- How you will determine individual student success?
- How you will assist in the diagnosis of students to impact teaching and learning in the classroom?
- How you will measure/review and analyze your program's effectiveness?

Students will continue to be assessed with STAR Math, STAR Reading, STAR Early Literacy, DIBELS and classroom assessments. Students at or above the 40th percentile will be considered at or above benchmark. Students that are below benchmark will receive further assessments and intervention based on the needs of the student.

Indicators other than Assessment

Yes ☐ No ☐

This provision is optional.

- Describe if you will use of other indicators to determine student or program success (i.e.: dropout rates, attendance, truancy, enrollment in post-secondary, involvement in after school activities, attitude changes, etc.).

Plan Provision Changes

District Requirements

Additional Support

Yes ☒ No ☐

Title I services must be shown to "add value" to the instructional program provided to all students by general funds. In this provision the district, if it so chooses can mandate the minimum amount of time each student would receive Title I support and maximum staff-student ratios. In doing so, each of its Title I schools must abide by those parameters.

- Describe how your Title I program in both Targeted Assistance Schools [TAS] and School Wide Programs [SWP] provides services "above and beyond" the general curriculum.

Our School-wide Program provides additional support to students with academic needs in math and reading. Additionally, students can receive support through the guidance counselor five days a week. All of our students receive a solid core curriculum and the support they receive is in addition to the core instruction.

Coordination and Integration

Yes ☒ No ☐

- Describe how your Title I program will coordinate with other programs (SPED, Even Start, Head Start, Reading First, Adult Education, Service Learning, etc.) and work with special populations (SPED, LEP, migrant, homeless, neglected or delinquent children, etc.) to reduce duplication and fragmentation and increase collaboration between the programs.
- Are you coordinating with pupil services personnel such as counseling and mentoring? If appropriate, are you coordinating with college and career awareness and preparation programs?
- Is there coordination with services to prepare students for transition from school to school?

Our sixth grade students visit the middle school and meet with the middle school staff prior to leaving sixth grade. Our guidance counselor visits the middle school and high school to see how our students are doing after leaving the sixth grade. Our kindergarten teachers and special education staff are involved in transitioning students from one school to another.

Selection of Students in Targeted Assistance Schools

Yes ☐ No ☐

Describe how you will:

- identify the pool of educationally deprived students (those students failing, or at-risk of failing to meet the state standards); and
- select the most academically needy of that population in all of your targeted assistance schools. All criteria used must be educational in nature.

Plan Provision Changes

District Requirements

Preschool Services

Yes ☐ No ☐

This provision is optional.

- If the district is using any Title I dollars to support or run a preschool program, describe in detail the goals, size, and activities of the program.

Quality Teachers and Paraprofessionals

Schoolwide Program Schools: All core academic teachers and instructional paraprofessionals must meet the highly qualified requirements regardless of source of funds (federal, state or local). Do all applicable staff meet this requirement?

Yes ☒ NA ☐

Targeted Assistance Schools: All teachers and instructional paraprofessionals paid out of Title I funds must meet the highly qualified requirements. Do all applicable staff meet this requirement? Yes ☐ NA ☒

Professional Development

Yes ☒ No ☐

Describe how the LEA will:

- coordinate with Title II-A to provide high quality professional development;
- support the activities outlined in the parent involvement section; and
- support Title I staff and teachers of Title I students to be better able to meet their students' educational needs.

Title II-A funds are used to continue professional development activities that are needed to increase our student achievement. These activities include training in Multi-Age, Reading, Writing and Math instruction, Behavior and Emotional support and providing mentors to new teachers.

Homeless Children

Yes ☒ No ☐

Describe how:

- your Title I plan is coordinated with the McKinney-Vento Homeless Assistance Act.
- the district identifies and how (and where) it serves homeless children. How does the district expect to use its homeless set-aside dollars? Note: All Districts are required to have a local policy on homeless education and a local dispute process for homeless students (policy may include the dispute process). You may be requested to provide a copy of these policies.
- you contact and coordinate with the town welfare office and local shelter(s) to identify homeless children and youth.
- space in the Title I program will be made available throughout the year for homeless children.

Our Title I plan is coordinated with the McKinney-Vento Homeless Assistance Act. We will be adding some staff training this fall and will be putting posters of additional resources in our town. We have a policy on homeless students and a dispute policy (see attachments).

Plan Provision Changes

District Requirements

Students in Foster Care:

Yes ☒ No ☐

Describe:

- How services are coordinated with Every Child Succeeds Act of 2015 Foster Youth and Juvenile Justice Provisions.
- How will the district help students in foster care remain in their school or origin unless it is in their best interest to change schools.
- How will the district ensure that when a change in school placement is necessary, students in foster care are immediately enrolled, even if they lack records typically required for enrollment; requiring the enrolling school to contact the prior school to obtain the student's records.
- How will the district appoint a liaison to work with child welfare agencies regarding transportation needs for students in foster care.
- How will the district provide disaggregated data on foster youth.

Our Title I Plan is coordinated with the Every Child Succeeds Act of 2015 Foster Youth and Juvenile Justice Provisions. We have a policy for foster students (see attached). Our principal and/or our guidance counselor will act as liaisons between the school, the transportation company and the child welfare agencies. The state will be providing the disaggregated data on foster youth.

Migrant Students

Yes ☐ No ☒

Describe how:

- the LEA will ensure that migratory children are selected to receive services on the same basis as other children who are selected to receive services.
- space in the Title I program will be made available throughout the year for migrant children?

Plan Provision Changes

District Requirements

Parent Involvement

Yes ☐ No ☒

- Describe how parents and community are involved in the planning, review, and improvement of the Title I program
- Describe how parent and community members are involved in assessing the effectiveness of your parent involvement policy, parent activities and the Title I program as a whole.
- Assure that each school has a school-parent compact and that the district and each school have a Title I Parent Involvement Policy. How and when are parents provided information about the program, including participation in professional development activities and training to help them teach their children?
- Do parents receive literacy training or are they referred to other agencies for support?
- What are your plans to comply with the "Parents Right-To-Know" requirements in the law?
- If applicable, how will you comply with all the Title I parent involvement requirements in a participating private, nonprofit school?
- What is the plan and who will be responsible to ensure that each Title I School holds an annual meeting?
- If district receives \$500,000 or more, demonstrate how you have met the 1% required set-aside.
- How are Title I programs coordinated with other parental involvement programs?
- How does your district plan to educate teachers and other staff on the importance of parental involvement?
- How do you plan to ensure that your district disseminates information to parents in an understandable format?

Focus and Priority Schools

Yes ☐ No ☐

If applicable:

- Describe how the LEA assists the low-achieving school to implement its improvement plan.

Extended Learning Opportunities

Yes ☐ No ☐

This provision is optional.

- Describe how the LEA will use its Title I funds to support after school (including before and summer school) and school-year extension programs.

[Edit](#)



NHDOE Grants System

Welcome Christine Zimmer

Selected Fiscal Year:

2017-2018 ▼

Title I Part A Grant Application for 333 - Madison

Activities



These entries are carried over from the Activities and Budgeting on the core Grant application.
Please edit the activities that need to be identified as District-Wide and/or Professional Development,
and/or
activities that are specific to one of your Title I Schools.

Title I Part A Activities Entered: 5

Sort Activities By: Activity ID Update Date Category Priority

ACTIVITY ID: 63177 LAST UPDATED: 8/8/2017 7:16:58 PM		<u>Align this Activity (Required)</u>
CATEGORY:		Title I Part A - Activity Information:
Family Engagement		Activity Level (District or School): SCH 20360 - Madison Elementary School
PRIORITY:		Title I Part A Attributes:
We will increase family engagement through workshops, meetings and take home materials.		• Parent Involvement
ACTIVITIES:		
Parent Involvement Workshop/Supplies \$700 Parent Involvement Workshop/Food \$300		
PERFORMANCE MEASUREMENT:		
School Achievement Goals for Madison Elementary School 2017-2018		
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OUTCOME:		
Increased family engagement will increase student engagement and student achievement.		

Function Code	Object Code	TITLEIPART A
2210 - Improvement of Instruction Services	610 - General Supplies	\$1,000.00
Totals:		\$1,000.00

ACTIVITY ID: **63176** LAST UPDATED: 8/8/2017 7:13:46 PM Align this Activity (Required)

CATEGORY: Title I Part A - Activity Information:

Homeless Set-aside: General Activity Level (District or School):
DST 333 - Madison

PRIORITY: Title I Part A Attributes:

Homeless Students Needs • Homeless

ACTIVITIES:

Homeless Set Aside

PERFORMANCE MEASUREMENT:

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OUTCOME:

Students will increase their scores on the STAR, DIBELS and Smarter Balanced Assessments

Function Code	Object Code	TITLEIPART A
1100 - Regular Education Programs (PreK-12)	610 - General Supplies	\$1,000.00
Totals:		\$1,000.00

ACTIVITY ID: **63175** LAST UPDATED: 8/8/2017 7:21:40 PM Align this Activity (Required)

CATEGORY: Title I Part A - Activity Information:

Indirect costs Activity Level (District or School):
DST 333 - Madison

PRIORITY: No Title I Part A attributes assigned...

Indirect Costs

ACTIVITIES:

Indirect Cost 2017-2018 = 1.3% or .013

Activity ID-63174 \$20512.75 x .013= \$266.66
 Activity ID-63173 \$17893.23 x .013= \$232.61
 Activity ID-63176 \$1000 x .013= \$13
 Activity ID-63177 \$1000 x .013= \$13
 Activity ID x .013=

PERFORMANCE MEASUREMENT:

OUTCOME:

Function Code	Object Code	TITLEIPART A
2300 - Support Services-General Administration	810 - Dues and Fees	\$525.27
Totals:		\$525.27

ACTIVITY ID: **63174** LAST UPDATED: 8/8/2017 7:08:32 PM[Align this Activity \(Required\)](#)

CATEGORY:

Title I Part A - Activity Information:

Instructional Salaries and Benefits

Activity Level (District or School):
SCH 20360 - Madison Elementary School

PRIORITY:

Provide additional support to students with academic and behavioral needs.

No Title I Part A attributes assigned...

ACTIVITIES:

Salaries and benefits are based Collective Bargaining Agreement between the Madison Employees Association and the Madison School Board.

Title I Teacher (.40 FTE)

Salary \$9500.00

Health Benefits \$8500.00

FICA @ .0765 =\$726.75

NH Retirement @ .1736 =\$1649.20

Workers' Comp @ .0040 =\$38.00

Unemployment @ .0104 =\$98.80

PERFORMANCE MEASUREMENT:

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OUTCOME:

The Title I teacher can provide support in the classroom to increase student achievement in reading and math.

Function Code	Object Code	TITLEIPART A
1100 - Regular Education Programs (PreK-12)	110 - Salaries - Regular Employees	\$9,500.00
1100 - Regular Education Programs (PreK-12)	211 - Health Insurance	\$8,500.00
1100 - Regular Education Programs (PreK-12)	220 - Social Security Contributions	\$726.75
1100 - Regular Education Programs (PreK-12)	232 - State Retirement - Teachers	\$1,649.20
1100 - Regular Education Programs (PreK-12)	250 - Unemployment Compensation	\$98.80
1100 - Regular Education Programs (PreK-12)	260 - Workers' Compensation	\$38.00

Totals: **\$20,512.75**ACTIVITY ID: **63173** LAST UPDATED: 8/8/2017 6:25:03 PMAlign this Activity (Required)

CATEGORY:

Title I Part A - Activity Information:

Instructional Salaries and Benefits

Activity Level (District or School):
SCH 20360 - Madison Elementary School

PRIORITY:

Providing supportive services to students-especially homeless and foster students. Assisting students with behavioral and emotional issues.

No Title I Part A attributes assigned...

ACTIVITIES:

This grant will pay for 1 day of salary and benefits (20%) and one day of health benefits (20%) for the guidance counselor.

Full salary \$51,301 divided over 5 days = \$10260.20
Health Benefits \$24,596 yearly, divided over 5 days \$4919.20FICA @ .0765= \$784.91
Retirement @ .1736= \$1781.17
Unemployment @ .0104= \$106.71
Workers'Comp. @ .0040= \$41.04

PERFORMANCE MEASUREMENT:

Madison will continue to collect data to determine how students are served by the guidance counselor-class lessons, family support, small group or individual counseling, homeless support, social-emotional-behavioral support. Madison will continue to collect behavioral and academic data.

OUTCOME:

Madison School District will use Title I funds to pay for a guidance counselor for an additional day-creating a full-time guidance counselor position. The additional days will allow the guidance counselor to provide classroom whole group or grade level lessons, individual and small group student counseling, homeless family and student support, collaboration time with staff and the principal. The guidance counselor will participate in grade-level meetings and will collaborate with our Student Support Team.

Function Code	Object Code	TITLEIPART A
1100 - Regular Education Programs (PreK-12)	110 - Salaries - Regular Employees	\$10,260.20
1100 - Regular Education Programs (PreK-12)	211 - Health Insurance	\$4,919.20
1100 - Regular Education Programs (PreK-12)	220 - Social Security Contributions	\$784.91
1100 - Regular Education Programs (PreK-12)	232 - State Retirement - Teachers	\$1,781.17
1100 - Regular Education Programs (PreK-12)	250 - Unemployment Compensation	\$106.71
1100 - Regular Education Programs (PreK-12)	260 - Workers' Compensation	\$41.04
Totals:		\$17,893.23





NHDOE Grants System

Welcome Christine Zimmer

Selected Fiscal Year: 2017-2018 ▼

Title I Part A Grant Application for 333 - Madison

Title I School Information

Directions: This page will be used to compile lists of Title I Schools for the Department's databases – therefore, it is imperative that it is accurate. Please write the complete name of each Title I participating school and **complete each field**.

Add each Title I School (Required)

Full Name of Public School	School's Grade Span	TAS	SWP	Title I Subject Areas <i>Check all that apply If other is checked - note area</i>			Title I Allocation Amount (Sum of Expense Amounts)
				Reading Language Arts	Math	Other	
20360 - Madison Elementary School	K 1-6	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	\$39,405.98
				Other Narrative: Our Title I grant will fund a School Guidance Counselor for one day a week this year.			



What is right, useful, successful, uniquely good or 'alive' that we can build upon in our school?

	Strengths Identify strengths to build on	Opportunities Identify opportunities for growth
<p>Reading</p> <p>Math</p> <p>Behavior</p> <p>WHY</p> <p>Climate Survey</p> <p>Ed Environment</p>	<ul style="list-style-type: none"> Numbers are better than other schools for both all students and IEP students Reading was in the 40% now up to 70%, Math 30% to 74 percent Kids are excited about reading- Readers Workshop added b/c our reading was lacking- we are seeing much more engagement now. Book clubs are big part of engagement. Students are pushing themselves to keep up with their group. Culture of school being readers Adults are enthusiastic- inspiring to kids Book groups w/Tammy and Diana Reading room in lower grade, more non-fiction in lower grades PLC Collaboration on vertical curriculum alignment Staff willing to work together, share ideas, collaborate Sense of working together for what is best for students UDL- thinking about the how and why and planning and supporting one another- validating what we do- new things-getting kids on board (environment) with planning Fresh and new! New EDM4- seems to be helping with 	<ul style="list-style-type: none"> Get more books! Need to get books quickly as kids are interested. Multiple book sets. Kindle may be able to do sets. More books- non-fiction needed upstairs Continued focus on UDL Math- look at scheduling – condense if possible, increase time if possible Teachers need more support with the Reader and Writer Workshop model Look at teaching self-contained math- taking on two curriculums Instructional Coaching –so we can coach each other Need time in classrooms to visit each other to see what others are doing- observe and suggest Time to meet with Special Ed, Classroom Teachers and RTI people Dexter to come back and help with multiage- especially math

	scores-more rigorous	
<p>SWIFT-FIT Score: 31%</p> <p>WHAT</p> <p>SWIFT-FIA Score: 30%</p>	<ul style="list-style-type: none"> ▪ Educator Support ▪ Inclusive Academics ▪ Organizational System ▪ Students feel as though they belong and are a part of the classroom community ▪ Sharing of student information at staff meetings 	<ul style="list-style-type: none"> ▪ Have resources to revamp PBIS –implement inclusive behavior structures (Institute on Disability at UNH) ▪ Family Partnership ▪ Parent involvement on SWIFT team (membership) ▪ District level involvement on SWIFT team, (membership)
<p>Stage Exploration Score:</p> <p>Drivers Best Practices Summary:</p> <p>HOW</p>	<ul style="list-style-type: none"> ▪ Recruitment of staff having skills / philosophies that represent MES beliefs and work we are doing ▪ Using data to make decision and how to solve problem when they are encountered ▪ Have an handle on the “pulse” of daily happenings ▪ Utilized SWIFT as a vehicle to use data to support funding full-time guidance counselor ▪ Leadership driver is strong 	<ul style="list-style-type: none"> ▪ Finalize communication plan (how information moves from staff to administration) ▪ Membership: add a parent ▪ Finish action items ▪ Leadership retreat ▪ Continue with opportunities: UDL and multiage mentoring (Dexter)
<p>Top School Priorities to Achieve Student Outcome Goals and School’s Vision: (for the next 6-12 months)</p> <p>Quick Wins:</p> <ol style="list-style-type: none"> 1. Readers Workshop training and potential coaching (June 2017) 2. Scheduling (core, RTI, meetings, collaboration times, specials) 3. Behavioral Structures (philosophy discussion) 4. Grow reading libraries 5. Work smarter not harder (consolidate committees) <p>Longer Term:</p> <ol style="list-style-type: none"> 1. Continue to grow UDL at MES (schoolwide 2017-2018) 2. Continue to support multiage classrooms / instruction 3. Continue with behavioral structures (pilot implementation 2017-2018) 		

SWIFT Center produced this document under U.S. Department of Education, Office of Special Education Programs Grant No. H325Y120005. OSEP Project Officers Grace Zamora Durán and Tina Diamond served as the project officers. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: SWIFT Center. (2015). *SWIFT School Data Snapshot (version 1.1)*. Lawrence, KS: Author.

Student Outcome Data Profile and Goal Setting

	% of Students on track (2-3 year trend)	% of Students with IEP on track (2-3 year trend)	Change Beginning to End of Year Beg % on track End % on track	Change Beg. To End of Year with IEP Beg % on track End %on track	Noted Gaps by Grade, ELL, Race, SES, AA-AAS, IEP Category	
WHY	Reading	42.38%, 50.74%, 75.2%, 68% End of year: 2013-2014, 2014-2015, 2015-2016 2016-2017 end	9.09%, 25%, 23%, 44% End of year: 2013- 2014, 2014-2015, 2015-2016 2016-2017 end	43.05% → 42.38% 44.12% → 50.74% 66.7% → 75.2% 64% → 68% 2013-2014 2014-2015 2015-2016 end 2016-2017 end	9.09% → 9.09% 26.32% → 25% 32.5% → 47% 40% → 44% 2013-2014 2014-2015 2015-2016 end 2016-2017 end	
	Math	29.80%, 40.44%, 77.8% 72% End of year: 2013-2014, 2014-2015, 2015-2016 2016-2017 end	13.64%, 10.0%, 58.2% 50% End of year: 2013- 2014, 2014-2015, 2015-2016 2016-2017 end	16.56% → 29.80% 33.82 % → 40.44 % 78.5% → 77.8% 73% → 72% 2013-2014 2014-2015 2015-2016 end 2016-2017 end	4.55% → 13.64% 89.47% → 10.0% 67.1% → 58.2% 63% → 50% 2013-2014 2014-2015 2015-2016 end 2016-2017 end	Unusual data for IEP students 2014-2015 beg to end of year data 2016-several students discharged from IEP
Behavior		, , ,	→			
Ed Environ.	80% or more in Gen Tier 1 Reading Tier 1 Math	100%, 100%, 100%, 99% 100%, 100%, 99%, 99% 100%, 100%, 99%, 99%				

MES Goals:

1. See SWIFT Goals above in the data snapshot.
- 2.

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DATA from 2015-2017

<p>Spring 2015</p> <p>STAR Reading</p> <p>Grade 1 56%</p> <p>Grade 2 80%</p> <p>Grade 3 82%</p> <p>Grade 4 83%</p> <p>Grade 5 58%</p> <p>Grade 6 73%</p> <p>Average: 72%</p> <p>STAR Early Literacy</p> <p>Grade K 92%</p>		<p>STAR Math</p> <p>Grade 1 71%</p> <p>Grade 2 59%</p> <p>Grade 3 91%</p> <p>Grade 4 95%</p> <p>Grade 5 74%</p> <p>Grade 6 88%</p> <p>Average : 79.6%</p>	
<p>DIBELS Spring 2015</p> <p>K-58% Grade 1-53%</p>		<p>Grade 2-58% Grade 3-68% Average =59%</p>	

Midyear 2016 DATA : STAR Reading: All Grade 2- 74% Grade 3- 43% Grade 4- 63% Grade 5- 86% Grade 6- 85% Average: 70.2%				End of year 2016 DATA All Students IEP students: IEP students: 25% 25% 0% 33% 33% Average 70.2%			
Midyear 2016 DATA STAR Math: All Grade 1- 82% Grade 2- 60% Grade 3- 76% Grade 4- 96% Grade 5- 82% Grade 6- 75% Average: 78.5%				End of year 2016 DATA All Students IEP students: IEP students: none 75% 50% 33% 33% 100% Average 74%			
STAR Early Literacy Midyear 2016 DATA K- all 56% Grade 1-all 73% Students				K K I I Students: IEP Students: Students IEP 56% none 70% 100%			
End of Year 2016 Early Lit K- all 59% STAR Reading- Grade 1 all-73% (Grade 1 does not take Early Lit at the end of the year.) No students with an IEP in Kindergarten or First grade at the end of the year.							
DIBELS Midyear 2016 DATA K- 64.7% Grade 1- 72.7% No IEP Students 70%/IEP 100%				Grade 2- 70% Students 76.4%/IEP 33.3% Grade 3- 61% Students 69.2%/ 50%			
Grade K-3 average- 67.1% - Students: 71.8% IEP Students: 61% Grade 4- 62.5% Students 61.9%/IEP 0%				Grade 5- 86.3% Students 88.8%/ IEP 75% Grade 6 - 90% Students 93.7%/IEP 75%			

End of Year Data 2016			Grade 3-74%		
K-59%	Grade 1- 73%	Grade 2- 70%	Grade 3-74%		
No IEP	No IEP	Students 75%/ IEP 50%	Students 80%/ IEP 50%		
Grade K-3 average- 69%			Students 71.75%	IEP Students 50%	
Grade 4- 46%			Grade 5-82%	Grade 6- 82%	
Students 66%/ IEP 66%			Students 84%/ IEP 66%	Students 82%/IEP 66%	
End of Year Data 2016-2017 READING			End of Year Data 2016-2017 READING		
Fall:	Winter:		Spring:		
STAR Reading:	All	IEP	STAR Reading:	All	IEP
K (Early Lit)	46%	0%	K (Early Lit)	60%	0%
1 EL	50%	N/A	1 READ	68%	N/A
2	60%	N/A	2	60%	N/A
3	73%	50%	3	65%	75%
4	78%	66%	4	74%	67%
5	69%	25%	5	78%	50%
6	71%	60%	6	71%	30%
Fall- Whole School:			Spring- Whole School:		
All 64%	IEP 40%		All 68%	IEP 44%	
End of Year Data 2016-2017 MATH			End of Year Data 2016-2017 MATH		
Fall:	Winter:		Spring:		
STAR Math:	All	IEP	STAR Math:	All	IEP
K	N/A		K	N/A	
1	N/A		1	74%	N/A
2	40%	N/A	2	50%	N/A
3	70%	50%	3	75%	75%
4	83%	66%	4	75%	66%
5	81%	75%	5	74%	25%
6	92%	60%	6	83%	33%
Fall Whole School:			Spring Whole School:		
All 73%	IEP 63%		All 72%	IEP 50%	

End of Year Data 2016-2017 DIBELS Fall see chart below	End of Year Data 2016-2017 DIBELS Winter see chart below	End of Year Data 2016-2017 DIBELS Spring see chart below
	Scroll down for DIBELS data	

School: Madison Elementary School
Year: 2016-2017



Status Report

Beginning of Year DIBELS Composite Score



First Grade



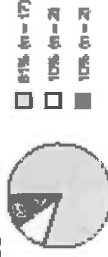
Second Grade



Third Grade



Fourth Grade



Fifth Grade



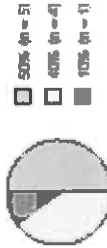
Sixth Grade



Middle of Year DIBELS Composite Score



End of Year DIBELS Composite Score



Status	Score Level	Likely Need For Support
At or Above Benchmark	At or Above Benchmark	Likely to Need Core Support
Below Benchmark	Below Benchmark	Likely to Need Strategic Support
Well Below Benchmark	Well Below Benchmark	Likely to Need Intensive Support

