May 20, 2020

Dear Superintendent,

Thank you for submitting the Graham Elementary and Middle School Reading Achievement Plan. The submitted plan is compliant with Ohio Administrative Code 3301-56-02. The Ohio Department of Education is committed to working with districts to raise student achievement in reading. Please find below feedback associated with the district's submitted Reading Achievement Plan.

Strengths of the Reading Achievement Plan:
- The goals and action steps are clearly defined and responsive to data.
- Explicit and systematic instruction in phonological awareness and phonics is prioritized.
- The plan focuses on developing systems of support for both educators and families.

This plan will benefit from:
- Further definition of a Multi-Tiered Systems of Support model to include specific interventions for students not on track.
- Continued focus on foundational skills, specifically phonological awareness, in response to data.

In January 2020, the Department published the revised version of *Ohio's Plan to Raise Literacy Achievement*. This plan articulates a state literacy framework aimed at promoting proficiency in reading, writing and communication for all learners. It is driven by scientific research and encourages a professional movement toward implementing data-based, differentiated and evidence-based practices in all manners of educational settings. We encourage district and school teams to review the state plan and contact the Department or State Support Team for professional learning opportunities aimed at implementing this plan in districts and schools across Ohio.

The district's Reading Achievement Plan and this memo will be posted on the Ohio Department of Education's website. If the district revises the Reading Achievement Plan and would like the revised plan to be posted to the Department's website, the revised plan and this request must be sent to readingplans@education.ohio.gov.

Please note that House Bill 197 of the 133rd General Assembly contains emergency legislation regarding spring testing and state report cards. The Department is working on further guidance pertaining to FY20 Reading Achievement Plan requirements.

Sincerely,

Melissa Weber-Mayrer, Ph.D.
Director, Office of Approaches to Teaching and Professional Learning

READING ACHIEVEMENT PLAN

DISTRICT NAME: Graham Elementary and Middle School

DISTRICT IRN: 011972

DISTRICT ADDRESS: 140 E. 16th Ave Columbus, OH 43201

PLAN COMPLETION DATE:

LEAD WRITERS:

James Kutnow

Jordan Templeton

Leah Ecaruan

Rosa Dixon

Anne Murphy

Nora Goss

IMPLEMENTATION START DATE:

CONTENTS

SECTION 1: LEADERSHIP TEAM MEMBERSHIP

Insert a list of all leadership team members, roles and contact information. The Department encourages districts and community schools include team members from the early childhood providers that feed into the district or school.

Name	Title/Role	Location	Email
James Kutnow	Executive Dean	GEMS	kutnow.1@gemsschool.org
Jordan Templeton	Dean of Instruction	GEMS	jtempleton.1@gemsschool.org
Leah Ecaruan	Dean of Students	GEMS	ecaruan.1@gemsschool.org
Rosa Dixon	RTI Coordinator	GEMS	dixon.2@gemsschool.org
Anne Murphy	RTI Coordinator	GEMS	murphy.3@gemsschool.org
Nora Goss	6-7 ELA Teacher	GEMS	goss.1@gemsschool.org

SECTION 1, PART B: DEVELOPING, MONITORING AND COMMUNICATING THE READING ACHIEVEMENT PLAN

Describe how the district leadership team developed the plan and how the team will monitor and communicate the plan.

The GEMS RAP has been developed in coordination with the school's past and current work plan goals set forth through their partnership with EL Education in which annual goals are set to meet each of the following three dimensions of student achievement: achieving mastery of knowledge and skills, creating high quality student work, and developing character. By analyzing data points gathered from past years and looking at trends over time as well as the current state report card, the GEMS Leadership Team was able to narrow in on three specific areas of priority for the RAP, namely third grade reading proficiency and growth, consistent classroom learning environments, and parent engagement.

Along with the annual work plan goals, the GEMS Leadership Team utilized overlapping goals and endeavors set forth in the school's Ohio Improvement Process (OIP) plan and specifically its goal to improve 3rd grade performance index. The RAP hones in specifically on 3rd grade and will focus upon the reading development of those students.

The GEMS RAP will be shared with all GEMS administration and teaching staff and will be included in the mid-year and end-of-year review in coordination with EL Education. Professional development with staff will also be designed to support the goals of the plan throughout the school year. The GEMS PD calendar includes monthly days off and weekly 1.5-hour meetings designed specifically to support the school's work plan goals for the year. These PD plans will be designed internally by GEMS administration and in coordination with their EL Education consultant who has planned visitation days at the school. In addition, an intentional coaching plan has been set forth to support the implementation of the PD for the most effective outcomes possible.

SECTION 2: ALIGNMENT BETWEEN THE READING ACHIEVEMENT PLAN AND OVERALL IMPROVEMENT EFFORTS

Describe how the Reading Achievement Plan is aligned to and supports the overall continuous improvement efforts of the district or community school. Districts and community schools required to develop improvement plans or implement improvement strategies, as required by Ohio Revised Code 3302.04 and 3302.10 or any other section of the ORC, must ensure the Reading Achievement Plan is aligned with other improvement efforts.

The GEMS RAP district leadership team collaborated to design and describe the RAP to help organize the structures, goals, and monitoring of the GEMS OIP and RAP. The main priorities of the RAP include the following:

1. Improved third grade proficiency (both in NWEA MAP and OST)
   - This aligns to the school's Mastery of Knowledge and Skills goal (in coordination with EL Education - See Appendix A): At least 60 % of GEMS students will meet their annual growth target on NWEA

MAP

2. Consistent classroom learning environments:
   - This aligns to the school's Mastery of Knowledge and Skills goal (in coordination with EL Education): I can support students in their self-management of learning by implementing a consistent process of reflection, self-assessment, and work documentation in portfolios

3. Improved parent engagement capacity regarding their student's literacy skills
   * This aligns to the school's Mastery of Skills and Knowledge goal (in coordination with EL Education): I can provide families with varied opportunities to participate in and understand their student's learning.

Through the application of the 2019-2020 GEMS OIP and work plan goals in coordination with the school's partnership with EL Education, GEMS has targeted the main areas of focus for increased reading achievement.

GEMS collects and analyzes data from multiple sources. The data from F&P, NWEA MAP (administered three times per school year), and the 3rd grade Ohio State Tests (Fall and Spring administration) all will be used in the GEMS RAP. In addition, the GEMS Leadership Team will be monitoring classroom environments to provide feedback to whole staff and individual coaching supports to ensure that they maintain a high standard of consistency in regards to the expectations set forth by administration to support the learning goals of the school.

The schedule below outlines the calendar for data collection that will support these efforts:

Month	Assessment(s)	Grade level
September 2019	NWEA MAP - Reading, Math, Sci Becoming Effective Learners Classroom Walkthrough	• K-8th grades
October 2019	• OST - Reading	• 3rd grade
November 2019	• Becoming Effective Learners Classroom Walkthrough	
December 2019		
January 2019	NWEA MAP - Reading, Math, Sci EL Education mid-year review High-Quality Work protocol Parent engagement survey	• K-8th grades
February 2019	• Becoming Effective Learners Classroom Walkthrough	
March 2019		
April 2019	• OST - Reading, Math, Sci	• 3rd - 8th grades
May 2019	NWEA MAP - Reading, Math, Sci • Becoming Effective Learners Classroom Walkthrough Parent engagement survey	• K-8th grades
June 2019	High-Quality Work protocol EL Education end-of-year review	

The data collection and analysis processes regarding these data sets will include the use of protocols to determine if students are on-track and/or if teachers are working towards creating consistent classroom environments. Adjustments will be made through professional development plans and/or coaching strategies with each teacher. End-of-the-year data will also be collected to analyze the effectiveness of these efforts.

SECTION 3 PART A: ANALYSIS OF RELEVANT LEARNER PERFORMANCE DATA

KRA Data for 2019 (Appendix B)

Map Data for Fall 2019 (Appendix C)

There are several factors evident in data from the Kindergarten Readiness Assessment as well as the NWEA M AP Performance Assessment that indicate the need for a Reading Improvement plan. Below is an analysis of relevant data that leads to this conclusion.

Kindergarten Readiness Assessment - Fall 2016 - Fall 2019

Over the course of four years, there is overwhelming evidence that only between 42-55% of students entering kindergarten demonstrated readiness. In the 2019 school year, only 43% of students demonstrated ready for kindergarten. This percentage is an all-time high over the course of these 4 years. The data show that many students entering kindergarten at GEMS are lagging in social foundations, language and literacy skills, mathematic s kills, and physical well-being and motor development. Because of these deficits, focused remediation will need to put in place to ensure that students who attend kindergarten at GEMS not only develop pre-kindergarten skills, but also the skills needed to pass on to first grade.

NWEA MAP Assessment

According to the Fall 2019 NWEA MAP assessment, only 3% of kindergarten students testing in proficient, accelerated, or advanced. Specifically, all subgroups such as students on IEPs, ELL students, and economically disadvantaged students all scored in the limited percentile, the lowest percentile on the assessment. Due to this large deficit apparent in the data, a Reading Achievement Plan is greatly needed in order to ensure improvement of reading skills in students grades K-3. In third grade, only 22% of students tested proficient in reading. The lack of foundational skills in kindergarten is a factor in this low achievement, and a Reading Achievement Plan is necessary to remedy this achievement gap.

SECTION 3, PART B: ANALYSIS OF FACTORS CONTRIBUTING TO LOW READING ACHIEVEMENT

Insert an analysis of factors believed to contribute to low reading achievement in the school district or community school.

There are a number of internal and external factors that GEMS has identified as contributing to low literacy achievement among students. Analysis of these factors is included below:

- **Kindergarten readiness:** Based on the KRA results from the Fall of 2019, approximately 57% of students at GEMS are considered not on-track to start kindergarten. This is up from 53% of students considered not on-track based on the Fall 2018 KRA and 43% of students considered not on-track based on the Fall 2017 KRA. Based on KRA data, an increasing number of students are starting kindergarten at GEMS with underdeveloped social skills, language and literacy skills, mathematical skills, and/or physical well-being and motor development.
- **Attendance**: Attendance is proven to significantly impact student achievement. From September to December of the 2019-20 school year, GEMS average attendance was 90.79% for grades K-8 and 91.8% for grades K-4. Our school goal for attendance is 95% or higher. Given that our attendance is below our target, and chronic absenteeism and tardiness are correlated with low student achievement, poor attendance is likely one factor contributing to low achievement in literacy.
- **High percentage of economically disadvantaged students:** Based on 2018-19 state data, 65% of students at GEMS are considered economically disadvantaged. Studies show that the greatest gaps in student academic achievement are most often between students who are economically disadvantaged and those who are not.
- **Mobile student population:** GEMS has a relatively transient student population, with 18% of students who did not spend a majority of the year at the school i n 2018-19 because they moved into or out of the school during the academic year. In addition, the change in student population from year to year, with a sizable number of students not re-enrolling to continue their education at GEMS, results in a sizable number of new students to the school community each year. The changing student population from year to year impacts school culture, consistency, and as a result, achievement.
- **High percentage of students with special education needs:** Based on from the beginning of the 2019-20 school year, 20.9% of students at GEMS quality for special education services. In addition, there are at least another 3% of students identified as needing to be evaluated for special education. The high percent of students with learning disabilities results in the school's special education program not having the capacity to properly address the needs of all students qualifying for services. Additional professional supports and staff may be necessary to support those students in reading.

- **High percentage adverse childhood experiences** : A significant portion of the student population at GEMS has experienced traumatic events in their lives such as violence, abuse, neglect, witnessing violence in their home, housing insecurity, food insecurity, living with family members who have substance abuse issues or mental health problems, and/or instability due to parental separation or incarceration. Trauma is proven to impact student learning and supporting students who've experienced trauma requires special training. Additional professional training and school-wide systems are necessary to build the capacity of our staff to meet the socioemotional and academic needs of a significant number of students in their classes with complex and developmental trauma.
- **High staff turnover:** Over the past three years turnover among staff has increased. The turnover results in less continuity and progress of grade-level teaching teams, a departure of institutional knowledge, and the hiring of less experienced teachers to fill vacancies, all of which likely contribute to lower student achievement. Turnover is often due to a variety of factors, however, two factors that we suspect are main contributors and that are within our locus of control:
  - (1) Teacher's capacity to meet the needs of a high percentage of students with learning disabilities and trauma.
  - (2) Less competitive compensation packages for teachers as compared to Columbus City Schools compensation for teachers with commensurate education and experience levels.

SECTION 4: LITERACY MISSION AND VISION STATEMENT(S)

Describe the district's or community school's literacy mission and/or vision statement. The Department's literacy vision is described in Section 4 of [Ohio's Plan to Raise Literacy Achievement](.)

As a member of The Graham Family of Schools and partner with EL Education, Graham Elementary & Middle School's (GEMS) mission is to provide a rigorous and engaging education while developing a strong sense of character and community among a diverse group of learners

GEMS RAP mission and vision statements:

To provide a literacy program in which all students make progress and meet or exceed grade level expectations through evidence-based and culturally relevant practices and curriculum.

- GEMS believes that literacy curriculum should provide culturally relevant and evidence-based practices that support literacy acquisition for all learners.
- GEMS believes that teachers and school leaders are creative agents in the classrooms and provide the capacity to ignite each student's motivation, perseverance, and thoughtfulness to propel growth and success in school.
- GEMS believes that literacy development is best supported through inclusive classrooms and the integration of complex texts across content areas.

SECTION 5: MEASURABLE LEARNER PERFORMANCE GOALS

Describe the measurable learner performance goals addressing learners' needs (Section 3) that the Reading Achievement Plan is designed to support progress toward. The plan may have an overarching goal, as well as subgoals such as grade-level goals). Goals should be strategic/specific, measurable, ambitious, realistic and time-bound. In addition, goals should be inclusive and equitable.

1. By the end of the 2019-2020 school year, GEMS third graders who score proficient or higher on the state's third grade OST assessment will increase from 28.6% (2019) to 38% (2020) and increase to 45% (2021) and 50% (2022) in subsequent years.
2. By the end of the 2019-2020 school year, GEMS 50% of students in grades K-2 will meet or exceed NWEA MAP growth target and increase to 55% and 60% in subsequent years.

Each action plan map describes how implementation of the Reading Achievement Plan will take place for each specific literacy goal the plan is designed to address. For goals specific for grades K-3, at least one action step in each map should address supports for students who have Reading Improvement and Monitoring Plans.

Goal # 1 Action Map

Goal Statement: By the end of the 2019-2020 school year, GEMS third graders who score proficient or higher on the state's third grade OST assessment will increase from 28.6% (2019) to 38% (2020).

Evidence-Based Strategy or Strategies: Teachers will engage students in explicit, systematic phonological awareness and phonics instruction to students using the EL Education Skills Block (grades K-2) and ALL block (grade 3) curricula which assess PA and phonics K-4, depending on where students are as readers. We have phonological awareness, letter name & sound identification, decoding, and encoding assessments. Further, NWEA MAP h as a sub score for foundational skills, but that doesn't do quite as good a job giving us specific instructional information for kids.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	School leaders will develop systems to support teachers with creating and implementing effective RIMPS.	Develop systems to support effective 3rd grade literacy instruction, including explicit phonics and phonological awareness instruction, by developing the capacity of staff.	Develop systems to support effective 3rd grade literacy instruction by developing the capacity of families.	School leaders will develop systems to support teachers with creating and implementing effective RIMPS.
Timeline	January 2020-June 2020	August 2019- May 2020	August 2019- May 2020	January 2020-June 2020
Lead Person(s)	Dean and Director of GEMS; Dean of Students; Dean of Instruction; Special Education Director; RTI Coordinator Grade 3-4; RAP Team; Educational Data Strategist	School Leadership Team	School Leadership Team	Dean and Director of GEMS; Dean of Students; Dean of Instruction; Special Education Director; RTI
Resources Needed	Professional Development; templates for RIMPS; assessment resources; data reports; time for data collection, developing RIMPS, and progress monitoring.	Time for Professional Development; Time for RAP and LT meetings; EL Education Coach and EL Education PD	Resource on effective family engagement strategies	Professional Development; templates for RIMPS; assessment resources; data reports; time for data collection, developing RIMPS, and progress monitoring.
Specifics of Implementation	Provide PD and training for writing and implementing RIMPS. Identify data collection strategies to support Progress Monitoring.	Staff will acquire knowledge, skills and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom	Staff and families will partner together to build literacy skills at home	Provide PD and training for writing and implementing RIMPS. Identify data collection strategies to support Progress Monitoring.
Measure of Success	Completed district-wide plans for	Progress monitoring, MAP, Benchmark	Family survey data, SLC and COL attendance data	Completed district-wide plans for students identified not on-track,

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
	students identified not on-track, increase in the number of students moving to on-track status	assessments, and screeners, walkthrough data, lesson plan audits, HQW protocol		increase in the number of students moving to on-track status
Check-in/Review Date	Monthly Check-in for progress monitoring RIMPS	Monthly LT or RAP BOY, MOY, EOY	Monthly LT or RAP	Monthly Check-in for progress monitoring RIMPS

Goal # 2 Action Map

Goal Statement: By the end of the 2019-2020 school year, GEMS 50% of students in grades K-2 will meet or exceed NWEA MAP growth target and increase to 55% and 60% in subsequent years.

Evidence-Based Strategy or Strategies: Teachers will engage students in explicit, systematic phonological awareness and phonics instruction to students using the EL Education Skills Block (grades K-2) and ALL block (grade 3) curricula.

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
Implementation Component	School leaders will develop systems to support teachers with creating and implementing effective RIMPS.	Develop systems to support effective K-2 literacy instruction, including explicit phonics and phonological awareness instruction, by developing the capacity of staff.	Develop systems to support effective K-2 literacy instruction by developing the capacity of families.	School leaders will develop systems to support teachers with creating and implementing effective RIMPS.
Timeline	January 2020-June 2020	August 2019- May 2020	August 2019- May 2020	January 2020-June 2020
Lead Person(s)	Dean and Director of GEMS; Dean of Students; Dean of Instruction; Special Education Director; RTI Coordinator Grade K-2; RAP Team	School Leadership Team	School Leadership Team	Dean and Director of GEMS; Dean of Students; Dean of Instruction; Special Education Director; RTI Coordinator Grade K-2; RAP Team
Resources Needed	Professional Development; templates for RIMPS; assessment resources; data reports; time for data collection, developing RIMPS, and progress monitoring.	Time for Professional Development; Time for RAP and LT meetings; EL Education Coach and EL Education PD		Professional Development; templates for RIMPS; assessment resources; data reports; time for data collection, developing RIMPS, and progress monitoring.
Specifics of Implementation	Provide PD and training for writing and implementing RIMPS. Identify data collection strategies to support Progress Monitoring.	Staff will acquire knowledge, skills and abilities of Scientifically-Based Reading Research so they understand how to address the wide range of reading needs in their classroom	Staff and families will partner together to build literacy skills at home	Provide PD and training for writing and implementing RIMPS. Identify data collection strategies to support Progress Monitoring.
Measure of Success	Completed district-wide plans for students identified not on-track, increase in the number of	Progress monitoring, MAP, Benchmark assessments, and screeners, walkthrough	Family survey data, SLC and COL attendance data	Completed district-wide plans for students identified not on-track, increase in the number

	Action Step 1	Action Step 2	Action Step 3	Action Step 4
	students moving to on-track status	data, lesson plan audits, HQW protocol		of students moving to on-track status
Check-in/Review Date	Monthly Check-in for progress monitoring RIMPS	Monthly LT or RAP BOY, MOY, EOY	Monthly LT or RAP	Monthly Check-in for progress monitoring RIMPS

SECTION 7: PLAN FOR MONITORING PROGRESS TOWARD THE LEARNER PERFORMANCE GOAL(S)

Describe how progress toward learner performance goals (Section 5) will be monitored, measured and reported.

Goal 1: By the end of the 2019-2020 school year, GEMS third graders who score proficient or higher on the state's third grade OST assessment will increase from 28.6% (2019) to 38% (2020) and increase to 45% (2021) and 50% (2022) in subsequent years.

- Teachers will use NWEA MAP and EL Benchmark assessments at the beginning, middle, and end of y ear to monitor student progress and identify areas of strength and growth.
- Teachers will write and implement RIMPS for students who are identified as not on track in reading. T hese will include specific steps for progress monitoring.

Goal 2: By the end of the 2019-2020 school year, GEMS 50% of students in grades K-2 will meet or exceed NWEA MAP growth target and increase to 55% and 60% in subsequent years.

- Teachers will use NWEA MAP and EL Benchmark assessments at the beginning, middle, and end of y ear to monitor student progress and identify areas of strength and growth.
- Teachers will write and implement RIMPS for students who are identified as not on track in reading. T hese will include specific steps for progress monitoring.

As part of the school's mid-year and end-of-the-year review of data process, these goals will be monitored and assessed for improvement. When the school's Leadership Team meets in February, they will break down the areas in need of improvements and create an action plan for the remainder of the school year. These p lans will be communicated to the entire school staff.

SECTION 8: EXPECTATIONS AND SUPPORTS FOR LEARNERS AND SCHOOLS

SECTION 8, PART A: STRATEGIES TO SUPPORT LEARNERS

Describe the evidence-based strategies identified in Section 6 that will be used to meet specific learner needs and improve instruction. This must include a description of how these evidence-based strategies support learners on Reading Improvement and Monitoring Plans.

Evidence-based strategy #1: Teachers will engage students in explicit, systematic phonological awareness and phonics instruction to students using the EL Education Skills Block (grades K-2) and ALL block (grade 3) curricula.	
How used to meet specific learning needs:	Teachers will use benchmark assessments from the EL curriculum to determine students' present levels, areas of strength, and areas for growth. The EL curriculum provides support for differentiation by providing all students with targeted small group instruction based on their areas of need.
How to improve instruction:	GEMS will build teacher capacity in this area by providing in house professional development on evidence-based reading practices to all K-3 teachers. We will also work with our EL school designer to provide teachers with opportunities for offsite PD and site visits to schools that are implementing these practices well. Coaches will work with individual teachers in the area of literacy by providing modeling, feedback, and co-planning support. See Professional Development Plan (section 9) below for more details.

EL Education offers a comprehensive, standards-based K-5 Language Arts curriculum that combines the practices t hat form the foundation of EL Education's proven model with the latest research in order to establish a foundation for students that will lead to college and career readiness. EL Education's K-5 Language Arts curriculum and Professional Services offerings reflect the latest research in curriculum development, instructional practice, professional development, and implementation science in order to improve both student achievement and teacher practice.

For more information, please reference the following:

https://eleducation.org/resources/research-behind-the-el-education-language-arts-curriculum-and-professional-services

SECTION 8, PART B: ENSURING EFFECTIVENESS AND IMPROVING UPON STRATEGIES

Describe how the district will ensure the proposed evidence-based strategies in Section 8, Part A will do the following:

1. *Be effective;*
2. *Show progress; and*
3. *Improve upon strategies utilized during the two prior consecutive school years.*

SECTION 8, PART C: PROFESSIONAL DEVELOPMENT PLAN

Insert a professional development plan that supports the evidence-based strategies proposed in the Reading Achievement Plan and clearly identifies the instructional staff involved in the professional development. Districts may choose to use the professional development template developed for the Striving Readers Comprehensive Literacy Grant.

The school professional development plan aims to build the capacity of kindergarten through fourth grade general education teachers and intervention specialists to plan and implement a robust and vertically aligned literacy program. Graham Elementary and Middle School fully adopted the EL Education K-4 language arts curriculum in 2018-19. The EL Education ELA curriculum is a research-backed, comprehensive, standards-based literacy program that engages teachers and students in learning about intriguing real world content.

The GEMS professional development plan is designed to build teachers' capacity to plan and implement the EL Education ELA curriculum and specifically focuses on the identified evidence-based instructional strategies and learning supports outlined above.

There are three primary structures used for GEMS professional learning:

1. Inquiry cycles
2. Weekly and biweekly instructional coaching
3. Internal and external professional development

Inquiry Cycles:

Using the tools of improvement science, teachers engage in iterative inquiry cycles focused on impacting the measurable learner performance goals outlined in section five. In each inquiry cycle, teachers collectively select high leverage, research-based test ideas related to the implementation of the EL Education ELA curriculum and identify and use practical measures for tracking progress. They engage in short, two-week implementation cycles of their test idea and then evaluate its effectiveness using data to determine if they adapt, adopt, or abandon the test idea.

Weekly and Biweekly Instructional Coaching:

Each teacher is paired with an instructional coach that conducts weekly or bi-weekly coaching sessions depending on the teachers demonstrated need with respect to the EL ELA curriculum and classroom management. Coaching sessions may include observation and feedback cycles, co-planning and co-teaching, and/or co-planning and modelling.

Internal and External Professional Development:

Teachers participate in weekly professional development sessions for an hour and a half each Wednesday afternoon. The professional development is designed and facilitated for the K-2 and 3-4 grade level bands. During this time teachers are immersed in experiences that are designed to model high quality instructional practices, provide time for collaborative discussions of research-based articles and books related to the literacy curriculum implementation, and plan for and reflect on their iterative inquiry cycles.

In addition to weekly internal professional development, each teacher has the opportunity to attend at least one EL Education professional development institute focused on the ELA curriculum and its implementation. They also receive monthly coaching and professional development from our EL Education school designer who is an expert in the ELA curriculum.

You might include a glossary of terms, data summary, key mess ages, description of program elements, etc., as needed.

Appendix A: GEMS WORKPLAN (2019-2020)

Appendix A: GEMS WORKPLAN (2019-2020)			
Multi-Year Goal	**Culture & Character** GEMS will graduate students with the habits of character needed for success in college and beyond including responsibility, teamwork, quality, perseverance, and thoughtfulness.	**Mastery of Knowledge and Skills** At least 60% of GEMS students will meet their annual growth target on NWEA MAP.	**High Quality Work** GEMS students at every grade level regularly create work that demonstrates the attributes of complexity, authenticity and craftsmanship.
2019-2020 Performance Benchmarks	75% of students meet or exceed expectations on all HOL as measured by report card grades. 90% of students who have at least one grade of JB or AE in HOL on T1 report cards, will improve that grade by one grade.	At least 60% of GEMS students will meet their annual growth target on NWEA MAP. At least 60% of students of color will meet their annual growth target on NWEA MAP over the next two years. At least 90% of GEMS students and families will attend Student-Led Conference/Passage Presentations.	At least 80% of expedition final products have an authentic format, purpose, and/or audience.
Faculty Learning Targets	C&C 1: I can foster student self-management and responsibility for learning by explicitly teaching re-regulation skills. C&C 2: I can use data to determine which students need behavioral interventions and whether those interventions are effective.	MKS 1: I can support students in their self-management of learning by implementing a consistent process of reflection, self-assessment, and work documentation in portfolios. MKS 2: I can provide families with varied opportunities to participate in and understand their student's learning.	HQW 1: I can design products and Celebrations of Learning that have an authentic format, purpose, and/or audience. HQW 2: I can build and sustain relationships with community organizations to support high quality work, including fieldwork, experts, and service learning.
How are we working toward these targets?	C&C 1: • Zones of Regulation • Responsible Thinking Crew lessons C&C 2: • Behavior RTI (ALSUP, • Kickboard, etc.) • Discipline process	MKS 1: • N Classroom routines around reflection (academic and behavior) and self-assessment • Student-engaged assessment • PD around portfolio development MKS 2: • Weekly quick tips for engagement at home • Targeted Kindergarten learning nights • Targeted Crew learning nights (5-8)	HQW 1: • Feedback protocol - Authenticity rubric and Criteria for Authenticity HQW 2: • Help with developing partnerships and utilize already existing partnerships in more intentional ways

Appendix A: GEMS WORKPLAN (2019-2020)			
How are we measuring these targets?	**C&C 1:** • Break Audits • Classroom Walkthrough data • Student Focus Groups • Kickboard data/CV data **C&C 2:** • Frequency of RTI meetings • RTI data • RTI plans • Behavior plans	**MKS 1:** • Portfolio samples • Walkthroughs (reflection, debrief, SEA) **MKS 2:** • Attendance at SLCs and Passages • Attendance at targeted learning nights • Measure of teachers' use of communication • Attendance at COL	**HQW 1:** • High quality work protocol **HQW 2:** • Number of fieldwork/experts/services learning experiences by grade
EL Education's Core Practice References	CP 27 B 3a-b; CP 21 B 5-6, c; CP 24 B 1; CP 4B 1, 3	CP 27 B 3a-b; CP 24 A 1, 2; CP 3 A 2, 3	CP 12 C; CP 12 A 2c; CP 24 B3; CP 24 D1

Appendix B: GEMS KRA Fall Score Report 2019

OST KRA: Fall 2019		
Total Tested	36	97.22%
No Data (*NR*)	1	2.78%
Emerging Readiness:	6	17.14%
Approaching Readine	14	40.00%
Demonstrating Readi	15	42.86%
Average OST KRA Sc	#REF!	Approaching Readine

OST KRA: Fall 2018		
Total Tested	46	95.65%
No Data (*NR*)	2	4.35%
Emerging Readiness:	7	15.91%
Approaching Readine	17	38.64%
Demonstrating Readi	22	50.00%
Average OST KRA Sc	269	Approaching Readiness

OST KRA: Fall 2017		
Total in Class	40	
Total Tested	36	90.00%
No Data (*NR*)	4	10.00%
Emerging Readiness:	2	5.56%
Approaching Readine	14	38.89%
Demonstrating Readi	20	55.56%
Average OST KRA Sc	274	Demonstrating Readi

OST KRA: Fall 2016		
Total Tested	40	
No Data (*NR*)	2	5.00%
Emerging Readiness:	10	26.32%
Approaching Readine	13	34.21%
Demonstrating Readi	17	44.74%
Average OST KRA Sc	269.1	Approaching Readiness

* Domains tested:
Social Foundations
Language and Literacy
Mathematics
Physical Well-Being and Motor Development

Appendix C: GEMS Fall 2019 NWEA MAP

FALL 2019	Math		Reading	
Grade	% On Track	% Off Track	% On Track	% Off Track
KG	3%	97%	3%	97%
1	36%	64%	13%	87%
2	71%	29%	35%	65%
3	28%	72%	22%	78%