

Hermosa School



Title I Plan

2014-2016
Hermosa School
Custer School District 16-1

Hermosa Elementary School Schoolwide Title I Plan

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Improvement Plan Components:

Program Development

Custer School District Profile

Custer School District is located in Custer County in the southwest part of South Dakota. Custer is 45 minutes from Rapid City, 5 minutes from Crazy Horse Monument, and 25 minutes from Mt. Rushmore National Monument. The school district is comprised of the county of Custer and a small portion of Pennington County and is slightly more than 1500 square miles. One-third of the district's land is federally owned as well as Custer State Park being located within the district boundaries.

Custer County's main industry is tourism while the largest employer is the United States Department of Agriculture Forest Service. The second largest employer is the Custer School District. Twenty-eight percent of the workforce has a college degree or higher. The current labor force in Custer County is 5,428 and the current unemployment rate is around 3%. The mobility rate in the county is around 12% and the median income is approximately \$46,984. Approximately 9% of the counties residents live below the poverty line and nearly 40% of all students in the schools qualify for free and reduced lunch.

Custer County has two major communities: Custer and Hermosa and also includes smaller towns of Fairburn, Buffalo Gap, and Pringle. The population of the county is approximately 8,468. The median age in the county is 50.

Hermosa School District Profile

Hermosa School, located twenty miles south of Rapid City in the rural community of Hermosa. We are a small sized school with a population of approximately 180 students kindergarten through 8th grade. Our curriculum includes the subjects of English/Language Arts, Math, Science, Social Studies, Music, PE, Ed Tech Title I services, and Special Education. Hermosa Elementary has maintained a positive level of student enrollment over the past few years and continues to see growth during different years. Hermosa School's student profile information is indicated in the table below:

Student Characteristic	Percentage/Data
White	82%
Multi-Race	12%
Native American	7%
Asian	0%
Black	0%
Hispanic	0%
LEP	0%
Special Education	15% (including speech)
Gifted & Talented	NA
Poverty—Free and reduced lunch	41%
Migrant/Homeless	<1%
Mobility Rates	<1%
Discipline Incidents 2012 – 2015	See Appendix B

The school improvement plan is developed with the input of parents and staff members. The planning team roster includes:

Membership Categories	Name of Member
Principal	Jeremy Hurd
K-2 Teacher	Jayne Leusink
3-5 Teacher	Deb Smith
6-8 Teacher	Tammy Jo Schlechter
Title I	Karen Hammer
SPED	Donita Kindt
Paraprofessional	Shannon Grooms
Parent/Teacher	Becky Lowe
Parent	Emily Dirkes
Parent	Rebecca Piper
Parent	Brian Lintz
School Board Member	Peter Thorp
Community	Ben Grams

The development of our schoolwide plan took place during the 2004-2005 school year. We met the free and reduce requirements the previous year and were in the planning stage to go schoolwide the following year. The plan was created to lay the foundation for our staff and community to provide services for all of our children K-8. This plan will be revised yearly in the fall and submitted for LEA approval in December.

The staff team meets on a regular basis for ongoing planning and implementation of improvement plans, in conjunction with training and support from the Technology in Education (TIE), ESA 7, and district staff. Input is sought from parents on the Title I committee annually, and from all parents at an annual fall meeting. The plan is shared with all parents through ongoing communication.

Hermosa School has implemented the Custer School District mission, vision, and commitment statements, which are included in Appendix C. The Hermosa School also developed our own school vision and mission statement during the 2013-14 school year with the input of staff, students, parents, and the community.

The improvement plan covers a two year period and is evaluated and revised annually. Various assessments guide our program development. Timelines for review are in place and are listed on the literacy, writing, and mathematics plans. The plans are reviewed with all staff each fall and on an ongoing basis. Local assessment indicators include Smarter Balanced assessments, NWEA MAPs assessments in Reading, Language Arts, Math, and Science, AIMSweb assessments, Lexile Reading levels, Math IXL and Language Arts, Lexia Core 5, and the Observation Survey. These and other assessments guide our school's instruction on an ongoing basis.

Program documentation is kept on file at the building level, including meeting agendas and outcomes, parent sign in sheets, and a log of program development activities. A sample, which includes a log of improvement activities, is included in Appendix F.

The state is responsible for communicating and clarifying regulations and expectations, as well as for providing various forms of technical support, including facilitating data retreats, providing Educational Service Agencies (ESAs), and assisting with school improvement plans and strategies to raise student achievement. The state provides funding support for Title I schools. At the district level, support is provided in developing improvement plans and strategies to increase student achievement. Literacy, mathematics, technology support, staff, and staff development are also provided by the district. The school is responsible for participating in a data analysis, developing a school improvement plan, participating in the peer review of the school improvement plan, and implementing the plan. The state, district, and school work together in a supportive and helpful manner.

In 2013, the state of South Dakota applied for and received a waiver to allow them to opt out of accountability associated with the No Child Left Behind act. Within the waiver, the former DSTEP test has since been replaced with a move toward a new state assessment currently through the Smarter Balanced Assessment consortium that includes 19 states. In the 2013-14 school year, the Hermosa School participated in a field test of the assessment with data to come from those assessments in 2015-16. According to School Performance Index (SPI) data from South Dakota from 2013, the Hermosa School was listed as "Progressing" receiving 33.62/40 pts in Reading, 28.51/40 pts in Math (Total 62.13/80). Attendance data calculated 19.19/20 pts. The Hermosa School SPI score is 81.32/100 pts. SPI calculations are expected to change in 2015-16 to include a student growth calculation as well and we expect these numbers to change after these adjustments and the new state assessment is used.

A comprehensive outline of our data retreat and Hermosa Schools Schoolwide Improvement Plan is outline in Appendix A.

Comprehensive Needs Assessment

A variety of needs assessments are done on an ongoing basis. These include:

- A parent survey was completed in Spring 2013. This survey ask questions about the climate, safety and academic rigor at the school. Results of the survey indicate that parents express support for the teachers and quality of instruction and feel welcome at school. Documentation of these is kept on file at the building level.
- Examining student assessment data, including Smarter Balanced assessments, NWEA MAPs assessments in Reading, Language Arts, Math, and Science, AIMSweb assessments, Lexile Reading levels, Math IXL and Language Arts, Lexia Core 5, and the Observation Survey. Documentation of our building assessments are kept on file at the building level.
- All certified teachers of Hermosa School attended a building level data retreat using NWEA MAPs assessments and uses of the data to drive instruction and set student and staff goals will be developed through teacher Student Learning Objectives (SLO) documentation and goal setting. Students will also engage in the goal setting process through MAPs and set goals with their teacher that focus on individual student growth from their current learning level. Staff have attending training on the Common Core State Standards (CCSS) and that will be implemented in accordance with state assessments in full during the 2014-15 school year.

The building level achievement data is included in Appendix E. The results of the findings of this process for all student subgroups are also included these areas of need.

Building	Focus Areas
Hermosa School	<ul style="list-style-type: none"> • <u>Reading</u> <ul style="list-style-type: none"> ○ Common Core Anchor Standard <ul style="list-style-type: none"> ▪ Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> • Read and comprehend complex literary and informational texts independently and proficiently. • <u>Math</u> <ul style="list-style-type: none"> ○ Common Core Standard <ul style="list-style-type: none"> ▪ Operations and Algebraic Thinking <ul style="list-style-type: none"> • Write and interpret numerical expressions. ▪ Ratios and Proportional Relationships <ul style="list-style-type: none"> • Analyze proportional relationships and use them to solve real-world and mathematical problems.

- MAPs data indicates strengths in our program include:
 - Reading
 - Literature and Foundational Skills
 - Foundational Skills and Vocabulary
 - Language and Writing
 - Math
 - Measurement and Data
 - Geometry
 - Real and Complex Numbers
 - Statistics and Probability

- MAPs data indicates areas of improvement in our program include:
 - Reading
 - Informational Text
 - Math
 - Operations and Algebraic Thinking
 - Number and Operations

Goals, Objectives, and Strategies

At the elementary level, policies and practices have identified literacy and numeracy as academic priorities to ensure that all student groups become proficient in math and reading. The state has adopted the new Common Core State Standards. During the transition, we have aligned our goals with the Common Core State Standards to reach our goals. To meet that goal, the following goals have been established for all students:

Goal 1: Student percentage at or above proficient in Reading will increase by:

- 85% of all students will show the following growth on the MAPs RIT Scale from Fall 2014 to Spring 2015
 - K-2nd—10 pts of growth
 - 3rd-5th—6 pts of growth
 - 6th-8th—4 pts of growth

Goal 2: Student growth percentages in Math will increase by:

- 85% of all students will show the following growth on the MAPs RIT Scale from Fall 2014 to Spring 2015
 - K-2nd—10 pts of growth
 - 3rd-5th—6 pts of growth
 - 6th-8th—4 pts of growth

Attendance rate goal has been set at 94% per state requirement. Hermosa School has met both of these goals for the past several years.

The strategies employed at Hermosa School directly address the goals of improving reading, writing, and mathematics instruction and performance for all subgroups. These strategies include the implementation of district selected curricula aligned with the Common Core State Standards Classroom teachers, along with support staff such as literacy educators, are responsible for implementing these strategies.

English Language Arts/Reading Plan

The literacy plan involves using the Balanced Literacy model including:

- Making connections
- Questioning
- Visualizing
- Inferring
- Determining importance
- Synthesizing
- Standards based reporting system
- Multi-disciplinary units
- Integrated studies

- Guided reading
- 1:1 instruction
- Double dipping
- Genre studies
- Demonstration activities
- Blended Learning (Computer based instruction)

Mathematics Plan

In the area of mathematics, Hermosa Elementary School is fully implementing the new Common Core State Standards and 8 Standards of Mathematical Practice. Several teachers have been involved in Math curation projects in the state as well as SD Counts. The project improved the professional capacity of all mathematics teachers in the district in partnership with Black Hills State University, Black Hills Special Services Cooperative/Technology and Innovation in Education. These groups worked collaboratively to facilitate this curriculum implementation and professional development. Classroom teachers, along with support staff are responsible for implementing these strategies. Specific strategies include:

- Higher Order Questioning Techniques (H.O.T skills)
- Cognitive Guided Instruction (CGI)
- Number talks
- Journal tasks
- Use of Investigations
- Integrated literacy lessons
- Blended Learning (Computer based instruction)

Additionally, each grade level implements additional mathematics strategies, based on grade level needs and standards. Strategies and timelines are specified.

Reading and Math Assessments

NWEA MAPs assessments and AIMSweb testing are primarily used as baseline testing modules for RTI and examining student baselines in targeting student achievement gaps. Individual student's results from NWEA MAPs are shared on at least twice per year with parents receiving reports at parent-teacher conferences. Information about the grade level standards students will be learning are also included as components of parent packets at the beginning of each school year.

Hermosa School provides after school activities that include KidSTOP (program supported by the Custer YMCA) for K-5 students, student council, volleyball, basketball, track, football, music, art, and other activities as needed. KidSTOP is also run for six weeks during the summer and is available for all students.

In 2012-13, South Dakota moved to a new model of accountability for schools. South Dakota's new accountability model takes a thoughtful, balanced approach to defining the indicators of a strong education system. Rather than focusing exclusively on student proficiency on a single assessment, it encompasses multiple indicators that are critical pieces in preparing students for the rigors of the 21st century world.

The new accountability system will continue to hold schools accountable through annual public reporting and classification based on a ranking of schools. The expectation is that the model will be used to inform school leaders, teachers and the public as to how schools are progressing. With its emphasis on continuous improvement, it sets a high bar for ongoing reflection and goal setting.

The new accountability system incorporates the following key indicators of school performance:

- 1) Student Achievement in Math and Reading
- 2) Academic Growth in Math and Reading
- 3) School Attendance

Instruction by Highly Qualified Staff

Instruction at Hermosa School is provided by a highly qualified staff of 14 certified classroom teachers, 2 certified SPED teachers, 1 counselor and approximately 7 certified support staff members, all serving in a variety of capacities, including Title I, special education, and elective classes. The school district actively strives to attract highly qualified staff through a variety of recruiting and job notification options including our school district website, Hermosa School Facebook page, Associated School Boards of South Dakota teacher job search site, and through the online Applitrack application system that connects our district to applicants from around the Black Hills area.

Hermosa School has 6 fulltime paraprofessionals and one part-time paraprofessional, all have met the requirements as highly qualified staff under the guidelines of the South Dakota Public School Accountability System working directly under a highly qualified/certified teacher. All paraprofessionals are also included in all building level staff development opportunities.

Of the 17 Hermosa School certified staff, the report from Human Resources indicates that all have met the requirements of Highly Qualified status.

Professional Development

Opportunities for collaboration, continuing education, and professional development are provided through participation in on-site and district professional development options, as well as in local and national conferences and workshops.

Hermosa School is in the process of transitioning to a school as a professional learning community, where the environment, or school culture, cultivates mutual cooperation, support, and professional growth. This is fostered through continuous professional dialogue and training. Teachers have been involved in various professional development opportunities that include attending classes in topics such as literacy development and effective instruction in SD Counts for math instruction, the SD Framework for Teaching for professional practice, Student Learning Objective (SLO) training for student growth measurement, and six modules of training for the new Common Core State Standards (CCSS). Teachers also attend conferences to expand their knowledge and skills.

The Hermosa School staff members meet on an ongoing basis to monitor the progress of students. Time for planning, collaboration and professional development takes place throughout the week as needed. Staff collaborate on RTI implementation at the K-2, 3-5, and 6-8 Grade levels as well as common planning time for elective teachers. Content specific meetings are scheduled as needed and subject area teachers are also involved in connecting with other teachers throughout our district, state, and nation using Edmodo and other social networking for professional development. District staff study groups are planned each year and are based on topics such as teacher leadership, best practices, and school culture. Staff also have the opportunity to earn graduate level credit for participating in the book studies. The school Title I plan is often the document that drives the process.

Examples of providing ongoing professional development, the goal of which is to increase student achievement in the areas of reading, writing, and mathematics, include:

- District/Faculty Study Groups (based on current school goals)
- Training in literacy and mathematics instruction by taking college classes
- Attendance at many conferences and workshops
- Building level sessions on topics relevant to literacy and mathematics instruction
- District level in-services
- Districtwide training with staff

All of these professional development experiences support identified goals in reading and mathematics, and enable teachers to implement the strategies and improve their skills in these areas. Future opportunities are based on school needs. Documentation of these activities are available in the Hermosa School office.

Parent Involvement and Education

Increased parent involvement is an ongoing goal at Hermosa School. A Parent Involvement Policy and a Parent Compact have been developed and are included in the Fall registration packet for parents. Copies are in Appendix D of this Title I Plan. At an annual meeting, parents are given an additional copy of the involvement policy and the compact. These two items are reviewed annually with parents. Feedback and input is sought from parents at this annual meeting. Parent signatures collected at this meeting (as well as other parent sessions held throughout the year) are kept on file.

In the event the Hermosa School is designated as a school in need of improvement, notification will be given in a form of a letter identifying available options for parents and will be delivered through the mail. The South Dakota Department of Education has a complete list of all South Dakota schools and their current school status available at <http://doe.sd.gov/Accountability/spi.aspx> .

Parents have an opportunity to be involved in schoolwide planning and evaluation, and provide feedback through surveys, school board meetings, and family education night. Parent-Teacher Conferences are held in the fall and the spring and a Back to School Night is held each August.

Parent involvement activities at our school include:

- Various student events in which parents are included—Examples of this include a Spelling Bee, Leader/Student/Athlete of the Month assemblies, and schoolwide educational opportunities and assemblies.
- Family Sessions hosted by the PTA, such as a Bingo Night, School Carnivals, Soup and Pie, and Back to School night.

Strategies to promote effective parent involvement include:

- Phone/E-mail/Letter contacts to home from teachers
- Phone/E-mail contacts from the office, counselor, and principal
- SchoolReach messages (SchoolReach is an automated web based software program we use to notify parents of events happening at school)
- Parent contact during school pickup procedures
- Social Media outlets such as the school website, Facebook, and Twitter accounts
- Hermosa Newsletter articles by staff and principal
- Messages on the School Marquee/Sign outside the school

Transition

Program Development

Four different schools comprise the Custer School District: 2 elementary schools, 1 junior high/high school, and 1 alternative high school. Services available include an alternative high school, guidance and counseling, special education, district summer school, and 21st Century Community Learning Center grants which provide after school and summer programs. Although district enrollment showed some decline in the past, the current population shows signs of stabilization. The student population in the school district as of September 2014 was 868 students. This population includes 431 K-5 elementary students, 202 6-8 middle school students, and 235 high school students.

Custer School District's student profile information is indicated in the table below:

Student Characteristic	Percentage/Data
White	87 %
American Indian or Alaskan Native	5 %
Asian	Less than 1 %
Black	Less than 1 %
Native Hawaiian or Pacific Islander	Less than 1 %
Two or More Races	1%
Special Education	14 %
Gifted & Talented	1 %
English Language Learners (ELL)	Less than 1 %
Poverty (Free and Reduced Lunch)	42 %
Migrant	0 %

The desired outcomes of the district's coordination and transition plan include putting structures in place that promote and provide successful educational opportunities for all students from birth to post-secondary education. The purpose of the district's coordination and transition plan is to articulate these structures.

Coordination and Communication

Young children experience a milestone transition when they approach the age of five and enter the public school system. Plans are in place to assist preschool children to transition from early childhood programs into kindergarten. Parents and schools communicate and coordinate efforts in order to prepare children to function successfully in the school setting. Kindergarten screenings are administered to students in the Spring before students are enrolled the following fall to give the teacher and parents information about what the students should work on to be prepared for Kindergarten when they come in August.

Transition Process

Custer School District elementary schools have full-day kindergarten programs. These programs are located at Custer Elementary and the Hermosa School.

In regard to Special Education, students transitioning from one level to another (elementary level to middle school level; middle school level to high school level) attend a spring IEP or IEP addendum meeting at the receiving school. The student and the parents have the opportunity to meet teachers, administrators, and to tour the building. Special education staff receives training to support transitioning. Post high school special education transitions are addressed through the IEP process. Included in these IEP discussions are the opportunities for job shadowing, visits from outside agencies, experience based career exploration, vocational opportunities, and independent living.

Each spring, administrators from the district's junior high/high school assist with transitioning of sixth grade students from elementary school to junior high. Our building center as a K-8 facility at Hermosa Elementary allows students to easily transition to classrooms in the same building and there is very little discomfort with transition within the building for students. As students transition from 8th grade to high school, transitions are implemented to ensure students are familiar and comfortable with the Custer High School and this is accomplished by making multiple visits to the high school and providing a connection for those students in their transition. The program has received positive feedback from students, staff, and parents.

With regard to transitioning from middle school to high school, middle school students and their parents are invited to attend an evening orientation/course selection session at the high school. On the day before the first day of school, administration and guidance host an additional orientation session for ninth graders and their parents. Each September, guidance counselors assist ninth graders with high school transition.

The high schools provide transition to post-secondary education through several venues. The Guidance Departments in conjunction with post-secondary Institutions offer sessions for parents and students focusing on assisting families in planning for college admissions, scholarships, financial aid, etc. In the months of September and October, guidance counselors complete transcript checks and then visit individual classrooms to work with students on planning their coursework with their post-secondary goals in mind.

Transition to the ACE alternative program with the middle school staff making recommendations of students who would benefit from the alternative program. Parents may also recommend their children to the alternative program. As often as possible, an individual conference is held with each student wishing to attend the ACE facility to make sure the program is the best placement for the needs of the student.

In addition, all students are encouraged to attend Fall Career Planning Days, the Health Fair, visits to Western Dakota Junior and Senior Days, in addition to taking the ASVAB (Armed Services Vocational Aptitude Battery). Senior exit interviews review the students' plans and include the offer to be of further assistance after graduation. Development of the CLC website provides financial aid information, ACT testing, career exploration links, and other information that parents and students have requested in regard to post high school and transition.

Monitoring/Evaluation (Additional Support)

Students at Hermosa School who exhibit academic or behavior difficulties receive effective and timely assistance through the RTI (Response to Intervention) model. The assessments used to determine academic progress for individual students include the following:

- NWEA MAPs assessments
- Blended learning programs (Math IXL and Lexia Core 5)
- Curriculum based measurements (CBMs) of oral fluency (AIMSweb)
- Text reading levels and benchmarking (AIMSweb)
- Letter ID (AIMSweb)
- Observation surveys
- Writing assessments (AIMSweb)

If a child is below basic in the universal assessment areas outlined above they may be considered for interventions if it is decided that the lack of progress is not due to a lack of research based instruction. The first Tier of RTI commences when the classroom teacher confers with colleagues to determine appropriate interventions. The problem is defined and measurable goals are ascertained for the identified student. Time and duration as well as the person responsible for implementing the plan are specified. The plan may include individual or small group intervention, modification of assignments, extra resources, or whatever is necessary to provide the best possible instruction for the child. The intervention can include parent involvement (i.e. the parent agrees to practice a skill at home). After allowing sufficient time for the interventions to work, the student is reviewed, and:

- If the intervention is working, the intervention is continued until the student has reached the predetermined goal and can be successful in the regular curriculum.
- If some progress is occurring, but the goal has not yet been reached, the intervention is revised to attain the goal.
- If progress is not adequate, the classroom teacher confers again with colleagues to determine whether the interventions should be changed or if additional interventions are necessary.
- If a student cannot meet criteria for success at the first Tier, the classroom teacher refers the student to the building Response to Intervention Team and provides documentation of the interventions that have been tried.

This sets Tier 2 in motion. The Response to Intervention Team reviews the documentation, observes the student, and gathers additional data, which includes information from parents. The team brainstorms possible interventions after analyzing assessment results from Tier 1. They develop and implement the intervention plan, which is based on the identified student's needs and research based strategies. Interventions are delivered in a general education setting while still continuing Tier 1 instruction and intervention. At Tier 2, interventions should be more intense, extended over a longer period of time, include the student's school history and any medical concerns, and continue to involve the parents. Progress is informally measured one or more times a week. Any

requests for assistance are completed at the team meeting or by the General Educator from the supplied documentation.

After giving the interventions sufficient time, the Problem Solving Team meets to analyze the student's progress, review documentation, and determine further actions as follows:

- If the student is making adequate progress or has achieved the determined goal, they may decide to continue the current intervention plan and monitor the student periodically.
- If the student is not making sufficient progress, they may decide to develop a different plan or modify the one that is in place.
- If the team decides that the student's needs are more than can be met in the regular classroom, they may refer the child to the special education team for consideration of an evaluation for eligibility. (Tier 3)

The Third Tier includes:

- Referral to the special education team
- Review of the documented data and the recommendations of the Problem Solving Team
- Proposal of evaluation components and timelines
- Review of evaluation and determination of placement and goals if qualified
- Invitation to parents to participate in discussions about the interventions and possible options
- Placement on Individual Education Plan (IEP)
- Regular progress monitoring to determine effectiveness of IEP goals and objectives
- Annual review of IEP
- Re-evaluation every two years

If a student does not meet special education eligibility criteria for the state of South Dakota, Tier I and Tier II interventions will continue to support student progress.

In addition, at risk K-5 students receive additional support in the form of Reading Recovery. They are selected based on the Individual Observation Survey tasks of Reading Recovery. The lowest scoring students are placed in Reading Recovery for a period of 18-20 weeks. A new student is selected to enter the program as a student exits the program. Those students who exit the program continue to be monitored in the first and second grades to ensure continued strategic reading.

Support and communication with parents in the form of meetings, teacher folders, conferences, phone calls, and the district and Hermosa's web sites are accomplished on an ongoing basis. Parents are invited and encouraged to come to all meetings that concern their children.

Hermosa School Literacy and Math Improvement Plans are revised annually to reflect the analysis of assessment data and input from annual surveys of parents and staff. The individual student assessment portfolios and the NWEA MAPs assessment results guide our planning for academic development.

Fiscal Requirement

Funds are used to support this schoolwide plan with regard to staff salaries and benefits, professional development, and supplies and equipment. Funds used to support our schoolwide plan are listed and described on the Custer School District Title I application. Resources for Title I are administered by the Custer School District and Hermosa School receives money for 1 full-time teacher and one full-time paraprofessional. Hermosa School site-based management with regard to funding, time, personnel, and materials will be continued based upon past successes.

Needed resources requested of the district are documented on purchase orders and blue claims. The Superintendent's signature indicates the request was granted. These documents are available upon request.

Ongoing Program Development

This 3-year plan is evaluated each fall, after receiving NWEA MAPs assessment data and revising the plan based on current data. Monitoring the implementation of the plan is done through meetings periodically held with the district Superintendent and district administrative team to discuss updates and revisions needed. Ongoing monitoring is conducted through staff input and feedback and administrative review. Major components of the plan are communicated with parents via letters/newsletters. Periodic reviews and revisions are included with the school's documentation log. Upon receiving the school improvement plan, the LEA must establish a peer review of the plan and promptly review it. They must also work with the school to make any necessary revisions and approve the plan if it meets all the requirements.

APPENDIX A
HERMOSA SCHOOL IMPROVEMENT PLAN
CUSTER SCHOOL DISTRICT

Custer School District 16-1 Hermosa School	School Improvement Plan 2014- 2015
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REFORM STRATEGIES LINKED TO CCSS

GOAL: Student percentage at or above proficient in Reading will increase by:

- 85% of all students will show the following growth on the MAPs RIT Scale from Fall 2014 to Spring 2015
 - K-2nd —10 pts of growth
 - 3rd-5th—6 pts of growth
 - 6th-8th—4 pts of growth

Specific Standards	Reform Strategies	Evaluation Methods	Monitoring/Evaluation (Additional Support)
Grades 3-8: Strength <ul style="list-style-type: none"> • Literature and Foundational Skills • Foundational Skills and Vocabulary • Language and Writing 	Grades 3-8 <ul style="list-style-type: none"> ❖ Graphic organizers ❖ Smartboard w/ 21st Century Skills ❖ Summarizing ❖ Illustrations ❖ Inferencing – Modeling, 	Grades 3-8 <ul style="list-style-type: none"> ❖ NWEA MAPs ❖ AIMSweb Assessments ❖ Researched-based Program Assessment -criterion-referenced ❖ Journaling 	Grades 3-8 <ul style="list-style-type: none"> ❖ Continue tutoring service by highly qualified staff M-TH through KidsStop. ❖ Continue Pre-Referral strategies

<p>Areas of Improvement:</p> <ul style="list-style-type: none"> ▪ Range of Reading and Level of Text Complexity <ul style="list-style-type: none"> • Read and comprehend complex literary and informational texts independently and proficiently. <p>Aligned Common Core Anchor Standard Range of Reading and Level of Text Complexity</p> <p><u>Other areas reported but not selected as a focus area:</u></p> <p>Reading: Recognize/analyze words</p>	<p>Questioning, Classifieds etc.</p> <ul style="list-style-type: none"> ❖ RTI K-8 ❖ Reference Tools – Almanac, Dictionary, Thesaurus. ❖ Lexia Core 5 (K-5) ❖ IXL—ELA (6-8) ❖ Building writing Assessment. <p><i>Classroom teachers and paraprofessionals are primarily responsible for implementation</i></p> <p>Special Education 3-8 -Graphic organizers -Summarizing -Questioning strategies -CBM’s -Glencoe Reading Series 6-8</p> <p><i>Special education teachers and paraprofessionals are primarily responsible for implementation</i></p>	<p>Grades 3-5</p> <ul style="list-style-type: none"> ❖ Running Records ❖ Reading series- Harcourt ❖ Scholastic News test online ❖ Reading Plus (3-8) ❖ Glencoe Reading (6-8) <p>Special Education 3-8 -Individualized achievement testing -DRA -CBM -AIMSweb -RTI</p>	<ul style="list-style-type: none"> ❖ Provide Title I services ❖ Provide Special Education services ❖ SD Math Counts Initiative ❖ RTI (K-8) ❖ AIMSweb <ul style="list-style-type: none"> ○ www.aimsweb.com ❖ Have individual conference with students to share data, performance, and progress in grades 3-8
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GOAL: Student percentage at or above proficient in Reading will increase by:

- 85% of all students will show the following growth on the MAPs RIT Scale from Fall 2014 to Spring 2015
 - K-2nd—10 pts of growth
 - 3rd-5th—6 pts of growth
 - 6th-8th—4 pts of growth

Professional Development	Parental Involvement and Education	Fiscal Impact
<ul style="list-style-type: none"> ❖ Continue to hire Highly Qualified teachers, paraprofessionals, and substitutes ❖ Staff training in NWEA MAPs, Lexia Core 5, ELA IXL, and best practices ❖ Building-wide Technology Training (Quarterly) <p>In-services in:</p> <ul style="list-style-type: none"> ❖ Provide opportunity for teachers to attend TIE Conferences, Writing 6+1 Traits, and Workshops in areas of Reading and Math ❖ (ex: Reading in the content areas, Integrating across the curriculum) ❖ Yearly Data Retreat including parents and teachers 	<ul style="list-style-type: none"> ❖ Parent information of brochures distributed to inform parents about standards K-8 ❖ Social Networks: Facebook and Twitter accounts ❖ SchoolReach—Parent calling system ❖ Parental involvement policy ❖ Parent/community member experts in the classroom ❖ DDN Campus <ul style="list-style-type: none"> - to inform parents on student achievement and progress ❖ Open House/Book Fair ❖ Special Education Meetings 	<ul style="list-style-type: none"> ❖ Increase Professional Development funds for teachers and paraprofessionals ❖ Increase money for technology ❖ Increase money for supplies and materials in area of Reading ❖ Alternative methods to provide professional development and/or core meeting times

<ul style="list-style-type: none"> ❖ Continue to go to conferences, workshops, and DDN training ❖ Participate in Writing assessments ❖ Teachers teaching teachers in 21st Century skills ❖ Grade Level Meetings (twice per week) 	<ul style="list-style-type: none"> ❖ Title I Committee ❖ Parent/Teacher conferences ❖ District provides written notice about school's identification for school improvement to parents via Fall edition of Bulletin Board (school newsletter) ❖ Individual student test results are shared with parents by mail and/or conference 	
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Researched-based references

McCardle, Peggy., Chhabra, Vinita. (2004). The voice of evidence in reading research. Paul H Brookes Publishing Co. Baltimore, MD.

Friedman, myles I. (2000). Ensuring student success: A handbook of evidence-based strategies. Institute for evidence-based decision-making in education INC.

Marzano, Robert J., Pickering, Debra J., Pollock, Jane E. (2001). Classroom instruction that works: researched-based strategies for increasing student achievement. ASCD, McRel, Alexandria, VA.

Billmeyer, Rachel. (PH.d) and Barton, Mary Lee. (Med). Teaching reading in the content area. 2nd edition (1998). McRel Mid-continent research for education and learning. ASCD

REFORM STRATEGIES LINKED TO STATE STANDARDS

GOAL: Student growth percentages in Math will increase by:

- 85% of all students will show the following growth on the MAPs RIT Scale from Fall 2014 to Spring 2015
 - K-2nd —10 pts of growth
 - 3rd-5th—6 pts of growth
 - 6th-8th—4 pts of growth

Specific Standards	Reform Strategies	Evaluation Methods	Monitoring/Evaluation (Additional Support)
<p>Grades 3-8: Strength</p> <ul style="list-style-type: none"> • Measurement and Data • Geometry • Real and Complex Numbers • Statistics and Probability 	<p>Grades 3-8</p> <ul style="list-style-type: none"> ❖ Alignment to CCSS ❖ Implement researched-based Math curriculum ❖ Inquiry – Based Investigations 	<p>Grades 3-8</p> <ul style="list-style-type: none"> ❖ NWEA MAPs ❖ AIMSweb Assessments ❖ Researched-based Program Assessment -criterion-referenced 	<p>Grades 3-8</p> <ul style="list-style-type: none"> ❖ Continue tutoring service by highly qualified staff M-TH through KidsStop.

<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Operations and Algebraic Thinking <ul style="list-style-type: none"> ○ Write and interpret numerical expressions. ○ Ratios and Proportional Relationships 	<ul style="list-style-type: none"> ❖ SD Math Counts Initiative ❖ Applied Math ❖ Implementation of Power Hour (RTI) grades k-3. ❖ Vocabulary – Word Walls ❖ Venn Diagrams ❖ Foss Measurement Kits ❖ Foundational Math Concepts. <p><i>Classroom teachers and paraprofessionals are responsible for implementation.</i></p> <p>*Special Education Math</p> <ul style="list-style-type: none"> -Touch Math -Count Up -Modeling -Doubles -Manipulatives -RTI (K-2) <p><i>*special education teachers and paraprofessionals are primarily responsible for implementation</i></p>	<ul style="list-style-type: none"> ❖ Skills bank ❖ SD Counts (Math Counts) ❖ Rubrics <p>Special Education Math</p> <ul style="list-style-type: none"> -Individual Testing Connected Math -rubrics Math their Way -Progress Monitoring 	<ul style="list-style-type: none"> ❖ Continue Pre-Referral strategies ❖ Provide Title I services ❖ Provide Special Education services ❖ SD Math Counts Initiative ❖ Utilize www.aimsweb.com. ❖ Have individual conference with students to share data, performance, and progress in grades 3-8
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GOAL: Student growth percentages in Math will increase by:

- 85% of all students will show the following growth on the MAPs RIT Scale from Fall 2014 to Spring 2015
 - K-2nd —10 pts of growth
 - 3rd-5th—6 pts of growth
 - 6th-8th—4 pts of growth

Professional Development	Parental Involvement and Education	Fiscal Impact
<ul style="list-style-type: none"> ❖ Continue to hire Highly qualified teachers, paraprofessionals, and substitutes ❖ Staff training in NWEA MAPs, Math IXL, and best practices ❖ Provide opportunity for teachers to attend TIE Conferences, and Workshops in Math ❖ Yearly Data Retreat including parents and teachers ❖ Continue to go to conferences, workshops, and DDN training ❖ Researched-based references ❖ SD Math Counts Initiative 	<ul style="list-style-type: none"> ❖ Parent information of brochures distributed to inform parents about standards K-8 ❖ Social Networks: Facebook and Twitter accounts ❖ SchoolReach—Parent calling system ❖ Parental involvement policy ❖ Parent/community member experts in the classroom ❖ DDN Campus <ul style="list-style-type: none"> - to inform parents on student achievement and progress ❖ Open House/Book Fair 	<ul style="list-style-type: none"> ❖ Increase Professional Development funds for teachers and paraprofessionals ❖ Increase money for technology ❖ Increase money for supplies and materials in area of Math ❖ Alternative methods to provide professional development and/or core meeting times

	<ul style="list-style-type: none"> ❖ Special Education Meetings ❖ Title I Committee ❖ Parent/Teacher conferences ❖ District provides written notice about school's identification for school improvement to parents via Fall edition of Bulletin Board (school newsletter) ❖ Individual student test results are shared with parents by mail and/or conference 	
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McCardle, Peggy., Chhabra, Vinita. (2004). The voice of evidence in reading research. Paul H Brookes Publishing Co. Baltimore, MD.

Friedman, myles I. (2000). Ensuring student success: A handbook of evidence-based strategies. Institute for evidence-based decision-making in education INC.

Marzano, Robert J., Pickering, Debra J., Pollock, Jane E. (2001). Classroom instruction that works: researched-based strategies for increasing student achievement. ASCD, McRel, Alexandria, VA.

Billmeyer, Rachel. (PH.d) and Barton, Mary Lee. (Med). Teaching reading in the content area. 2nd edition (1998). McRel Mid-continent research for education and learning. ASCD

APPENDIX B BEHAVIOR DATA

Hermosa School		2013-14 School Year								5/22/2014
Discipline	K	1	2	3	4	5	6	7	8	Discipline Total
Aggressive Play	1						1			2
Bullying							1	3	1	5
Defiance/Disruption			1			4		1		6
Disrespect			1				1		1	3
Electronics Misuse						1				1
Forgery							1	1	1	3
Inappropriate Behavior			5	1		3	10	4		23
Insubordination			5		1	6	1	3		16
Physical Attack					1		1	3		5
Property Damage								2	2	4
Pushing/Shoving					3					3
Theft			2	1		1				4
Threatening or Intimidating Acts							1	1		2
Unsafe Play		1	1			1				3
Weapons Possession								3		3
Grade Totals	1	1	15	2	5	16	17	21	5	78

Hermosa School		2012-13 School Year								5/23/2013
Discipline	K	1	2	3	4	5	6	7	8	Discipline Total
Bullying		1		1	1			5	3	11
Cheating						2		1		3
Defiance/Disruption			7		3	1	4	6	7	28
Fighting							1		1	2
Inappropriate Behavior					1	1	6	1	3	12
Inappropriate Language						2	2			4
Insubordination		1	7		2	2	4	2	1	19
Physical Attack				1	1	2	2		3	9
Property Damage									1	1
Punching									1	1
Theft					1					1
Threatening or Intimidating Acts					2	2				4
Tobacco									1	1
Unsafe Play			1	4	3	3	3			14
Weapons Possession						1				1
Grade Totals	0	1	15	6	14	16	22	15	21	111

APPENDIX C
DISTRICT/SCHOOL VISION AND MISSION STATEMENTS



Custer School District

Mission Statement:

To Educate Every Student to His or Her Potential

Vision Statement:

To provide the highest educational program possible through positive leadership, quality academics, and an array of opportunities for social, emotional, physical, and character development so graduates:

- a.) Go on to compete in the marketplace.
- B.) Understand the importance of community involvement: and
- c.) Enjoy life-long learning.

To provide the highest educational program possible so the district can compete successfully in the educational marketplace.



Hermosa School

Where Students Come First!!

Vision Statement:

Partnering to build an innovative school so learners reach their full potential.

Mission Statement:

The mission of the Hermosa School is to educate children through a collaborative effort among staff, students, parents, and the community. We are committed to provide opportunities for students to be well-rounded, self-directed, life-long learners in an ever changing world.

APPENDIX D
SCHOOL, HOME, STUDENT COMPACT

PARENT STUDENT SCHOOL COMPACT

CUSTER SCHOOL DISTRICT
2014-15

As a student I will:

- Always try to do my best in my work and in my behavior.
- Work cooperatively with my classmates.
- Show respect for myself, my school, and other people.
- Take pride in my school.
- Come to school prepared with my homework and supplies.

As a Parent/Guardian will:

- See that my child attends school regularly and on time.
- Provide a home environment that encourages my child to learn.
- See that all homework assignments are completed.
- Communicate regularly with my child's teachers.
- Support the school in developing positive behaviors.
- Talk with my child about his/her school activities.
- Encourage my child to read at home.
- Volunteer my time at school.

As a teacher will:

- Provide parents reasonable access to staff.
- Show respect for each child and his/her family.
- Provide parents with frequent reports on their children's progress.
- Help each child grow to his/her potential.
- Provide high quality curriculum and instruction to assist students in learning the state standards.
- Enforce school and classroom rules fairly and consistently.
- Maintain open lines of communication with the student and his/her families through parent teacher conferences at least annually.
- Seek ways to involve parents in the school program (volunteer, participate, observe).
- Demonstrate professional behavior and a positive attitude.

Student: _____

Date: _____

Parent/Guardian _____

Date: _____

Teacher: _____

Date: _____

Revised: 8-16-14

APPENDIX E NWEA MAPs DATA

MAP: Math Primary Grades Common Core 2010 V2
Common Core Mathematics K-12: 2010

						Goal Performance							
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		Number and Operations		Measurement and Data		Geometry	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	KG	29	137.1	9.4	137	129.0	12.9	134.4	11.4	140.3	10.7	144.6	12.3
Spring 2013-2014	KG	16	157.4	10.9	157	152.3	17.9	159.3	11.1	156.1	11.9	161.5	10.3
Winter 2013-2014	KG	18	153.3	11.0	151	146.8	14.0	155.6	12.4	152.6	10.5	157.9	12.1
Fall 2013-2014	KG	19	145.6	6.7	144	138.4	11.5	146.5	7.4	146.3	7.1	151.7	10.6
Fall 2014-2015	1	18	154.3	11.3	156	149.5	13.4	154.2	13.3	155.1	13.5	158.7	14.5
Spring 2013-2014	1	19	185.2	8.7	186	184.2	10.8	185.7	9.2	181.7	9.9	188.4	11.5
Winter 2013-2014	1	18	177.4	11.3	175	176.2	13.7	175.5	14.3	177.2	8.8	180.6	12.3
Fall 2013-2014	1	17	170.5	11.0	169	169.2	14.3	170.5	14.3	168.5	7.8	173.8	12.9

Mathematics

Hermosa School

MAP: Math 2-5 Common Core 2010 V2
Common Core Mathematics K-12: 2010

						Goal Performance							
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		Number and Operations		Measurement and Data		Geometry	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	2	21	172.1	10.7	174	170.2	11.9	169.6	12.1	171.2	13.6	177.6	14.2
Spring 2013-2014	2	23	190.1	9.1	192	188.2	10.2	190.5	11.1	190.5	11.3	191.5	12.3
Winter 2013-2014	2	25	185.6	9.6	186	184.6	11.6	186.5	11.0	183.0	10.6	188.6	13.5
Fall 2013-2014	2	26	178.3	11.0	182	179.5	12.4	175.2	11.0	179.3	11.4	179.0	14.3
Fall 2014-2015	3	27	192.0	8.5	193	191.5	11.6	188.2	9.4	192.9	10.2	195.0	10.0
Spring 2013-2014	3	26	204.7	12.0	206	204.8	14.9	202.3	11.6	204.8	13.3	206.8	14.2
Winter 2013-2014	3	27	201.1	10.6	200	200.5	13.0	200.1	10.4	201.7	12.3	202.0	11.1
Fall 2013-2014	3	25	192.2	12.7	190	190.2	15.3	192.8	12.5	193.8	15.0	192.0	13.0
Fall 2014-2015	4	25	201.2	11.6	199	199.3	15.7	197.8	10.4	203.3	13.0	204.2	13.7
Spring 2013-2014	4	21	207.6	12.6	208	203.7	13.8	207.9	12.3	204.9	16.3	214.0	14.8
Winter 2013-2014	4	22	204.1	10.3	206	205.3	12.0	202.3	12.3	204.1	11.0	205.2	10.7
Fall 2013-2014	4	22	204.5	11.5	204	204.1	12.9	202.4	12.3	205.5	13.2	206.0	13.3
Fall 2014-2015	5	22	209.3	9.2	208	208.7	10.3	205.3	10.0	211.8	10.8	211.6	11.3
Spring 2013-2014	5	19	215.2	10.7	212	212.6	13.1	217.5	13.5	213.6	12.4	217.1	9.6
Winter 2013-2014	5	16	213.2	9.0	215	214.3	10.4	212.5	12.4	213.6	9.2	211.9	12.5
Fall 2013-2014	5	16	210.2	8.7	210	210.4	8.7	208.5	12.2	211.1	8.7	210.6	9.8

District Summary Report

Aggregate by School

Term: Fall 2014-2015
 District: Custer School District 16-1
 Grouping: None
 Small Group Display: Yes

Mathematics

Hermosa School

MAP: Math 6+ Common Core 2010 V2 Common Core Mathematics K-12: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Operations and Algebraic Thinking		The Real and Complex Number Systems		Geometry		Statistics and Probability	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	6	12	214.3	9.2	213	211.4	11.6	212.2	10.6	216.3	11.1	216.9	10.3
Spring 2013-2014	6	18	221.4	12.2	221	218.4	10.8	222.1	15.7	223.3	16.4	221.6	11.4
Winter 2013-2014	6	18	220.5	11.1	219	218.6	9.7	220.9	12.3	220.2	13.7	221.9	12.9
Fall 2013-2014	6	15	218.3	10.9	218	215.7	12.4	218.3	10.1	219.6	11.8	219.5	12.7
Fall 2014-2015	7	16	223.8	11.8	224	219.8	10.3	224.0	15.3	224.8	12.6	226.6	12.6
Spring 2013-2014	7	15	232.6	13.9	231	227.1	15.1	234.7	15.5	234.0	12.0	235.1	14.9
Winter 2013-2014	7	16	228.4	14.4	228	224.6	15.4	227.3	14.6	231.6	14.8	230.4	17.4
Fall 2013-2014	7	16	223.8	11.3	225	219.6	11.3	226.7	15.6	222.9	9.9	225.8	13.0
Fall 2014-2015	8	9	231.4	13.6	227	229.8	16.1	232.4	13.3	231.3	15.1	233.2	15.9
Spring 2013-2014	8	6	239.7	10.9	239	232.3	13.2	241.8	12.0	240.7	9.4	245.3	11.1
Winter 2013-2014	8	6	238.5	6.6	239	234.8	3.3	236.5	9.5	239.7	8.9	244.2	8.4
Fall 2013-2014	8	6	229.0	14.8	228	226.0	14.5	229.0	20.3	229.5	15.4	231.0	16.7

MAP: Reading Primary Grades Common Core 2010
Common Core English Language Arts K-12: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Foundational Skills		Language and Writing		Literature and Informational		Vocabulary Use and Functions	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	KG	29	142.0	8.3	142	137.4	12.1	139.7	7.6	145.7	10.5	145.3	10.8
Spring 2013-2014	KG	17	159.5	8.7	160	159.7	13.9	157.6	7.7	158.2	8.4	162.5	10.8
Winter 2013-2014	KG	18	155.2	7.8	156	153.3	9.7	151.8	7.6	158.1	8.5	156.7	11.1
Fall 2013-2014	KG	19	147.1	5.7	147	143.2	11.1	145.8	7.9	146.4	10.5	152.9	8.9
Fall 2014-2015	1	18	160.1	6.5	162	159.9	11.3	157.6	7.0	161.3	8.8	161.3	6.7
Spring 2013-2014	1	19	182.6	14.7	181	185.1	21.5	183.7	15.1	182.4	13.3	179.6	14.5
Winter 2013-2014	1	18	173.5	12.0	174	174.4	12.5	172.0	12.0	173.7	16.4	173.3	13.1
Fall 2013-2014	1	17	168.2	10.7	167	165.6	11.6	168.8	13.7	169.5	13.7	168.9	14.6

MAP: Reading 2-5 Common Core 2010 V2

Common Core English Language Arts K-12: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	2	22	167.2	19.3	159	167.6	19.0	165.4	21.4	168.6	19.4
Fall 2014-2015	3	27	191.4	15.0	193	194.6	14.5	190.7	16.6	189.0	15.9
Fall 2014-2015	4	25	197.0	14.0	198	196.6	17.4	198.2	13.8	196.5	13.2
Fall 2014-2015	5	22	208.2	12.3	211	207.3	13.3	208.8	13.9	208.5	12.4

Reading

Hermosa School

MAP: Reading 2-5 Common Core 2010

Common Core English Language Arts K-12: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Foundational Skills and Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2013-2014	2	23	190.4	16.1	195	190.7	18.0	188.5	16.5	192.1	15.9
Winter 2013-2014	2	25	189.3	16.9	191	189.5	19.5	188.8	17.6	189.6	16.2
Fall 2013-2014	2	27	180.4	15.9	180	181.7	16.2	179.8	18.6	179.8	14.9
Spring 2013-2014	3	28	199.0	13.4	202	199.0	14.9	199.4	13.1	198.3	15.1
Winter 2013-2014	3	27	195.6	13.5	197	196.5	15.5	194.7	13.4	195.6	13.0
Fall 2013-2014	3	25	190.6	15.5	193	190.1	16.4	190.5	15.7	191.0	17.2
Spring 2013-2014	4	22	204.6	13.6	208	205.3	14.4	204.4	14.1	203.9	13.9
Winter 2013-2014	4	22	202.2	13.2	203	204.3	13.6	201.1	14.6	200.8	13.4
Fall 2013-2014	4	22	200.1	17.0	205	200.7	19.4	199.5	16.9	200.5	16.3
Spring 2013-2014	5	19	213.4	11.5	213	214.3	12.1	210.6	13.2	215.2	11.5
Winter 2013-2014	5	16	217.0	9.9	215	219.3	11.2	216.8	11.6	214.8	11.4
Fall 2013-2014	5	15	213.1	9.4	211	213.4	7.7	211.7	11.8	214.1	12.0

District Summary Report

Aggregate by School

Term: Fall 2014-2015
 District: Custer School District 16-1
 Grouping: None
 Small Group Display: Yes

Reading

Hermosa School

MAP: Reading 6+ Common Core 2010

Common Core English Language Arts K-12: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Foundational Skills and Vocabulary	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2013-2014	6	18	216.8	9.9	219	217.5	10.5	215.1	10.9	217.6	10.7
Winter 2013-2014	6	18	218.2	12.4	220	219.4	11.7	215.7	13.5	219.3	14.3
Fall 2013-2014	6	16	215.6	12.2	218	216.3	14.8	213.7	10.5	216.8	13.3
Spring 2013-2014	7	15	223.6	9.3	223	220.5	9.0	224.3	11.0	225.2	10.2
Winter 2013-2014	7	16	219.3	10.7	218	218.4	11.8	218.3	12.7	220.9	10.1
Fall 2013-2014	7	16	221.2	11.0	223	223.4	11.1	219.6	13.5	220.7	11.5
Spring 2013-2014	8	6	227.2	6.1	227	227.7	4.3	225.7	8.9	228.3	7.0
Winter 2013-2014	8	6	225.8	8.3	226	224.7	10.4	227.5	7.3	225.5	10.8
Fall 2013-2014	8	6	226.8	9.8	228	227.5	12.5	225.7	12.7	226.7	5.7

MAP: Reading 6+ Common Core 2010 V2

Common Core English Language Arts K-12: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Literature		Informational Text		Vocabulary Acquisition and Use	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2014-2015	6	12	212.0	9.1	210	212.9	9.9	208.4	10.4	214.9	10.2
Fall 2014-2015	7	16	220.8	11.3	221	220.6	12.8	221.6	12.0	220.2	13.5
Fall 2014-2015	8	9	228.8	11.9	229	228.1	11.9	229.3	15.3	229.6	12.4

APPENDIX F
TITLE I ACTIVITIES RECORD
(See Office Binder)