

**Jim Stone Elementary School
School Action Plan
2019-2020**

Area of Concern

Students reading at grade level is an area of concern which grows out of the understanding that the ability to read is critical to a child's success in school, lifelong earnings, and their ability to contribute to the nation's economy. Reading at grade level by the third grade is an indicator as to if a child will graduate. Therefore, the teachers and the school leadership team identified reading as an area of concern based on the 2018-19 NWEA and ACT Aspire data.

Grade	Assessment	Percentage of students at or above district mean RIT	Grade	Assessment	Percentage of students at or above grade level
K	NWEA	65.4%	3	ACT Aspire	49%
1	NWEA	54.7%	4	ACT Aspire	56%
2	NWEA	54.2%			

Goal

The leadership team discussed an increase in reading performance and mastery of core foundational skills in the early grades will increase overall achievement of students in third and fourth grade.

- Teachers in Kindergarten-Second grade will work to increase the overall number of students performing at or above the district grade level Mean RIT by 15 on the NWEA.
- Teachers in third and fourth grade will work to increase the overall number of students per grade level performing at the In Need of

Support to the Close performance level on the ACT Aspire by 15 students.

- Teachers in third and fourth grade will work to increase the overall number of students per grade level performing at the Close to Ready performance level on the ACT Aspire by 15 students.

Strategies

- Increase the depth of knowledge for teachers (R.I.S.E.).
- Incorporate R.I.S.E strategies for struggling readers in 3rd/4th grades
- Teachers model strategies of phonics/phonological awareness
- Individualize instruction
- Utilize STAR to further guide instruction AND monitor student progress
- Assure understanding and use of data
- Assess students' learning frequently; Provide timely reports of formative assessments to be used in planning
- Assess learning with a variety of evaluation methods

Professional Development

This summer our First through Fourth grade teachers will be introduced to the science of reading through R.I.S.E. training. This three day training is designed to increase the depth of knowledge for teachers in all areas of reading instruction. Professional development will continue throughout the year and take place in forms of face-to-face interaction as well as peer coaching or other methods. In addition to training in R.I.S.E., the First through Fourth grade students will receive training in Benchmark Readers Workshop model.

- Train teachers to implement Book Talks by grade 2 in order to help promote a positive reading culture at Jim Stone by suggesting interesting books for students to read and encouraging lifelong readers
- Potential book study

Implementation Plan

Summer 2019	First through Fourth Grade to attend RISE training
Summer 2019	Second through Fourth Grade PD Benchmark Readers
Summer 2019	Third grade PD Connections Spelling
Summer 2019	Fourth Grade PD Words Spelling
August 2019	Inservice will include discussion and training in data retrieval, management, analysis, and use
August 2019	First through Fourth Grade to implement RISE strategies
August 2019	Second through Fourth Grade to implement Benchmark Readers
August 2019	Third Grade to implement Connections Spelling
August 2019	Fourth Grade to implement Words Spelling
August 2019	Begin weekly team meetings
Sept. 2019-	Begin bi-monthly DIBELS progress
April 2019	monitoring

Evaluation

Formal implementation will occur in the Fall of 2019 and grade levels will be trained throughout the year. Evaluation will occur informally in the first few months of school and continue throughout. This formative evaluation will include the following:

- Progress Monitoring through DIBELS
- Evaluation of the core components of reading instruction (pho. awareness, phonics, vocab, fluency, comprehension)
- Review results of assessment data and make decisions about plans
- Denote students in need of intervention and provide the needed intervention
- Monitoring progress through STAR data
- Teacher feedback about specific classroom strategies they have implemented.

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Area of Concern

Jim Stone Elementary test score disparities among racial and ethnic subpopulations mimic a prominent feature of today’s educational landscape, with Black or African American and Hispanic students falling behind white students. If we are to achieve the goal of equal education as “a fact and a result,” to borrow President Lyndon Johnson’s words, we must commit ourselves to overcoming the substantial racial and ethnic differences in educational achievement (Rouse & Haskins, 2005). Both subpops, Black African American and Hispanic/English Learners (ELLs), received a lower achievement, higher growth score based on Value-added Growth data from ESSA. Overall student achievement scores from third and fourth graders is as follows:

Subgroup	Math %		ELA%		# of Students	
	3RD	4TH	3RD	4TH	3RD	4TH
Black or African American	62%	24%	19%	28%	21	25
ELLs	N/A	20%	N/A	20%	0	5
White	79%	68%	57%	68%	57	56

Moreover, student data based on Reading at Grade Level (GLR) shows an even greater imbalance between our racial and ethnic groups with their peers. GLR is calculated by students earning 1 point for a score of Level 3 (Ready) or Level 4 (Exceeds). Scores of Level 1(In Need of Support) or 2 (Close) receive no points.

Percent of points earned from GLR includes:

- Hispanic/Latino: TBD

- English Learners: TBD
- Black or African American: TBD
- White: TBD

Goal

Our goal is to ultimately close the widening achievement gap of African American and Hispanic/ELL students with their white counterparts. The leadership team determined a specific goal of moving at least 20% of the students from each Subgroup in both ELA and Math from the Close to Ready or Exceeds Performance Level.

Strategies

- Increase our commitment to students in their respective minority groups from Kindergarten to Fourth grade.
- Identify individual needs and create purposeful intervention strategies.
- Address our struggling learners in a timely manner with thoughtful approach and continued progress monitoring.
- Monitoring progress through STAR data

Professional Development

First through Fourth Grade teachers will be introduced to the science of reading through R.I.S.E. training. This three day training is designed to increase the depth of knowledge for teachers in all areas of reading instruction. Professional development will continue throughout the year and take place in forms of face-to-face interaction as well as peer coaching or other methods.

Implementation Plan

Summer 2019	First through Fourth Grade to attend RISE training
Summer 2019	Second through Fourth Grade PD Benchmark Readers
Summer 2019	Third grade PD Connections Spelling
Summer 2019	Fourth Grade PD Words Spelling
August 2019	Inservice will include discussion and training in data

	retrieval, management, analysis, and use
August 2019	First through Fourth Grade to implement RISE strategies
August 2019	Second through Fourth Grade to implement Benchmark Readers
August 2019	Third Grade to implement Connections Spelling
August 2019	Fourth Grade to implement Words Spelling
August 2019	Begin weekly team meetings
Sept. 2019- April 2019	Begin bi-monthly DIBELS progress monitoring

Evaluation

Ongoing weekly team meetings with grade level teachers, instructional facilitator, and administration will begin August 2019 and continue throughout the year. Team meetings will provide teachers time for purposeful planning. Team meetings will also be used to determine needed intervention strategies, based on formative and summative assessment data throughout the year. Feedback will be provided from classroom teachers about their continued work toward our school goal, and what specific classroom strategies they have implemented.

- Progress Monitoring through DIBELS
- Evaluation of the core components of reading instruction (pho. awareness, phonics, vocab, fluency, comprehension)
- Review results of assessment data and make decisions about plans
- Denote students in need of intervention and provide the needed intervention
- Monitoring progress through STAR data
- Teacher feedback about specific classroom strategies they have implemented.

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Area of Concern

Students performing at grade level in mathematics in the early grades is crucial for success in the later grades. The teachers and the school leadership team identified mathematics performance as a need based on the 2018-19 NWEA and ACT Aspire data.

Grade	Assessment	Percentage of students at or above district mean RIT	Grade	Assessment	Percentage of students at or above grade level
K	NWEA	62.8%	3	ACT Aspire	75%
1	NWEA	56.9%	4	ACT Aspire	57%
2	NWEA	58.9%			

Goal

The leadership team discussed an increase in math performance and mastery of core foundational skills in the early grades will increase overall achievement of students in third and fourth grade.

- Teachers in Kindergarten through Second grade will work to increase the overall number of students performing at or above the district grade level Mean RIT by 15 on the NWEA.
- Teachers in Third and Fourth grade will work to increase the overall number of students per grade level performing at the In Need of Support to the Close performance level on the ACT Aspire by 15 students.

- Teachers in Third and Fourth grade will work to increase the overall number of students per grade level performing at the Close to Ready performance level on the ACT Aspire by 15 students.

Strategies

- Teachers provide explicit instruction using the Eureka math curriculum.
- Incorporate the use of visual representations.
- Modify instruction based on NWEA and ACT Aspire assessment data.
- Utilize Zearn as a resource for individualizing instruction.
- Provide opportunities for think aloud to allow students to discuss thinking while working.

Professional Development

- Instructional planning and support for Eureka Math will be provided during PLC meetings.
- Training and support in utilizing the Zearn program.
- Instructional facilitator will model and support teachers in modifying instruction to meet the needs of students.
- Supporting teachers in providing math interventions in and outside of the classroom.

Implementation

August 2019	Implement use of Zearn program
August 2019	STEM and Makerspace training at UCA
Sept.2019- April 2020	Ongoing training and support for math instruction an intervention strategies.