

Edison Elementary

Continuous Achievement Plan

2018-19 | Q4

We have made some spectacular academic gains at Edison this year, and I plan to keep that trajectory going. I plan to actuate our vision and mission through conducting business in a way that is intentional, focused, and with an emphasis on checking for student understanding. We believe that all students can and will be successful, and our modality of thought this year will center on that belief along with a strategic action plan to set all students up for success.

GOAL: Decrease the percentage of Hispanic students scoring at Level 1 and Level 2 from 26% to 10%.

These students will be enrolled in a rigorous intervention system with targeted ELL supports as well as standards-based interventions relative to deficiencies in understanding. Standard RI.2 will be an area of challenge to focus on.



GRADE

3



LEVEL

1



AREA OF FOCUS

Reading



GROUP

Hispanic

➔ Action Step

Hisp students will receive 30 min daily of intervention above/beyond core instruction. RI.3.2 instruction delivered to Hisp students level 1/2 by assigned staff. Progress monitoring using standards mastery RI.3.2 pre and post assess. Summative assess iReady diagnostic January 2019.

➔ Action Step

Identified students will participate in guided reading groups targeting the identified skill for 15 minutes daily. Progress monitored using CFA, exit tickets, and iReady data.



Measurement SBA-ELA (Smarter Balanced Assessment - English Language Arts)



Date 6/1/2019



Resources Available

professional development opportunities at district and school level, consultation resources purchased this year, time purchased for teachers to engage in PLC work with a focus on meeting the needs of individual students and student groups.



Resources Needed

Consultation from Sally Sundberg



Responsible

Henry Smith, Brett Sizemore, 4th grade teachers

GOAL: Decrease percentage of African American students performing at levels 1 and 2 in reading from 59% to 25%

These students will receive instruction to help them with comprehension and summarization of both fictional and non-fictional literary sources. Standard RI.9 will be the greatest challenge in meeting this goal, as it has shown to be difficult historically.



GRADE

4



LEVEL

1



AREA OF FOCUS

Reading



GROUP

African American

➔ Action Step

Students will participate in guided reading groups and targeted intervention groups. These will occur daily. Each grade level is allotted 50 minutes daily of intervention time. Teacher stays with most struggling students in group.

➔ Action Step

Identified students will participate in guided reading groups targeting the identified skill for 15 minutes daily. These groups will be led by our Title 1 teacher who will use para support to service students. Progress monitoring will occur in a 6-week rotation.



Measurement SBA-ELA (Smarter Balanced Assessment - English Language Arts)



Date 6/1/2019



Resources Available

Computers, iready software, Title intervention system and staff



Resources Needed

0



Responsible

Brett Sizemore, Henry Smith

GOAL: Decrease the number of African American 5th grade students performing at level 1 in Reading from 30% to 15%

Students will advance from a minimal comprehension of text to a robust understanding of literature and a stronger sense of the difference between informational and fictional texts. These fall directly into standard RI.9, one of the more challenging standards to master



GRADE

5



LEVEL

1



AREA OF FOCUS

Reading



GROUP

African American

Action Step

Teachers will use Engage NY curriculum to instruct concepts and procedures. PLCs will be utilized to identify student support necessary to help develop student ability to explain concepts and carryout procedures with precision and fluency. This will occur 30 minutes daily.

Action Step

Identified students will participate in guided reading groups targeting the identified skill for 15 minutes daily. These groups will be led by our Title 1 teacher who will use para support to service students. Progress monitoring will occur in a 6-week rotation using ireadv. CFA. etc.



Measurement SBA-ELA (Smarter Balanced Assessment - English Language Arts)



Date 6/1/2019



Resources Available

Computers, Intervention schedule and staff, CIA curriculum



Resources Needed

0



Responsible

Brett Sizemore, Henry Smith, Grade Level Team

GOAL: The number of African American Students scoring in level 1 in problem solving will decrease from 41% to 20%

To address this goal, teachers will have to be able to fluidly balance fluency instruction with higher-order thinking tasks that connect the math to the students' own experiences.



GRADE

3



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

African American

➔ Action Step

Teachers collectively use common math curr. and incorporate engagement & check for understanding strategies often. Select and sequence students to reach our goal. Prog monitoring using standards mastery 3.OA.A.3 pre and post assess. Summ. assess iReady diagnostic Jan. 2019.

➔ Action Step

Targeted intervention groups will meet daily for 25 minutes with a focus on fluency and problem solving math skills. Title 1 teacher will deploy paraeducators daily during intervention blocks in the master schedule to meet this goal. Progress monitored via iready, CFAs. etc. on 6-week basis



Measurement SBA-Math (Smarter Balanced Assessment)



Date 6/1/2019



Resources Available

Computers, Intervention system, Engage NY curriculum, interventionist staff



Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, Grade Level Team

GOAL: Decrease the number of African American students performing at level 1 in communication of reasoning from 41% to 20%

To reach this goal, students will have opportunities to verbally share their thinking with the class in small groups, partner settings, and whole class setting. This practice will allow teacher and peers to review and check reasoning



GRADE

4



LEVEL

1



AREA OF FOCUS

Communicating
Reasoning

GROUP

African American

➔ Action Step

Teachers will collectively use Engage NY curriculum and incorporate engagement and check for understanding strategies frequently.

➔ Action Step

Targeted intervention groups will meet daily for 25 minutes with a focus on and communication of reasoning. Title 1 teacher will deploy paraeducators daily during intervention blocks in the master schedule to meet this goal. Progress monitored via iready, CFAs, etc. on 6-week basis



Measurement SBA-Math (Smarter Balanced Assessment)



Date 6/1/2019



Resources Available

Computers, Intervention system, Engage NY curriculum, interventionist staff



Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, grade level teachers

GOAL: Reduce the number of African American students performing at level 2 in concepts and procedures from 63% to 30%

Teachers will need to focus students on conceptualizing complex math ideas. Teachers will give students access to manipulatives and a range of tasks to reach the level and need of all students.



GRADE

5



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures

GROUP

African American

➔ Action Step

By next quarter students will meet the goal by utilizing iReady lessons at an individual level, fluency practice, and teacher led small groups focusing on MD 1-5.

➔ Action Step

Targeted intervention groups will meet daily for 25 minutes with a focus on concepts and procedures. Title 1 teacher will deploy paraeducators daily during intervention blocks in the master schedule to meet this goal. Progress monitored via iReady, CFAs, etc. on 6-week basis



Measurement SBA-Math (Smarter Balanced Assessment)



Date 6/1/2019



Resources Available

Computers, Intervention system, Engage NY curriculum, interventionist staff



Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, Grade Level Team

GOAL: The number of hispanic kindergartners not meeting standard in speaking and listening will decrease from 55% to 0%

0



GRADE

K



LEVEL

2



AREA OF FOCUS

Speaking and Listening



GROUP

Hispanic

➔ Action Step

During morning meetings students will be expected to answer using complete sentences. Teacher will use daily morning meeting planner to reflect and track speaking and listening skills.

➔ Action Step

Students will participate in listening centers and Okapi daily by listening to audible text. Teacher will debrief with student individually, requiring a verbal response, a minimum of 3 times a week using formative assessment.



Measurement CFA (Common Formative Assessment)



Date 6/1/2019



Resources Available

Teachers, interventionists, paraeducators, instructional coach



Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, Grade Level Team

GOAL: The number of SPED students not performing to grade level in reading will decrease from 70% to 30%

0



GRADE

1



LEVEL

2



AREA OF FOCUS

Reading Foundational
Skills

GROUP

Special
Education

Action Step

Teachers will be utilizing the First Grade Literacy program with fidelity to teach RF.1.4. Teachers will utilize transitions and a variety of settings and contexts for learning to keep all students engaged.

Action Step

Teachers will use whole child strategies to ensure comfort and encourage risk taking in the classroom. Teachers will monitor effectiveness with CFAs, anecdotal data, iReady lessons, and running records and/or DRA Progress Monitoring. Teachers will use PLC time monthly to calibrate efforts



Measurement CFA (Common Formative Assessment)



Date 6/1/2019



Resources Available

iReady Toolkit and assessment, CFA training, PLC time



Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, Grade Level Team

GOAL: The number of Special Ed students not meeting standard in ELA1 will decrease from 50% to 0%

0



GRADE

2



LEVEL

2



AREA OF FOCUS

Reading Foundational
Skills

GROUP

Special
Education

➔ Action Step

Teachers will utilize common phonics curriculum aligned to CCSS with fidelity introducing 2-3 letter sounds each week. Students will receive core instruction, small group and LRC instruction daily, focused on 2.RF.3 and will use letter and word cards for group & independent practice.

➔ Action Step

Teachers will use a combination of whole group and individual instruction daily per the literacy framework. Teachers will monitor effectiveness with CFAs, anecdotal data, iReady lessons, and running records and/or DRA Progress Monitoring. Teachers will use PLC time monthly to calibrate efforts



Measurement CFA (Common Formative Assessment)



Date 6/1/2019



Resources Available

Computers, iReady tools, intervention staff, Firsties literacy curriculum



Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, Grade Level Team

GOAL: The number of Hispanic students not meeting standard in "describe the relationship...(8)" will decrease from 33% to 15%

0



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading Informational
Text

GROUP

Hispanic

→ Action Step

Teachers will utilize CIA curriculum and writing protocol, Read Naturally, iReady, DRA, Standards Mastery to aid students with RI.3.2 reading standard. Students will have regular weekly opportunities to confer 1:1 with regards to their work. This will be met by June 2019.

→ Action Step

Teachers will use a combination of whole group and individual instruction daily per the literacy framework. Teachers will focus on "Describe the relationship. . . ." Teachers will monitor effectiveness with CFAs, anecdotal data, iReady lessons, etc. Teachers will use PLC time monthly to calibrate



Measurement CFA (Common Formative Assessment)



Date 6/1/2019



Resources Available

CIA curriculum, instructional coach, literacy framework, time allocated for PLC, formative assessment training.



Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, Grade Level Team

GOAL: The number of ELL students performing before grade level in reading "compare and contrast" will decrease from 90% to 40%

0



GRADE

4



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

English Learners

→ Action Step

Teachers will utilize CIA curriculum with an emphasis on this skill. Teachers will provide multiple opportunities in class to compare and contrast different texts with similar themes and topics. Teachers will provide opportunity for students to practice articulating their thinking

→ Action Step

Students will receive targeted intervention daily based on data and the need existing relative to "compare and contrast." Teacher will remain as a small group leader for the most struggling students in the room. Teacher will provide weekly 1:1 conferring opportunities with all students.



Measurement CFA (Common Formative Assessment)



Date 6/1/2019



Resources Available

CIA curriculum, instructional coach, literacy framework, computers, interventionist staff.



Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, Grade Level Team

GOAL: The percentage of Hispanic students not showing RC competency in Engaging effectively in collaborative discussions will decrease from 60% to 20%

0



GRADE

5



LEVEL

2



AREA OF FOCUS

Speaking and Listening



GROUP

Hispanic

➔ Action Step

Teachers will utilize intentional partners/Socratic seminar/teacher modeling/student modeling focusing on the SL 1. This will happen 30 minutes daily. Students will use peer and self-evaluation rubrics. Students will meet this goal by next quarter.

➔ Action Step

Sentence stems will be offered as a scaffold during small group and whole group instruction. Students will listen to various sources to formulate opinions and ideas which they will respond to through discussions. Teacher will monitor through rubric and discussion analysis daily.



Measurement CFA (Common Formative Assessment)



Date 6/1/2019



Resources Available

Literacy Framework, CIA Curriculum, ELL staff, Instructional Coach.

Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, Grade Level Team

GOAL: The number of Hispanic students in level 2 will decrease from 45% to 22%

0



GRADE

K



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Hispanic

➔ Action Step

Teachers will utilize Common Planning and PLC times to build and align measures of proficiency.

➔ Action Step

Strategic Alignment meetings held on regular intervals with grade-level teams. Teachers will engage students in math fluency daily. Teachers will utilize small groups daily to help students develop conceptual understanding.



Measurement CFA (Common Formative Assessment)



Date 6/1/2019



Resources Available

iReady tools, time for collaboration, matching curriculum.



Resources Needed

0



Responsible

Brett Sizemore, Henry Smith, Grade Level Team

GOAL: The number of Hispanic students not proficient in measurement and data will decrease from 48% to 20%.

0



GRADE

1



LEVEL

2



AREA OF FOCUS

Measurement and Data



GROUP

Hispanic

Action Step

Teachers will utilize common curriculum as well as supplemental material to teach 1.MD.C.4. Teachers will use CFA's, Exit Slips, and PLC time to calibrate their work.

Action Step

Strategic Alignment meetings held on regular intervals with grade-level teams. Teachers will engage students in measurement and data activities daily. Teachers will utilize small groups daily to help students develop conceptual understanding.



Measurement CFA (Common Formative Assessment)



Date 6/1/2019



Resources Available

iReady tools, time for collaboration, matching curriculum.



Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, Grade level team

GOAL: Decrease the number of hispanic students below standard in measurement and data from 48% to 22%

0



GRADE

2



LEVEL

2



AREA OF FOCUS

Measurement and Data



GROUP


Hispanic

Action Step

Teachers will use aligned curriculum, formative assessments and math tools daily to analyze and display measurement and data addressing 2.MD.9 to create and work with small groups.

Action Step

Teachers will use pre and post assessments to drive instruction as well as iReady lessons twice weekly, exit slips 3-4 times weekly and iReady assessments.

 **Measurement** CFA (Common Formative Assessment)

 **Date**

Resources Available

iReady tools, time for collaboration, matching curriculum.

Resources Needed

0

 **Responsible**

Henry Smith, Brett Sizemore, Grade Level Team

GOAL: The number of African American Students not meeting standard in measurement and data will decrease from 56% to 28%.

0



GRADE

3



LEVEL

2



AREA OF FOCUS

Measurement and Data



GROUP

African American

➔ Action Step

Alignment of math curriculum and stay on track with the curriculum map. Team goal is to have measurement and data unit completed before our SBA state test in May of 2019. Progress monitoring is used through quick quizzes, unit tests, exit slips, iReady, and standards mastery.

➔ Action Step

Strategic Alignment meetings held on regular intervals with grade-level teams. Teachers will engage students in measurement and data daily during this portion of the curriculum map. Teachers will utilize small groups daily to help students develop conceptual understanding.



Measurement CFA (Common Formative Assessment)



Date 6/1/2019



Resources Available

iReady tools, time for collaboration, matching curriculum.



Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, Grade level team

GOAL: The number of hispanic students not meeting standard in solving word problems will decrease from 36% to 0%.

0



GRADE

4



LEVEL

2



AREA OF FOCUS

Operations & Algebraic
Thinking

GROUP

Hispanic

➔ Action Step

Teachers will utilize small groups daily to help students develop conceptual understanding and do reduce any lack of understanding from struggling to read problems.

➔ Action Step

Strategic Alignment meetings held on regular intervals with grade-level teams. Teachers will engage students in math fluency and problem solving daily.



Measurement iReady-Math (iReady Universal Screener)



Date 6/1/2019



Resources Available

iReady tools, time for collaboration, matching curriculum.



Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, Grade Team

GOAL: Decrease the number of African American 5th grade students performing at level 1 in Reading from 5/14 to 2/14

0



GRADE

5



LEVEL

1



AREA OF FOCUS

Measurement and Data



GROUP

Hispanic

➔ Action Step

Sentence stems will be offered as a scaffold. Students will listen to varies sources to formulate opinions and ideas which they will respond to through discussions. Teacher will monitor through rubric and discussion analysis.

➔ Action Step



Measurement SBA-Math (Smarter Balanced Assessment)



Date 6/15/2019



Resources Available

iReady tools, time for collaboration, matching curriculum, computers, time built into master schedule for common planning.



Resources Needed

0



Responsible

Henry Smith, Brett Sizemore, Grade Level Team