

Jefferson Elementary

Continuous Achievement Plan

2018-19 | Q4

At Jefferson Elementary we believe in the idea that what gets measured gets done. There is nothing more powerful in education than a skilled, collaborative, passionate group of like minded adults with a clear focus. This plan uses data to narrow our collective focus and target our work on the areas of greatest need. Our mission is to be deliberately effective in the implementation of instructional strategies that actively engage students in their own learning.

GOAL: Shift 75% of level 1/level 2 students to level 3 in the area of Reading Comprehension-Determine the meaning of words and phrases.

31% of 3rd graders scored a Level 1/2 in reading comprehension on the trimester 1 report card and fall iReady assessment.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading



GROUP

Other/Multiracial
& African
American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Individualized instruction and intervention daily as a part of a balanced literacy model. Specific teaching of affixes, greek and latin root words.



Measurement CFA (Common Formative Assessment)



Date 5/10/2019



Resources Available

Leveled books/materials, DRA quick reads



Resources Needed

0



Responsible

3rd Grade Team- Michelle Leonard and Aquilla Jackson

GOAL: Decrease the percentage of students at L2 from 34% to 18% in the area of Writing-Informational Text.

31% of current 4th graders were identified as needing additional support in writing after trimester 1.



GRADE

4



LEVEL

2



AREA OF FOCUS

Writing



GROUP

Other/Multiracial
& African
American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Individualized instruction and intervention daily as a part of a balanced literacy model. Use of guided reading materials. Social Studies and writing integration during the upcoming unit.



Measurement CFA (Common Formative Assessment)



Date 5/10/2019



Resources Available

Leveled books/materials, Social Studies materials, iReady intervention lessons.



Resources Needed

0



Responsible

4th Grade Team- Sherie Kalista, Curt Carbone

GOAL: Decrease the percentage of students at L1/L2 in Research (Claim 4) by 60%.

17% of the current 5th graders scored a Level 1 in Research on the 2018 ELA Smarter Balanced Assessment. 12% of 5th graders were identified as needing additional support during trimester 1.



GRADE

5



LEVEL

2



AREA OF FOCUS

Research



GROUP

Other/Multiracial
& African
American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Work with librarian weekly to infuse research skills into library content. Direct teaching of AVID notetaking strategies.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 5/10/2019



Resources Available

Leveled books/materials, Portland Writing Units, Smarter Balanced IAB's



Resources Needed

0



Responsible

5th Grade Team- Gillian Findlay, Brandon Wood.

GOAL: Shift 75% of L1/L2 students to L2 in the area of Problem Solving: Two step word problems using the four operations.

31% of current 3 graders have been identified as needing additional support in trimester 1.



GRADE

3



LEVEL

2



AREA OF FOCUS

Problem Solving



GROUP

Other/Multiracial
& African
American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Implementation of in-class intervention. Use of Engage NY curriculum to increase rigor. iReady intervention lessons bi-weekly. Use of IXL weekly.



Measurement iReady-Math (iReady Universal Screener)



Date 5/10/2019



Resources Available

iReady Intervention lessons, Smarter Balanced IAB's, Engage NY, IXL



Resources Needed

0



Responsible

3rd Grade Team- Michelle Leonard and Aquilla Jackson

GOAL: Decrease the number of students who scored a level 2 in Problem Solving (Claim 2) from 30% to 16%.

30% of current 4th graders scored a Level 1 in Problem Solving on the 2018 SBA assessment. 36% were identified as needing additional support after trimester 1.



GRADE

4



LEVEL

2



AREA OF FOCUS

Problem Solving



GROUP

Other/Multiracial
& African
American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

45 minutes a week of online iReady intervention lessons that meet each student at their individual level. Implementation of Engage NY and Khan Academy supplemental materials.



Measurement iReady-Math (iReady Universal Screener)



Date 5/10/2019



Resources Available

iReady Intervention lessons, Smarter Balanced IAB's, Engage NY, Khan Academy



Resources Needed

Interested in Number Talk PD.



Responsible

4th grade team- Curt Carbone and Sherie Kalista.

GOAL: Decrease the number of students who are level 1 or 2 in the area of Problem Solving (Claim 2) by 60%.

21% of current 5th grade students scored a Level 2 in Problem Solving on the 2018 Math Smarter Balanced Assessment.



GRADE

5



LEVEL

2



AREA OF FOCUS

Problem Solving



GROUP

Other/Multiracial
& African
American

Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

Action Step

Daily skill specific small group math instruction.



Measurement CFA (Common Formative Assessment)



Date 5/10/2019



Resources Available

iReady Intervention lessons, Smarter Balanced IAB's



Resources Needed

0



Responsible

5th Grade Team- Brandon Wood and Gillian Findlay

GOAL: Shift 50% of Kindergarten students at L1/L2 to L3 in the area of reading foundational skills (vowels, long and short, diagraphs SH, TH, CH)

Foundation skill for kindergarteners.



GRADE

K



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

Other/Multiracial & African American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Individualized instruction and intervention daily as a part of a balanced literacy model. Daily small group instruction. Para led phonics skill group, 20 minutes a day, 5 days a week.



Measurement CFA (Common Formative Assessment)



Date 5/10/2019



Resources Available

Leveled books/materials, flash cards



Resources Needed

0



Responsible

Kindergarten Team- Marnie Adamski and Cara Brydson. Georgette Carter-Sherls- Paraeducator

GOAL: Shift 50% of level 1 students to level 2 in the area of independently reading emergent texts with purpose and understanding.

The majority of 1st grade students were below standard in this area at the end of kindergarten and continue to need additional supports at the end of Trimester 1. 64% of current 1st graders scored a Level 1 on the Trimester 1 Report Card.



GRADE

1



LEVEL

1



AREA OF FOCUS

Reading Foundational Skills



GROUP

Other/Multiracial & African American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Targeted small group instruction 4-5x a week. LRC & LAP services for identified students. Whole group phonics and sight word instruction daily.



Measurement DRA (Developmental Reading Assessment)



Date 5/10/2019



Resources Available

Leveled books/materials



Resources Needed

0



Responsible

1st Grade Team- Jaclyn Pittenger and Regina Bennett, LAP- Jennifer Giles

GOAL: Shift 75% of students at level 1 and 2 to level 3 in the area of sight word recognition.

24% of students were Level 1 or Level 2 on the trimester 1 report card.



GRADE

2



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

African American & Other/Multiracial

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Weekly practice with parent volunteer. Targeted small group instruction.



Measurement CFA (Common Formative Assessment)



Date 5/10/2019



Resources Available

Leveled books/materials, sight word resources to send home with parents. ☒

☒

☒



Resources Needed

0



Responsible

2nd Grade Team- Tegra Bauer and Linda Hughes

GOAL: Shift 75% of level 1/level 2 students to level 3 in the determining main idea, central message, and key details.

30% of 3rd graders were at level 1 or 2 on the trimester 1 report card.



GRADE

3



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

Other/Multiracial & African American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Targeted small group, skill specific instruction daily. Use of SBA IAB's to calibrate content to standards.



Measurement CFA (Common Formative Assessment)



Date 5/10/2019



Resources Available

Leveled books/materials, SBA IAB's



Resources Needed

0



Responsible

3rd Grade Team- Aquilla Jackson and Michelle Leonard

GOAL: Decrease the percentage of students at L1/L2 from 39% to 18% in the area of Reading Foundational Skills- Vocabulary.

38% of 4th graders have been identified as needing additional support in vocabulary during trimester 1.



GRADE

4



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

Other/Multiracial & African American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Weekly 1 on 1 support using Words Their Way.



Measurement CFA (Common Formative Assessment)



Date 5/10/2019



Resources Available

"Leveled books/materials, Words Their Way"



Resources Needed

0



Responsible

4th Grade Team- Curt Carbone and Sherie Kalista.

GOAL: Shift 60% of 5th grade students to at L1/L2 to level 3 in the area of reporting on a topic or text (details, clear speaking, main idea)

26% of current 5th grade students were identified as needing additional support.



GRADE

5



LEVEL

2



AREA OF FOCUS

Speaking and Listening



GROUP

Other/Multiracial
& African
American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Work with librarian weekly to infuse research skills into library content. Direct teaching of AVID notetaking strategies.



Measurement IAB ELA (Interim Assessment Blocks English Language Arts)



Date 5/10/2019



Resources Available

Leveled books/materials, AVID lessons (2 column notes), SBA IAB



Resources Needed

0



Responsible

5th grade team- Brandon Wood and Gillian Findlay

GOAL: Shift 50% of kindergarten students from L1/L2 to L3 in the area of recognizing and understanding teen numbers (11-19).

42% of last year's kindergarten students met standard (sequence to 100) in this area by March. Foundational skill.



GRADE

K



LEVEL

1



AREA OF FOCUS

Counting & Cardinality



GROUP

Other/Multiracial
& African
American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Small group instruction, LAP 20 minutes a day, 5 days a week.



Measurement CFA (Common Formative Assessment)



Date 5/10/2019



Resources Available

Manipulatives, counting flash cards



Resources Needed

0



Responsible

Kindergarten Team- Marnie Adamski and Cara Brydson. LAP team- Jennifer Giles and Georgette Carter-Sherls.

GOAL: Shift 50% of level 1 students to level 2 in the area of representing and solving word problems involving addition and subtraction within 10.

17% of 1st graders were at a level 1 at the end of Trimester 1. 1st grade standard for problem solving requires problem solving within 20.



GRADE

1



LEVEL

1



AREA OF FOCUS

Number and operations
in base 10



GROUP

Hispanic &
Other/Multiracial

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Daily small group instruction. 1:1 work with teacher and parent volunteers weekly.



Measurement CFA (Common Formative Assessment)



Date 5/10/2019



Resources Available

0



Resources Needed

0



Responsible

1st Grade Team- Jaclyn Pittenger and Regina Bennett

GOAL: Shift 50% of level 2 students to level 3 in the area of adding and subtracting word problems to 200.

25% of students were at Level 1 or Level 2 on the trimester 1 report card.



GRADE

2



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



GROUP


African American
&
Other/Multiracial

Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

Action Step

Extra practice and support daily in small group setting.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 5/10/2019

Resources Available

iReady Intervention lessons, supplemental resources for parents to assist their student at home.

Resources Needed

0

 **Responsible**

2nd Grade Team- Linda Hughes and Tegra Bauer

GOAL: Shift 75% of level 2 students to level 3 in the area of using multiplication and division within 100 to solve word problems.

27% of current 3rd graders scored a Level 1 or 2 on the 2018 Trimester 1 Report Card.



GRADE

3



LEVEL

2



AREA OF FOCUS

Operations & Algebraic Thinking



GROUP

Other/Multiracial & African American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Implementation of in-class intervention through small group instruction daily. Use of Engage NY curriculum to increase rigor.



Measurement CFA (Common Formative Assessment)



Date 2/8/2019



Resources Available

iReady Intervention lessons, Engage NY curriculum



Resources Needed

0



Responsible

3rd Grade Team- Aquilla Jackson and Michelle Leonard

GOAL: Decrease the percentage of students at L1 the area of adding and subtracting improper fractions and mixed numbers from 52% to 23%.

52% of current 4th graders have been identified as needing additional support in the area of fractions. Focus area in math during trimester 3.



GRADE

4



LEVEL

1



AREA OF FOCUS

Number and Operations
Fractions

GROUP

Other/Multiracial
& African
American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

45 minutes a week of online iReady intervention lessons that meet each student at their individual level. Weekly use of Engage NY and Khan Academy to supplement district adopted curriculum.



Measurement CFA (Common Formative Assessment)



Date 5/10/2019



Resources Available

iReady Intervention lessons, Khan Academy, Smarter Balanced IAB's



Resources Needed

Interested in Number Talk PD.



Responsible

4th grade team- Curt Carbone and Sherie Kalista

GOAL: Shift 60% of all 5th graders to a Level 3 in the area of long division.

12% of current 5th graders were identified as needing additional support.



GRADE

5



LEVEL

2



AREA OF FOCUS

Number and Operations
Fractions



GROUP

White & African
American

➔ Action Step

Weekly team meetings to review data, discuss student work, and plan in-class interventions.

➔ Action Step

Daily skill specific small group math instruction.



Measurement IAB Math (Interim Assessment Blocks)



Date 5/10/2019



Resources Available

Smarter Balanced IAB's, Math Expressions Units 1 and 3



Resources Needed

0



Responsible

5th Grade Team- Brandon Wood and Gillian Findlay.