At Jefferson Elementary we believe in the idea that what gets measured gets done. There is nothing more powerful in education then 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.

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.

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<thead>
<tr>
<th>GRADE</th>
<th>LEVEL</th>
<th>AREA OF FOCUS</th>
<th>GROUP</th>
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<tbody>
<tr>
<td>4</td>
<td>2</td>
<td>Writing</td>
<td>Other/Multiracial &amp; African American</td>
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 Mouth Story
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.

Action Step

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.

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.

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<th>GRADE</th>
<th>LEVEL</th>
<th>AREA OF FOCUS</th>
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<tr>
<td>3</td>
<td>2</td>
<td>Problem Solving</td>
<td>Other/Multiracial &amp; African American</td>
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**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.

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 Acadamy supplemental materials.

Measurement
iReady-Math (iReady Universal Screener)

Date
5/10/2019

Resources Available
iReady Intervention lessons, Smarter Balanced IAB’s, Engage NY, Khan Acadamy

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.

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<td>5</td>
<td>2</td>
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<td>Other/Multiracial &amp; African American</td>
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**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.

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.

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<th>GROUP</th>
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<tbody>
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<td>2</td>
<td>2</td>
<td>Reading Foundational Skills</td>
<td>African American &amp; Other/Multiracial</td>
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**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.

**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.

- **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.

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.

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.

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.

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<tr>
<td>2</td>
<td>2</td>
<td>Number and operations in base 10</td>
<td>African American &amp; Other/Multiracial</td>
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**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.

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.

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.

**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.