

Jefferson Elementary

Continuous Achievement Plan

2018-19 | Q2

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: Decrease the percentage of students in level 2 for Reading comprehension- Informational text (Claim 1) from 33% to 15%.

33% of 3rd graders scored a Level 2 in reading comprehension of Informational Text on the Spring iReady reading assessment. There is a strong correlation between performance on the iReady assessment and performance on the Smarter Balanced 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.



Measurement CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

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



Resources Needed

0



Responsible

3rd Grade Team- Michelle Leonard and Aquilla Jackson

GOAL: Decrease the percentage of students at level 1 in Writing (Claim 2) by 33%

28% of current 4th graders scored a level 1 on the 2018 Smarter Balanced ELA assessment.



GRADE

4



LEVEL

1



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.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 12/3/2018

Resources Available

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

Resources Needed

0

 **Responsible**

4th Grade Team- Sherie Kalista, Curt Carbone

GOAL: Decrease the percentage of students at level 1 in Research (Claim 4) by 66%.

17% of the current 5th graders scored a Level 1 in Research on the 2018 ELA Smarter Balanced Assessment.



GRADE

5



LEVEL

1



AREA OF FOCUS

Research



GROUP

Hispanic &
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 CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

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



Resources Needed

0



Responsible

5th Grade Team- Gillian Findlay, Brandon Wood.

GOAL: Decrease the percentage of students who score a level 2 in the area of Concepts and Procedures from 46% to 20%.

46 % of current 3 graders scored a Level 2 on the Spring iReady Math assessment. There is a strong correlation between performance on the iReady assessment and performance on the SBA.



GRADE

3



LEVEL

2



AREA OF FOCUS

Concepts and
Procedures



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.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 12/3/2018

Resources Available

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

Resources Needed

0

 **Responsible**

3rd Grade Team- Michelle Leonard and Aquilla Jackson

GOAL: Decrease the number of students who scored a level 1 in Problem Solving (Claim 2) by 33%.

30% of current 4th graders scored a Level 1 in Problem Solving on the 2018 SBA assessment.



GRADE

4



LEVEL

1



AREA OF FOCUS

Problem Solving



GROUP

Other/Multiracial

➔ 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 CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

iReady Intervention lessons, Smarter Balanced IAB's



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 2 in the area of Problem Solving (Claim 2) by 33%.

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
& Hispanic

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. Online intervention lessons supplement daily skill specific small group math instruction.



Measurement CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

iReady Intervention lessons, Smarter Balanced IAB's



Resources Needed

0



Responsible

5th Grade Team- Brandon Wood and Gillian Findlay

GOAL: 50% of Kindergarten students will be able to identify all letter names and sounds.

Foundation skill for incoming 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.



Measurement CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

Leveled books/materials



Resources Needed

0



Responsible

Kindergarten Team- Marnie Adamski and Cara Brydson

GOAL: Shift 33% of level 2 students to level 3 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. 44% of current 1st graders scored a Level 2 on the Trimester 3 Report Card.



GRADE

1



LEVEL

2



AREA OF FOCUS

Reading Foundational Skills



GROUP

Other/Multiracial & Hispanic

➔ 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.



Measurement CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

Leveled books/materials



Resources Needed

0



Responsible

1st Grade Team- Jaclyn Pittenger and Regina Bennett

GOAL: Shift 33% of level 2 students to level 3 in the area of writing informative/explanatory texts.

20% of students were Level 1 or Level 2 on the trimester 3 report card.



GRADE

2



LEVEL

2



AREA OF FOCUS

Writing



GROUP

African American
& White

➔ Action Step

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

➔ Action Step

Adjustment of curriculum map to focus on foundational skills earlier in the year (topic sentence, details, closing statement).



Measurement CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

Leveled books/materials, Portland Writing Units



Resources Needed

0



Responsible

2nd Grade Team- Michelle Leonard and Linda Hughes

GOAL: Shift 33% of level 2 students to level 3 in the area of writing informative/explanatory texts

38% of 3rd graders were at Level 2 on the trimester 3 report card.



GRADE

3



LEVEL

2



AREA OF FOCUS

Writing



GROUP


White & 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 and adjustment on curriculum map to focus on informational writing in QTR2.

 **Measurement** CFA (Common Formative Assessment)

 **Date** 12/3/2018

Resources Available

Leveled books/materials, Portland Writing Units, Comprehension Tool Kit, IAB's 





Resources Needed

0

 **Responsible**

3rd Grade Team- Aquilla Jackson and Michelle Leonard

GOAL: Shift 33% of level 2 students to level 3 in the area of writing informative/explanatory text.

Review of last year's data showed that the greatest number of students below standard in 4th grade ELA was in the area of writing information/explanatory texts to examine a topic and convey ideas clearly. (37%) This is a skill that is used across the curriculum.



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.



Measurement CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

"Leveled books/materials, Portland Writing Units"



Resources Needed

0



Responsible

4th Grade Team- Curt Carbone and Sherie Kalista.

GOAL: Shift 33% of students who scored at a level 2 to a level 3 in the area of reporting on a topic or text (details, clear speaking, main idea)

26% of current 5th grade students scored a Level 2 on the trimester 3 report card.



GRADE

5



LEVEL

2



AREA OF FOCUS

Speaking and Listening



GROUP

Hispanic &
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 CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

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



Resources Needed

0



Responsible

5th grade team- Brandon Wood and Gillian Findlay

GOAL: 80% of kindergarten students will know number names and the count sequence up to 10.

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



GRADE

K



LEVEL

2



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

45 minutes a week of online iReady intervention lessons that meet each student at their individual level. Implementation of a daily workshop model for math.



Measurement CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

iReady Intervention lessons



Resources Needed

0



Responsible

Kindergarten Team- Marnie Adamski and Cara Brydson

GOAL: 85% of level 2 students will move to level 3 in the area of representing and solving word problems involving addition and subtraction within 10.

54% of 1st graders were at a level 2 at the end of kindergarten. 1st grade standard for problem solving requires problem solving within 20.



GRADE

1



LEVEL

2



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

45 minutes a week of online iReady intervention lessons that meet each student at their individual level. Online intervention lessons supplement daily skill specific small group math instruction.



Measurement CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

iReady Intervention lessons



Resources Needed

0



Responsible

1st Grade Team- Jaclyn Pittenger and Regina Bennett

GOAL: Shift 75% of level 2 students to level 3 in the area of finding the unknown number in an addition or subtraction equation (up to 20).

14% of students were at Level 1 or Level 2 on the trimester 3 report card.



GRADE

2



LEVEL

2



AREA OF FOCUS

Operations & Algebraic Thinking



GROUP

African American & Other/Multiracial

➔ 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. Online intervention lessons supplement daily skill specific small group math instruction.



Measurement CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

iReady Intervention lessons



Resources Needed

0



Responsible

2nd Grade Team- Linda Hughes and Michelle Leonard

GOAL: Shift 75% of level 2 students to level 3 in the area of using place value understanding to add and subtract within 1000.

29% of current 3rd graders scored a Level 2 on the 2018 Trimester 3 Report Card.



GRADE

3



LEVEL

2



AREA OF FOCUS

Number and operations
in base 10



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.



Measurement CFA (Common Formative Assessment)



Date 12/3/2018



Resources Available

iReady Intervention lessons, Engage NY curriculum



Resources Needed

0



Responsible

3rd Grade Team- Aquilla Jackson and Michelle Leonard

GOAL: Shift 71% of students from level 2 to level 3 in the area of comparing fractions with the same numerator or denominator.

39% of current 4th graders scored a Level 2 on the Trimester 3 report card.



GRADE

4



LEVEL

2



AREA OF FOCUS

Number and Operations
Fractions



GROUP

Other/Multiracial
& White

➔ 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 12/3/2018



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 80% of students at level 1 to level 2 in the area of converting between fractions with denominators of 10 and 100, mixed numbers and decimals.

21% of current 5th graders scored a Level 1 on the trimester 3 report cards.



GRADE

5



LEVEL

1



AREA OF FOCUS

Number and Operations
Fractions



GROUP

White & Hispanic

➔ 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. Online intervention lessons supplement daily skill specific small group math instruction.



Measurement IAB Math (Interim Assessment Blocks)



Date 12/3/2018



Resources Available

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



Resources Needed

0



Responsible

5th Grade Team- Brandon Wood and Gillian Findlay.