

**Jim Stone Elementary School  
School Action Plan  
2018-2019**

**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. At Jim Stone 48.6% of our students tested on grade level in reading which means out of the 148 points possible, we earned 72 points.

Percentage of points earned per student by group include:

3rd Grade:

- 15% African American
- 53% White
- 14% Economically Disadvantaged
- 0% Students with Disabilities
- 47% for both Hispanic/Latino and English Learners

4th Grade:

- 32% African American
- 58% White
- 23% Economically Disadvantaged
- 0% Students with Disabilities
- 42% for both Hispanic/Latino and English Learners

**Goal**

The leadership team discussed the area of most concern which includes the 53 third and fourth grade students in Reading who are categorized as In Need of Support. The goal is to move at least 14 students from In Need of Support to Close Performance Level.

## **Strategies**

Hattie suggests that frequent assessment of student mastery through formative assessment approaches is necessary to be able to denote mastery.

- 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 Classworks to further individualize 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 Kindergarten 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.

- 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 2017	First grade PD Connections Spelling
Summer 2018	Second Grade PD Connections Spelling
Summer 2018	Kindergarten to attend RISE training

August 2018 Inservice will include discussion and training in data retrieval, management, analysis, and use

August 2018 Second Grade to implement Connections Spelling

### **Evaluation**

Formal implementation will occur in the Fall of 2018 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 in Classworks
- 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:

- Black or African American Subgroups (44 students)
  - ELA: 52.27%    Math: 56.82%
- Hispanic/Latino (H/L) & ELLs Subgroups (26 students)
  - ELA: H/L: 35.71%    Math: H/L: 42.86%
  - ELA: ELLs: 41.67%    Math: ELLs: 25%
- White Subgroup (103 students)
  - ELA: 78.64%    Math: 80.58%

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: 0%
- English Learners: 0%
- Black or African American: 40%
- White: 63.9%

## **Goal**

Our goal is to ultimately close the widening achievement gap of African American and Hispanic students, with their white counterparts. The leadership team determined a specific goal of moving at least 10 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.
- Grade level teachers will utilize Classworks for individualized intervention and remediation based on summative assessment and universal screener data.

## **Professional Development**

Kindergarten 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. First through fourth grade teachers will be provided training for Classworks, which is a digital learning solution for whole group instruction and individualized learning for acceleration, intervention, and remediation. All teachers in grades Kindergarten through fourth grade will also attend a two day Eureka Math to deepen understanding and pacing for our newly implemented math curriculum.

## **Implementation Plan**

Summer 2017	First grade PD Connections Spelling
August 2017	First grade to implement whole group Connections Spelling
Summer 2018	Second Grade PD Connections Spelling
Summer 2018	Kindergarten to attend RISE training
Summer 2018	K-4, Eureka Math curriculum training
Summer 2018	1-4, Classworks
August 2018	Inservice will include discussion and training in data retrieval and management
August 2018	Second Grade to implement Connections Spelling
August 2018	Begin weekly team meetings
Sept. 2018- April 2019	Begin bi-monthly DIBELS and Classworks progress monitoring

## **Evaluation**

Ongoing weekly team meetings with grade level teachers, instructional facilitator, and administration will begin August 2018 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.

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It is commonly acknowledged that one of the most important components of student achievement and success is parent involvement. Schools can engage families by involving them in their practices and policies. We must find worthwhile, fun and interactive activities that make families want to attend while researching times that would make it more likely for family availability. The leadership team has compiled data from the Panorama Survey and will utilize this in order to connect with families.

**Goal**

Our goal is to increase parental engagement/involvement to 50% according to the Panorama Education Survey whereas currently we rate at 24% of parents engaged/involved.

**Strategies**

Today's parents—and families—are bombarded with growing demands, but regardless of their background or circumstances, overwhelmingly parents want what is best for their children. Parents are vital partners in their child's education and life success. Some strategies that Jim Stone will incorporate as we work toward this goal are:

- Establish a definition effective parent engagement and support
- Focus on proven practices in promoting parents as essential partners in the education of their children
  - Create a school compact (outlines responsibilities of teachers, parents and students)
- Provide key documents that encourage the home-school connection
- Celebrate Accomplishments
- Incorporate family-school nights that involve parents as presenters

## **Professional Development**

Teachers will be introduced to the topic of poverty and how the school's makeup has changed.

- Creating a running list of parents and their career for use in bringing parents in as presenters
- Training teachers on merging the home and school
- Professional development on Effective Communication
- Professional development on fostering the school-home connection

## **Implementation Plan**

Summer 2018	Research effective family engagement ideas
Fall 2018	Back to School Bash and Open House
Winter 2018	Parents Night Out Event
Fall 2018	Math Night
Spring 2019	Literacy Night
Spring 2019	Screen Free Week events that include fishing derby, ACE Hardware Night, Fine Arts Night and STEM Night

## **Evaluation**

- Attendance documented by sign-in sheets
- Panorama Education Survey
- Contact log
- Anecdotal teacher feedback throughout 18-19 school year