

Carolyn Lewis Elementary School
School Action Plan
2019-2020

Area of Concern

Carolyn Lewis Elementary School staff are concerned about the achievement gap in our reading and math scores for our students in the lower socio-economic subpopulation. As per the Spring 2019 ACT Aspire Interim exam, the percentage of economically disadvantaged students to that of the overall population meeting benchmark in grades 3 and 4 was 22% to 59% in reading and 35% to 52% in mathematics. The Spring 2019 NWEA assessment for kindergarten through grade 2 also indicates a considerable gap as the RIT score for overall population is higher than that of the economically disadvantaged students. In kindergarten, the scores for the overall population compared to the lower socioeconomic subpopulation is 156.7 to 152.1 in reading and 157.9 to 152.8 in mathematics. For grade 1, 173.0 to 180.2 in reading and 179.5 to 185.3 in mathematics. In grade 2, the trend continues with 174.6 to 182.3 in reading and 175.7 to 182.6 in mathematics.

The overall performance of our students who receive free/reduced lunch was significantly below that of other students.

Goal

Reduce the reading and math achievement gap between students in the lower socio-economic subpopulation and other students by 5 or more percentage points.

Strategies

- Creation of data wall and monthly progress monitoring of all students who are below the 50th percentile on the NWEA or performing below “Ready” on ACT Aspire Interim Assessments
- Utilize the RTI process to ensure that students from lower socio-economic families are receiving timely interventions
- Increase school and classroom focus on utilizing classroom materials which are inclusive of all students

- Teachers will ensure that daily interventions are taking place in the classroom as well as any available pull-out interventions that are needed with the support of interventionists and activity teachers.
- Teachers will review data and plan appropriately during weekly collaboration and bi-weekly RTI meetings.
- RISE - K teachers will fully implement RISE, Grades 1-4 will begin to implement RISE and Benchmark as they were trained summer 2019.
- Teachers will continue to implement Eureka Math curriculum in grades K-4 with a focus on small group instruction.
- Involve families in the school culture through parent nights and WatchDog Dad program.
- Teachers will utilize decodable texts specific to individual student reading levels.
- 3rd and 4th grade teachers will implement Benchmark reading program.

Professional Development

- Staff development in meeting the needs of all students
- Progress monitoring guidelines and interpretations of data
- Continuous RISE Professional Development
- Staff development in the use of decodable texts
- Staff development with Benchmark reading program

Implementation Plan

- Review data from Spring ACT Aspire assessments in August
- Review data from formative assessments to guide instruction
- Collaboration meetings focused on ongoing progress monitoring at-risk students
- Utilize RTI process starting in Fall, 2019, to collect data and monitor effectiveness of interventions
- Classroom observations by the administration team and instructional facilitator to ensure RISE implementation and small group instruction.

Evaluation

- Results of classroom progress monitoring
- ACT Aspire Interims and NWEA fall, winter, spring data
- Spring 2020 NWEA and Aspire data

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Carolyn Lewis Elementary School staff are concerned about the reading achievement scores for students in K-4. While many students currently read on grade level, there is a larger population of students who are one or more grade levels behind their peers than expected. As per the Spring 2019 NWEA data, 45% of Kindergarten, 58% of grade 1, and 40% of grade 2 students met the norm grade level scores in reading. The 2019 Spring Interim data from ACT Aspire showed that only 36% of grade 3 students and 59% of grade 4 students met the “Ready” or “Exceeding” mark in reading.

Goal

Increase the percentage of students reading on grade level by 5 or more percentage points.

Strategies

- Creation of data wall and monthly progress monitoring of all students who are below the 50th percentile on the NWEA or performing below “Ready” on ACT Aspire Interim Assessments
- Utilize the RTI process to ensure that students receive timely interventions
- Teachers will ensure that daily interventions are taking place in the classroom as well as any available pull-out interventions that are needed with the support of interventionists and activity teachers.
- Classroom teachers and interventionists will utilize decodable texts specific to individual student reading levels.
- Teachers will review data and plan appropriately during weekly collaboration and bi-weekly RTI meetings.
- RISE - K teachers will fully implement RISE, Grades 1-4 will begin to implement RISE and Benchmark as they were trained summer 2019.
- Administrators will conduct “look-fors” for RISE implementation.

- Teachers will conduct assessments and screenings to identify or predict students who may be at risk for poor learning outcomes as outlined in the district literacy plan.

Professional Development

- Staff development in meeting the needs of all students
- Progress monitoring guidelines and interpretations of data
- Continuous RISE Professional Development
- Teacher training in utilizing STAR assessment and data
- Staff development in the use of decodable texts

Implementation Plan

- Review data Spring 2019
- Collaboration meetings focused on ongoing progress monitoring at-risk students
- Utilize RTI process starting in Fall, 2019, to collect data and monitor effectiveness of interventions
- Classroom observations by the administration team and instructional facilitator to ensure RISE implementation and small group instruction.

Evaluation

- Results of classroom progress monitoring
- ACT Aspire Interims and NWEA fall, winter, spring data
- Spring 2020 NWEA and Aspire data
- STAR assessment data
- Classroom observations by administrators and facilitator

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Area of Concern

Carolyn Lewis Elementary School staff are concerned about the achievement scores of students who are considered chronically absent (more than 10% of the school year). Data shows that students who miss more than 10% of the school year do not achieve growth at the rate of their non chronically absent peers. According to research, factors that may contribute to student absenteeism may be illness, high levels of poverty, feelings of acceptance, transportation, and highly-mobile status.

Goal

Increase the attendance rate of the student population by 3-5%.

Strategies

- Creation of data wall and monthly progress monitoring of all students who are below the 50th percentile on the NWEA or performing below “Ready” on ACT Aspire Interim Assessments and identify those who are at high risk of chronic absenteeism.
- Teachers will conduct assessments and screenings to identify or predict students who may be at risk for poor learning outcomes as outlined in the district literacy plan.
- Educate parents in the education of students through planned parent nights, newsletters, Class DOJO, and WatchDog Dad program
- Partner with Mentors Empowered to motivate and support students who are at risk
- Work with community partners in liaison with the counselor and school nurse to identify needs in families (food, housing, clothing, medical needs, and emotional needs)

Professional Development

- Staff development in meeting the needs of all students
- Progress monitoring guidelines and interpretations of data for students at risk of chronic absenteeism

- Empowering Mentors training to help teachers identify student needs
- Community partners training to understand available resources.

Implementation Plan

- Review attendance data Spring 2019
- Collaboration meetings focused on ongoing progress monitoring at-risk students
- Utilize RTI process starting in Fall, 2019, to collect data and monitor effectiveness of interventions
- Begin Empowering Mentors quarterly in fall of 2019.
- WatchDog Dad Kickoff in fall of 2019 with implementation throughout the year.

Evaluation

- Results of classroom progress monitoring
- ACT Aspire Interims and NWEA fall, winter, spring data
- Spring 2020 NWEA and Aspire data
- STAR assessment data
- Classroom observations by administrators and facilitator
- Analyze attendance data quarterly