

**Theodore Jones Elementary School  
School Action Plan  
2018-2019**

**Area of Concern**

On the 2018 ACT Aspire Assessment, 35% of students scored as reading at grade level. Students in grades K-2 scored 44% of students met projections in reading. In order for students to be successful in all content areas, they need to be able to read grade level content. The faculty and staff feel reading is an area the entire school needs to improve.

**Goal**

Each classroom teacher will work to move 4 students to grade level standards in reading. This goal will be supported by the administrators, interventionists, special education teachers, and activity teachers. On the 2018 ACT Aspire, 36% of students are In Need of Support and 66% on the NWEA did not meet their growth projections.

**Strategies**

- Students will learn essential grade level standards and articulate the learning targets for each reading lesson.
- Teachers will provide a variety of reading opportunities with explicit instruction, rich book or text introductions, new or difficult vocabulary, discussion, guided and independent practice.
- Intervention and Special Education teachers will provide multi-sensory, scientifically based reading lessons for students not reading at grade level.
- Activity teachers will provide an additional layer of support for struggling students.
- All students will use Classworks and follow their Individual Learning Plan.
- Immediate, specific feedback will be given to all learners on a continuous basis.
- Secure independent reading time will be planned for the entire building and called RISE and Read.

**Professional Development**

- During the summer and fall of 2018, Kindergarten teachers, Instructional Facilitators, and Administrators will attend R.I.S.E (Reading Initiative for Student Excellence) training.
- Certified teachers have been receiving professional development in the Science of Reading through Professional Learning Communities.
- All classroom teachers, special education teachers, and administrators will receive training in Classworks.
- All teachers of literacy will attend professional development in language alignment and Connections Tier I whole group spelling in grades 1 and 2.

### **Implementation Plan**

Each grade level will revise their daily schedule to dedicate time to reading and writing instruction. Each student who is not reading at grade level will receive Tier II or Tier III reading support based upon common assessments. Tier II will be provided by classroom teachers, interventionists, and activity teachers. Tier III support will be provided by interventionists and special education teachers. Progress monitoring will be conducted by classroom teachers, interventionists, and special education teachers at least 3 times during the year. NWEA and ACT Aspire assessment data will be analyzed and reviewed after each assessment during grade level team meetings. Data will be reviewed and discussed during grade level team and intervention team meetings led by the administration and instructional facilitators.

### **Evaluation**

Evaluation will be ongoing. Formative assessment will be conducted, reviewed, and plans will be revised for each student not performing at grade level. Formative assessment will be NWEA, ACT Aspire, Dibels, Classworks, anecdotal notes, running records, etc.

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**Area of Concern**

On the 2018 ACT Aspire Assessment, 33% of students achieved at grade level in science.

**Goal**

Each classroom teacher will work to move 3 students to mastery in the area of science achievement. This will be done through an emphasis on content using close reading on science texts, discussion, explicit instruction, and hands-on labs. Modeling of how to read and process science content text will be done using a variety of Science resources. This goal will be supported by classroom teachers, interventionists, special education teachers, and the gifted and talented teacher.

**Strategies**

- Students will be provided with opportunities for repeated reading of science texts, discussion, explicit instruction of essential grade level standards, and writing about their conclusions.
- Classroom Teachers will use a variety of Science resources: Aligned Power Standards, Classworks, Science Spin, Scholastic News, Mystery Science, etc.
- STEM activities will be incorporated at each grade level to provide an analysis of the connection of math and science.
- Students will begin to evaluate and analyze the meaning of science content through reading, discussing, writing, and hands-on activities.

**Professional Development**

- Classroom teachers, instructional facilitators, and administrators will attend grade level alignment professional development during the summer of 2018. This will include the review and learning of the power science standards, a variety of resources (Classworks, Scholastic News, STEM activities, Mystery Science, and Science

Spin) to be used to teach the power standards, and best practices in instruction of science.

### **Implementation Plan**

Each classroom teacher will begin implementing the essential science standards in the fall of 2018. Science will be taught through an inquiry-based method. Students will receive explicit instruction, modeled reading of content text, multiple opportunities to read science texts, discuss their learning, perform hands on labs, and write about their learning. The hands on labs will be richly connected to the content learned previous to the labs. Students will be asked to observe and question in lab situations, then formulate explanations of what is observed, analyze any data collected, and share their findings. Grade level teachers will plan weekly with instructional facilitators and administrators. Planning will include the use of power standards and science resources.

### **Evaluation**

Evaluation will take place on an ongoing basis. While most of the evaluation will come from classroom observation and analysis of student's writing, in third and fourth grades, ACT Aspire formative assessments will provide additional data. All data will be discussed and analyzed in grade level team meetings which include classroom teachers, administrators, instructional facilitators, and support staff. Final evaluation will come from the 2019 ACT Aspire Assessment scores and the building ESSA Report from the ADE.

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**Area of Concern**

On the 2018 ACT Aspire, 46% of students were exceeding or ready in the area of math. On the 2018 NWEA, 40% of students met their projected growth in grades K-2.

**Goal**

Each classroom teacher will move 4 students to grade level standards in math. This goal is supported by administrators, interventionists, special education teachers, and activity teachers.

**Strategies**

- Students will learn essential grade level standards and articulate the learning targets for each math lesson.
- Teachers will plan weekly with their grade level team, instructional facilitators, and administrators to ensure their understanding of grade level standards.
- All students will use Classworks and follow their Individual Learning Plan. Immediate, specific feedback will be given to all learners on a continuous basis.
- Remediation and intervention will provided through the “instructional coherence links” in Eureka Math.
- Teachers will plan for 10 minutes each day for “must do” problems in Eureka Math, this will provide for practice in calculations, various word problem types, and work in pictorial and abstract problems.
- Time will be given to math fluency practice each day
- Students will follow their Individual Learning Plans through Classworks

**Professional Development**

- All classroom teachers will attend 2 structured days of professional development in Eureka Math in June of 2018.
- Classroom teachers, special education teachers, and administrators will receive professional development in Classworks.
- Ongoing professional development will take place through weekly Professional Learning Communities and weekly grade level planning sessions

### **Evaluation**

Evaluation will be ongoing. Formative assessment will be conducted, reviewed, and plans will be revised for each student not performing at grade level or meeting growth projections. Formative assessment will be NWEA, ACT Aspire, Classworks, anecdotal notes, exit tickets, etc.