

**Carolyn Lewis Elementary School
School Action Plan
2018-2019**

Area of Concern

Carolyn Lewis Elementary School staff are concerned about the achievement gap between our African-American students and Caucasian students. At the beginning of the 2017-2018 school year, our staff reviewed Spring 2017, ACT Aspire data for Carolyn Lewis Elementary. A much greater percentage of our Caucasian students than African-American students scored “Ready” or “Exceeding” in Reading, Science, and Math (45% to 82% in Reading, 45% to 77% in Science, and 55% to 91% in Math). In Writing, a greater percentage of our African-American students scored “Ready” or “Exceeding” than our Caucasian students (64% to 55%). In reviewing the Spring 2018 NWEA Map tests results, the same pattern continued. The overall performance of our African-American students was significantly below that of our Caucasian students. Based on the scores from the spring 2018 ACT Aspire, there is a significant discrepancy between the scores of Caucasian students and African-American students in both third and fourth grades.

Goal

Reduce the achievement gap between African-American students and Caucasian students by 5 or more percentage points.

Strategies

- Creation of data wall and monthly progress monitoring of all African-American 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 African-American students are receiving timely interventions
- Increase school and classroom focus on utilizing classroom materials which are inclusive of all cultures

- 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 weekly TAT meetings.
- RISE (Kindergarten teachers will fully implement RISE as they were trained in the summer of 2018.)
- Teachers will utilize Classworks to help decrease the achievement gap.

Professional Development

- Staff development in meeting the needs of African-American students
- Progress monitoring guidelines and interpretations of data
- Continuous pd on the use of Classworks

Implementation Plan

- Review data Spring 2018
- Collaboration meetings focused on ongoing progress monitoring at-risk students
- Utilize RTI process starting in Fall, 2018, to collect data and monitor effectiveness of interventions

Evaluation

- Results of classroom progress monitoring
- Spring 2019 NWEA and Aspire data

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On the spring 2018 Panorama Ed survey, 45% of the students who responded said that the behavior of other students hurt their learning; only 31% of the students who responded said that it helped their learning. This is a decrease of 8% from Spring, 2017. During August staff development days, teachers had identified student to student respect as a concern based on Spring 2017 Panorama Ed survey results. Staff had focused this year on students showing respect to other students. This area of concern was identified by the leadership team. The Panorama Ed survey also stated that only 34% of staff felt that they received beneficial feedback and coaching. This is a decrease of 24%.

Goal

Create a school culture of where students and faculty feel supported. Increase the percentage of students who feel that the behavior of other students helps their learning. Increase the percentage of teachers who feel that they receive feedback and coaching that will help with classroom management and instruction.

Strategies

- Talk with students regarding what behavior is harmful to their learning.
- Present information from students to the teachers and solicit feedback from teachers.
- Explore and research PBIS and Responsive Classroom
- School-wide Discipline using Dojo and flow chart
- Meet with teachers for feedback based on classroom observations

Professional Development

Staff development in classroom management

- Responsive Classroom and/or PBIS

Implementation Plan

- Talk with students in May, 2018 to gather information regarding what behavior is disrupting their learning
- Review survey results more fully in August, 2018
- Track office referrals for students and staff
- Create observation/feedback schedule based on teacher feedback

Evaluation

- Improvement in student report of other student behavior helping their learning in Spring 2019 Panorama Ed Survey
- Decrease in office referrals
- Improvement in staff survey report in Spring 2019 Panorama Ed Survey

Area of Concern

NWEA results for first and second grade indicate that the mean RIT score for Carolyn Lewis Elementary School students is below the Norm Grade Level Mean RIT score (CLES Kindergarten 159.5 compared to 157.9; First Grade 177.8 compared to 179.7; CLES Second Grade 183.9 compared to 191.2). Teachers indicated that they are still implementing the Eureka Math Series and are still learning some of the terminology and strategies used in Eureka Math, which is very different from what they had used previously. Teachers do believe that after the students have used Eureka Math for a year and after the teachers have had the opportunity to work through the units, student performance will increase.

Goal

CLES Mean RIT Score for Math will be at or above the Norm Grade Level Mean RIT score.

Strategies

- After each administration of NWEA during the 2018-2019 school year, teachers will review data for their own classroom as well as building data and will identify weaknesses in instruction and/or students in need of reteaching and additional intervention.
- RTI-lower grades
- Teachers will implement the power standards and learning indicators created during summer PD.

Professional Development

Teachers will attend Eureka Math Professional Development provided by the school district.

- CLES Instructional facilitator will provide teachers with professional development at the building as needed.

Implementation Plan

- June 2018, teachers will attend district math professional development.

- During August Back to School Days, teachers will be given time to review and revisit Summer 2018 District Professional Development and to develop math lesson plans for the first few weeks of school.
- In September, January, and April following NWEA administration, teachers will meet to review data.

Evaluation

- Ongoing throughout the year as NWEA is administered
- Final evaluation April 2019