

**Florence Mattison Elementary School  
School Action Plan  
2018-2019**

**Area of Concern**

We will address the area of reading as it relates to our weighted achievement scores and reading at grade level scores from our ESSA score reports. Our weighted achievement score was 56.8% and our reading at grade level score was 29.17%. Administration and IF created framework and presented to each grade level for input and feedback related to final goal.

**Goal**

All 3rd and 4th grade teachers will increase reading achievement scores by 5% by focusing instruction on using reading strategies in fiction and nonfiction text in whole group and small group settings.

**Strategies**

- Implementation of RISE PD training from the summer for whole group and small group instruction
- Utilization of RTI protocols for struggling learners and intervention
- Intervention groups and differentiation

**Professional Development**

- Kindergarten Teachers will attend RISE training this summer
- Follow-up RISE training on-going throughout school year
- K-1 teachers will have a school-wide TESS PGP focusing on phonemic awareness and and phonics instruction.
- PD/support via weekly collaboration will be provided to all teachers

**Implementation Plan**

- Kindergarten teachers will attend RISE training

- Classroom teachers will utilize a variety of assessments at BOY, MOY, and EOY to determine student achievement. They will also progress monitor students who are not meeting achievement goals, and plan instruction to meet student need.
- Weekly collaboration planned to assist in implementation of RISE, as well as, using NWEA data, ACT Aspire data, and classroom assessments
- Teachers will develop grade level intervention times to instruct based upon student assessment data and progress monitoring
- Intervention teachers will provide additional support for students not meeting achievement goals or making progress in classroom interventions that support phonological awareness, phonics, fluency, and comprehension.

### **Evaluation**

- Baseline data will be collected at beginning of year.
- Data from NWEA and ACT Aspire assessments will be analyzed throughout the year to assess student growth and determine areas of need.

### **Area of Concern**

Based on the 2017 ESSA report, 29.17% of our 3rd and 4th grade students were reading on grade level. In efforts to combat this issue, we will train teachers in the science of reading and how students learn to read. The teachers will take this knowledge and apply it in daily classroom instruction.

### **Goal**

Teachers will increase their depth of knowledge in the areas of phonics and phonemic awareness, and become more aware of how that knowledge impacts the other components of reading (fluency, vocabulary, and comprehension), as well as, writing. Teachers will apply this knowledge into daily instruction.

### **Strategies**

- Whole group phonics
- Differentiated small group instruction
- Use of targeted interventions
- Use of targeted assessments to help plan instruction
- Utilize Lexia

### **Professional Development**

- Kindergarten will attend district led R.I.S.E. training
- Kindergarten and 1st grade teachers will meet with instructional facilitator periodically to learn new strategies and plan instruction

### **Implementation Plan**

- Kindergarten teachers attend R.I.S.E. training- June 2018
- Kindergarten and 1st grade teachers meet monthly with IF-August 2018-May 2019
- Kindergarten and 1st grade will take the MAP assessment 3 times (fall, winter, spring)
- Kindergarten and 1st grade teachers will assess their students using DIBELS measures at the beginning, middle, and end of the year; and will progress monitor throughout the year those students who are not meeting benchmarks.

- Kindergarten and 1st grade teachers will assess phonological awareness skills at the beginning of the year.

### **Evaluation**

- 50% of students in each class will meet MAP growth goals
- 60% of students will be low-risk for reading failure as indicated by DIBELS measures