

Emerson Elementary School

Action Plan for 2018-2019

Summary of actions for the seven standards

Through a district level committee, the school district developed a vision and mission statement that encompasses our vision and purpose in Seymour Community Schools. Emerson has a unique vision and mission statement that was developed in a similar way. Emerson revisits the mission and vision statements at faculty meetings each year.

Seymour Community Schools District Vision:

Seymour Community Schools, in partnership with our community, improves lives by providing an exceptional educational foundation that inspires a passion for learning and equips all to be productive, meaningful contributors of a global society.

Seymour Community Schools District Mission:



WE BELIEVE:

- Learning is a life-long endeavor.
- Esteem, discipline, and achievement are related.
- Communication among all will be open, interactive and consistent.
- All deserve equal opportunity to learn.
- Curriculum, technology and instruction will be relevant to students to achieve a quality life.
- Students learn in different ways and different places.
- A safe, nurturing and positive environment is necessary for learning.

Emerson Elementary School

Mission

Emerson Elementary School Plants Seeds!



Growing Character, Cultivating Knowledge, and Nurturing Lives

Core Convictions

We Believe...

- Each student is a valued individual with unique physical, social, emotional and intellectual needs.
- A safe and supporting learning environment promotes student achievement.
- Effective collaboration and communication with families as partners in the education of their children is essential to the success of our school system.
- All students can learn.
- The goal of our educational programs is to prepare students to become contributing members of society.
- Education is the key to opportunity and social mobility.

Emerson has taken the mission statement and applied it throughout all its practices. Emerson is growing strong students academically, socially, physically, and mentally. With the addition of the new wing we have taken the opportunity to use the “growing strong” theme and remind our students of the many ways they are growing strong.

Goal 1: LANGUAGE ARTS

By Spring 2020, 100% of Gen. Ed. students will read at grade level in grades K - 5. (80% of special education and ELL students)

Benchmarks:

Spring 2018 100% of general education students and 70% of special education and ELL students will read at grade level as measured by Lexia.

Levels to be mastered/completed by end of Kg:5 1st:9 2nd:12 3rd:14 4th:16 5th:18

Rationale	Strategies & Action Steps	Responsibility	Timeline (frequency of data collection or strategy)	Evidence of Effectiveness
<p>- Reading success is key to success in career readiness skills.</p> <p>- According to ISTEP+ data, grades 4 and 5 showed small point differential in vocabulary.</p> <p>- Vocabulary skills are crucial to student growth in reading comprehension.</p> <p>- Content specific vocabulary is essential to comprehension in content areas.</p> <p>- 3rd grade students must show grade level proficiency in reading to be promoted.</p> <p>- According to MCLASS data, grades 1st and 2nd had a low percent passing on DORF Retell.</p> <p>- We know that fluency on grade level has a very strong correlation to grade level reading.</p> <p>-Data shows that if a student has mastered level 12 on Lexia there is a 95% chance they will pass IREAD 3.</p>	<p>90 minute reading block: Uninterrupted 90 minutes of on-grade level reading instruction for all students</p>	Classroom teacher	Quarterly reading level assessments	K-2 quarterly MClass results 3-5 Star Reading quarterly results
	<p>Vocabulary: Daily vocabulary instruction using word relatives with weekly selection vocabulary and the Reading Street Amazing Words.</p> <p>Resources: Wordly Wise, Flocabulary, word wall, Prefixes/Suffixes, Orentin Gillingham, Seeing Stars, etc. used for daily individualized instruction</p>	Classroom teacher Special ed teacher Speech teacher	Pretest/Posttest at beginning of year/end of year	Results of pretest/posttest
	<p>Encouraging Independent Reading: Teacher Resource Options: Accelerated Reader, Book-It, Home Reading Logs, MyOn (digital library), Fluency Logs</p>	Classroom teacher	Quarterly reading level assessment	NWEA
	<p>Daily Fluency Students in grades K-5 will work on daily fluency using either word list or reading passages</p>	Classroom teacher Special ed teacher Speech teacher	Daily and Weekly Fluency Checks in classroom	NWEA
	<p>Anchor Charts: Used to model reading skills and strategies</p>	Classroom teacher Special ed teacher	Quarterly reading level assessment	K-2 quarterly MClass results 3-5 Star Reading quarterly results
	<p>Graphic Organizers: Used as instructional tools for comprehension</p>	Classroom teacher Special ed teacher Speech teacher	Quarterly reading level assessment	K-2 quarterly MClass results 3-5 Star Reading quarterly results
	<p>Use of High Yield Instructional Strategies Grades K-5 will integrate Marzano's 9 High Yield instructional strategies in daily lesson planning.</p>	Classroom teacher Special ed teacher	All year long	Student performance on quarterly benchmarks, ISTEP, NWEA
	<p>Rtl Students in K-5 students will meet 3-4 times weekly to target grade level reading skills. We will use the support materials that accompany our reading series.</p>	Classroom teachers General Fund Aides	Year Long	Options for measuring progress: Fluency, Lexia, NWEA, Weekly Reading test

Goal 2: Math

By 2020, 100% of General Education students and 80% of Special Education and English Language Learners will perform on grade level in Mathematics.

Benchmarks:

Spring 2018 100% of general education students and 70% of special education and ELL students will be proficient at grade level in mathematics as measured by IREADY.

Rationale	Strategies & Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>-ISTEP+ scores from 2004 – 2013 showed lowest point differential in number sense, computation, and geometry. By focusing on these areas, problem solving will improve.</p> <p>- ISTEP+ has lowest score of proficiency 2014 in grades 3 – 5 in problem solving.</p> <p>- Problem solving is a real world skill all students need.</p> <p>- Problem solving is essential for career readiness.</p> <p>-Our new math series is heavily problem solving based.</p> <p>-Mastering multiplication facts in 3rd grade is the number 1 indicator of student performance of math success in higher grade levels.</p> <p>*1st Grade: addition and subtraction 2nd Grade: addition and subtraction (3 sec, 2 sec, and 1.5 sec) 3rd Grade: add, sub, and mult. 1st Semester; 2nd Semester multiplication and division 4th Grade: multiplication and division 5th Grade: multiplication and division</p>	<p>Math Vocabulary: Word wall, math journals, personal math dictionary, etc.</p>	Classroom teacher Special ed.	Tri-ly Exemplar Benchmarks (August, December, April)	Students at practitioner or expert by April benchmark.
	<p>Math Fluency: Daily fluency incorporated into daily schedule. Math Resource Site: xtramath.org *</p>	Classroom teacher	Eoy 1st grade addition Eoy 2 nd grade addition and subtraction facts Eoy 3 rd grade multiplication facts Eoy 4 th /5 th grades multiplication and division facts OR xtramath.org reports	NWEA; IReady
	<p>Anchor Charts: Used to model problem solving skills and strategies.</p>	Classroom teacher Special ed.	Tri-ly IReady Benchmarks (August, December, April)	NWEA; IReady
	<p>Graphic Organizers: Used as instructional tools for problem solving.</p>	Classroom teacher Special ed.	Tri-ly IReady Benchmarks (August, December, April)	NWEA; IReady
	<p>Hands-on Equations: 2-5 students would complete one unit in a 2 to 3 week window during the school year.</p>	Classroom teacher	Once before the end of January	NWEA; IReady
	<p>Spiral Math Review: Use 180 Days of Math, Math Minutes, etc. daily.</p>	Classroom teacher	Math level performance checks 4 times a year on NWEA	NWEA; IReady
	<p>After School Tutoring Option Visit the idea of creating an after school tutoring program for students in grades K-5. The tutoring would be targeted on Math and a specific skill.</p>	After School Teacher Tutor	On going in 6 week windows of time.	NWEA; IReady
	<p>Use of High Yield Instructional Strategies Grades K-5 will integrate Marzano's 9 High Yield instructional strategies in daily lesson planning.</p>	Classroom teacher Special ed teacher	All year long	Student performance on quarterly benchmarks, IReady, and NWEA

Professional Development Calendar for 2018-2019 School Year

Topic	Trainer	When
Marzano's 9 High Yield	Mrs. Kelly	Fall 2018
7 Habits of Highly Effective People	Facilitator	FALL 2018
Explicit Instruction	Facilitator: Mrs. Kelly	Spring 2018
Visit Other School for IREADY		TBD
Instructional Rounds	Teachers	Throughout the Year

Reading at Grade Level: NWEA and Lexia

Grade	% On Grade Level NWEA 2016-2017	% On Grade Level NWEA 2017-2018	Passed ELA ISTEP	Grade	% On Grade Level Lexia 2016-2017	% On Grade Level Lexia 2017-2018	Passed ELA ISTEP
Kindergarten	72%	71%	NA	Kindergarten	80%	96%	NA
1st	81%	Some data missing	NA	1st	73%	Some data missing	NA
2nd	63%	77%	NA	2nd	49%	81%	NA
3rd	85%	65%	69%	3rd	68%	83%	69%
4th	92%	75%	77%	4th	39%	78%	77%
5th	66%	66%	65%	5th	60%	74%	65%

Math at Grade Level: NWEA and IReady

Grade	% On Grade Level NWEA 2016-2017	% On Grade Level NWEA 2017-2018	Passed Math ISTEP	% On Grade Level IReady 2017-2018
Kindergarten	72%	84%	NA	79%
1st	70%	Some data missing	NA	68%
2nd	63%	81%	NA	63%
3rd	77%	69%	68%	64%
4th	82%	80%	73%	80%
5th	57%	69%	68%	72%

Vocabulary Mastery

Grade	EOY 2016-2017	EOY 2017-2018	Passed ELA ISTEP
K	79 %	79%	NA
1	56%	Some data missing	NA
2	74%	60%	NA
3	84%	83%	69%
4	78%	81%	77%
5	76%	63%	65%

RTI # of Students referred to RTI for either Academics or Behavior.

	10/11	11/12	12/13	13/14	14/15*	15/16	16/17	17/18
Academics	12	35	56	46	10	38	110	91
Behavior	14	20	7	13	3	5	1	17

*2014-2015 Began to use new system for RTI. Many teachers were not comfortable with it. Training occurred during 2015-2016 school year.

Attendance (# students who missed 10 or more excused or unexcused absences)	2017-2018	2018-2019	Grades 3-5 Students who missed 10 or more days and DNP on ISTEP	ELA	Math
	76	77		39%	44%

ISTEP+

Students in grades 3-5 who passed English Language Arts as measured by ISTEP.

GR	'10	'11	'12	'13	'14	'15	'16	'17	'18
3-5	82%	89%	89%	80%	86.8%	80%	74%	77%	70%
3 rd	77%	87%	92%	97%	92.9%	84%	87.5%	90%	69%
4 th	80%	95.6%	84%	71%	97.6%	69%	70%	80%	77%
5 th	87%	87%	93%	78%	71.7%	84%	58%	59%	65%

Students Receiving a Pass+ On English Language Arts ISTEP+

GR	'10	'11	'12	'13	'14	'15	'16	'17	'18
3-5	12%	12.5%	14%	19%	19%	30%	18%	18%	16%
3 rd	12%	7.6%	11%	19%	21%	37%	14%	23%	24%
4 th	6%	24%	10%	20%	27%	23%	22%	9%	17%
5 th	18%	11%	24%	19%	9%	28%	18%	22%	8%

Students in grades 3-5 who passed Mathematics as measured by ISTEP.

GR	'10	'11	'12	'13	'14	'15	'16	'17	'18
3-5	79.85%	86.8%	89%	91%	88%	73%	76%	75%	68%
3 rd	77%	88%	83%	96%	79.1%	69%	81%	74%	62%
4 th	73%	82.6%	87%	84%	97.6%	57%	70%	80%	73%
5 th	87%	85%	98%	94%	89.1%	91%	76%	70%	62%

2015 was the first time CCRS was tested on the ISTEP and the ISTEP was a new test this year with new questions and answer types. Therefore the scores previous to 2015 are not comparable to the scores of 2015 and beyond.

ISTEP School Improvement Goal Data

GR	Gen. Ed Passing ELA 15-16	Gen. Ed Passing ELA 16-17	Gen. Ed Passing ELA 17-18	Sped Passing ELA 15-16	Sped Passing ELA 16-17	Sped Passing ELA 17-18	Gen. Ed Passing Math 15-16	Gen. Ed Passing Math 16-17	Gen. Ed Passing Math 16-17	Sped Passing Math 15-16	Sped Passing Math 16-17	Sped Passing Math 17-18
3-5	83%	81%	83%	19%	55%	26%	84%	83%	83%	25%	34%	14%
3 rd	95%	98%	88%	44%	64%	20%	88%	85%	80%	38%	36%	13%
4 th	81%	82%	92%	0%	70%	27%	81%	88%	94%	0%	40%	7%
5 th	67%	65%	72%	0%	0%	33%	82%	75%	77%	40%	17%	25%