

Julia Lee Moore Elementary School
School Action Plan
2018 - 2019

Area of Concern

- Our Economically Disadvantaged Students are performing below grade level expectations in both Reading and Math according to ACT Aspire Results.
 - **Supporting Evidence**
 - Economically Disadvantaged Students who did not achieve the Performance Level of Ready or Exceeds Category in Reading.
 - Third Grade Reading - 54%
 - Fourth Grade Reading - 54%
 - Economically Disadvantaged Students who did not achieve the Performance Level of Ready or Exceeds Category in Math.
 - Third Grade Math - 39%
 - Fourth Grade Math - 54%

Goal

- Our Economically Disadvantaged Students in third and fourth grade will show a 3% increase by moving into the Ready & Exceeds Category in the area of Reading and in Math.

Strategies

- Effective Practice - Deliver sound instruction in a variety of modes
 - Teachers will adhere to the Power Standards
 - Teachers will follow all curriculum unit plans
 - Teachers will adhere to the implementation of Classworks
 - Differentiation of Instructions
 - One on one instruction
 - Small group instruction
 - Whole group instruction

- Use of manipulatives
 - Incorporation of technology
 - Effective use of High Yield Strategies
 - Effective use of Questioning
 - Clear and concise Directions
- School Leadership and Decision Making
 - School Administrators will ensure the following are taking place
 - Adherence to the implementation of Classworks, District Unit Plans, Lexia and Power Standards
 - Administrators will look at reports/data in Classworks on a weekly basis
 - Administrators will conduct weekly Classroom Walkthroughs
 - Focused Grade Level/Team Meetings
 - Grade Level/Team Meetings will Focus on the following:
 - Lesson Plans based on Power Standards & Unit Plans & Classroom Data
 - Analysis of ACT Aspire Test Formative and Summative Results, Dyslexia Screeners, DIBELS, and Classworks.
 - Classroom Walkthrough Information
- To provide Economically Disadvantaged Students the ability (if needed) to complete class work and projects at school.
 - Before school
 - During a specific time throughout the school day
 - After school

Professional Development

- Teachers will be provided professional development in the following areas to help implement our strategies.
 - Power Standard(s)
 - Best Practice(s)
 - Data Analysis

- Understanding Students and Parents of Poverty.

Implementation Plan

- All teachers will provide good instruction in a variety of modes.
- Teachers will continue to learn the Power Standards and how they are taught within their grade level.
- Teachers will continue to implement Best Strategies within their classroom.
- Administrators and teachers will continue to look at all forms of data to make informed decisions about all students.
- This plan will be in effect for the 2018 - 2019 school year and possibly longer.
- Administrators will provide professional development in the areas of Power Standards, Best Strategies, Understanding Poverty and Data Disaggregation.
- Administrators will monitor the progress of this goal based on student data from multiple sources and based on Formal and Informal Observations.

Evaluation

- This plan will be in effect for the 2018 - 2019 school year.
 - We will check our plan on a quarterly basis.
 - Our administrative team will look at a variety of data to determine progress.
 - Classroom based assessments/state mandated assessments
 - ACT Aspire Formative & Summative Assessments
 - Classworks
 - Dyslexia Screeners
 - DIBELS
 - Classroom Walkthroughs

Julia Lee Moore Elementary School
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Area of Concern

- Our African American students are performing below grade level expectations in both Reading and Math according to ACT Aspire Results .
 - **Supporting Evidence**
 - Economically Disadvantaged Students who did not achieve the Performance Level of Ready or Exceeds Category in Reading.
 - Third Grade Reading - 73%
 - Fourth Grade Reading - 69%
 - Economically Disadvantaged Students who did not achieve the Performance Level of Ready or Exceeds Category in Math.
 - Third Grade Math - 47%
 - Fourth Grade Math - 63%

Goal

- Our African American students in third and fourth grade will show a 3% increase by moving into the Ready & Exceeds Category in the area of Reading and in Math.

Strategies

- Effective Practice - Deliver sound instruction in a variety of modes
 - Teachers will adhere to the Power Standards
 - Teachers will follow all curriculum unit plans
 - Teachers will adhere to the implementation of Classworks
 - Differentiation of Instructions
 - One on one instruction
 - Small group instruction

- Whole group instruction
 - Use of manipulatives
 - Incorporation of technology
 - Effective use of High Yield Strategies
 - Effective use of Questioning
 - Clear and concise Directions
- School Leadership and Decision Making
 - School Administrators will ensure the following are taking place
 - Adherence to the implementation of Classworks, District Unit Plans, Lexia and Power Standards
 - Administrators will look at reports/data in Classworks on a weekly basis
 - Administrators will conduct weekly Classroom Walkthroughs
 - Focused Grade Level/Team Meetings
 - Grade Level/Team Meetings will Focus on the following:
 - Lesson Plans based on Power Standards & Unit Plans & Classroom Data
 - Analysis ACT Aspire Test Formative and Summative Results, Dyslexia Screeners, DIBELS, and Classworks.
 - Classroom Walkthrough Information
- To provide African American Students the ability (if needed) to complete class work and projects at school.
 - Before school
 - During a specific time throughout the school day
 - After school

Professional Development

- Teachers will be provided professional development in the following areas to help implement our strategies.
 - Power Standard(s)
 - Best Practice(s)

- Data Analysis
- Understanding African American students and parents.

Implementation Plan

- All teachers will provide good instruction in a variety of modes.
- Teachers will continue to learn the Power Standards and how they are taught within their grade level.
- Teachers will continue to implement Best Strategies within their classroom.
- Administrators and teachers will continue to look at all forms of data to make informed decisions about all students.
- This plan will be in effect for the 2018 - 2019 school year and possibly longer.
- Administrators will provide professional development in the areas of Power Standards, Best Strategies, Understanding Various Ethnic Backgrounds and Data Disaggregation.
- Administrators will monitor the progress of this goal based on student data from multiple sources and based on Formal and Informal Observations.

Evaluation

- This plan will be in effect for the 2018 - 2019 school year.
 - We will check our plan on a quarterly basis.
 - Our administrative team will look at a variety of data to determine progress.
 - Classroom based assessments/state mandated assessments
 - ACT Aspire Formative & Summative Assessments
 - Classworks
 - Dyslexia Screeners
 - DIBELS
 - Classroom Walkthroughs

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Area of Concern

- According to NWEA Test Results, a large number of First Grade Students scored below grade level expectations in Reading.
 - **Supporting Evidence**
 - 40% of First Grade Students scored below the 40th Percentile in the area of Reading.

Goal

Our second grade students will show a 3% increase in Reading on the Spring NWEA Assessment.

Strategies

- Effective Practice - Deliver sound instruction in a variety of modes
 - Teachers will adhere to the Power Standards
 - Teachers will follow all curriculum unit plans
 - Teachers will adhere to the implementation of Classworks
 - Differentiation of Instructions
 - One on one instruction
 - Small group instruction
 - Whole group instruction
 - Incorporation of technology
 - Effective use of High Yield Strategies
 - Effective use of Questioning
 - Clear and concise Directions
- School Leadership and Decision Making
 - School Administrators will ensure the following are taking place
 - Adherence to the implementation of Classworks, District Unit Plans, Lexia and Power Standards

- Administrators will look at reports/data in Classworks on a weekly basis
- Administrators will conduct weekly Classroom Walkthroughs
- Focused Grade Level/Team Meetings
 - Grade Level/Team Meetings will Focus on the following:
 - Lesson Plans based on Power Standards & Unit Plans & Classroom Data
 - Analysis NWEA Assessment Results, Dyslexia Screeners, DIBELS, and Classworks.
 - Classroom Walkthrough Information
 - Intervention Data
- Research Based Intervention could be provided to students who qualify based on State & District Criteria.

Professional Development

- Teachers will be provided professional development in the following areas to help implement our strategies.
 - Power Standard(s)
 - Best Practice(s)
 - Data Analysis
 - Connections
 - RTI/Documentation

Implementation Plan

- All teachers will provide good instruction in a variety of modes.
- Teachers will continue to learn the Power Standards and how they are taught within their grade level.
- Teachers will continue to implement Best Strategies within their classroom.
- Intervention will be provided (Tier II and/or Tier III) as needed.
- Administrators and teachers will continue to look at all forms of data to make informed decisions about all students.

- This plan will be in effect for the 2018 - 2019 school year and possibly longer.
- Administrators will provide professional development in the areas of Power Standards, Best Strategies, Understanding Various Ethnic Backgrounds and Data Disaggregation.
- Administrators will monitor the progress of this goal based on student data from multiple sources and based on Formal and Informal Observations.

Evaluation

- This plan will be in effect for the 2018 - 2019 school year.
 - We will check our plan on a quarterly basis.
 - Our administrative team will look at a variety of data to determine progress.
 - Classroom based assessments/state mandated assessments
 - NWEA Assessments
 - Classworks
 - Dyslexia Screeners
 - DIBELS
 - Classroom Walkthroughs
 - Intervention Documentation
 - RTI Documentation