

**Jericho Elementary School
Action Plan
2011 to 2012**

Area of Focus: Reading

Data:

In the fall of 2009, JES 3rd and 4th graders participated in the NECAP assessment. The following are the percentages of students who scored at each achievement level.

Grade 3:

Level 1: 10%

Level 2: 13%

Level 3: 48%

Level 4: 29%

Grade 4:

Level 1: 12%

Level 2: 14%

Level 3: 47%

Level 4 26%

In the spring of 2010, all students in grades K-4 were assessed using the Developmental Reading Inventory. These are the percentage of students who received a 3 or 4 achievement level.

Grade K: 94%

Grade 1: 76%

Grade 2: 87%

Grade 3: 76%

Grade 4: 76%

JES ACTION PLAN 2011-2012

Data:

In the Fall of 2008, JES 3rd and 4th graders participated in the NECAP assessment. The following are percentages of students who scored at each achievement level.

Grade 3:

Level 1: 7%

Level 2: 10%

Level 3: 52%

Level 4: 21%

Grade 4:

Level 1: 8%

Level 2: 17%

Level 3: 53%

Level 4: 22%

JES ACTION PLAN 2010-2012

Reading Targets:

NECAP

Fall 2011: 80% of our students will score at the proficient or proficient with distinction level (achievement levels 3&4)

Fall 2012: 85% of our student will score at the proficient I or proficient with distinction level (achievement levels 3&4)

DRA

Spring 2011: Maintain grade K and grade 2, increase grades 1, 3, 4 to 80%

Spring 2012: Maintain grade K and grade 2, increase grades 1,3,4 to 85%

JES ACTION PLAN 011-2012

Reading Action Steps	Timeline
1. Identify best practices for small group instruction in grades K-4.	2010-2011
1A. Implement best practices for small group instruction in grades K-4.	2011-2012
2. Provide a second session of literacy instruction for all students who reading below grade level.	2010-2011
2A. Move reading intervention outside of literacy block.	2011-2012
3. Decide on skills continuum for k-4 skills school wide. Skills continuum K-4.	January 2011
3A. Implement the continuum for K-4 skills school wide.	September 2011
4. Conduct benchmark assessments students reading below grade level in January of each year.	January 2011 and 2012
5. Participate in Lesson study for small group instruction twice at each grade level.	2010-2011
5A. Determine if effective and continue if effective.	2011-2012
6. Observations by principal: small group instruction 3 times a year.	October, January, March
7. Read and discuss Teaching Reading to Small Groups .	2010-2011 school year
8. Choose book as a staff to read and discuss.	2011-2012 school year
9. Analyze student NECAP performance.	February 2011, February 2012

JES ACTION PLAN 2010 -2012

Area of Focus: Mathematics

Data:

In the fall of 2009, JES 3rd and 4th graders participated in the NECAP assessment in mathematics. The following are the percentage of students who scored at each achievement level.

Grade 3:

Level 1: 10%

Level 2: 23%

Level 3: 35%

Level 4: 31%

Grade 4:

Level 1: 12%

Level 2: 14%

Level 3: 47%

Level 4: 26%

In the spring of 2010, all students were assessed using the district end of year math assessment:

Grade K: 94%

Grade 1: 82%

Grade 2: 74%

Grade 3: 49%

Grade 4: 47%

JES ACTION PLAN 2010-2012

Data:

In the fall of 2008, JES 3rd and 4th graders participated in the NECAP assessment in mathematics. The following are the percentage of students who scored at each achievement level.

Grade 3:

Level 1: 16%

Level 2: 17%

Level 3: 52%

Level 4: 16%

Grade 4:

Level 1: 3%

Level 2: 19%

Level 3: 53%

Level 4: 25%

JES ACTION PLAN 2010-2012

Math Targets:

NECAP

Grade 3

Fall 2011: 80% of our students score proficient or proficient with distinction (3 or 4).

Fall 2012: 87% of our students score proficient or proficient with distinction (3 or 4).

Grade 4

Fall 2011: 80% of our students score proficient or proficient with distinction (3 or 4).

Fall 2012: 87% of our students score proficient or proficient with distinction (3 or 4).

End of year Math Assessment:

In the Spring of 2011, we will maintain end of year scores in grades K and 1 and increase scores in grades 2,3 and 4 by 10%.

JES ACTION PLAN 2011-2012

Math Action Steps	Timeline
1. Increase math instruction to 1 hour daily.	2010-2011 and continue for the 2011 -2012 school year.
2. Implement Fastt math and Snap for numbers and operations practice.	Implement in 2010-2011 and continue in 2011-2012.
3. Participate in lesson study twice at each grade level.	Participate in 2010-2011 and determine if effective. Continue in 2011-2012 if effective.
4. Students who are experiencing difficulty with number and operations will be assessed using Do the Math assessment and participate in a Do the Math Intervention group as needed.	On going
5. Provide ongoing feedback to parents and classroom teacher for students participating in Do The Math interventions.	On going
6. Complete all Investigations Units each year using pacing schedule.	2010-2011 and 2011-2012 school years
7. Analyze student performance in NECAP assessments.	February 2011 February 2012

JES ACTION PLAN 2010-2012

Area of Focus: School Climate

Data:

During the 2009-2010 school year, there were 1,088 referrals to the office.

During the fall of 2010, Swis is being used to track office referral data. The reasons students are referred to the office changed at the beginning of the 2010-2011 school year.

Results for September 2010

Average referrals per day 4

Most Frequent behavior error: Physical Aggression

School Climate Data:

In the spring of 2010, we conducted a school climate survey with our parents. Most of our responses were in the greater than 80% positively.

The following questions had a positive response less than 80%:

My child's social and emotional needs are addressed at school: 79%

The school discipline system is effective. 79%

My child's teacher communicates with me about my child's progress on a regular basis: 69%

I can talk to the principal when I have a question; 76%

School Discipline Targets:

Targets will be set in January 2011 once we have collected fall data using Swis. The reasons for office referrals this fall has changed and the data cannot be correlated with 2009-2010 data.

School Climate Survey Targets:

All responses to school climate questions will be positive at least 80%

JES ACTION PLAN 2010-2012

School Climate Action Steps	Timeline
1. Implement the JES-PBIS plan.	2010-2011 school year
2. Track data and analyze monthly. Adjust plan based on monthly data analysis.	2010-2011 school year
3. Revise JES –PBIS plan to address tier II behaviors.	June 2011
4. Implement plan for tier II behaviors.	2011-2012 school year
5. Morning Coffee with the principal with a topic focus.	2010-2011 continue for 2011-2012 school year Focus To be decided Nov: discipline, Dec: action plan, Jan: mathematics, Feb: Technology For 2011-2012 use school climate data to decide focus.
6. Use our web page as a communication tool for parents.	Implement 2010-2011 and then evaluate effectiveness.
7. Add to school climate survey a question about our web pages effectiveness as a communication tool	Spring 2011

JES ACTION PLAN 2011-2012

Area of Focus: 21st Century Skills

Data: In order for our students to succeed in the 21st century, they need the following skills:
Critical thinking, problem solving, collaborating, adaptability, agility, initiative, entrepreneurialism, effective oral and written communication.

NECAP Science Spring 2009:

Level 1: 5%

Level 2: 30%

Level 3: 66%

Level 4: 0%

Targets:

We need to decide as a staff what would be indicators of success for our students. During the 2010-2011 school year, we will document examples of student work using 21st century skills.

We will keep track of the number of teachers who use library integration blocks, the computer lab, the mobile lab and the Elmos.

NECAP Science Spring 2010:

80% of our students will score at level 3 and level 4.

JES Action Plan 2011-2012

21 st Century Skills Action Steps	Timeline
1. JES technology committee meets monthly to support technology purchases and training.	On going
2. Integrate 21 st century skills into science and social studies units.	On going
3. Purchase hardware that best meets the needs of students are each grade level based on teacher recommendations.	November 2010 and November 2011
4. Use the computer lab to support CESU curriculum instruction with support from technology integration educator.	On going
5. Provide on going staff development to develop skills to implement 21 st century learning.	November 2010, January 2011, 2011-2012 school year