



ASHEVILLE CITY SCHOOLS
Learn. Discover. Thrive.

Student Achievement Plan 2018-2019 School Ira B. Jones Elementary

The purpose of the School Student Achievement Plan is to focus directly on areas for improving academic achievement. Each school is expected to create three (3) goals; two (2) goals should be content specific for addressing subgroup gaps while the final goal should include relationship focus to enhance learning and academic growth in the subgroups. Technology use should be included in these goals.

Principal:	Sarah Cain	Principal Email:	sarah.cain@acsgmail.net
School Mission	The Ira B. Jones learning community is committed to empowering students to become highly successful global citizens. Our learners develop 21st century life skills by becoming: <ul style="list-style-type: none">● Collaborative workers● Responsible world citizens● Problem solvers● Creative individuals● Effective communicators		
School Vision:	At Ira B. Jones, the Global Scholars magnet theme inspires students to take an active, hands-on role in our changing world. Its pillars are service work, a celebration of world cultures, environmental stewardship, foreign language, technology, and skills for the new century.		
Data analysis: Provide a description of the data sources that your leadership team analyzed and the suspected causes discovered during the analysis. What was learned from the data review? How will these decisions drive instructional practices? How will this data offer opportunities for growth in subgroups? Sources of Data: PowerSchool, Educator's Handbook, mClass, BOG, EOG, NC Check In, Cogat, TC Running Records, climate survey, Teacher			

Working Condition Survey, Math assessments, NCENSI (2nd grade), daily formative assessment

What was learned from the data review?

Based on student data and evidence of unit planning, an instructional need is evident in the area(s) of grading, rubrics, and common formative assessments. While staff have created standards-aligned units of study, evidence reflects inconsistency in how students are graded. The need for consistent and rigorous assessment has been demonstrated across all settings. Likewise, the need to build capacity around co-plan/co-serve indicates there is a need for more professional development opportunities. We have seen growth in areas where co-teaching and Universal Design of Learning has been reinforced, which supports the intent of providing more professional development in these areas.

How will this data offer opportunities for growth in subgroups?

UDL training has helped staff better understand how to build lesson and instruction with multiple points of access so all learners are able to engage in CORE. We see opportunities for pushing-into classrooms so students have scaffolded support and equitable access to instruction. We know feedback has a high impact on student learning. Professional learning around Common Formative Assessments, rubrics, and grading increase teacher’s understanding and ability to provide explicit feedback. Staff are routinely expected to analyze data through their professional learning communities; this includes looking at subgroup data and teacher impact.

Goal #1	ALL teachers will assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.	
Strategy #1 Describe the strategy that will support this goal	Instructional and Support staff will participate in Professional Learning Communities with coaching supports and use Tier 1 Problem Solving models to disaggregate data, building instructional responses, and reflect on teacher impact.	
SBE Goal Alignment: https://stateboard.ncpublicschools.gov/	Ensure equity of educational opportunity for all students	
Progress	Progress Monitoring Status:	<ul style="list-style-type: none"> Teachers will track data in shared electronic databases and meet weekly to compare student data in order to make instructional responses within CORE. Self-Assessment of PLC (Learn by Doing) 2 x per year to check on grade level progress and needs for support

Action Steps: Describe action steps to be taken to support this strategy.	<u>Actions/Resources needed:</u>	Master schedules with adequate time for instructional planning and PLCs.
	Evidence/artifacts:	PLC note taking documents / Tier 1 Problem solving documents
	Person Responsible:	Sarah Cain, Molly Bivins, and Grade Level SIT Representatives
	Timeline:	September 2018 to June 2019

Strategy #2 Describe the strategy that will support this goal	Instructional staff will be trained on how to develop effective rubrics and exemplars.	
SBE Goal Alignment: https://stateboard.ncpublicschools.gov/	Every student, every day has excellent educators.	
Progress	Progress Monitoring Status:	<ul style="list-style-type: none"> All unit plans will include high quality rubrics, in addition to other criteria such as instructional technology. They will be evaluated by our Leadership Team quarterly
Action Steps: Describe action steps to be taken to support this strategy.	<u>Actions/Resources needed:</u>	Time for professional development and grade level planning.
	Evidence/artifacts:	Presentation from school-based PD. Professional resources shared with staff. Sample Unit Plans and rubrics being used at each grade level
	Person Responsible:	Sarah Cain, Cathy Sorensen, Kiffin Queen
	Timeline:	2018-2019 school year

Strategy #3 Describe the strategy that will support this goal	Teachers will explore the impact of Common Formative Assessments and integrate effective CFA's into their standards-aligned units of study.
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SBE Goal Alignment: https://stateboard.ncpublicschools.gov/	Every student has a personalized education.	
Progress	Progress Monitoring Status:	CFA's will be evaluated for critical components with a focus on utilizing formative data to impact instruction
Action Steps: Describe action steps to be taken to support this strategy.	Actions/Resources needed:	Time for professional development and grade level planning.
	Evidence/artifacts:	High quality CFA's and Tier 1 Plans
	Person Responsible:	Sarah Cain, Molly Bivins, Cathy Sorensen
	Timeline:	2018-2019 and 2019-2020 (based on our NCStar Comprehensive Plan)

Goal #2	Teams of special educators, general education teachers, and related service providers will meet regularly to enhance/unify instructional planning and program implementation for students with disabilities and all students.	
Strategy #1 Describe the strategy that will support this goal	A team of staff will participate in the Co-Plan Co-Serve Academy in 2018-2019 and lead all staff in a year of focused professional development.	
SBE Goal Alignment: https://stateboard.ncpublicschools.gov/	Ensure equity of educational opportunity for all students	
Progress	Progress Monitoring Status:	A timeline for Excellence with Equity professional development has been created and shared with staff. After each session our Equity Steering Team

		collects feedback that is used to reflect on our progress, needs, and strengths.
Action Steps: Describe action steps to be taken to support this strategy.	Actions/Resources needed:	Professional Development has been allocated every month for addressing the district non-negotiables and the modules around Co-Plan/Co-Serve. Grade levels need time to dig deeper into their instruction as they strive to integrate culturally relevant materials.
	Evidence/artifacts:	PD Timeline , module work done by staff, units plans
	Person Responsible:	Sarah Cain, Leadership Team and Equity Steering Committee
	Timeline:	2018-2020

Strategy #2 Describe the strategy that will support this goal	Administration and school leadership will complete the ICS/ACS Equity Audit to drive change within our school.	
SBE Goal Alignment: https://stateboard.ncpublicschools.gov/	Every student, every day has excellent educators	
Progress	Progress Monitoring Status:	Administration began the equity audit with guidance from the district but a timeline for completion is needed.
Action Steps: Describe action steps to be taken to support this strategy.	Actions/Resources needed:	Access to data, time to input, and time to analyze the data.
	Evidence/artifacts:	Jones Equity Audit
	Person Responsible:	Sarah Cain, Equity Steering Committee
	Timeline:	2018-2019

Strategy #3 Describe the strategy that will support this goal	At least ninety percent of staff will be trained on Universal Design of Learning (UDL) by the end of the 2018-2019 school year and have a basic knowledge of UDL vocabulary and lesson planning.	
SBE Goal Alignment: https://stateboard.ncpublicschools.gov/	Every student, every day has excellent educators.	
Progress	Progress Monitoring Status:	Currently we track the number of staff with training and are scheduling a winter training session for all staff.
Action Steps: Describe action steps to be taken to support this strategy.	Actions/Resources needed:	Contract for professional development facilitator around UDL with stipends for participants if training is outside school days.
	Evidence/artifacts:	Lesson Plans with UDL components present
	Person Responsible:	Sarah Cain
	Timeline:	2018-2019

Goal #3	ALL teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.	
Strategy #1 Describe the strategy that will support this goal	We will use the PBIS tracking sheet to track students receiving positive referrals, with the ability to sort by grade, gender, and race. In order to promote equity among all learners and contribute to a positive school climate, 100 % of students will receive a positive referral each month.	
SBE Goal Alignment: https://stateboard.ncpublicschools.gov/	Every student is healthy, safe, and responsible	
Progress	Progress Monitoring Status:	Each week positive referrals are sorted, and announced school-wide so students can be honored. In the PBIS team meetings they analyze trend data. They examine who is writing positive referrals and have goals for all staff and students.
Action Steps: Describe action steps to be taken to support this strategy.	Actions/Resources needed:	Smart goals and outcome data should be publicized to all stakeholders within each quarter. Continue looking for funding sources to cover materials and recognitions.
	Evidence/artifacts:	Tracking sheet and data plan.
	Person Responsible:	Kiffin Queen and PBIS Team
	Timeline:	2018-2019
Strategy #2 Describe the strategy that will support this goal	The PBIS Team will facilitate monthly assemblies focus student celebration, positive behaviors, and school-wide climate.	
SBE Goal Alignment: https://stateboard.ncpublicschools.gov/	Every student is healthy, safe, and responsible	

Progress	Progress Monitoring Status:	The master calendar posts the assemblies for the year. Each month PBIS will share the presentation with all staff so they can review the expectations and teaching points within class community meetings .
Action Steps: Describe action steps to be taken to support this strategy.	Actions/Resources needed:	Student incentives are needed to help promote and applaud exemplary behavior. Monthly or bi-monthly meetings must occur to inform planning and provide an opportunity for distributive leadership.
	Evidence/artifacts:	Presentations from PBIS assemblies
	Person Responsible:	Kiffin Queen, Rachel Herrick, PBIS Team
	Timeline:	2018-2019

Strategy #3 Describe the strategy that will support this goal	Staff will be recruited to serve as a CUBS BUDDY for “at-risk” as designated by TSI (academic, behavior, subgroup) students.	
SBE Goal Alignment: https://stateboard.ncpublicschools.gov/	Every student is healthy, safe, and responsible	
Progress	Progress Monitoring Status:	Students and staff will be matched before mid-year with a check-in timeline shared to all involved. Student data or individualized goals will be shared with each CUBS BUDDY.
Action Steps: Describe action steps to be taken to support this strategy.	Actions/Resources needed:	All CUBS BUDDY will share an interest survey with their CB. Each quarter feedback surveys from students and staff will be reviewed by the Student Service Wrap Around Team (SSWAT).
	Evidence/artifacts:	Master list of matches. Feedback Survey data. Success stories published.
	Person Responsible:	Richard Austin and Student Service Wrap Around Team (SSWAT)
	Timeline:	2018-2020