



Dixon Primary & Grady Elementary 2020 - 22 Academic Improvement Plan



Performance Targets	Measure	2017	2018	2019	2020	2022 target
	Kindergarten baseline					
	Gr. K ELA i-Ready pre-test	9	3	15	n/a	
	Gr. K ELA i-Ready post-test	49	47	76	n/a	
	Gr. K Math i-Ready pre-test	13	1	16	n/a	
	Gr. K Math i-Ready post-test	58	50	66	n/a	
	Gr. K - 1 ELA % \geq benchmark^{1,2} — All	43	41	69	n/a	80
	Gr. K - 1 ELA — SWD	29	29	60	n/a	70
	Gr. K - 1 ELA — ELL	19	19	53	n/a	65
	Gr. 2 - 6 ELA \geq benchmark — All	27	29	51	n/a	70
	- Gr. 2 - 6 ELA — SWD	6	15	15	n/a	25
	- Gr. 2 - 6 ELA — ELL	8	15	14	n/a	25
	Gr. K - 1 Math \geq benchmark — All	40	38	61	n/a	70
	- Gr. K - 1 Math — SWD	24	28	33	n/a	45
	- Gr. K - 1 Math i-Ready — ELL	14	22	36	n/a	45
	Gr. 2 - 6 Math \geq benchmark — All	34	27	57	n/a	70
	- Gr. 2 - 6 Math — SWD	6	15	18	n/a	25
	- Gr. 2 - 6 Math — ELL	15	23	35	n/a	45

¹ i-Ready mid view: the % of student's whose highest valid i-Ready score by year end is at/above mid-grade level.

² See Appendix for Gr. 3 – 6 state assessments results trend.


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	% passing Gr. 4 Science assessment	87	95	96	n/a	99
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2020 – 22 Activities	Action step	Owner	Due
<p>Explore challenging curriculum & instruction</p> 	Identify our at-risk students and provide proactive interventions³.		
	Ensure all parents, staff, and support staff understand the revised Response to Intervention (RTI) process including the user’s guide and protocols.	Principals & J. Dobbins	9/2020
	Implement and train staff using a longitudinal digital record-keeping solution that provides more efficient access to students’ RTI history using eSchool Data.	RTI committee Principals J. Dobbins	8/2020
	Establish rigorous expectations through aligned curriculum and differentiated instruction to promote student growth and performance.		
	Implement the Learning Ovation individualized literacy curriculum and A2i standardized assessments in K-3, including virtual and remote adaptations.	Gr. level teachers Principals Curriculum coordinators	2020-21
	Revise and standardize the Gr. K-6 ELA & math curriculum to align with standards and include virtual instructional adaptations.	Gr. level teachers Principals Curriculum coordinators	Ongoing
	Continue to standardize the formative and summative assessment process across grade levels to include authentic performance pieces (e.g., the building sharing day).	Gr. level teachers Principals Curriculum coordinators	Ongoing


³ All action plans will be implemented within the context of hybrid and remote learning models.

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	<p>For each building, identify consistent ways in which to</p> <ul style="list-style-type: none"> Formally and accurately assess students in a virtual or hybrid learning model Use that assessment data to inform instruction and gauge student progress. 	Gr. level teachers Principals Curriculum coordinators	12/2020
<p>Support students' social and emotional needs</p> 	<p>Foster a culture built on evidence-based interventions that address the diverse social and emotional needs of students.</p>		
	Continue to monitor and measure the social-emotional well-being of K-6 students using an equity lens and including the use of Sanford Harmony.	Admin Social worker Psychologist Teacher, Parent	Ongoing
	Identify and implement ways to support parent and staff social and emotional well being.	Admin Social worker Psychologist Teacher, Parent	Ongoing
	Provide training to staff and parents regarding how to identify signs of distress or crisis. Develop and communicate a protocol to address student SES issues, including who students should approach if they are in distress or crisis.	Admin Social worker Psychologist Teacher, Parent, Student	Supt. Conference Day 8/2020 and ongoing
	Introduce mentoring/counseling opportunities that reflect the diversity of the student body.	Admin Parents/PTSA	6/2021
	Implement the Grady Pals and create a peer tutoring program, including a protocol for tutoring students remotely.	A. Hamilton Student Gov't Advisor, Staff Recommendations	20-21
Ensure safe,	Effectuate an equity system that focuses on cultural awareness, empowerment and purposeful		

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<p>nurturing and culturally responsive schools for all</p> 	communication.		
	<p><u>Cultural awareness:</u> prioritize and implement from among the following</p> <ul style="list-style-type: none"> · Expand International Night to International Day and Night. · Utilize a half day(s) or Fitness Fridays for Heritage Celebrations with families. · Provide culturally immersive experience for staff. · Reflect on what books and materials we use and ensure they reflect our culturally diverse population. · Add more cultural awareness activities, such as the Black Wax Museum day. · Continue to explore additional options for increasing cultural awareness. · Increase assemblies that celebrate cultural awareness and sharing days including a cultural Heritage Day and use of Vimeo for live stream. 	Admin, PTSA, parents, school teams	2020-22
	<p><u>Professional learning:</u></p> <ul style="list-style-type: none"> · Work with equity team to grow staff awareness and understanding in the areas of social justice, restorative practices, racial equity and Anti-Bias, Anti-Racism (ABAR) · Create Culturally Responsive/Sustaining Classrooms · Review curriculum areas and resources to ensure they are inclusive and reflective. 	Admin Teacher leaders Equity team Curriculum coordinators PTSA advocacy Students	2020-21 & ongoing
<p><u>Communication:</u> prioritize and implement from among the following</p> <ul style="list-style-type: none"> · Continue to enhance virtual opportunities to communicate with families · Provide a virtual option for conferences for conferences, meetings and events · Increase parent-teacher conferences to two times per year virtually or 	Admin, school teams, tech committee	2020-22	

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	in-person		
	<p><u>Student voice:</u> prioritize and implement from among the following</p> <ul style="list-style-type: none"> · Have students create an orientation video presentation to ease transitions from Dixson to Grady. · Create a buddy system pairing K-1, 2-5, 3-6, 4-7. · Implement a student suggestion box in each classroom. · Continue to explore additional options for empowering our students. · Provide safe platforms for students to share their concerns with the school community 	School teams, students, student counsel	2020-22
Improve vertical articulation and the transition from grade level to grade level.			
	Implement STREAM in both Dixson & Grady.	Admin Dr. Davis	2020-21
	<p>Continue to implement opportunities for improving student transition from grade level to grade level:</p> <ul style="list-style-type: none"> · Establish a Google Drive digital student portfolio, including its purpose and components, to be shared between grades and with parents. · Schedule two vertical articulation meetings between grade 1 & 2 teachers including specialists for April and June (duration of 90 minutes). · Improve communication to and training for parents regarding transitioning between buildings (e.g., digital platforms, building procedures, etc.) · Explore and provide opportunities for a transition experience (including a tour either in person or virtually) for (a) families of students entering Gr. 2 during June & August (e.g., a transitional parent coffee, parent pals, etc.) and (b) families of new students entering during the school year. 	<p>Gr. level teachers Students</p> <p>Principals Teachers</p> <p>1st, 2nd grade Specialists, PTSA, student council reps</p>	<p>12/2020</p> <p>4/2021 & 6/2021</p> <p>Annually 4th quarter</p> <p>6/2021 & 8/2021</p>

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Involve parents and community 	Develop broader partnerships with alumni, local businesses, PTSA and colleges that increase opportunities for students.		
	Provide opportunities for students to participate in local business events.	Classroom teachers Admin PTSA	2020-21 & ongoing
	Explore and promote increased partnerships with community-based organizations and academic institutions.	District admin PTSA	2020-21 & ongoing
	Tap into the knowledge and skill sets of parents, community and alumni to provide extra-curricular activities.	PTSA Admin	Ongoing
	Begin college and career exposure opportunities for students.	Admin Teachers Parents Local businesses Alumni	2020-21

Appendix

Measure	2016	2017	2018	2019	2020
Gr. 3-6 ELA % proficient					
All students	33	38	44	39	n/a
Students with disabilities	3	9	13	11	n/a
English language learners	0	13	10	12	n/a
Gr. 3-6 Math % proficient					

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All students	39	51	52	47	n/a
Students with disabilities	3	3	19	12	n/a
English language learners	3	15	15	20	n/a
Gr. 1 – 6: % chronic absence	tbd	tbd	tbd	14	n/a
K-1 ELA % \geq growth target⁴ (all)	-	-	-	tbd	n/a
Gr. K - 1 ELA — SWD	-	-	-	tbd	n/a
Gr. K - 1 ELA — ELL	-	-	-	tbd	n/a
Gr. 2 - 6 ELA % \geq growth target (all)	-	-	-	tbd	n/a
- Gr. 2 - 6 ELA — SWD	-	-	-	tbd	n/a
- Gr. 2 - 6 ELA — ELL	-	-	-	tbd	n/a
K-1 Math % \geq growth target (all)	-	-	-	tbd	n/a
Gr. K - 1 Math — SWD	-	-	-	tbd	n/a
Gr. K - 1 Math — ELL	-	-	-	tbd	n/a
Gr. 2-6 Math % \geq growth target (all)	-	-	-	tbd	n/a
- Gr. 2 - 6 Math — SWD	-	-	-	tbd	n/a
- Gr. 2 - 6 Math — ELL	-	-	-	tbd	n/a

⁴ All growth data based on i-Ready



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