



Dixon Primary & Grady Elementary 2021-23 Academic Improvement Plan



Performance Targets	Measure	2018	2019	2020	2021	2023 target
	Kindergarten baseline					
	Gr. K ELA i-Ready pre-test	3	15	n/a	35	
	Gr. K ELA i-Ready post-test	47	76	n/a	67	
	Gr. K Math i-Ready pre-test	1	16	n/a	14	
	Gr. K Math i-Ready post-test	50	66	n/a	46	
	Gr. K - 1 ELA % \geq benchmark^{1,2} — All	41	69	n/a	67	80
	Gr. K - 1 ELA — SWD	29	60	n/a	64	70
	Gr. K - 1 ELA — ELL	19	53	n/a	57	65
	Gr. 2 - 6 ELA \geq benchmark — All	29	51	n/a	50	70
	- Gr. 2 - 6 ELA — SWD	15	15	n/a	17	25
	- Gr. 2 - 6 ELA — ELL	15	14	n/a	15	25
	Gr. K - 1 Math \geq benchmark — All	38	61	n/a	46	70
	- Gr. K - 1 Math — SWD	28	33	n/a	29	45
	- Gr. K - 1 Math i-Ready — ELL	22	36	n/a	16	45
	Gr. 2 - 6 Math \geq benchmark — All	27	57	n/a	30	70
	- Gr. 2 - 6 Math — SWD	15	18	n/a	0	25
	- Gr. 2 - 6 Math — ELL	23	35	n/a	16	45
	% passing Gr. 4 Science assessment	95	96	n/a	95	99

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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Dixson Primary: new metrics			
1. Metric title: Social emotional learning		3. Metric title: parent connections	
A. Definition	% of students at happy face	A. Definition	Attendance at family engagement nights/ % of families who've connected with district staff
B. Formula	Count of happy faces/count of responders	B. Formula	Count of students represented by parents at specific events
C. Data Source	Daily survey	C. Data Source	Event sign-in sheets (Count)
D. Purpose	To increase the number of happy faces per student per semester.	D. Purpose	to develop more connections with parents.
E. Plan	Daily - Check-ins with teacher for those indicating a non-happy face Trend - Check-in with school psychologist for those consistently showing a non-happy face over time Shared Table (Google Sheet) to track daily data over time (Populated by teachers)	E. Plan	Identify specific events to target (Create calendar) Be responsive to what families are asking for when designing events Vary the kinds of events offered Keep virtual meetings in the mix to increase access Monthly meetings with parents Monthly totals accumulated on a spreadsheet
2. Metric title: Equity & inclusion		4. Metric title: ELA and Math	
A. Definition	Stakeholders who indicate a sense of belonging	A. Definition	Measure students learning ELA and Math.
B. Formula	Percent stakeholders with positive response to the survey	B. Formula	Percent of students performing on or above grade level
C. Data Source	Panorama Survey	C. Data Source	iReady Diagnostic
D. Purpose	Monitor the progress of our Equity and Inclusion efforts as measure by our community	D. Purpose	Track student progress in ELA and Math
E. Plan	Periodic survey - Beginning of Year and End of Year Tabulated by Panorama & tracked year over year	E. Plan	Administer the iReady assessment three times a year Product tracks results

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Grady Elementary: new metrics			
1. Metric title: Reading at Grade level- Grades 2-6		2. Metric title: Social Emotional Learning	
A. Definition	% on or above grade level	A. Definition	To be determined
B. Formula	Students on or above grade level/total amount of students in reading intervention program	B. Formula	To be determined
C. Data Source	LLI Running records and student scores in I-ready (grades 4-6) A2i and student scores in I-ready (grades 2-3)	C. Data Source	To be determined
D. Purpose	To improve reading proficiency through the use of formative assessments to inform small group instruction	D. Purpose	Partner with WJCS to provide additional mental health services to our students.
E. Plan	See action plan below	E. Plan	Engaging the School Mental Health Support Staff and collaborating with WJCS to define the social and emotional metric by January 2022.
3. Metric title: Resource Effectiveness			
A. Definition	% of resources/programs that we invest in financially that are used with fidelity across all grade levels		
B. Formula	Programs used with fidelity/the amount of resources available		
C. Data Source	Google Forms/Survey		
D. Purpose	Streamline resources and use funds more intentionally to create and support student learning opportunities		
E. Plan	1.Create a survey to share with faculty and staff. 2. Analyze survey information. 3. Streamline resources based on survey data.		

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2021 – 23 Activities	Action step	Owner	Due
<p>Explore challenging curriculum & instruction</p> 	<p>Implement the systems, structures, and processes necessary to extend the formative assessment cycle to inform small group instruction and address individual student needs.</p>		
	<p>Administer iReady diagnostic for ELA and Math to track student progression.</p>	<p>Gr. Level Teachers</p>	<p>Sept. 2021 Jan. 2022 May 2022</p>
	<p>Administer F&P/DRA to help establish small group instruction and track student progression 3 times a year K-6.</p>	<p>Gr. Level Teachers AIS, ENL</p>	<p>Sept. 2021 Jan. 2022 May 2022</p>
	<p>Continue small group instruction and formative assessments through A2i in grades K-3.</p>	<p>Gr. Level Teachers AIS, ENL</p>	<p>Ongoing</p>
	<p>Conduct PD in LLI to train staff in grades 4-6.</p>	<p>L.Wygant</p>	<p>Sept. 2021</p>
	<p>Re-establish use of LLI in grades 4-6 for small group instruction in ELA and conduct LLI running records throughout the use of the program to track student progression for use during Skills Lab.</p>	<p>Gr. Level Teachers AIS, ENL K. Proctor</p>	<p>Ongoing</p>
	<p>Establish a concrete system/structure for Dual Language Laboratorio periods grades 2-6.</p>	<p>DL Teachers 2-6 K. Proctor</p>	<p>September 2021</p>

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	Establish a parallel system/structure for math formative assessment and small group instruction.	B.Hittner Gr. Level Teachers K. Proctor	September 2021
Continue horizontal and vertical curriculum alignment PK - 6.			
	Reintroduce the unit planning materials/resources (the folders on Google-Scope and Sequence, Unit Design Checklist, Pacing Calendars, Assessment Calendars.)	Admin/District Curr. Coordinator	Sept. 2021
	Establish Curriculum Council/dedicated time for meetings, identify the purpose and function of the team, create expectations and action steps for the 2021-2022 school	Admin/District Curr. Coordinator/ Curriculum Council	Sept. 2021
	Dedicate set time to incorporate instructional components of I-Ready with fidelity in ELA/Math blocks and add to classroom schedules.	Teachers	Sept 2021
	Review and discuss formative assessment data to inform small group instruction at PLCs and update and maintain on grade level running record.	Admin/Teachers Curriculum Council	Ongoing
	Update pacing calendars/assessment calendars for all subject areas- this includes Dual Language and Special Areas.	Teachers/ Curriculum Council	Ongoing
	Collaborate with Special Area Teachers to develop authentic learning opportunities to embed within units of study.	Teachers/ Curriculum Council	Ongoing
	Track and improve the social and emotional well being of our students.		

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<p>Support students' social and emotional needs</p> 	<p>Seek WJCS for PD and guidance for</p> <ul style="list-style-type: none"> measuring students' social and emotional well-being (including the use of an equity lens and including the use of Sanford-Harmony.) improving students' social and emotional well-being. establishing systems for gauging student well-being in a digital and pandemic world in which we currently live 	<p>Administration, Teachers Social worker, Psychologist, WJCS</p>	<p>Ongoing</p>
	<p>Provide education to community and staff regarding referral process and available resources (WJCS) within information sessions at least twice per year; include protocol to address the process for identifying students who are in distress or crisis.</p>	<p>Administration, Teachers</p>	<p>November 2021 and ongoing</p>
	<p>Utilizing the services of the PTSA and WJCS, support community involvement, teacher training, training of parents and support for teachers and parents around social/emotional health.</p>	<p>Parents, WJCS, PTSA, Social worker, Psychologist</p>	<p>December 2021</p>
	<p>Promote digital citizenship and implement resources to ensure that all students K-6 receive mini-lessons four times per year.</p>	<p>Teachers</p>	<p>Ongoing</p>
	<p>Reintroducing in-person events to the extent possible as health protocols permit (e.g., art therapy, etc.)</p>	<p>Admin Grade level teams All</p>	<p>2021-2022, continual monitoring</p>
	<p>Introduce mentoring/counseling opportunities that reflect the diversity and learning styles of all students.</p>	<p>A. Hamilton, J. Olender, Student Gov't Advisor, Social worker,</p>	<p>Ongoing</p>



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		Psychologist Staff, PTSA	
<p>Ensure safe, nurturing and culturally responsive schools for all</p> 	<p>Embed the NYSED’s culturally responsive framework district-wide in order to incorporate students’ lived experiences, honor their linguistic repertoires, develop critical thinkers, and nurture agents of change.</p>		
	<p><u>Communication:</u></p> <ul style="list-style-type: none"> Establish Common Vocabulary for Equity/Restorative Practices. Introduce the EUFSD BOE Equity Policy and District Equity Team Recommendations on teacher Google Classroom 	DET/BET	Fall 2021
	<p><u>Curriculum:</u></p> <ul style="list-style-type: none"> Review curriculum areas and resources to ensure they are inclusive and reflective. Conduct curriculum audits (humanities/STEM) using NYU Metro Center Scorecards. Update curriculum based on audit results. 	DET/BET Curriculum council PTSA diversity committee	Fall 2021
<p><u>Climate consciousness:</u></p> <ul style="list-style-type: none"> Conduct an age appropriate student belonging survey and administer to students and teachers. Share results of age appropriate student belonging survey to faculty and staff for transparency and action. Host small group sharing sessions among students, staff, families, PTSA advocacy committee and DET /BET members for focused conversations and feedback at least three times per year. 	DET/BET Grady ambassadors Student gov’t PTSA diversity committee	Oct 2021 Feb 2022 May 2022	

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	<ul style="list-style-type: none"> Continue to explore additional options for increasing cultural awareness. 		
	<p><u>Professional Development:</u></p> <ul style="list-style-type: none"> Develop a checklist of expectations/practical uses of the NYS Culturally Responsive Framework/Restorative Practices. Continue to grow staff awareness and understanding in the areas of social justice, restorative practices, racial equity and Anti-Bias, Anti-Racism (ABAR) Establish a Equity Professional learning plan. 	DET/BET Curriculum council	2021-22
	<p><u>Student equity leadership:</u></p> <ul style="list-style-type: none"> Create and implement Student Equity Teams starting at Grade 5. Establish safe spaces for students to share or report instances of injustice, inequity, bias or racism. 	BET Grady ambassadors Student gov't	2021-22
Involve parents and community	Develop opportunities for re-engagement among students and families.		
	Establish a cross-building engagement team (PPET - Parent Partners Engagement Team) and building specific teams featuring multiple stakeholders (e.g., incoming student event, especially for new students). (Admin, Faculty, Parents, Students, Partners)	Building Admins / PPET Team leaders	Sept 2021

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	Provide parents and partners a voice in the process: needs assessments, opportunities to express their ideas.	Building Tech Reps	September 2021
	Compile a list of events that are currently active. Brainstorm new activities. Tap into the knowledge and skill sets of parents, community, and alumni.	Building Admins / PPET Team leaders	Sept. 2021 (current SY) March 2022 (future SY)
	Generate an official 'Engagement Calendar.'	PPET Team	Sept 2021 (current SY) March 2022 (future SY)
	Establish a communication/marketing/social media plan for the initiative as a whole as well as specific events.	Building Admins	September 2021
	Compile a list of other engagement opportunities such as volunteering, leadership, support, etc.	Building Admins / PPET Team leaders	September 2021
	Establish a checklist of considerations for running an engagement event including varying times, multi-lingual support infusing DEI, SEL, Academic, Fitness, Technology	Admins, DEI, Tech	September 2021
	Establish a process to obtain feedback for improving events in the future.	Building Admins / PPET Team leaders	September 2021
	Identify specific events (monthly?) that will be used to track and monitor engagement as defined by students represented by at least 1 parent.	PPET Team	September 2021

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Appendix

Measure	2017	2018	2019	2020	2021
Gr. 3-6 ELA % proficient					
All students	38	44	39	n/a	n/a
Students with disabilities	9	13	11	n/a	n/a
English language learners	13	10	12	n/a	n/a
Gr. 3-6 Math % proficient					
All students	52	47	n/a	47	n/a
Students with disabilities	19	12	n/a	12	n/a
English language learners	15	20	n/a	20	n/a
Gr. 1 – 6: % chronic absence	tbd	14	n/a	14	n/a
K-1 ELA % ≥ growth target³ (all)	-	-	n/a	n/a	n/a
Gr. K - 1 ELA — SWD	-	-	n/a	n/a	n/a
Gr. K - 1 ELA — ELL	-	-	n/a	n/a	n/a
Gr. 2 - 6 ELA % ≥ growth target (all)	-	-	n/a	n/a	n/a
- Gr. 2 - 6 ELA — SWD	-	-	n/a	n/a	n/a
- Gr. 2 - 6 ELA — ELL	-	-	n/a	n/a	n/a
K-1 Math % ≥ growth target (all)	-	-	n/a	n/a	n/a
Gr. K - 1 Math — SWD	-	-	n/a	n/a	n/a

³ All growth data based on i-Ready



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Gr. K - 1 Math — ELL	-	-	n/a	n/a	n/a
Gr. 2-6 Math % \geq growth target (all)	-	-	n/a	n/a	n/a
- Gr. 2 - 6 Math — SWD	-	-	n/a	n/a	n/a
- Gr. 2 - 6 Math — ELL	-	-	n/a	n/a	n/a

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