



Dixon Primary & Grady Elementary 2018 - 2020 Academic Improvement Plan



Performance Targets	Measure	2016	2017	2018	2020 target
	Kindergarten baseline				
	Gr. K ELA i-Ready pre-test	5	9	3	
	Gr. K ELA i-Ready post-test	35	49	47	
	Gr. K Math i-Ready pre-test	3	13	1	
	Gr. K Math i-Ready post-test	48	58	50	
	Gr. K - 1 ELA % \geq benchmark^{1,2} — All	37	43	41	60
	Gr. K - 1 ELA — SWD	31	29	29	40
	Gr. K - 1 ELA — ELL	23	19	19	30
	Gr. 2 - 6 ELA \geq benchmark — All	31	27	29	60
	- Gr. 2 - 6 ELA — SWD	6	6	15	25
	- Gr. 2 - 6 ELA — ELL	17	8	15	25
	Gr. K - 1 Math \geq benchmark — All	34	40	38	60
	- Gr. K - 1 Math — SWD	31	24	28	40
	- Gr. K - 1 Math i-Ready — ELL	18	14	22	30
	Gr. 2 - 6 Math \geq benchmark — All	35	34	27	60
	- Gr. 2 - 6 Math — SWD	11	6	15	25
	- Gr. 2 - 6 Math — ELL	21	15	23	35
	% passing Gr. 4 Science assessment	97	87	95	99



¹ “ \geq benchmark” is based on year-end grade-level performance measured by i-Ready year end-level view

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



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2018 – 20 Activities	Action step	Owner	Due
Explore challenging curriculum & instruction 	Identify our at-risk students and provide proactive interventions.		
	Ensure all parents, staff, and support staff understand the revised RTI process including the user’s guide and protocols.	Principals & J. Dobbins	9/2018 - 12/2018
	Research, acquire and implement a longitudinal digital record-keeping solution that provides more efficient access to students’ RTI history (e.g., RTI Direct).	RTI committee Principals J. Dobbins	6/2019
	Vertically align curriculum and differentiate instruction to meet the needs of our students and prepare them for rigorous outcomes.		
	Standardize the formative and summative assessment process across grade levels: <ul style="list-style-type: none"> • Implement the Learning Ovations individualized literacy curriculum and A2i standardized assessments in K-1. • Revise and standardize the Gr. 2-6 ELA curriculum based on the literacy audit recommendations. 	Gr. level teachers Principals	6/2019
	Participate in the district-level initiative to align curriculum and instruction PK-12.	Principals Gr. level tchrs	6/2019
Address students’ social and emotional needs 	Create and promote a culture and establish procedures and strategies that identify and foster students’ social and emotional needs.		
	Investigate, select and implement (as a pilot) questionnaires that address the social and emotional status of students in K-5. Determine whether and how including frequency to use K-5 & 6 data for improvement.	Principals	6/2019
	Acknowledge and reinforce the <i>Elmsford Basics</i> and the <i>Seven Habits of Highly Effective People</i> throughout school activities, programs and events.	All staff	10/2018-19 & ongoing
	Promote the work of the committee tasked to select procedures and	S. Rosello	6/2019

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	generate a toolbox of strategies that are accessible to <i>all</i> Elmsford UFSD families.	R. Hoey	
	Research and design a mentoring/counseling program that reflects the diversity of the student body.	S. Rosello R. Hoey Volunteer parents/PTSA	6/2019
<p>Ensure a rich learning environment</p> 	Improve vertical articulation and the transition from grade level to grade level.		
	Form a sub-committee in collaboration with Hamilton to create a template for Gr. 6 student-created portfolios.	A. Hamilton D. Doller 6 th grade team	12/2018
	Continue to implement opportunities for improving student transition from Dixon to Grady:	Principals	10/2018
	<ul style="list-style-type: none"> • Finalize what will be included in a digital student portfolio to ensure consistency. • Explore and utilize Seesaw as a digital tool. • Complete digital student portfolios to be shared between grades. • Schedule two vertical articulation meetings between grade 1 & 2 teachers including specialists for April and June. • Explore and provide opportunities for a transition experience for families of students entering Gr. 2 (e.g., a transitional parent coffee, parent pals, etc.) 	Dixon Curriculum asst 2 nd grade tchrs PK-1 Principals Teachers 1 st , 2 nd grade Specialists, PTSA	1/2019 2018-19 1/2019 Ongoing
Involve parents and	Support our culturally diverse community.		



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<p>community</p> 	<p>Improve and increase communication to our diverse communities:</p> <ul style="list-style-type: none"> • Help and encourage parents to use the website, Talking Points™ and social media (e.g., link fliers to the website and provide a site map to help parents navigate the website.) • Survey parents about technology available in their home. • Make parents aware of social media for each school. Include a link to our social media in letters sent home. • Post all events on the district home page (for Grady/Dixon something similar to <i>Raider Reader</i>.) • Present and celebrate our diverse cultures throughout the year culminating with the International Night. • Increase cultural assemblies/incorporate into <i>Leader in Me</i> grade level presentations. 	<p>Principals Grade level teachers & support staff</p>	<p>2018-19</p>
<p>Develop broader partnerships with alumni, local businesses, PTSA and colleges that increase opportunities for students.</p>			
<p>Investigate and recommend ways to measure and target improvements in parent engagement.</p>		<p>Principals & staff</p>	<p>2018-19</p>
<p>Support and collaborate with the PTSA.</p>		<p>Principals & staff</p>	<p>2018-19</p>
<p>Provide opportunities for students to visit local businesses.</p>		<p>Classroom teachers</p>	<p>2018-20</p>
<p>Explore increased partnerships with mobile food pantry, dental services and public library. (registration includes library card application.)</p>		<p>District admin</p>	<p>2018-19 & ongoing</p>



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Appendix

The Dixon-Grady state assessment trend data is below:

Measure	2014	2015	2016	2017	2018
Gr. 3-6 ELA % proficient					
All students	26	25	33	38	n/a
Students with disabilities	3	0	3	9	n/a
English language learners	0	0	0	13	n/a
Gr. 3-6 Math % proficient					
All students	41	38	39	51	n/a
Students with disabilities	5	0	3	3	n/a
English language learners	2	2	3	15	n/a