## Wakefield Elementary

## School Improvement Plan

FOCUS AREA 1: Effective Instructional Practice

Goal: Wakefield Elementary will move fifty percent of our students out of the ACT Readiness Level, “In Need of Support;” 100 percent of students will meet their growth goal in Reading on the ACT Aspire.

In analyzing ACT data from the test taken in the spring of 2022, Reading achievement is improving, however, it is still a great area of concern. The data revealed 21% of our students scored Ready or Exceeding, compared to 15% in the spring of 2021.

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| **Students Projecting “In Need of Support” According 2022 ACT Aspire Data** | |
| **3rd Grade** | 49 out of 71 students |
| **4th Grade** | 48 out of 82 students |
| **5th Grade** | 35 out of 72 students |

\*In order to address any gaps in learning due to school closures in response to Covid-19, students will be assessed to identify academic needs. Teachers will use results from common formative assessments, to develop a plan for students based on their unique learning needs. Students will participate in beginning of the year diagnostic testing. Additionally, vertical alignment PLCs will meet to determine which essential standards were not mastered by the spring of 2022. Teachers will use the data collected to effectively pace instruction for the 2022-2023 school year.

Wakefield Elementary will continue to implement quality, research based tier I instruction through Wit and Wisdom, Wilson Phonics, and Heggerty. An instructional facilitator will work with teachers to ensure effective practice in the PLC (Professional Learning Communities) process, and a guiding coalition has been developed to support successful implementation through establishing agreed upon collective commitments and norms. Teachers will meet weekly in PLCs to analyze common formative assessments and student work to determine if the instruction was effective, rigorous, and relevant through applying the four essential questions; what do we want students to learn, how do we know if students are learning, how will we respond when students don’t learn, and how will we extend learning. This information will guide teachers in determining their next steps for planning future lessons. Furthermore, teachers will meet regularly after school for vertical planning, providing teachers the opportunity to operationalize language, study the relationships within the standards from grade to grade, and develop school wide practices to create consistency within the literacy block.

Students who scored in the category of “in need of support” will meet with their classroom teacher for tier II small group intervention. Two academic intervention specialists and an ESL interventionist will provide additional literacy support within the classroom. Students who are in need of tier III interventions will meet with the Instructional Facilitator or the reading teacher to receive tier III interventions, using Wilson Reading System. Teachers and specialists will meet regularly to evaluate the fidelity of the interventions provided, and monitor student progress (Aug. 22-Oct.17; Oct. 18-Dec. 21; Jan. 9-March 17; March 27-June 2). Should interventions prove inadequate, the team will discuss how to modify and differentiate the intervention plan.

To address the achievement gap between students receiving Special Education services and students in the general education population, teachers will adhere to each student’s Individualized Education Plan. In addition, students will meet with the classroom teacher for tier II intervention. According to each IEP, students will meet with the Special Education teacher to address learning goals. IEPs will be evaluated yearly to ensure students are making progress, and changes will be made as needed. (Aug. 22-Oct.17; Oct. 18-Dec. 21; Jan. 9-March 17; March 27-June 2)

Intervention Evaluation

* October 17, 2022
* December 21, 2022
* March 17, 2023
* June 2, 2023

Professional Development

* Teachers will participate in colleague visits and debriefing in order to increase instructional capacity in literacy.
* Professional Learning Communities (grade level and vertical)
* R.I.S.E. training for 3-5 teachers and new K-2 teachers
* School based professional development on analyzing data

Additional Resources

* Partnership with Pulaski Heights United Methodist Church (tutors)
* Lexia

Evaluation

We will monitor our progress toward our goal through ongoing evaluation of the following data:

* common formative assessments
* student work
* NWEA interim
* progress monitoring
* informal evaluation
* Focus Walks (administrators/leadership team)
* Classroom Observations (formal and informal)

\*Goal: All teachers will implement Reading Initiative for Student Excellence (R.I.S.E.) strategies in the classroom with fidelity.

In accordance with Act 1603, all new, untrained certified teachers will participate in R.I.S.E training before August, 2022. Wakefield will provide teachers with additional support in implementing R.I.S.E. through weekly PLCs and regular meetings with the Instructional Facilitator, Academic Intervention Specialist, and the Reading Teacher. In addition, grade level teams will align their professional growth plans with the R.I.S.E. initiative.

Teachers who have previously been trained will receive follow up training during the school year.

Professional Development

* R.I.S.E. training
* Professional Learning Communities
* Colleague visits

Additional Resources

* Partnership with Pulaski Heights United Methodist Church (tutors)
* Lexia

Evaluation

We will monitor our progress toward our goal through ongoing evaluation of the following data:

* NWEA interim
* progress monitoring
* informal evaluation
* Focus Walks (administrators/leadership team)
* Classroom Observations (formal and informal)

Goal: Wakefield Elementary will move fifty percent of our students out of the ACT Readiness Level, “In Need of Support;” 100 percent of students will meet their growth goal in Math on the ACT Aspire.

In analyzing ACT Aspire data from the test taken in the spring of 2022, the data revealed 30% of our students scored Ready or Exceeding. In 2021, 27% of our students were scored as “In Need of Support” on the ACT Aspire.

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| **Students Projecting “In Need of Support” According to Fall 2022 ACT Aspire Data** | |
| **3rd Grade** | 23 out of 71 students |
| **4th Grade** | 23 out of 82 students |
| **5th Grade** | 20 out of 72 students |

\*In order to address any gaps in learning due to school closures in response to Covid-19, students will be assessed to identify academic needs. Teachers will use results from common formative assessments, to develop a plan for students based on their unique learning needs. Students will participate in beginning of the year diagnostic testing. Additionally, vertical alignment PLCs will meet to determine which essential standards were not mastered by the spring of 2022. Teachers will use the data collected to effectively pace instruction for the 2022-2023 school year.

Wakefield Elementary will continue to implement quality, research based tier I instruction through Illustrative Math. Teachers and the multi-site math facilitator will meet weekly in PLCs to analyze common formative assessments and student work to determine if the instruction was effective, rigorous, and relevant through applying the four essential questions; what do we want students to learn, how do we know if students are learning, how will we respond when students don’t learn, and how will we extend learning. This information will guide teachers in determining their next steps for planning future lessons. Furthermore, teachers will meet regularly after school for vertical planning, providing teachers the opportunity to operationalize language, study the relationships within the standards from grade to grade, and develop school wide practices to create consistency within the math instructional period. To support ongoing implementation, teachers will have the opportunity to attend district level Illustrative Math professional development, and teachers will participate in colleague visits.

Professional Development

* Illustrative Math District Professional Development
* Professional Learning Communities
* Colleague visits

Additional Resources

* Partnership with Pulaski Heights United Methodist Church (tutors)
* Dreambox
* Moby Max

Evaluation

We will monitor our progress toward our goal through ongoing evaluation of the following data:

* NWEA interim
* progress monitoring
* informal evaluation
* Focus Walks (administrators/leadership team)
* Classroom Observations (formal and informal)

FOCUS AREA 2: School Culture

Goal: Wakefield Elementary will have no more than 5% of the student population tardy per day.

Goal: All Wakefield students will have no more than 8 tardies per semester.

Goal: Each Wakefield student will have no more than 5 absences per semester.

Beginning September 5, 2022 and ending May 26, 2023, Wakefield Elementary will implement an incentive program to encourage students to attend school regularly and to be on time. In order to meet our goals, teachers will create weekly incentives to encourage attendance. Monthly school wide incentives will be held for students who have no more than 1 absence per month. Excessive tardies and/or absences will result in an attendance conference with the teacher and administrator. The counselor will work with parents to create an attendance and/or tardy improvement plan. Teachers will be responsible for collecting monthly attendance reports from e-School, which will be used to monitor the attendance goals. The Guiding Coalition will review the quarterly attendance reports at monthly meetings to determine the current progress in reaching our goals.

Additional Resources

* Partnership with Pulaski Heights United Methodist Church (funding)
* Partnership with Whetstone Boys and Girls Club (facilities)

Evaluation

We will monitor our progress toward our goal through ongoing evaluation of the following data:

* Monthly attendance reports
* Number of student tardies
* Number of students attending the incentive parties
* Tracking overall monthly improvement
* Tracking progress of students with an improvement plan

We will meet quarterly on October 17, 2022, December 21, 2022, March 17, 2023, and May 26, 2023 to monitor progress towards student attendance and tardy goals.

## Literacy Plan

Every student will receive effective Tier I core literacy instruction from high-quality researched based curricula and instructional strategies aligned to the Arkansas State Standards. All teachers have been or will be trained in the science of reading (R.I.S.E.), dyslexia and ESL training. Teachers will participate in district wide PD to receive further training in Heggerty, Wilson, and Wit & Wisdom to give high quality, differentiated, core instruction. In addition, Academic Intervention Specialists will work with teachers to implement the district’s new phonemic awareness, phonics, and comprehension curriculum. Teachers and specialists will work collaboratively in monthly PLCs to improve teaching skills and the academic performance of students. Data will be used to inform instruction and make adjustments in instruction to meet student needs. To promote continued growth, teachers will participate in colleague visits, and coaches will model when necessary. Debriefs and reflections will occur after each visit.

Students will be identified based on data gathered through student performance, classroom assessments, and teacher observations. Identified students will receive Tier II focused small group interventions in the core reading elements. Teachers will use Fundations or Just Words to address students with similar inadequacies in literacy three to five times per week for 30 minutes. In addition, support staff such as the Reading Teacher and Academic Intervention Specialist, will provide reading and/or dyslexia intervention. Ongoing assessments of students’ strengths and needs will occur on a frequent basis.

Students who are not making adequate growth with Tier II interventions will be referred to the School Based Intervention Team (SBIT) in order to be placed with the Reading Teacher or Academic Intervention Specialist to receive Tier III targeted interventions. Interventionists will assess students using the WADE and the PAST. Once the developmental levels are determined, strategic interventions are available to provide intense, individualized instruction to small groups of 1-6 students, five days a week for 30 minutes. Through ongoing assessments of student learning, the interventionists will be able to monitor student growth and determine if Tier III interventions should be continued.

To ensure that our literacy plan is effective, we will use multiple measurable assessments to determine literacy achievement schoolwide. NWEA, along with formative and summative classroom assessments will be administered to help monitor student performance. Formal and informal observations will help establish needs of teachers and further build on their strengths. The Guiding Coalition will meet regularly to analyze the data collected from these observations as well as student achievement to evaluate and ensure the efficacy of our literacy plan and make adjustments accordingly.

## Wakefield Elementary School 2022-2023 Ready for Learning Plan

To reduce the impact of Covid-19 on staff, students, and families upon returning to school, we have created a Ready for Learning plan to guide us in navigating the safe reopening of our school. This plan is a working document and will be reviewed and changed on a regular basis under guidance from the Little Rock School District, the Centers for Disease Control, the World Health Organization, and the Wakefield Elementary School community.

In order to ensure the continued wellbeing of the Wakefield Elementary School community, the following guidelines have been put into place for the 2022-2023 school year. We ask that for the safety of all of our students, teachers, parents and community members, everyone adhere to these guidelines until further notice.

Section1: Safety of Students, Staff, and Visitors

Visitor Restrictions:

Wakefield Elementary will not allow any visitors into the school building without a

scheduled appointment. This will include parents, volunteers, community members, etc. This is to prevent the spread of Covid-19 in our building.

Screening Protocols:

To help prevent the spread of Covid-19 and reduce the potential risk of exposure to our students and employees, we will require all employees to complete a self-screening form each day upon entering the building. This information will be collected and kept on file in the Nurse’s office.

Face Coverings:

Face Coverings will be required to be worn each day by all students, staff and anyone entering the building. The only exemptions to this rule will be for people who provide a doctor’s note saying they are exempt.

Handwashing:

Students will be required to wash their hands multiple times each day. This is one of the most effective ways to prevent the spread of Covid-19. Students will wash their hands after restroom breaks, before lunch, and other times designated by the classroom teachers. Hand sanitizer will also be provided.

Social Distancing:

Social distancing is an effective way to prevent potential infection. Wakefield Elementary School employees, students, parents and visitors should practice staying 6 feet away from each other when possible and eliminate contact with others when possible. We do recognize that given the limited space in our classrooms and hallways that this may not always be possible; however, we will do our best to meet this goal.

* Lines will be taped on the floor to designate social distancing.
* Signs will be posted in the restrooms, teachers’ lounge, workrooms, etc. to designate the appropriate capacity

After-school Events:

After-school events such as tutoring and clubs will be canceled until further notice.

Health Protocol:

* **Employees** If an employee becomes ill at work or is exhibiting signs and symptoms of Covid-19, they should notify the building administration immediately.

Employees who are diagnosed with Covid-19 or have been exposed to people who have tested positive should quarantine for 14 days. All guidelines for employees who have been exposed to Covid-19 or have symptoms can be found in the Little Rock School District Ready to Learn Plan.

* **Students** Any student who becomes ill at school or who is exhibiting signs or symptoms of Covid-19 while at school will be immediately sent to the school nurse. The nurse or the school office should be notified that the student is en route to the office. The student will be isolated until a parent is able to pick the student up from school. The school administration will work with the school nurse to set up an isolation area that is safe for all concerned parties.
* **Parents** If you suspect for any reason that your child has been exposed to a Covid positive person, please immediately notify the school and contact the Covid Hotline at 1-800-803-4847.
* **Contact Information** It is extremely important that you keep your contact information current and updated. If your phone number or address changes, please notify the school office immediately, so that we can update your information in our system.

Section 2: Daily School Safety Procedures

Morning Arrival:

The school building will open each day at 7:30. Students will not be allowed into

the building before 7:30 with the exception of bus riders. No student should be

dropped off unsupervised before 7:35. Students should report directly to their

classrooms and adhere to social distancing procedures in the hallways. Staff

members will be in the hallways to monitor students as they go to class.

Kindergarten, first, and second grade students should enter the building through

the front door. Third, fourth, and fifth grade students should enter the building

through the door facing Lancaster Road. Students will be counted tardy after 8:00 am.

Breakfast:

Breakfast will be delivered to the classroom and passed out by the classroom

teacher.

Restroom Breaks:

Each classroom will have a scheduled time and location for restroom breaks,

which will be determined by school administration and classroom teachers. The

student capacity will be posted outside the restroom.

Water Breaks:

Students should bring their own water bottles. Drinking from the fountains will be

prohibited in order to reduce the risk of spreading Covid-19.

Lunch:

Teachers will strictly adhere to all lunch schedules and procedures. Designated

places will be marked on the cafeteria floor for the students to stand while waiting

on their tray. Students will alternate seats so that every other seat is empty and no student faces another student.Students will

not share food or drinks. All students should go to the restroom before coming to

the cafeteria.

Pullouts:

Pullout teachers, such as the Music, Physical Education, Art teachers, will follow the same safety guidelines as classroom teachers, such as not sharing materials, sanitizing surfaces during transitions, and social distancing as often as possible.

Library:

Books will be preselected for students to choose from. Books will be sanitized and stored for 7 days after being returned.

Recess:

Initially students will not be allowed to play on the playground equipment due to

Covid-19 safety concerns such as social distancing and sanitation. The

playground will be divided into sections so that students in the same classroom

will be together and will not mix with other classes. Teachers and supervision

aides will organize activities for students that include social distancing. Indoor

play may also be an option until more information about playground safety is

available.

Dismissal:

The building administration will make announcements each afternoon at 2:20.

After announcements, all car riders and bus riders will be dismissed. All

kindergarten and first grade teachers will walk with their entire class to their

designated locations at the front of the building after announcements. Second,

third, fourth, and fifth grades will wait until they are called to exit the building with

their teachers. Each class will have a designated location to wait until parents

arrive to pick up their students.

Section 3: Cleaning Procedure

The safety of our employees and students is our first priority. Our school will be

thoroughly cleaned and disinfected on a continuous and daily basis.

* Restrooms will be cleaned and disinfected multiple times per day.
* Classrooms will be cleaned and disinfected at the end of each day unless additional cleaning is necessary.
* Common areas (teachers’ lounge, workroom, teacher restrooms) will be cleaned and disinfected multiple times per day.

Employees are encouraged to clean and disinfect their own personal workspace (desk, phone, computer, etc.) throughout the day, giving special attention to commonly touched areas in their classroom. The Little Rock School District will provide approved cleaning supplies for the custodial staff and building employees.

Section 4: Academics and Home Based Learning

Students will be given a diagnostic test at the beginning of the school year to assess the previous year’s essential standards. This assessment will allow teachers to identify gaps in learning and plan interventions accordingly.

Students will be provided with two learning options for the 2022-2023 school year.

Option1:

Onsite Learning—The first option will be face to face, in which students will come to school and receive classroom instruction from a classroom teacher. We plan to keep this option as close to traditional school as possible, however, strict guidelines will be in place, in response to Covid-19, to ensure student and staff safety.

Option 2:

Online Learning—The only option for virtual learning this year is through the Ignite Virtual Academy. For students not accepted into the Ignite Virtual Academy all learning will be in person unless school closes due to the pandemic.

Section 5: Additional Guidance

The Wakefield Elementary School Ready for Learning Plan is a working document. Updates will be added or deleted as deemed necessary. Please be mindful that no one wanted or expected to have their lives altered by a worldwide pandemic. With that being said, we need all students, staff, parents, and community members to work together for the educational betterment of our students.

For additional information, please refer to the Little Rock School District Ready for Learning Plan.