

Booker Arts Magnet School Improvement Plan

PLAN

Needs Assessment:

Booker Arts Magnet School's Guiding Coalition reviewed Demographic Data (Student Attendance and Office Referrals), Perceptual Data (Arkansas A+ Schools Self-Assessment; and Staff, Parent, and Student Climate Surveys), Student Learning Data (NWEA MAP Growth K-5 Fall, Winter, and Spring Assessments), and School Process Data (EdReflect Strength and Opportunities Observation Reports, Professional Development Agendas and Sign-In Sheets; and Professional Learning Communities' Agendas, Sign-In Sheets, and Minutes) from the 2019-2020 school year. After reviewing the data, the Guiding Coalition identified the need to improve instructional practices through collaboration and reflective feedback, the need to improve student achievement in Reading and Mathematics, the need to increase student engagement, and the need to provide a safe and nurturing academic and social emotional learning environment upon re-entry to school for both virtual and in-person learning as the Priorities for our 2020-2021 School Improvement Plan.

Priorities:

1. Increase effective instructional practices through collaboration, observation, and reflective feedback.
2. Improve student achievement in Reading and Mathematics.
3. Increase student engagement through increasing time on task.
4. To provide a safe and nurturing academic and social emotional learning environment upon re-entry to school for both virtual and in-person learning.

Goals:

1. To increase the percentage of teachers receiving ratings of "Highly Effective" on TESS Indicators 1e (Designing Coherent Instruction), 2c (Managing Classroom Procedures) 3c (Engaging Students in Learning), and 4d (Participating in a Professional Community) by at least 5% as measured by administrative observations documented in EdReflect for the 2020-2021 school year.
2. To increase the percentage of kindergarten-fifth grade students moving from one proficiency level to the next highest proficiency level by at least 5% in Reading and Mathematics as measured by the 2020-2021 NWEA MAP Growth Fall, Winter, and Spring Assessments.
3. To increase student engagement by reducing by at least 5% the number of students receiving Office referrals during the 2020-2021 school year.
4. To ensure that students, staff, and parents/guardians work collaboratively to provide a safe and nurturing academic and social emotional learning environment upon re-entry to school for both virtual and in-person learning as measured by a 5% reduction in chronic absenteeism and a 10% increase in the number of parents/guardians participating in conferences in the 2020-2021 school year.

THEORY OF ACTION:

If...the Principal provides infrastructure and support for teachers to work in professional learning communities, conducts observations, and provides reflective feedback

And If...Teachers work in professional learning communities to plan and provide instruction as outlined in the Little Rock School District Literacy and Mathematics programs

And If...Tier II and Tier III interventions are provided with fidelity in a culture that reflects a growth mindset, focuses upon student engagement, and engages families as partners

Then...All students will meet their Growth Goals and demonstrate mastery of grade-level standards.

Goal 1: To increase the percentage of teachers receiving ratings of “Highly Effective” on TESS Indicators 1e (Designing Coherent Instruction), 2c (Managing Classroom Procedures) 3c (Engaging Students in Learning), and 4d (Participating in a Professional Community) by at least 5% as measured by administrative observations documented in EdReflect for the 2020-2021 school year.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Utilize grade level/subject area Professional Learning Communities meetings to plan quality targeted, small group, differentiated instruction (specifically for students receiving Special Education services) based on NWEA Map Growth Fall, Winter, and Spring Assessment results and NWEA Reading Fluency Fall, Winter, and Spring Screener results.	Principal Classroom Teachers Instructional Specialists Fine Arts Specialists Multi-Site Instructional Facilitators	Tuesdays August 18, 2020-May 25, 2021	Professional Learning Communities Meetings Agendas and Minutes Lesson Plans NWEA MAP Growth Fall, Winter, and Spring Assessment Results NWEA Reading Fluency Fall, Winter, and Spring Screener Results
Utilize Guiding Coalition Meetings and School-Wide Collaborative Planning Sessions to examine student assessment results, aggregated teachers observation data, and perceptual survey results; develop and/or modify interventions; and plan professional development.	Principal Guiding Coalition Classroom Teachers Instructional Specialists Fine Arts Specialists	Monthly	Guiding Coalition Agendas and Minutes School-Wide Collaborative Planning Sessions Agendas and Minutes
Conduct administrative and peer observations of virtual and in-person instruction, provide reflective feedback, and share EdReflect’s Strength and Opportunities Reports at monthly professional development sessions.	Principal	Monthly	Strength and Opportunities Reports Professional Development Agendas and Sign-in Sheets
Utilize strategies introduced in Blended Learning Model and Leadership Training for Literacy to increase effective instructional practices.	Principal Professional Learning Community Academy Leadership Team	October, November, January, February, April May	Professional Learning Communities Meetings Agendas and Minutes Lesson Plans Strength and Opportunities Reports Professional Development Agendas and Sign-in Sheets

Goal 2: To increase the percentage of kindergarten-fifth grade students moving from one proficiency level to the next highest proficiency level by at least 5% in Reading and Mathematics as measured by the 2020-2021 NWEA MAP Growth Fall, Winter, and Spring Assessments.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Provide Tier I Instruction to all students (specifically for students receiving Special Education services) as outlined in Heggerty, Foundations, Wit and Wisdom, Wit and Wisdom DVR, and Go Math, virtually and in-person.	Classroom Teachers	Daily	Focus Walks Formal and Informal Observations of Virtual and In-Person Instruction Lesson Plans
Provide Tier II Instruction to identified students (specifically for students receiving Special Education services) as outlined in Foundations, Wit And Wisdom, Wit and Wisdom DVR, and Just Words, virtually and in-person.	Classroom Teachers Push-In Interventionists	Daily	Focus Walks Formal and Informal Observations of Virtual and In-Person Instruction Lesson Plans SBIT Records
Provide Tier III Instruction to identified students (specifically for students receiving special education services) as outlined in Wilson Reading System, virtually and in-person.	Academic Intervention Specialist Reading Teacher Resource Teacher Self-Contained Special Education Teacher	Daily	Focus Walks Formal and Informal Observations of Virtual and In-Person Instruction Lesson Plans SBIT Records IEPS and 504 Progress Monitoring Notes
Administer NWEA Reading Fluency Screener to all kindergarten through fifth grade students in Fall 2020 and all kindergarten through second grade students and identified third-fifth grade students in Winter 2020 and Spring 2021.	NWEA Reading Fluency Test Coordinator Classroom Teachers	October November December March April	NWEA Reading Fluency Fall, Winter, and Spring Screener Results
Administer the Word Identification and Spelling Test (WIST) and Test of Silent Word Reading Fluency (TOSWRF2) screeners to the lower 25% of third-fifth grade students to identify students needing Tier II Interventions	Classroom Teachers	September	Word Identification and Spelling Test (WIST) and Test of Silent Word Reading Fluency (TOSWRF2) screening results
Utilize NWEA Map Growth Fall, Winter, and Spring Assessments Reading Fluency Screeners, common formative assessments, and teacher observations to monitor student progress and provide differentiated instruction (specifically for students receiving special education services), virtually and in-person.	Classroom Teachers	Daily	NWEA Map Growth Fall, Winter, and Spring Assessment Results NWEA Reading Fluency Fall, Winter, and Spring Screener Results

<p>Provide targeted differentiated instruction, virtually and in-person, during the School-wide Acceleration Period, Push-In Intervention Period, and After-School Tutoring to students to eliminate gaps for unfinished learning.</p>	<p>Classroom Teachers Instructional Specialists Fine Arts Specialists Paraprofessionals</p>	<p>August-May</p>	<p>Formal and Informal Observations of Virtual and In-Person Instruction Schedules for School-Wide Acceleration Period. Push-In Intervention Period, and After-School Tutoring Minutes from School-Wide Collaborative Planning Sessions and Grade Level Collaborative Planning Sessions</p>
<p>Recognize all students who have met and/or exceeded their growth goals on the NWEA Map Growth Assessments and the teachers whose classes have demonstrated the highest percentage of projected growth met, virtually and in-person.</p>	<p>Principal Guiding Coalition</p>	<p>October January March</p>	<p>Lists of Students Meeting and/or Exceeding their Growth Goals Lists of Classes with Highest Percentage of Projected Growth Met</p>
<p>Maintain a school-wide data wall and data folders to display and track student progress on the NWEA Map Growth Fall, Winter, and Spring Assessments.</p>	<p>Principal Guiding Coalition Classroom Teachers</p>	<p>October-May</p>	<p>School-wide Data Wall Data Folders</p>
<p>Provide professional development to strengthen instructional practices: Wit and Wisdom Spotlight School Visits; Wit and Wisdom Strength-Based Site Visits; model lessons, and coaching by Multi-Site Instructional Facilitators; and NWEA MAP Growth Fall, Winter, and Spring Assessment and NWEA Reading Fluency Screener data disaggregation.</p>	<p>Principal Wit and Wisdom Staff Multi-Site Instructional Facilitators Classroom Teachers</p>	<p>October-May</p>	<p>Professional Development Agendas and Sign-in Sheets Formal and Informal Observations of Virtual and In-Person Instruction</p>
<p>Conduct administrative and peer observations and provide reflective feedback to teachers for observations of virtual and in-person instruction.</p>	<p>Principal Classroom Teachers</p>	<p>September- May</p>	<p>Formal and Informal Observations of Virtual and In-Person Instruction Strength and Opportunities Reports</p>

Goal 3: To increase student engagement by reducing by at least 5% the number of students receiving Office referrals during the 2020-2021 school year.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Provide professional development focusing upon Restorative Justice, Social Emotional Learning, Culturally Responsive Practices and implement learned strategies to reduce behaviors resulting in office referrals, increase student engagement, and improve school climate.	Principal Behavior Intervention Specialist Counselor Restorative Justice Team	September-May	Professional Development Agendas and Sign-in Sheets
Provide Tier II and Tier III behavioral interventions to identified students, virtually and in-person.	Behavior Specialist Counselor Living Hope School-Based Intervention Team	August-May	SBIT Records Behavior Intervention Specialist's Anecdotal Notes Counseling Folders
Provide weekly and monthly attendance awards to all students (specifically for students receiving special education services) with perfect attendance during the designated time periods.	Counselor	August-May	Lists of Students Receiving Attendance H.E.R.O. Awards
Provide weekly and quarterly awards to all students (specifically for students receiving special education services) demonstrating appropriate behavior.	Classroom Teachers Behavior Awards Committee	August-May	Lists of Students Receiving PAT Time and Jazzy Jaguar Jubilee
Engage community members in mentoring relationships with identified students to promote students' emotional development, virtually and in-person.	Counselor Reading Teacher	August-May	Lists of Students and Community Mentors

Goal 4: To ensure that students, staff, and parents/guardians work collaboratively to provide a safe and nurturing academic and social emotional learning environment upon re-entry to school for both virtual and in-person learning as measured by a 5% reduction in chronic absenteeism and a 10% increase in the number of parents/guardians participating in conferences in the 2020-2021 school year.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Develop and implement a Ready for Learning Plan that ensures a safe learning environment for students, staff, and parent/guardians.	Principal Guiding Coalition Parents	July- May	Ready for Learning Plan Posted on School Website
Provide guidance and support for students, staff, and parents/guardians in the areas of health, safety, and social emotional learning through professional development, Family Nights, and parent conferences.	Principal Behavior Specialist Counselor Living Hope School-Based Intervention Team Parent Involvement Facilitator	August-May	SBIT Records Behavior Intervention Specialist's Anecdotal Notes Counseling Folders Professional Development Agendas and Sign-in Sheets
Engage students, staff, parents/guardians, and community members in students' academic and social emotional learning through parent conferences and professional development such as Schoology, SeeSaw, Social Emotional Learning, Health and Safety Protocols Technology Usage and Tools for Student Engagement, Blended Learning in the Content Areas, and Culturally Responsive Practices, and Professional Learning Communities .	Principal Classroom Teachers Counselor Guiding Coalition	August-May	Parent Conference Forms Professional Development Agendas and Sign-In Sheets
Monitor chronic absenteeism in virtual and in-person learning environments and provide interventions to reduce chronic absenteeism.	Principal Counselor Classroom Teachers	August-May	Monthly Attendance Reports

EVALUATION (Check)

Method used to Evaluate the Effectiveness of School Improvement Plans	Person(s) Responsible	Target Date
<p>Goal 1 Examine aggregated teacher observation results for TESS Indicators 1e, 2c, 3c, and 4d and share with teachers.</p> <p>Examine the percentage of students meeting or exceeding their growth goals on the NWEA Map Growth Fall, Winter, and Spring Assessments and share with teachers.</p>	<p>Principal Guiding Coalition</p> <p>Principal Guiding Coalition Classroom Teachers</p>	<p>May 21, 2021</p> <p>October 23, 2020 January 22, 2021 April 2, 2021 May 7, 2021</p>
<p>Goal 2 Examine the percentage of students moving from one proficiency level to the next highest proficiency level as measured by the NWEA Map Growth Fall, Winter, and Spring Assessments.</p>	<p>Principal Guiding Coalition Classroom Teachers</p>	<p>October 23, 2020 January 22, 2021 April 2, 2021 May 7, 2021</p>
<p>Goal 3 Examine the percentage of students receiving office referrals and the percentage of students exhibiting chronic absenteeism.</p>	<p>Principal Guiding Coalition Counselor Classroom Teachers</p>	<p>May 28, 2021</p>
<p>Goal 4 Examine the percentage of parents/guardians engaged in conferences with school staff.</p> <p>Examine the percentage of students exhibiting chronic absenteeism.</p>	<p>Principal Guiding Coalition Counselor Classroom Teachers</p>	<p>May 28, 2021</p> <p>October 23, 2020 January 8, 2021 March 19, 2021 May 28, 2021</p>