LRSD Bale Elementary School

2018-2019 School Improvement Plan

Roxie Browning, Principal

Aleta Branch, Assistant Principal

Mission Statement: At Bale Elementary, we are committed to providing a safe, creative, and challenging learning environment which empowers the academic, emotional, and social growth of all learners. We will prepare our 21st Century learners for college and career options by building effective relationships, engaging in a relevant and rigorous curriculum, and reflecting on our practices daily.

Vision: Committed to empowering innovative, independent, critical thinkers.

Core Belief: All students deserve to receive quality instruction and engaging learning experiences in a safe and nurturing environment that prepares each child for college and career options.

Core Values: In each learning opportunity we value the implementation of:
 ➢ Developing **RELATIONSHIPS** with every Bale Bobcat and our Bobcat family/community members,
 ➢ Demonstrating **RELEVANCE** in our instructional practices,
 ➢ Engaging in **RIGOROUS** lessons that are engaging and fun, and
 ➢ We **REFLECT** on our practices to increase effectiveness.

Revised October 21, 2018

Focus Area	Leadership			
Data	• A new principal and assistant principal were hired in May of 2018 to serve as the building leaders in the 2018-2019 school year. There is a need to facilitate the development and implementation of a shared vision and mission. Almost half of the teaching staff at Bale were new to the building to include: five novice teachers and three teacher new to LRSD.			
Goals	• Teachers will engage in an instructional retreat July 26-27 and 31, 2018, where the incoming building administration will include stakeholders in the development of the schools vision, mission, achieving learning goals, and improving instruction. • Monthly, the School Leadership Team will determine professional development needs based on perceptual data, academic performance data, Professional Growth Plans (PGP), and classroom observations. • Work closely with LRSD HR, Elementary Education Department, ESOL, SPED, and other central office personnel to ensure high quality staff-recruitment, evaluation, and retention.			
Professional Development	• Solution Tree – 3 days PLC/RTI teacher & Leadership Team (LRSD Grants office $20,000) • LRSD New Leaders Institute (District expense) • LRSD Leadership Institute (District expense) • AAEA New Administrator Training (No expense)			
Core Function:	**School Leadership and Decision Making**			
GOAL:	**Teachers will engage in an instructional retreat July 26-27 and 31, 2018, where the incoming building administration will include stakeholders in the development of the schools vision, mission, achieving learning goals, and improving instruction.**			
IE01	The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)	**Implementation Status**	**Assigned To**	**Target Date**
Task	School stakeholders share in the development of a mission and vision statement for Bale Elementary School.	Complete	Browning	August 7, 2018
Task	The principal meets with each adult employed in the building to discuss career goals, support being requested, and to review job description, duties, and expectations.	In progress Paraprofessionals complete	Browning	December 30, 2018
GOAL:	**Monthly, the School Leadership Team will determine professional development needs based on the alignment of TESS evaluation criteria, academic performance data, Professional Growth Plans (PGP), grade level team collaboration requests, and classroom observations.**			
IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Share effective instructional practices weekly through the principal's newsletter.	ongoing	Browning	August 31, 2018

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Task	Develop a daily classroom observation schedule for building administrators.	Complete	Branch	August 20, 2018
Task	Utilize the weekly PLC day to enhance professional practices based on observations.	implementing	Browning	September 30, 2018
GOAL:	**Ensure high quality staff-recruitment, evaluation, and retention.**			
II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement. (3982)	**Implementation Status**	**Assigned To**	**Target Date**
Task	All vacancies will be efficiently posted.	Ongoing	Browning	May 01, 2019
Task	Bale will not receive "displaced" or ineffective teachers to fill vacancies.	Complete	Browning	August 13, 2018

Focus Area	Effective Instructional Practices
Data	• According to the Spring 2018 ACT Aspire results, Fall 2018 DRA, and Fall 2018 NWEA Map Assessments, 30% of 1st – 5th grade students are at least one grade level behind in reading. there is a need to bolster core instruction to include small group reading instruction and
Goals	• K-2 teachers will implement Arkansas' RISE Initiative practices gained from professional learning to enhance reading instruction and learning daily. 3-5 teachers will implement guided reading and reciprocal reading strategies to enhance reading comprehension. • Using the PLC/RTI model, teachers will analyze instruction and learning data weekly to address student academic needs. • Implement a tiered system of instructional and behavioral supports and interventions weekly for students behind one grade level or more in reading.
Professional Development	• Orten-Gillingham • RISE K-2 – LRSD Literacy Department (no cost) • PLC/RTI – Solution Tree ($20,000) & LRSD (no cost) • Reciprocal reading and guided reading Grades 3-5 - Generation Ready ($30,000) • Lexia (no cost-carryover from 2017-2018) • Depth of Knowledge (in house training, no cost) • Embedding teaching strategies to support student skills in test taking (emphasis in best practices for implementing keyboarding writing practice for ACT Aspire) • Use of best practices in integrating the 1:1 technology within lessons – LRSD Technology Department (no cost) • Personalized (student focused) learning - Team Digital (no cost)
GOAL:	**K-2 teachers will plan and implement Arkansas' RISE Initiative practices gained from professional learning to enhance reading instruction and learning daily. 3-5 teachers will plan and implement guided reading and reciprocal reading strategies to enhance reading comprehension.**
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (111)	**Implementation Status**	**Assigned To**	**Target Date**

Task	Teachers will plan collaboratively at least once per week with an instructional facilitator	In progress	Aimee Freeman & Ladonna Oates	August 31, 2018
Task	Teachers will implement RISE (K-2) or guided/reciprocal reading strategies during collaborative planning with grade level at least once per week.	In progress	Roxie Browning	December 14, 2018
GOAL:	**Using the PLC/RTI model, teachers will analyze instruction and learning data weekly to address student academic needs.**			
IID09	Instructional Teams use student learning data to plan instruction. (107)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Student learning will be assessed three times per year with NWEA Maps	In progress	Aleta Branch, NWEA Testing Coordinator	May 31, 2018
Task	Teachers will use student learning data to make instructional decisions through the PLC/RTI model each Thursday.	In progress	Roxie Browning	December 14, 2018
GOAL:	**Implement a tiered system of instructional and behavioral supports and interventions weekly for students behind one grade level or more in reading.**			
IIID04	The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers. (5196)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Develop a monitoring system to be shared with all adults at Bale to support student intervention needs through the RTI process.	Complete - SBIT	Aleta Branch,	September 30, 2018
Tasks	The PBIS team will develop a monitoring system to be shared with all adults at Bale to support the implementation of positive student behavior systems through the RTI process.	In progress	Charde Wilson	December 14, 2018

Focus Area	Student Achievement and Growth			
Data	According to the Spring 2018 ACT Aspire results, Fall 2018 DRA, and Fall 2018 NWEA Map Assessments, 30% of $1^{st} - 5^{th}$ grade students are at least one grade level behind in reading. There is a need to provide targeted interventions to include small group reading instruction (grades K-5) in addition to reciprocal and guided reading/writing in small groups (grades 3-5.)			
Goals	• By May 30, 2019, students in grades 1-5 receiving targeted reading interventions will demonstrate at least ¾ of a year's growth in reading, based on Lexia lesson progress, SBIT monitoring data, DRA, analysis of formative and NWEA Map assessments. • By May 30, 2019, all students will strengthen their reading and writing skills with daily practice as evidenced by Lexia lesson progress, regular instructional observation data, and NWEA assessment data.			
Professional Development	• Root cause/data analysis implementation and progress monitoring strategies - LRSD Testing/Evaluation Department (no cost) • NWEA data analysis - LRSD Testing/Evaluation Department (no cost) • Student GPS Training – LRSD SPDG/RTI (no cost)			
Core Function:	**Student Achievement and Growth: Curriculum, Assessment, and Instructional Planning (Math, Science, Reading, and Writing)**			
IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Develop a shared document template to include RTI and other pertinent student data.	Complete - SBIT	Aleta Branch	September 30, 2018
Task	Instructional teams regularly review student data from Student GPS to include attendance, behavior, demographic information, NWEA, and ACT Aspire assessment data.	Preparing	Roxie Browning	December 14, 2018
Task	Create a Title I Academic Interventionist position to maintain the student behavior and academic data base and address student academic needs. ($70,000)	In progress	Roxie Browning	October 31, 2018
Task	Implement an afterschool tutoring program to focus on student reading needs.	Planning	Cotinna Johnson	January 31, 2019
IID07	The Leadership Team monitors school-level student learning data. (105)	**Implementation Status**	**Assigned To**	**Target Date**
Task	The Leadership Team reviews school-level data, including appropriate disaggregation, to adjust the evolving improvement plan.	Preparing	Roxie Browning	December 14, 2018
Task	The Leadership Team reviews school-level data, including appropriate disaggregation, to recommend changes in curriculum and student support services.	Preparing	Roxie Browning	May 31, 2019

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Focus Area	School Culture and Discipline			
Data	Approximately 1/3 of Bale Elementary School's student population from the 2017-2018 school year were from two elementary schools that closed. Although there had been no more than 20 suspensions in the previous 5 years of school, according to 2017-2018 Achieve Team data, cultural shifts caused a major change in student behavior within the building. Attendance challenges also increased. Based on surveys from the previous administration, many of the original Bale students withdrew from the school for a variety of reasons. There were several teacher vacancies in grades 3-5 (high stakes tested areas) and students were without their original certified teacher for extended periods of time.			
Goals	• A committee of faculty, staff, and stakeholders will plan, develop support, and regularly monitor PBIS implementations monthly. • Regularly recognize and celebrate student academic achievement, behavior, and attendance.			
Professional Development	• PBIS methods, monitoring practices, and analyzing data (Student GPS ADE/district provided – no cost) • Addressing chronic student absence and tardy			
Core Function:	School Culture and Discipline	Implementation Status	Assigned To	Target Date
Task	New Principal, Assistant Principal, and staff members engage in "Meet and Greet" with various Bale Elementary stakeholders.	Complete	R. Browning, Principal	August 03, 2018
Task	New Principal, Assistant Principal, and staff members engage in "Community Walks" to introduce new administration, listen, and learn from community feedback regarding teaching/learning at Bale Elementary.	Complete	R. Browning, Principal	September 22, 2018
Task	Regularly recognize faculty/staff, students, parents, community members via celebrating positive actions and accomplishments.	Ongoing - Weekly Newsletter "Bale's Best"	Roxie Browning	August 31, 2018
Task	Develop an Attendance Committee based on district guidelines and create a school tardy policy.	Complete	Roxie Browning	October 12, 2018
Task	Utilize incentives and PBIS methodologies to multiply positive student behavior.	Ongoing - Bobcat Bucks & Store	Katie Savoy	September 7, 2018
Task	Recognize and celebrate student attendance/no tardy monthly.	Ongoing - Don't be Tardy Dance Party	Charde Wilson	October 5, 2018
Task	Recognize and celebrate student behavior daily.	Ongoing - Bale Bucks (daily) Bobcat store. (weekly)	All Teachers	September 7, 2018
Task	Recognize and celebrate student academic achievement quarterly with an honors assembly.	Planning	Julia Cartwright	November 9, 2018

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Focus Area	Parent and Family Engagement			
Data	• During the 2017-2018 school year, there was limited activity and membership enrollment in Bale's PTSA. • There were approximately 40 community partners serving in various capacities for a total of over 200 hours of service benefiting instruction and learning at Bale Elementary School.			
Goals	• **Parents/Guardians will receive communication regarding the purpose and practices of the school community.** • **Assist parents in helping their children meet academic and behavior standards.** • **Teachers will provide weekly two-way, school-home communication linked to learning.**			
Professional Development	• PTSA training and membership recruiting/retention support from local and/or state PTSA board members (no cost) • Parent Facilitator training – LRSD Family/Parent Engagement Department (no cost)			
Core Function:	**Family Engagement in a School Community**			
Goal	**Explain and communicate the purpose and practices of the school community**			
FE01	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (5496)	**Implementation Status**	**Assigned To**	**Target Date**
Task	The parent liaison, or designee, will share critical information regarding parent engagement needs once per month at School Leadership Team meetings.	In progress	Michelle Walls, Parent Liaison	May 31, 2019
Task	Host PTA meetings on campus regularly to support parent/guardian's ability to advocate for their child's school success.	In progress	Michelle Walls, Parent Liaison	September 30, 2018
Task	Implement a PTA Membership Drive	In progress	Charde Wilson, PTA Treasurer	October 31, 2018
FE02	The school's key documents (Parent Involvement Guidelines, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. (5497)	**Implementation Status**	**Assigned To**	**Target Date**
Task	During the annual Open House, parents will receive the school's key Parent/Family Engagement documents.	Complete	Cotinna Johnson	September 6, 2018
Task	Parent Facilitator attend training to develop skills in enhancing school and home engagement.	Complete	Cotinna Johnson	August 29, 2018
Goal:	**Teachers will provide weekly two-way, school-home communication linked to learning.**			
FE05	The "ongoing conversation" between school personnel and parents (families) is candid, supportive, and flows in both directions. (5499)	**Implementation Status**	**Assigned To**	**Target Date**

Task	Survey parents requesting their communication preferences.	Continuing as student enroll	Aleta Branch	August 17, 2018
Task	K-1 teachers will utilize Class Dojo and school-to-home communication folders to communicate student academics and behavior matters with families.	In progress daily	Aleta Branch	September 7, 2018
Task	2-5 teachers will utilize Class Dojo, agenda books, and homework folders inside a 3-ring notebook binder to communicate student academics and behavior matters with families.	In progress weekly	Aleta Branch	September 7, 2018
Goal:	**Assist parents in helping their children meet academic and behavior standards.**			
IG01	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Parents receive monthly memos from the principal (Principal's Paw Print) in addition to the Home & School monthly newsletter to support their child's success at school.	In process	Roxie Browning	September 30, 2018
Task	Teachers use at least one form of school to home communication daily.	Complete	Aleta Branch	August 31, 2018
Task	Academic nights in areas such as math, literacy, and science are provided at least twice a year for parents/families.	Planning	Cotinna Johnson & Julia Cartwright	May 31, 2019
Task	Include parents/guardians in the implementation of the SBIT process to support reading and behavior needs.	In process	Clara Brown	October 12, 2018