



Elementary Education 2nd Quarter SIP Reports **2019—2020**

LRSD Bale Elementary School

2019-2020 School Improvement PLAN

Roxie Browning, 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.

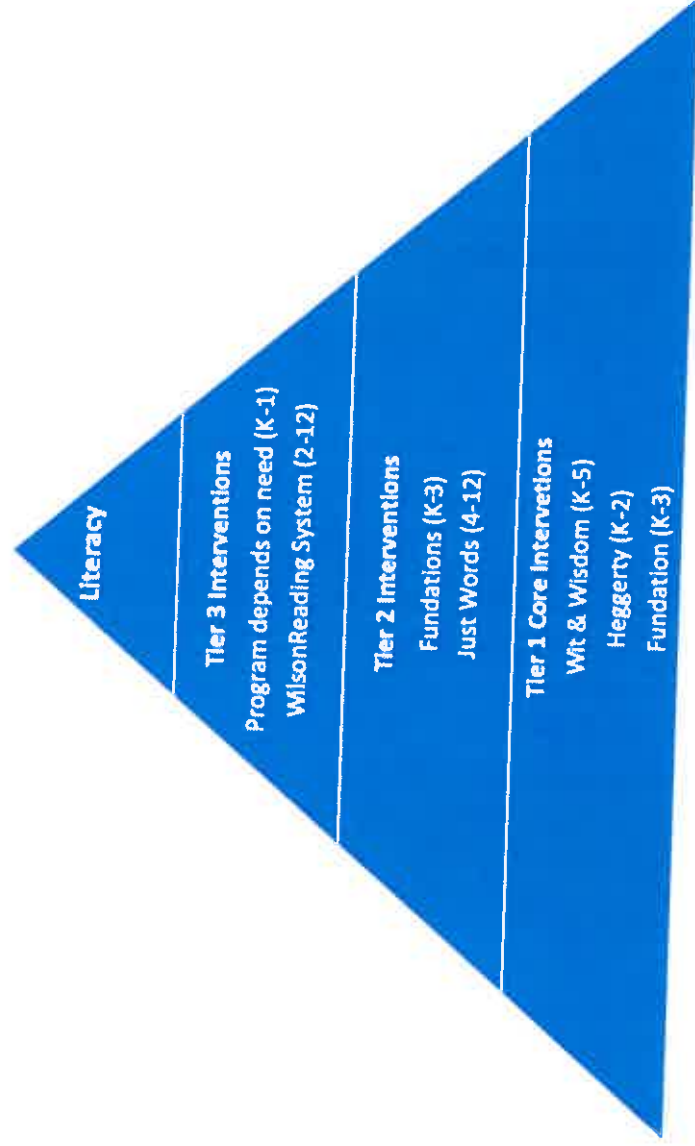
Core Belief: All students deserve to receive quality instruction and engaging learning experiences in a safe and collaborative environment that prepares each child for college and career options.

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.

The Cycle of Inquiry is followed by regularly checking goals, allowing us to cycle back and adjust goals and action as needed based on the data.

- CHECK Goal 1:** Behavior data will be monitored at faculty meetings quarterly, monthly grade level collaborative teams, and monthly School Leadership Team meetings.
- CHECK Goal 2:** Attendance data will be monitored at faculty meetings quarterly, monthly grade level collaborative teams, and monthly School Leadership Team meetings.
- CHECK Goal 3:** Unit assessment data (monthly) by grade level collaborative teams and NWEA data (three times per year) will be monitored with grade level collaborative teams and School Leadership Team



Goals:

1. By the end of each grading period, code of conduct infractions will not exceed 5% of the student population evidenced by Student GPS results.
2. Each month, students will show progress on their daily school attendance.
3. Through the implementation of the Science of Reading (SoR) in every classroom using Wit & Wisdom, Heggerty, and the Wilson Program, students in grades K-5 will demonstrate an upward trend in their reading growth as evidenced by DSA assessments.

Focus Area		Safe, Supportive and Collaborative Culture			
Professional Development		<ul style="list-style-type: none"> • Solution Tree & HRS-PLC/RTI Leadership Academy • ALA Master Principal Program • Evidence based practices to engage families in schools of high poverty and low achievement • PBIS methods, monitoring practices, and analyzing data • Addressing chronic student absence and tardy • Instructional strategies for students living in poverty • Restorative Justice/Character Building/Social Emotional Learning/De-escalation Practices • Solution Tree PLC Coach • NWEA Maps/Skills Data Coach • Ron Clark Institute • Solution Tree Institute • Teacher led professional Learning and planning sessions 			
		School Leadership and Decision Making			
	PLAN - IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)			
	DO	Share reflective feedback on instructional practices observed in a timely manner.	Progress CHECK Complete Date December 20, 2019	Assigned To Principal	Full Implementation Target May 30, 2020
	DO	Utilize the weekly PLC day to meet student learning, behavior, and attendance needs through the RTI process.	December 20, 2019	Academic Interventionist	May 30, 2020
		Family Engagement in a School Community			
PLAN - FE01		Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (5496)	Progress CHECK Complete Date December 20, 2019	Assigned To Parent Liaison	Full Implementation Target May 10, 2020
DO		The parent liaison, or designee, will share critical information regarding parent engagement needs once per month at faculty meetings.			
DO		Host PTA meetings on campus regularly to support parent/guardian's ability to advocate for their child's school success.		Parent Liaison	May 30, 2020
DO		Recruit family/community stakeholder's to serve as representatives in the school improvement process.	December 20, 2019	Principal	December 15, 2019

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PLAN - 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)				
DO	During the annual Open House, parents will receive the school's key Parent/Family Engagement documents.	September 7, 2019	Parent Facilitator	September 15, 2019	Full Implementation Target
DO	Parent Facilitator share evidence based practices to develop skills in enhancing school and home engagement.	September 7, 2019	Parent Facilitator	September 15, 2019	
PLAN - FE05	The "ongoing conversation" between school personnel and parents (families) is candid, supportive, and flows in both directions. (5499)				Full Implementation Target
DO	Teachers will utilize Class Dojo and school-to-home communication tools to discuss academics, attendance, and behavior matters with families.	October 15, 2019	PBIS Coach	September 30, 2019	
DO	Attendance protocols are communicated to parents/families according to the procedures listed in the student handbook.	August 13, 2019 December 20, 2019	Principal	September 15, 2019	
DO	Teachers maintain a log of contact with parents/families regarding excessive student absences and the link to learning.		Principal	May 30, 2020	
PLAN - 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)				Full Implementation Target
DO	Parents receive monthly memos from the principal (Principal's Paw Print and/or Blackboard messages) to support their child's success at school.	December 20, 2019	Principal	May 30, 2020	
DO	Academic nights in areas such as homework help, math, literacy, and science are provided at least twice a year for parents/families.	December 16, 2019	Parent Facilitator	May 30, 2020	
DO	Include parents/guardians in the implementation of the SBIT process to support academic, attendance, and behavior needs.	October 15, 2019 December 20, 2019	SBIT Coordinator	October 30, 2019	
	School Culture and Discipline				Full Implementation Target
DO	Recognize faculty/staff, students, parents, community members via celebrating positive actions and accomplishments.	December 20, 2019	Principal	May 15, 2020	
DO	Utilize incentives and PBIS methodologies to multiply positive student behavior.	September 30, 2019 December 16, 2019	PBIS Incentive Coordinator	September 30, 2019	
DO	Recognize and celebrate student attendance quarterly.	October 30, 2019	Guidance Counselor	December 30, 2019	
DO	Implement Restorative Justice/Behavior Intervention practices schoolwide.	October 15, 2019 November 18, 2019	Behavior Interventionist	October 15, 2019	

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Focus Area	Effective Instructional Practices in Every Classroom				
Professional Development	<ul style="list-style-type: none">• ALA Master Principal Program• Depth of Knowledge• Embedding teaching strategies to increase mastery of essential skills through the PLC/HRS methodology• RISE & Phonemic Awareness PD• Continue Reciprocal Reading Comprehension job embedded PD				
	Student Achievement and Growth: Curriculum, Assessment, and Instructional planning (Math and Reading)				
PLAN - IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (111)	Progress CHECK	Complete Date	Assigned To	Full Implementation Target
DO	Teachers will engage in job embedded PD with an instructional facilitator		December 15, 2019	Math/Literacy Facilitators	December 20, 2019
DO	Teachers will design lessons embedding the Science of Reading.		November 4, 2019 December 13, 2019	Principal	December 20, 2019
PLAN - IID09	Instructional Teams use student learning data to plan instruction. (107)	Progress CHECK	Complete Date	Assigned To	Full Implementation Target
DO	Teachers will deliver small group interventions based on student data.			Academic Interventionist	November 30, 2019
DO	Teachers will use student profile data to make instructional decisions through the PLC/RTI model.		October 18, 2019	Academic Interventionist	November 30, 2019
DO	Teachers will use student profile data to target the learning needs of students receiving services through Special Education and English Language Learning.			Science Lead Teacher	March 30, 2020
DO	Teachers will engage in professional learning experiences to support the use of student profile data while designing instruction.		October 18, 2019	Principal	March 30, 2020
DO	Special Education teachers will engage in collaborative planning using student data to support instructional needs.		December 20, 2019	Bale SPED Department Chair	May 30, 2020
DO	Special Education Support Staff will collaborate with ADE SPED department to receive training in the co-teaching model.			Bale SPED Department Chair	May 30, 2020
PLAN - IID07	The Leadership Team monitors school-level student learning data. (105)	Progress CHECK	Complete Date	Assigned To	Full Implementation Target
DO	The Leadership Team reviews school-level data, to recommend changes in curriculum and student support services.		October 1, 2019 December 16, 2019	Academic Interventionist	October 10, 2019
DO	The Leadership Team and faculty at large review and analyze action research results throughout the school-year based on needs determined by stakeholders.		October 1, 2019 December 2 & 16, 2019	Principal	May 30, 2020

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Bale Elementary School Data

Demographics:

Bale Elementary is a Little Rock School District (LRSD) school serving K through 5th grade students. A large majority of the students enrolled are from low income families, with 89.85% qualifying for free and reduced lunch. The October 1, 2019 student enrollment is 412 students. The student body is 74.6% African American, 17.0% Hispanic, 5.6% Caucasian, and 2.8% other ethnicities. The 2019 Every Student Succeeds Act (ESSA) Report for the school shows risk for chronic absence, with the school student engagement score as (291 / 439), or 66.29. The attendance rate for the school between August 13th and April 26th of the 2018-19 school year was 93.36%. APSN data reports show few behavior incidents in the three quarters of the 2018-19 school year. However, records of incidences promote concerns for student anger and violent behavior with fighting, staff assault, and student assault characterizing the majority of offenses.

The attendance zone for Bale reaches into sections of several neighborhoods including Oak Forest, Broadmoor and Boyle Park neighborhoods and a small portion of Southwest Little Rock. Census tracts within the attendance zone include tract 21.02, 18, and 20.01. The population within the attendance zone is primarily minority and low income. Analysis of American Fact Finder data for these census tracts indicates that approximately 12% of residents over 25 do not have a high school diploma. Median annual income is approximately \$23,000. The unemployment rate is 6.5%. Single parent households are prevalent, and a number of students live with grandparents and/or multiple families in a single home residence. Students face a multitude of challenges associated with circumstances of poverty. The area is a relatively high crime area and classified as a dangerous neighborhood on many real estate and neighborhood information websites. Challenges include: lack of supervision in the home after school dismissal, parental difficulty in providing homework assistance, crime and mis-directed influence in neighborhoods surrounding student homes and lacking opportunities to participate in informal learning and positive community interaction. Students and their parents are in need of positive opportunities to connect with education and community resources. Out of school time program offer care while parents are working and increase student time in the safe and structured school environment.

Student Achievement:

Bale Elementary received a 59.33 (public school grade D) on the most recent ESSA School Index Report. One in five (20.2%) of students are classified as Special Education (SPED). Almost 20% (17.1%) of students are classified as English Language Learners (ELL).

According to the most recent school report card, very few students score "Ready or exceeding" on Arkansas Department of Education summative literacy exams (10.45% in 3rd grade; 11.54% in 4th grade, and 7.35% in 5th grade). Students score better in math, but data still indicates acute need for academic support. (42.05% of students score "ready" in 3rd grade; 19.23% in 4th grade; and 20.29% in 5th grade.) Science scores are also low with 15-16% of students scoring "Ready or Exceeding" in all grade levels (15.18% in 3rd grade; 15.38% in 4th grade, and 15.94% in 5th grade). The "Weighted Achievement" score for Bale is 35.64 as compared to the state average score of 63.82. The ESSA "Reading at Grade Level" score for Bale Elementary is very low (31/188 or 16.49). In terms of growth measurements, Bale is classified as a "low achievement/low growth" school.

Data shows a pronounced achievement and engagement gap when comparisons are made between the African American, low-income, and Students with disabilities with the Caucasian and Hispanic students. For example, the value-added growth score for students with disabilities is 69.48, while the Hispanic student value-added

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growth score is 84.84. A growth score of 80 or higher indicates that students met the growth expected for one school year of learning. The Hispanic and English Language Learner subgroups are the only student groups that attained this goal.

Student Attendance:

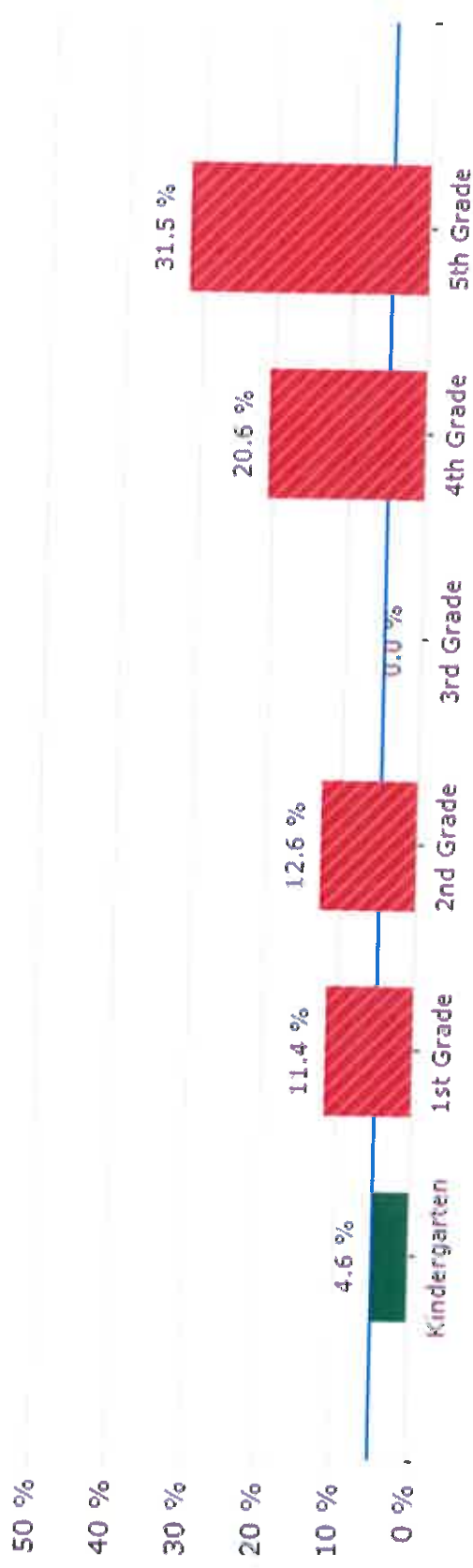
Bale Elementary student daily rate of attendance trended downward from 63.4% in the first semester to 47.5% in the second semester of the 2018-2019 school year. Grade levels with the highest daily average include third grade 63.1%, Kindergarten 61.9%, and fifth grade 57.8%. The year to date daily attendance rate grade level chart below represents the percentage of students meeting the attendance rate threshold of 95% during the 2018-2019 school year. According to the chart, the 1st, 2nd, and 4th grades demonstrated the lowest attendance rates throughout the year. Further, implications point to a need to increase incentives and progress monitoring of student attendance in all grades with a focus on 1st, 2nd, and 4th with an intent to improve student attendance overall. Implementing a plan of action to "Plan, Do, Check" to bolster Bale parent awareness and engagement of the correlation between student attendance and student achievement will be an ongoing and laser focused process in the 2019-2020 school year. A shift in the culture and mindset will be necessary to obtain the Student GPS school goal of 95% Daily Average Attendance. The school improvement process will continue to engage stakeholders to better ascertain realistic approaches to improve student attendance each school year.



2018-2019 School-Year Bale Elementary Daily Student Attendance Rate Source: Student GPS

Student Behavior:

The Student GPS and Bale Elementary SIP goal established for student discipline state reportable infractions are not to exceed 5%. During the 2018-2019 school-year, the Kindergarten students remained below the threshold and the third graders had no reportable infractions for the entire year. The fifth grade incurred the most infractions with a total of 31.5%, followed by fourth, second, and first grades respectively. See chart below. With the second full year of implementing Positive Behavior Intervention Supports in addition to adding a Behavior Interventionist who will engage teachers and learners in targeted Restorative Justice practices, we fully expect to minimize behavior infractions at Bale to 5% or less each quarter.



2018-2019 School-Year Bale Elementary All Discipline Infractions —Source: Student GPS
Grade Level Chart Percentage of students with 1+ state reportable offenses and/or 5+ school code of conduct infractions

Baseline Academy 2019-2020 School Improvement Plan (Revised 1/23/2020)

<p>Goal # 1 Baseline Academy will have a safe, supportive, and collaborative school culture.</p>	
	<p style="text-align: center;">Current Reality</p>
<p>Behavior</p> <ul style="list-style-type: none"> • The average number of behavioral interactions per classroom teacher is below expectations; positivity rating is higher than expected (91%). • There were 156 office referrals entered into Kickboard for the 2018-19 school year. • A behavior protocol was created but there was no additional training. <p>Attendance</p> <ul style="list-style-type: none"> • Attendance data is analyzed every 2 weeks at SILT meetings. • The number of students with 5 or more absences per quarter has continued to increase for the 2018-19 school year. • A comprehensive Attendance Plan has been created and implemented to address chronic absenteeism. 	
	<p style="text-align: center;">Ideal State</p>
<p>Behavior</p> <ul style="list-style-type: none"> • The teachers and staff will utilize Kickboard with fidelity in order to provide the PBIS team with consistent data for decision making. • The PBIS team and Guidance team will utilize Kickboard data to tier behaviors and provide the necessary interventions for the behaviors. • Teachers will utilize the behavior protocol with fidelity. <p>Attendance</p> <ul style="list-style-type: none"> • Students are absent one or less times per month 	
	<p style="text-align: center;">Steps to Get There</p>
<p>Behavior</p> <ul style="list-style-type: none"> • 200 Interactions will be entered in Kickboard per week by classroom teachers with 80% of these interactions being positive. • Teachers will maintain a 4:1 positive-to-corrective ratio as evidenced by 80% positivity ratio in Kickboard. • Teachers will be trained on the PBIS system and behavior protocol 	

Baseline Academy 2019-2020 School Improvement Plan (Revised 1/23/2020)

- Referrals will be reduced by 20% for the 2019-2020 school year
- Baseline will put into practice a monthly incentive system for the staff members who consistently utilize Kickboard on a weekly basis.
- Positivity Tips and support will be provided for the staff by the PBIS Team.
- Kickboard data will be analyzed regularly by the PBIS Team and SILT to look for trends in behavior.
- Interventions will be determined and provided to support students.
- Assign mentors to students to promote attendance, behavior and academic goal setting.

Attendance

- Update the current Attendance Action Plan.
- Consistent messaging about the importance of attendance.
- Family contact concerning attendance will be consistent during the school year.
- Attendance incentives will occur more frequent (3 weeks vs quarterly)

Resources and Professional Development Opportunities

- Ideas and strategies from Game-Changers! by Eric Jenson
- Kickboard (platform, data, consultant, tips from teachers, and professional development)
- "PBIS World" online resource
- Open Circle
- High Reliability Schools Summit
- Baseline Attendance Plan
- Arkansas Campaign for Grade Level Reading consultant

Progress Monitoring

Behavior

- Kickboard Data will be reviewed monthly by the PBIS team to look for trends and issues.
- Parent/Teacher/Student surveys

Attendance

- SILT attendance analysis
- Kickboard attendance analysis

Baseline Academy 2019-2020 School Improvement Plan (Revised 1/23/2020)

- Class attendance charts
- Signed Family and School Partnership Agreement
- Parent/Teacher/Student surveys
- Attendance team will analyze attendance data every two weeks to look for trends and issues

Goal #2	Baseline will have effective instruction in every classroom
Current Reality	
<ul style="list-style-type: none"> • Baseline has protected time for grade level collaborative team time and common planning time for each grade level. • Based on data analysis of unit test data and observations there is a breakdown of common lesson planning for units of instruction at some grade levels due to new teaming. • Collaborative Team Time are predominately facilitator led. • Data systems are in place, but are not known by everyone and therefore they are not being implemented with fidelity. • Most K-2 teachers have completed the Science of Reading training. • Teachers in grades 3-5 have been to Days 1-3 of the Science of Reading training. • The Science of Reading has not been implemented in all classrooms with fidelity. 	
Ideal State	
<ul style="list-style-type: none"> • Grade level teams will meet biweekly to collaborate and plan all subjects. The expectation is that 100% of the teachers will participate in the planning process using the PLC protocol system. • Purposeful and intentional cycle plans will include engaging activities that align with standards. • These plans will be executed with fidelity and monitored through observations and focus walks. • Classroom teachers will understand the purpose for and use the Baseline Google Data System to report data. • Grade level teams will analyze formative assessment data prior to collaborative team time. This data will be used by the PLC to determine student progress towards learning targets. Interventions will be determined for the following week's Fight School. This is a daily 30 minute block of time which consists of weekly, flexible grouping of students based upon academic behaviors. Certified staff will intervene with collaboratively planned activities based upon formative data of the Baseline Essential Standards. Students will be flexibly placed in one of three groups: Hangar (readiness skills), Tarmac (progressing toward grade level standard), and Simulator (students who need to go deeper). • Baseline Essential Standards will be assessed on teacher created grade level common formative assessments. • Using the Science of Reading strategies, Baseline will implement an aligned, explicit, systematic, phonics block. • Teachers will implement the core curriculum literacy resources including Wit and Wisdom, Foundations, Heggerty, and Just Words with fidelity. • Students who have demonstrated certain dyslexia characteristics according to the district screening protocol will be considered for appropriate tier 2 and tier 3 interventions using the Wilson Reading System. 	

Baseline Academy 2019-2020 School Improvement Plan (Revised 1/23/2020)

- Special Education teachers have been trained in Heggerty and the Wilson Reading System. They are implementing an explicit, systematic phonics block with these resources to support their students. Progress is being monitored with the WRS assessment system.
- Teachers are implementing ESL techniques (SIOP) to support ELLs based upon levels of understanding in the four domains (listening, speaking, reading, and writing.).
- Students who have been identified with the lowest level of English based upon their ELPA21 score reports in the four domains will receive additional intervention during literacy and math from the two transition teachers.
- In each classroom, 80% of students will score a 3 or higher on unit proficiency scales based on Baseline's Essential Standards.
- In each K-2 classroom, 80% of students will show proficiency in phonics, phonemic awareness, and decoding as it relates to the MAP Skills Checklist.

Steps to Get There

- Accountability- TESS Domain D: 4 will be a priority.
- A planning tool will be created and implemented to guide the planning process.
- Essential Standards will be chosen by grade level teams with vertical alignment
- Teachers will be trained to use the CFA process to create standards based assessments.
- A protocol for the phonics block will be established using the Science of Reading strategies.
- Utilize LRSD Literacy resources and curriculum map.
- Utilize SIOP strategies to support English Language Learners.
- Utilize CGI strategies and LRSD Math curriculum map.
- Master Calendar that supports PLC and common planning time.
- Essential Standards Calendar with clear timeline for cycles of instruction, data due dates, and data analysis dates.
- Extended PLC time on Thursdays to complete cycles of instruction.
- Intensive Coaching Support Plan with Department of Elementary and Secondary Education (DESE) – Dr. Kiffany Pride and Paula Vasquez
- Offer Saturday planning sessions to improve implementation of Wit and Wisdom and small group instruction in Math and Literacy.
- Provide teacher with student engagement training that aligns with Wit and Wisdom (Kagan)
- Create a plan to provide test taking strategies for 3rd-5th grades student during the month of March.

Resources and Professional Development Opportunities

- Ideas and strategies from *Game-Changers!* by Eric Jenson
- Leadership Academy for *PLCs that Work* by Solution Tree

Baseline Academy 2019-2020 School Improvement Plan (Revised 1/23/2020)

- Google Drive data system training
- CGI and/or EMC training
- LRSD literacy resources
- The Science of Reading training
- SIOP training
- Master Calendar
- Essential Standards Calendar
- Solution Tree PLC Coach – Dr. Mandy Barrett
- High Reliability Schools Summit
- Provide Kagan Strategy training to K-5 teachers

Progress Monitoring

- SILT and Instructional Support Team analysis of cycles of instruction and NWEA data
- Lesson and cycle plans
- Focus Walks
- Baseline Google Data system
- Administrator formal and informal observations

SMART Goal

Goal # 3

Baseline will be a Professional Learning Community

Current Reality

- Baseline has not chosen vertically aligned Essential Standards. Teachers are trying to focus on ALL grade level standards, which doesn't allow enough time on task for mastery.
- Analysis of NWEA and ACT Aspire data shows that students are making growth but still not achieving grade level expectations.
- Novice teachers are still progressing toward understanding their grade level standards and setting instructional outcomes that align to grade level standards (TESS Domain 1c)

Ideal State

- Each grade level will select a list of Essential Standards for the upcoming school year in literacy and mathematics.
- ELA and Math standards will be unpacked, learning targets will be determined; proficiency scales will be created for each cycle of instruction.
- Proficiency scales will help teachers and students understand students' progress towards mastery for each Essential Standard.
- Grade level teams will work together with the specialists and facilitators to select vertically aligned Essential Standards in order to improve student achievement on grade level assessments.

Baseline Academy 2019-2020 School Improvement Plan (Revised 1/23/2020)

Steps to Get There

- The collaborative work of the PLCs will utilize NWEA and ACT Aspire data, ACT Aspire Performance Descriptors, and Marzano's "Five Steps for Developing Cohesive Units of Instruction" to identify Big Ideas and learning targets that need to be addressed and assessed throughout the year in every grade level. The criteria for choosing the Essential Standards will be: endurance, leverage, and readiness for the next level of learning.
- PLCs will meet at least once per week to look at formative assessments and unit check points to determine steps for individual students..
- Each grade level teams will create and implement the same cycle of instruction/daily plans for instruction of all subjects.
- Classroom teachers will analyze formative assessment data prior to PLCs. This data will be used by the PLC to determine student progress towards learning targets. Interventions will be determined for the following week's Fight School. This is a daily 30 minute block of time which consists of weekly, flexible grouping of students based upon academic behaviors. Certified staff will intervene with collaboratively planned activities based upon formative data of the Baseline Essential Standards. Students will be flexibly placed in one of three groups: Hangar (readiness skills), Tarmac (progressing toward grade level standard), and Simulator (students who need to go deeper).
- PLC Coach from Solution Tree will support teachers and instructional support team in progressing toward becoming a Professional Learning Community

Resources and Professional Development Opportunities

- Ideas and strategies from *Game-Changers!* by Eric Jenson
- Leadership Academy for *PLCs at Work* by Solution Tree
- Identifying Essential Standards from Marzano's "Five Steps for Developing Cohesive Units of Instruction"
- PLC Coach from Solution Tree – Dr. Mandy Barrett
- High Reliability Schools Summit

Progress Monitoring

- Weekly PLC analysis of cycles of instruction, reading growth, and NWEA data
- PLC agendas and minutes
- Common formative assessments
- Baseline Essential Standards document
- Google Drive cycles of instruction

Booker Arts Magnet School

School Improvement Plan

PLAN

Needs Assessment:

Booker Arts Magnet School's Leadership Team reviewed Demographic Data (Student Attendance and Office Referrals), Perceptual Data (Arkansas A+ Schools Self-Assessment; Staff, Parent, and Student Climate Surveys; and High Reliability School Level I Survey), Student Learning Data (ACT Aspire Summative Assessment; NWEA MAP Growth K-5 Fall, Winter, and Spring Assessments; and Pre-Kindergarten Skills Assessment), 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 2018-2019 school year. After reviewing the data, the Leadership Team identified the need to improve instructional practices through collaboration and reflective feedback, the need to improve student achievement in Reading and Mathematics, and the need to increase student engagement as the Priorities for our 2019-2020 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

Goals:

1. To increase the percentage of teachers receiving ratings of "Highly Effective" on TESS Indicators 3c (Engaging Students in Learning), 4a (Reflecting on Teaching), and 4d (Participating in a Professional Community) by at least 5% as measured by administrative observations documented in EdReflect for the 2019-2020 school year.
2. To increase the percentage of third-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 2019-2020 NWEA MAP Growth Fall, Winter, and Spring Assessments, Reading Fluency Assessments, and the 2019-2020 ACT Aspire Summative Assessment.
3. To increase student engagement by reducing by at least 5% the number of students receiving Office Referrals during the 2019-2020 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 3c (Engaging Students in Learning), 4a (Reflecting on Teaching), and 4d (Participating in a Professional Community) by at least 5% as measured by administrative observations documented in EdReflect for the 2019-2020 school year.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Utilize grade level/subject area PLC meetings and School-Wide Collaborative Planning sessions 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 Assessment results.	Principal Classroom Teachers Instructional Specialists Fine Arts Specialists Multi-Site Instructional Facilitators	Wednesdays August 14, 2019-May 27, 2020	PLC Meetings Agendas and Minutes Lesson Plans NWEA MAP Growth Fall, Winter, and Spring Assessment Results NWEA Reading Fluency Fall, Winter, and Spring Assessment Results
Utilize Leadership Team and Guiding Coalition Meetings to examine student assessment results, aggregated teachers observation data, and perceptual survey results; develop and/or modify interventions; and plan professional development.	Principal Leadership Team Guiding Coalition	Monthly	Leadership Team Meeting Agendas and Minutes Guiding Coalition Agendas and Minutes
Conduct administrative and peer observations, 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
Provide professional development focusing upon strategies introduced in Professional Learning Community at Work Process Training (September 26-27, 2019; December 9-10, 2019; and March 9-10, 2020) to increase effective instructional practices.	Principal PLC Academy Leadership Team	October and November 2019 January, February, April, and May 2020	PLC Meetings Agendas and Minutes Lesson Plans Strength and Opportunities Reports Professional Development Agendas and Sign-in Sheets

Goal 2: To increase the percentage of third-fifth grade students (specifically those receiving Special Education services) moving from one proficiency level to the next highest proficiency level by at least 5% in Reading, Mathematics, and Reading Fluency as measured by the 2019-2020 NWEA MAP Growth Fall, Winter, and Spring Assessments and the 2019-2020 ACT Aspire Summative Assessment.

ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Provide Tier I Instruction to all students as outlined in Heggerty, Foundations, Wit and Wisdom, Wit and Wisdom DVR, Go Math, and CGI/ECM.	Classroom Teachers Acceleration Specialists	Daily	Focus Walks Formal and Informal Observations Lesson Plans

Provide Tier II Instruction to identified students as outlined in Foundations, Wit And Wisdom, Wit and Wisdom DVR, Just Words, and CGI/ECM.	Classroom Teachers, Acceleration Specialists, and Push-In Interventionists	Daily	Focus Walks Formal and Informal Observations Lesson Plans SBIT Records
Provide Tier III Instruction to identified students as outlined in Wilson Reading System and CGI/ECM.	Academic Intervention Specialist Reading Teacher Resource Teacher Self-Contained Special Education Teacher	Daily	Focus Walks Formal and Informal Observations Lesson Plans SBIT Records IEPS and 504 Progress Monitoring Notes
Administer NWEA Reading Fluency Assessment to all kindergarten through fifth grade students in Fall 2019 and all kindergarten through second grade students and identified third-fifth grade students in Winter 2019 and Spring 2020.	NWEA Reading Fluency Assessment Coordinator Classroom Teachers	October, November, and December 2019 March and April 2020	NWEA Reading Fluency Fall, Winter, and Spring Assessment Results
Utilize NWEA Map Growth Fall, Winter, and Spring Assessments Reading Fluency Assessments, common formative assessments, and teacher observations to monitor student progress and provide differentiated instruction.	Classroom Teachers, Acceleration Specialists, and Push-In Interventionists	Daily	NWEA Map Growth Fall, Winter, and Spring Assessment Results NWEA Reading Fluency Fall, Winter, and Spring Assessment Results
Recognize all students who have met and/or exceeded their growth goals on the NWEA Map Growth Assessments and moved one or more levels on the Reading Fluency Assessments, and the teachers whose classes have demonstrated the highest percentages of projected growth met.	Principal	October 2019 January and March 2020	Lists of Students Meeting and/or Exceeding their Growth Goals Lists of Classes with Highest Percentages of Projected Growth Met
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.	Principal Leadership Team Classroom Teachers	October 2019- May 2020	School-wide Data Wall Data Folders
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 Assessment data disaggregation.	Principal Wit and Wisdom Staff Multi-Site Instructional Facilitators Classroom Teachers	October 2019- May 2020	Professional Development Agendas and Sign-in Sheets Informal Observations

Conduct administrative and peer observations and provide reflective feedback to teachers.	Principal Classroom Teachers	September 2019-May 2020	Formal and Informal Observations Strength and Opportunities Reports
Goal 3: To increase student engagement by reducing by at least 5% the number of students (specifically students receiving Special Education Services) receiving Office referrals during the 2019-2020 school year.			
ACTIONS (Do)	PERSON(S) RESPONSIBLE	MONITORING TIMELINE	EVIDENCE OF MONITORING
Provide professional development focusing upon Restorative Justice and implement Restorative Justice strategies to reduce behaviors resulting in office referrals, increase student engagement, and improve school climate.	Principal Behavior Intervention Specialist Counselor	September 2019- May 2020	Professional Development Agendas and Sign-in Sheets
Provide Tier II and Tier III behavioral interventions to identified students.	Behavior Specialist Counselor Living Hope School-Based Intervention Team	August 2019- May 2020	SBIT Records Behavior Intervention Specialist's Anecdotal Notes Counseling Folders
Provide weekly and monthly attendance awards to all students with perfect attendance during the designated time periods.	Counselor	August 2019- May 2020	Lists of Students Receiving Attendance H.E.R.O. Awards
Provide weekly and quarterly awards to all students demonstrating appropriate behavior.	Classroom Teachers ABC Awards Committee	August 2019- May 2020	Lists of Students Receiving PAT Time and Jazzy Jaguar Jubilee
Engage community members in mentoring relationships with identified students to promote students' emotional development.	Counselor Reading Teacher	August 2019- May 2020	Lists of Students and Community Mentors
Conduct formal and informal observations of TESS Indicators 2d (Managing Student Behavior) and 3c (Engaging Students in Learning) and provide reflective feedback to teachers.	Principal	August 2019- May 2020	Formal and Informal Observations Strengths and Opportunities 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 3a, 3c, and 4a 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 Reading Fluency Assessment and share with teachers.</p>	<p>Principal Leadership Team</p> <p>Principal Leadership Team</p>	<p>May 4, 2020</p> <p>October 16, 2019 January 15, 2020 April 1, 2020 May 6, 2020</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, Reading Fluency Assessment, and the ACT Aspire Summative Assessment.</p>	<p>Principal Leadership Team</p>	<p>October 16, 2019 January 15, 2020 April 1, 2020 May 6, 2020 July 1, 2020</p>
<p>Goal 3 Examine the percentage of students receiving Office Referrals.</p>	<p>Principal Leadership Team</p>	<p>May 27, 2020</p>

Brady Elementary
School Improvement Plan
2019-2020
Revised 1-23-2020

Brady Elementary Mission Statement

The mission of the staff and community of Brady Elementary is to ensure each child is provided with cognitive, social, emotional and physical support needed to become lifelong learners and good citizens.

Focus #1 Literacy	<u>Goal Statement</u> To provide instruction that is based on the science of reading in order to improve the literacy skills of our students. Each teacher in our building will follow their designated programs with fidelity. Our
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	goal is to decrease the number of students in the In Need of Support category as indicated by the ACT Aspire by 10%. The Spring 2019 scores indicated that 66% of our 3rd-5th grade students were identified as In Need of Support. Our NWEA Reading data showed that 4 out of 16 of our Kindergarten through 5th grade classes made at least 50% growth. Our goal is for 16 out of 16 of our Kindergarten - 5th grade classrooms will make at least 50% growth.		
	Action Items		Timeline
	Implement Fundamentations in Kindergarten-3rd Grade	Teachers will receive training in Fundations and will implement the program beginning August 2019.	August 2019 - May 2020
	Implement Wit & Wisdom in Kindergarten - 5th Grade	Teachers will receive training in Wit and Wisdom, and will implement the program beginning August 2019.	August 2019 - May 2020
	Implement Just Words in 4th and 5th grade	Teachers will be trained in the implementation of the Just Words program, and will implement in Tier 2	September 2019-May 2020
	Implement Lexia Learning for all students Kindergarten-5th grade	Teachers will ensure that students are logging onto the Lexia Core 5 program to receive targeted instruction in each of the five components of reading. Teachers will use the Lexia lessons to support student growth.	September 2019-May 2020
	Implement Wilson Reading System	The reading intervention teacher and the academic interventionist will serve students who have been identified as having markers of Dyslexia.	September 2019-May 2020
	Administer NWEA Map Growth Assessment - Reading	Kindergarten -5th Grade teachers will administer the NWEA Map Growth test three times a year to assess student learning. The data will be used to guide instruction in both whole and small groups.	Fall, Winter, Spring
	Administer NWEA Map Growth Fluency	Kindergarten-2nd grade teachers will administer the NWEA Map Growth Fluency test to identify markers of Dyslexia and to plan both whole group and small group instruction. 3rd - 5th grade students will administer the assessment to students who scored In Need of Support and Close on the ACT Aspire in Spring of 2019 to identify markers of dyslexia.	Fall, Winter, Spring

	Progress Monitoring with MAP Fluency	Teachers and interventionists will progress monitor students who are not meeting benchmark expectations.	1 - 2 times per month
	Common Formative Assessments	Teachers will utilize the unit assessments from Foundations and Wit and Wisdom to plan whole instruction and to plan and provide instruction in small groups.	September 2019-May 2020
	After-school Tutoring	Students in 4th-5th grade who scored In-Need of Support or Close on the ACT Aspire will be invited to after-school tutoring. 2nd-grade and 3rd-grade students who score at or below the 30th percentile will be invited to attend after-school tutoring.	January 2020-April 2020
	Planning Time Afterschool	Teachers will be provided time and compensation to plan core instruction with Foundations and Wit and Wisdom	December 2019
	Support		Timeline
	Meet with Literacy Facilitator	Teachers will meet twice a month with the Literacy Facilitator in grade-level collaborative meetings to receive guidance for instruction, plan formative assessments, and review formative assessment data. This will be an on-going cycle.	August 2019-May 2020
	Observe Model Lessons	Teachers will be afforded the opportunity to observe model lessons for Heggerty, Foundations, Wit and Wisdom, and/or Just Words by facilitator and/or colleagues.	September 2019-May 2020
	Data Days	Teachers will meet for Data Days after administering the Beginning of the Year NWEA to analyze data, form small groups, and plan instruction.	January 2019
	Lexia Training	Teachers will receive training in the use of the Lexia Core 5 program.	September 2019 Spring 2020
	R.I.S.E. Training	Kindergarten - 5th grade teachers who have not completed R.I.S.E. training will complete PD that supports effective instructional practices.	September 2019-May 2020
	School-based Professional Development	Teachers will be afforded the opportunity to attend monthly professional development based on the science of reading to enhance and enrich	September 2019-May 2020

		their understanding of foundational knowledge of reading so that they are able to support student learning.	
	Curriculum Support	Academic Interventionist will provide support to teachers in the implementation of Wit and Wisdom.	Spring 2020
	Wit and Wisdom Training	Academic Interventionist will attend district literacy training to increase knowledge and understanding of Wit and Wisdom.	Spring 2020
	Using Data	Take a team to Overcoming the Achievement Gap training.	March 2020

Focus #2 Professional Learning Community	Goal Statement: We will operate as a Professional Learning Community by focusing on learning, build a collaborative environment and taking collective responsibility, while becoming resulted oriented.		
	Action Items		
	Mission, Vision, and Values	The staff will review the school mission statement and make a determination if it is still suitable for who we are. We will construct a vision statement, and identify our core values.	August 2019-2020
	Guiding Coalition	The Guiding Coalition is a staff elected team that represents the school, acting as a shared decision making system to identify areas of improvement that supports student achievement and building success.	August 2019-May 2020
	Collaborative Grade Level Meetings	The master schedule has been constructed to allow for grade level collaborative meetings that will focus on both student and teacher learning. Data will drive our decision making. We will use the 4 essential questions to guide our discussions. Our math and literacy facilitators will be available every other week to assist teachers in their collaborative meetings.	September 2019- May 2020

	Data Days	Teachers will meet for Data Days after administering the Beginning of the Year NWEA to analyze data, form small groups, and plan instruction.	September 2019- May 2020
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Focus #3 - Culture and Climate	<u>Goal Statement:</u> Establish a school culture and climate that promotes positive student-teacher and parent interactions where families feel safe, connected, and engaged.		
		Action Items	
	Weekly/Monthly Newsletters	Teachers and Staff will communicate with parents and the community through weekly newsletters. The principal will send a weekly newsletter to staff and a monthly newsletter to families.	September 2019- May 2020
	Social Media	Facebook, Instagram, and Twitter will be used to connect with all stakeholders.	At least 1 time per week
	PATHS Social and Emotional Learning	Teachers and staff will implement the PATHS curriculum which is an alternative thinking program that promotes healthy relationships and social skills.	September 2019- May 2020
	PBIS	Begin looking at PBIS schoolwide. Utilize portions of the PBIS model to promote positive behavior.	September 2019- May 2020
	Staff Outing	Staff will be invited to one staff outing a quarter to build relationships and get to know one another. August Outing- Board and Brush	September 2019- May 2020
	Brady Bash	Monthly school wide incentive to promote and reward positive behavior.	September 2019- May 2020
	Community Fest	This event will bring Brady's families and community	Spring 2020

		members together to share the good things happening in the community and at Brady.	
	Behavior Plan	The behavior committee will create a school-wide behavior plan to support teachers and staff.	October 2020



CARVER MAGNET ELEMENTARY

**SCHOOL IMPROVEMENT
PROGRESS REPORT
2ND QUARTER
2019-2020**

**CLIFTON D. WOODLEY
PRINCIPAL**



CARVER MAGNET ELEMENTARY

2019 - 2020 SCHOOL IMPROVEMENT PLAN

**CLIFTON D. WOODLEY
PRINCIPAL**

Focus Area 1: Achievement

Goal Statement: To increase the 2019-2020 ESSA student weighted achievement indicator score to 65 percent for all students.

Interventions/Measurable Actions	Timeline	Professional Learning	Monitoring of the Goal (Evidence)	Person Responsible
<ol style="list-style-type: none"> 1. Create and implement a 45 minute daily intervention block to the school's master schedule. 2. Identify 3rd-5th grade students who scored below readiness in math, reading, and science on the ACT Aspire and assign them to a building level interventionist for remediation/enrichment. 3. Teachers will monitor student progress in reading and math by implementing a data tracking system by quarter/unit. 4. Teachers will use the district interim assessment results and the NWEA Learning Continuum to determine individual student needs and plan for instruction. 5. Teachers will develop a plan of continuous instructional improvement through the use of data, collaboration (PLCs), and instructional support (PD). 6. Teachers will learn and implement the Wilson Reading Series and all of its components during the literacy block to improve student literacy. 	<ol style="list-style-type: none"> 1. August 2019 2. August 2019-September 2019 3. September 2019-May 2020 4. Quarterly 2019-2020 5. September 2019-May 2020 6. August 2019 - May 2020 	<ul style="list-style-type: none"> • Continuous R.I.S.E. training for teachers • District-level math, science, and social studies PD • Review Charlotte Danielson's <u>Framework for Teaching</u> • AR IDEAS (online PD) • Staff Meetings • Out-of-District PD • <u>Learning By Doing</u> by DuFour • Leadership Team Meetings • High Reliability Process • <u>Classroom Instruction that Works</u> by Marzano • Special Education PD • Wilson Reading Series PD • Dyslexia Awareness PD 	<ul style="list-style-type: none"> • Conduct 8-12 informal/formal classroom observations weekly in EdReflect and provide feedback • Assess teacher lesson plans weekly and provide feedback • Display, monitor, and discuss student work samples in grade-level meetings • NWEA Map Interim Assessment administered three times to K-5 students (Fall, Winter, Spring) during the 2019-2020 school year for all students & analyze results • Annotations of module lessons in Wit and Wisdom • Use of Pre/Post Assessment Data • Use of CFAs (Common Formative Assessments) with each grade level • Monitor teacher attendance regularly through WillSub Reports • Revise Master Schedule to include daily intervention • Disaggregate 2019 ACT Aspire Summative Data in School Leadership Meeting • Provide feedback on teacher data tracking system 	<ol style="list-style-type: none"> 1. Principal & Leadership Team 2. All teachers and support staff 3. Classroom teachers & students 4. Classroom teachers & Leadership Team 5. All Carver teachers 6. Classroom teachers

Focus Area 2: Student Growth

Goal Statement: To increase the 2019-2020 ESSA value-added growth indicator score to 88 percent for all students.

Interventions/Measurable Actions	Timeline	Professional Learning	Monitoring of the Goal (Evidence)	Person Responsible
<ol style="list-style-type: none"> 1. Identify the value-added growth scores for each subgroup and analyze the three-year trend data (2019, 2018, and 2017) for each subgroup. 2. Teachers will collaborate weekly to discuss student growth and develop a plan to track their growth in reading and math. 3. Teachers will use multiple student work samples as artifacts to measure mastery of objectives and the curriculum and to look for evidence of growth. 4. Teachers will create a system of communication to parents regarding individual student growth. 5. Principal will schedule several sessions with the district's testing department to disaggregate growth data with the school's Leadership Team. 	<ol style="list-style-type: none"> 1. August 2019-October 2019 2. September 2019-May 2020 3. September 2019-May 2020 4. September 2019-May 2020 5. September 2019 - May 2020 	<ul style="list-style-type: none"> • My School Info website- https://myschoolinfo.arkansas.gov • District-level PD for math, science, and social studies • Wilson Reading Series PD- literacy • NWEA Map Skills Assessment Training • Professional Learning Communities (PLC) PD • School Leadership Team Meetings • Grade-level meetings • Wise Ways Research • LRSD Testing and Evaluation Department 	<ul style="list-style-type: none"> • Conduct 8-12 informal/formal classroom observations weekly in EdReflect and provide feedback • Collect and use student work samples to measure mastery of objectives and evidence of growth • NWEA Map Interim Assessment administered three times (Fall, Winter, Spring) during the 2019-2020 school year for K-5 students and analyze results • Analyze Wilson's Wit and Wisdom Module Assessment data after each module • Use of Pre/Post Assessments • Use of CFAs (Common Formative Assessments) • Analyze NWEA Assessment Results K-2 and use of the Learning Continuum to group students • Use of SBIT data and the team recommendations • Monitor Student Grades at each interim and each quarter 	<ol style="list-style-type: none"> 1. Principal & School Leadership Team 2. Classroom teachers & Literacy/Math Facilitators 3. All teachers 4. Principal & teachers & parents 5. Principal

Focus Area 3: Student Quality and Student Success

Goal Statement: To increase the 2019-2020 ESSA Student Quality and Student Success (SQSS) indicator score to 65 percent for all students.

Interventions/Measurable Actions	Timeline	Professional Learning	Monitoring of the Goal (Evidence)	Person Responsible
<ol style="list-style-type: none"> 1. Create a school-based attendance committee to evaluate student attendance/tardy data and make recommendations for improvement. (Student Engagement) 2. Teachers will implement Wilson Reading Series daily during the literacy block to support and move students to reading at their grade level. (Reading at Grade Level)** 3. In addition to science instruction in the classroom, students will receive at least sixty (60) additional minutes in science weekly to meet their needs in science and to increase their science achievement score and their growth in science. (Science Achievement and Growth in Science) 4. Identify and analyze the SQSS scores for each subgroup (under each area listed above) and the three-year trend data (2019, 2018, and 2017) for each subgroup and formulate a plan to improve each area under SQSS. 	<ol style="list-style-type: none"> 1. August 2019-May 2020 2. August 2019-May 2020 3. August 2019-May 2020 4. August 2019-October 2019 	<ul style="list-style-type: none"> • Wise Ways Research School Leadership Team Meetings • District-level Science PD Staff Meetings • Professional Learning Communities (PLCs) • Educational Consultants • Educational Articles on Student Attendance/Chronic Absenteeism • "Feet to the Seat" - District Initiative • PD from School-Based and District-Based Science Specialist • Wilson Reading Series PD 	<ul style="list-style-type: none"> • Conduct 8-12 informal/formal classroom observations weekly in EdReflect and provide feedback • NWEA Map Interim Assessment administered three times (Fall, Winter, Spring) during the 2019-2020 school year for K-5 students and analyze results • Analyze Wilson's Wit and Wisdom Module Assessment data after each module • Analyze 2019 ACT Aspire Summative Results in Science and Reading (Grades 3-5) • Monitor eSchool Attendance Data on students • Analyze STAR Assessment Results/Accelerated Reader Data (Reading) • Access and use My School Info - ADE 	<ol style="list-style-type: none"> 1. Principal & School Leadership Team 2. Classroom Teachers & Literacy Facilitator 3. Principal & Science Specialist & Young Astronauts teacher 4. Principal & Leadership Team

****Literacy Plan - ACT 83**

With literacy deficits throughout the state, RISE (Reading Initiative for Student Excellence) was developed through the Science of Reading (SoR) model to address the need for stronger reading education for all students. The goal is to strengthen reading instructional practices in classrooms by using the knowledge and practices of the Science of Reading.

LRSD students will receive Tier I core literacy instruction using an evidence-based curriculum, Wilson Reading Series. This series supports the Common Core State Standards (AR State Standards) by providing students with the foundational and language skills that are necessary for them to be able to access grade-level text. The series is a comprehensive program that follows students from grade to grade, as well as, address students with dyslexia.

The principal and all teachers have been or will be trained in the Science of Reading (RISE) and dyslexia. K-2 teachers have attended and completed six days of RISE training; 3-5 teachers have attended and completed three days of RISE training (they will complete the remaining three days during the 2019-2020 school year). The principal has attended and completed RISE Assessor Training to be able to assess RISE trained teachers. Teachers will/have been trained through district-level PD on the Wilson resources.

Our district has chosen to use the Heggerty curriculum to address phonemic awareness; Foundations program to address phonics, spelling, and handwriting for all K-3 students; Wit and Wisdom for all K-5 students to address reading comprehension during literacy blocks. Additionally, teachers in grades 4 -5 will train in Just Words, a Tier 2 program for students who have gaps in their decoding and spelling proficiency, but do not require intensive intervention. Just Words also aligns with the district's RTI framework by focusing on word structure and targeted word study.

Teachers will work collaboratively with each other, with other colleagues throughout the district, with the literacy facilitators to enhance their own teacher capacity, as well as, their growth of the utilization of the Wilson Series. Literacy blocks have been established and designed (as part of the teacher's daily schedule) to ensure enough time is devoted to the implementation and the use of all of the components. Implementing all of the components with fidelity, students should begin to show improvements in their core reading skills. For students who need additional support, they will be provided more small group interventions through a flexible schedule. For students who are not making any growth, they will be referred to the School-Based Intervention Team (SBIT) for possible Tier 3 interventions.

Students will be pre-assessed using various screeners, such as PAST and NWEA. This will assist the teachers with beginning deficits and grouping. Students will also be assessed throughout each module of Wit and Wisdom, along with the district's interim assessment, which will be administered three times a year. Teachers will use the data to re-group students and provide more Tier 1 intensive support. Students in grades 3-5 will continue to take the state's summative assessment, ACT Aspire. The School Leadership Team will meet

consistently to analyze data and evaluate the school's current literacy plan for effectiveness. However, adjustments and modifications will be made accordingly.

2018 ESSA SCHOOL INDEX DATA

Weighted Achievement Data

Subgroup	2018 Weighted Achievement Score
All Students	58.33%
Black or African American	57.14%
Hispanic/Latino	62.04%
White	56.25%
Economically Disadvantaged	54.91%
English Learners	68.75%
Students with Disabilities**	21%

**In the table referenced above, it clearly shows that there is gap in achievement with Students with Disabilities subgroup compared to the other subgroups by at least 30% or more. In an effort to close the gap between this subgroup and others, the following actions will be employed:

Teachers - a) use effective instructional strategies; b) understand and capitalize on students' diverse cultures; c) identify students who need additional instructional support; d) participate in professional development programs that provide strategies for working with students and their families who are not achieving success.

Support Staff - a) provide instructional support to students; b) serve as mentors for students; c) serve as liaison to families and the community

Students - a) share the accountability for their learning; b) engage with teacher(s), classmates, and others in the school community; c) participate, as needed, in supplemental learning programs and opportunities.

Parents - a) share school's and teacher's high expectations for students; b) communicate with teachers and other school personnel; c) participate in school's decision-making.

Growth Data

Subgroup	2018 Growth Score
All Students	82.4%
Black or African American	80.85%
Hispanic/Latino	85.45%
White	81.83%
Economically Disadvantaged	81.74%
English Learners	86.96%
Students with Disabilities	76.58%

SQSS Data (Overall)

Subgroup	2018 SQSS Index Score
All Students	56.13%
Black or African American	55.33%
Hispanic/Latino	54.91%
White	58.47%
Economically Disadvantaged	51.86%
English Learners	52.94%
Students with Disabilities**	32.43%

**In the table referenced above, it clearly shows that there is gap in the overall School Quality and Student Success indicator with Students with Disabilities subgroup compared to the other subgroups by at least 20% or more. In an effort to close the gap between this subgroup and others, the following actions will be employed:

Teachers - a) use effective reading (literacy) instructional strategies; b) understand and capitalize on students' diverse cultures; c) identify students who need additional instructional support in reading and science; d) participate in professional development programs that provide strategies for working with students and their families who are not achieving success.

Support Staff - a) provide instructional support to students; b) serve as mentors for students; c) serve as liaison to families and the community

Students - a) share the accountability for their learning; b) engage with teacher(s), classmates, and others in the school community; c) participate, as needed, in supplemental learning programs and opportunities.

Parents - a) share school's and teacher's high expectations for students; b) communicate with teachers and other school personnel; c) ensure that students are on time and present for school daily.

SQSS Data - Student Engagement

Subgroup	Points Earned
All Students	78.1
Black or African American	80.9
Hispanic/Latino	78.57
White**	55.28
Economically Disadvantaged	79.06
English Learners	76.79
Students with Disabilities	73.91

**In the table referenced above, it clearly shows that there is gap in student engagement with the White subgroup compared to the other subgroups by at least 20% or more. In an effort to close the gap between this subgroup and others, the following actions will be employed:

Teachers - a) use effective instructional strategies; b) understand and capitalize on students' diverse cultures; c) identify students who need additional instructional support; d) participate in professional development programs that provide strategies for working with students and their families who are not achieving success.

Support Staff - a) provide instructional support to students; b) serve as mentors for students; c) serve as liaison to families and the community

Students - a) share the accountability for their learning; b) engage with teacher(s), classmates, and others in the school community; c) participate, as needed, in supplemental learning programs and opportunities.

Parents - a) share school's and teacher's high expectations for students; b) communicate with teachers and other school personnel; c) ensure that students are on time and present for school each day.

SQSS Data - Reading at Grade Level

Subgroup	Points Earned
All Students	31.78
Black or African American**	23.08
Hispanic/Latino	45.83
White	66.67
Economically Disadvantaged**	21.69
English Learners	53.33
Students with Disabilities**	4.35

**In the table referenced above, it clearly shows that there is gap in reading at grade-level with the Black, Economically Disadvantaged, and Students with Disabilities subgroups compared to the other subgroups by at least 20% or more. In an effort to close the gap between these subgroups and others, the following actions will be employed:

Teachers - a) use effective instructional strategies; b) understand and capitalize on students' diverse cultures; c) identify students who need additional instructional support; d) participate in professional development programs that provide strategies for working with students and their families who are not achieving success; e) use a flexible schedule to support additional small group intervention in reading.

Support Staff - a) provide instructional support to students; b) serve as mentors for students; c) serve as liaison to families and the community; d) work with struggling students on reading skills.

Students - a) share the accountability for their learning; b) engage with teacher(s), classmates, and others in the school community; c) participate, as needed, in supplemental learning programs and opportunities.

Parents - a) share school's and teacher's high expectations for students; b) communicate with teachers and other school personnel; c) ensure that students are on time and present for school each day.

SQSS Data - Science Achievement

Subgroup	Points Earned
All Students	34.11
Black or African American**	25.27
Hispanic/Latino	50

White	66.67
Economically Disadvantaged**	21.69
English Learners	53.33
Students with Disabilities**	8.7

**In the table referenced above, it clearly shows that there is gap in science achievement with the Black, Economically Disadvantaged, and Students with Disabilities subgroups compared to the other subgroups by at least 20% or more. Some of these subgroups overlap as some students are a combination of one, two, or all three subgroups. In an effort to close the gap between these subgroups and others, the following actions will be employed:

Teachers - a) use effective instructional strategies; b) understand and capitalize on students' diverse cultures; c) identify students who need additional instructional science support; d) participate in professional development programs that provide strategies for working with students and their families who are not achieving success; e) provide students with science experiences that are unique and "hands-on"; f) provide additional time weekly in science instruction.

Support Staff - a) provide instructional support to students; b) serve as mentors for students; c) serve as liaison to families and the community; d) work with struggling students on reading skills.

Students - a) share the accountability for their learning; b) engage with teacher(s), classmates, and others in the school community; c) participate, as needed, in supplemental learning programs and opportunities.

Parents - a) share school's and teacher's high expectations for students; b) communicate with teachers and other school personnel; c) ensure that students are on time and present for school each day.

SQSS Data - Growth in Science Achievement

Subgroup	Points Earned
All Students	56.56
Black or African American	50.57
Hispanic/Latino	69.05
White	75
Economically Disadvantaged	53.9
English Learners	78.57
Students with Disabilities	44.44

2019 ACT Aspire Data - Subject Proficiency by Grade Level and Subject

School Wide (Grades 3-5)	English	Reading	Science	Math
Exceeding	28%	11%	7%	11%
Ready	34%	20%	18%	31%
Close	31%	30%	33%	41%
In Need of Support	7%	39%	42%	17%

Grade 5	English	Reading	Science	Math
Exceeding	26%	10%	6%	14%
Ready	52%	26%	22%	32%
Close	16%	36%	40%	46%
In Need of Support	6%	28%	32%	8%

2019 ACT Aspire Data - Subject Proficiency by Grade Level and Subject

Grade 4	English	Reading	Science	Math
Exceeding	36%	17%	9%	13%
Ready	20%	15%	24%	31%
Close	38%	33%	36%	40%
In Need of Support	7%	35%	31%	16%

Grade 3	English	Reading	Science	Math
Exceeding	22%	7%	7%	4%
Ready	28%	17%	7%	30%
Close	41%	20%	24%	37%
In Need of Support	9%	57%	63%	28%

NWEA MAP GROWTH DATA
Fall 2019 - Math

Grade Level	Lo		LoAvg		Avg		HiAvg		Hi	
K	9	21%	13	30%	16	37%	5	12%	0	0%
1	11	31%	9	25%	6	17%	8	22%	2	6%
2	13	30%	7	16%	6	14%	12	28%	5	12%
3	11	34%	4	13%	8	25%	6	19%	3	9%
4	11	28%	19	49%	6	15%	3	8%	0	0%
5	13	31%	7	17%	13	31%	8	19%	1	2%

Teachers - Fall 2019 - Math

Teacher	Lo		LoAvg		Avg		HiAvg		Hi	
Ditmore	4	21%	6	32%	5	26%	4	21%	0	0%
Langston	3	16%	5	26%	10	53%	1	5%	0	0%
Brown	6	33%	5	28%	5	28%	2	11%	0	0%
Yarbrough	5	29%	3	18%	1	6%	6	35%	2	12%
Stone	6	32%	3	16%	2	11%	6	32%	2	11%
Corrigan	3	15%	4	20%	4	20%	6	30%	3	15%
Dolden	8	57%	1	7%	4	29%	1	7%	0	0%
Hall	1	7%	3	20%	4	27%	4	27%	3	20%
Watson	4	21%	12	63%	1	5%	2	11%	0	0%
Holiman	4	24%	7	41%	5	29%	1	6%	0	0%
Johnston	4	20%	4	20%	6	30%	5	25%	1	5%
Whittington	7	37%	2	11%	7	37%	3	16%	0	0%
Carter, K - 5 th	2	67%	1	33%	0	0%	0	0%	0	0%
Carter, K. - 3/4 th	5	83%	0	0%	0	0%	1	17%	0	0%
Carter, A.	5	50%	4	40%	0	0%	1	10%	0	0%

Winter 2020 - Math

Grade Level	Lo		LoAvg		Avg		HiAvg		Hi
K	11	26%	11	26%	14	33%	4	9%	3
1	15	42%	13	36%	3	8%	3	8%	2
2	16	37%	8	19%	11	26%	7	16%	1
3	14	42%	4	12%	4	12%	8	24%	3
4	16	39%	12	29%	12	29%	1	2%	0
5	11	27%	12	29%	10	24%	7	17%	1

Teachers - Winter 2020 - Math

Teacher	Lo		LoAvg		Avg		HiAvg		Hi
Ditmore	6	32%	5	26%	5	26%	2	11%	1
Langston	3	16%	4	21%	8	42%	2	11%	2
Brown	9	53%	6	35%	1	6%	1	6%	0
Yarbrough	5	28%	7	39%	2	11%	2	11%	2
Stone	7	37%	5	26%	4	21%	3	16%	0
Corrigan	6	30%	2	10%	7	35%	4	20%	1
Dolden	9	64%	1	7%	1	7%	3	21%	0
Hall	2	13%	3	20%	3	20%	4	27%	3
Watson	7	36%	6	30%	7	35%	0	0	0
Holiman	6	33%	6	33%	5	28%	1	6%	0
Johnston	3	16%	6	32%	5	26%	4	21%	1
Whittington	6	32%	5	26%	5	26%	3	16%	0
Carter, K - 5 th	2	67%	1	33%	0	0%	0	0%	0
Carter, K. - 3/4 th	6	86%	0	0%	0	0%	1	14%	0
Carter, A.	6	60%	3	30%	1	10%	0	0%	0

Fall 2019 - Reading

Grade Level	Lo		LoAvg		Avg		HiAvg		Hi	
K	5	12%	10	23%	15	35%	13	30%	0	0%
1	11	31%	11	31%	7	19%	5	14%	2	6%
2	6	14%	13	30%	9	21%	8	19%	7	16%
3	11	33%	4	12%	8	24%	6	18%	4	12%
4	14	37%	4	11%	8	21%	10	26%	2	5%
5	9	21%	7	17%	13	31%	12	29%	1	2%

Teachers - Fall 2019 - Reading

Teacher		Lo		LoAvg		Avg		HiAvg		Hi
	1	5%	4	21%	10	53%	4	21%	0	0%
Ditmore	2	11%	4	21%	5	26%	8	42%	0	0%
Langston	5	28%	7	39%	5	28%	1	6%	0	0%
Brown	5	29%	4	24%	2	12%	4	24%	2	12%
Yarbrough	0	0%	8	42%	4	21%	3	16%	4	21%
Stone	4	20%	3	15%	5	25%	5	25%	3	15%
Corrigan	6	43%	2	14%	4	29%	2	14%	0	0%
Dolden	2	13%	2	13%	3	20%	4	27%	4	27%
Hall	9	45%	2	10%	4	20%	4	20%	1	5%
Watson	5	28%	2	11%	4	22%	6	33%	1	6%
Holiman	4	20%	3	15%	6	30%	6	30%	1	5%
Johnston	4	21%	3	16%	6	32%	6	32%	0	0%
Whittington	1	33%	1	33%	1	33%	0	0%	0	0%
Carter, K - 5 th	3	75%	0	0%	1	25%	0	0%	0	0%
Carter, K. - 3/4 th	6	60%	3	30%	1	10%	0	0%	0	0%
Carter, A.										

Winter 2020 - Reading

winter 2020 - Reading											
Grade Level		Lo		LoAvg		Avg		HiAvg		Hi	
K		10	23%	13	30%	9	21%	11	26%	0	0%
1		14	39%	12	33%	5	14%	3	8%	2	6%
2		14	33%	10	23%	8	19%	4	9%	7	16%
3		10	30%	9	27%	6	18%	5	15%	3	9%
4		13	31%	10	24%	11	26%	6	14%	2	5%
5		6	15%	10	24%	9	22%	16	39%	0	0%

Teachers - Winter 2020 - Reading

Teachers - Winter 2020 - Reading									
Teacher	Lo		LoAvg		Avg		HiAvg		Hi
Ditmore	5	26%	6	32%	4	21%	4	21%	0
Langston	3	16%	6	32%	3	16%	7	37%	0
Brown	8	47%	7	41%	1	6%	1	6%	0
Yarbrough	5	28%	5	28%	4	22%	2	11%	2
Stone	7	37%	3	16%	3	16%	2	11%	4
Corrigan	5	25%	5	25%	5	25%	2	10%	3
Dolden	5	36%	6	43%	2	14%	0	0	1
Hall	2	13%	3	20%	4	27%	4	27%	2
Watson	5	25%	7	35%	4	20%	2	10%	2
Holiman	5	26%	3	16%	7	37%	4	21%	0
Johnston	3	16%	3	16%	5	26%	8	42%	0
Whittington	1	5%	7	37%	3	16%	8	42%	0
Carter, K - 5 th	2	67%	0	0%	1	33%	0	0%	0
Carter, K - 3/4 th	6	86%	0	0%	0	0%	1	14%	0
Carter, A.	5	50%	3	30%	2	20%	0	0%	0

Fall 2019 - Science

Grade Level	Lo		LoAvg		Avg		HiAvg		Hi	
3	8	25%	5	16%	5	16%	8	25%	6	19%
4	10	24%	10	24%	8	20%	7	17%	6	15%
5	3	7%	10	24%	9	22%	15	37%	4	10%

Teachers - Fall 2019 - Science

Teacher	Lo	LoAvg		Avg	HiAvg		Hi			
Carter, K. - 5 th	1	50%	0	0%	1	50%	0	0%		
Carter, K. - 3/4 th	4	57%	1	14%	0	0%	1	14%		
Dolden	5	38%	1	8%	3	23%	4	31%	0	0%
Hall	1	7%	4	27%	1	7%	4	27%	5	33%
Holiman	3	17%	5	28%	5	28%	3	17%	2	11%
Watson	5	25%	4	20%	3	15%	4	20%	4	20%
Johnston	2	10%	3	15%	5	25%	7	35%	3	15%
Whittington	0	0%	7	37%	4	21%	7	37%	1	5%

Winter 2020 - Science

Winter 2020 Science										
Grade Level	Lo		LoAvg		Avg		HiAvg		Hi	
3	8	25%	5	16%	5	16%	8	25%	6	19%
4	10	24%	10	24%	8	20%	7	17%	6	15%
5	3	7%	10	24%	9	22%	15	37%	4	10%

Teachers - Winter 2020 - Science

Teacher		Lo		LoAvg		Avg		HiAvg		Hi	
Carter, K. - 5 th	1	33%	1	33%	1	33%	0	0%	0	0%	
	5	71%	1	14%	0	0%	0	0%	1	14%	
Dolden	4	29%	5	36%	3	21%	1	7%	1	7%	
	3	20%	1	7%	3	20%	3	20%	5	33%	
Holiman	3	18%	5	29%	5	29%	4	24%	0	0%	
Watson	7	37%	5	26%	3	16%	2	11%	2	11%	
Johnston	2	11%	5	26%	4	21%	5	26%	3	16%	
Whittington	2	11%	2	11%	8	42%	4	21%	3	16%	

NWEA MAP DATA - FALL COMPARISON - 2018/2019 MATH

Grade	Lo 2018	Lo 2019	LA2018	LA2019	Avg2018	Avg2019	HA2018	HA2019	H2018	H2019
K	33	21	33	30	26	37	3	12	5	0
1	33	31	23	25	23	17	15	22	8	6
2	24	30	27	16	21	14	15	28	12	12
3	31	34	36	13	18	25	13	19	2	9
4	26	28	28	49	13	15	28	8	6	0
5	25	31	23	17	19	31	27	19	6	2

NWEA MAP DATA - FALL COMPARISON - 2018/2019 READING

Grade	Lo 2018	Lo 2019	LA2018	LA2019	Avg2018	Avg2019	HA2018	HA2019	H2018	H2019
K	18	12	46	23	31	35	3	30	3	0
1	18	31	20	31	43	19	10	14	10	6
2	27	14	15	30	24	21	18	19	15	16
3	34	33	16	12	18	24	20	18	11	12
4	16	37	27	11	20	21	18	26	20	5
5	13	21	31	17	23	31	21	29	13	2

NWEA MAP DATA - FALL COMPARISON - 2018/2019 SCIENCE

Grade	Lo 2018	Lo 2019	LA2018	LA2019	Avg2018	Avg2019	HA2018	HA2019	H2018	H2019
3	29	25	22	16	18	16	16	25	16	19
4	15	24	23	24	21	20	28	17	13	15
5	13	7	19	24	29	22	23	37	17	10

NWEA MAP DATA - WINTER COMPARISON - 2018/2019 MATH

Grade	Lo 2018	Lo 2019	LA2018	LA2019	Avg2018	Avg2019	HA2018	HA2019	H2018	H2019
K	38	26	28	26	21	33	10	9	3	7
1	33	42	33	36	19	8	9	8	7	6
2	34	37	34	19	20	26	0	16	11	2
3	31	42	42	12	21	12	2	24	4	9
4	31	39	22	29	13	29	27	2	7	0
5	26	27	18	29	18	24	24	17	14	2

NWEA MAP DATA - WINTER COMPARISON - 2018/2019 READING

Grade	Lo 2018	Lo 2019	LA2018	LA2019	Avg2018	Avg2019	HA2018	HA2019	H2018	H2019
K	33	23	38	30	18	21	5	26	5	0
1	35	39	28	33	19	14	7	8	12	6
2	31	33	20	23	17	19	11	9	20	16
3	40	30	27	27	17	18	8	15	8	9
4	18	31	22	24	24	26	27	14	9	5
5	17	15	25	24	27	22	19	39	12	0

NWEA MAP DATA - WINTER COMPARISON - 2018/2019 SCIENCE

Grade	Lo 2018	Lo 2019	LA2018	LA2019	Avg2018	Avg2019	HA2018	HA2019	H2018	H2019
3	23	25	31	16	23	16	13	25	10	19
4	11	24	38	24	13	20	18	17	20	15
5	27	7	25	24	10	22	22	37	16	10

Chicot Elementary & Early Childhood Center

"We are Chiefs among Leaders"



#GreatHappensHere

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CHICOT ELEMENTARY & EARLY CHILDHOOD SCHOOL IMPROVEMENT PLAN 2019-2020

THE PLAN:

Background:

Chicot Elementary School is in the 3rd year of implementation of The Leader in Me – a whole school transformation process focused on student leadership and based on Franklin Covey's 7 Habits of Happy Kids. The school began this process in response to a needs assessment through the Achieve Team meetings at the school. The Leadership Team gathered input from staff, students, families, community partners, and district staff to identify our greatest barriers to student achievement. These barriers were disruptive student behavior, engagement, and effective instruction. In the 1st year as a LIM school, we worked to increase positive behaviors by immersing students and staff in an environment that portrayed a focus on leadership, and to establish many student leadership roles in the school. Year 2 focused on setting school-wide goals, class goals, and individual goals, establishing lead indicators and tracking progress, and celebrating successes. In 2019-20, the focus is Empowering Instruction to create conditions that improve academic performance. Our ultimate goal is to achieve Lighthouse Status with TLIM by sustaining the practices established in this journey.

Needs Assessment:

The school Lighthouse Team (Leadership Team) with input from district staff have continued to examine school needs by reviewing student performance, engagement information (including attendance), and student discipline needs. Chicot overall ESSA scores improved by 0.72. The value added growth score improved to 83.04, exceeding the state average. Leading areas of concern are:

- Students scoring "In Need of Support" or "Close" in Reading. 31/217 were "Ready" or "Exceeding."
- Student attendance rates improved slightly overall, but indicated 16.48% of students at high risk.
- Further reduction of disruptive student behaviors

Priorities:

- 1) Focus on reading growth and achievement by prioritizing implementation of new LRSD Literacy Curriculum, instructional supports for reading, professional development opportunities in reading, use of human capital, funding, and other resources.
- 2) Continue to develop positive student behaviors through effective implementation of TLIM and further alignment of PBIS supports throughout the school.
- 3) Engagement with students and parents will continue to be a focus with TLIM transformation process. Efforts will also include a focus on student attendance and engagement with parents through social media to foster involvement.

Updated 1-23-2019

Goals:

- 1) **GOAL 1-STUDENT LEADERSHIP & BEHAVIOR:** To minimize disruptive behaviors by cultivating a culture of leadership and increasing responsible and prosocial behaviors. We will reduce the number of students having repeated office referrals for minor behaviors by 20%.
- 2) **GOAL 2: READING GROWTH:** To increase student reading growth by establishing a goal-oriented culture focused on accountability for reading success through implementation of new reading curriculum and regular student data review in collaborative teams (Using the PLC Process).
- 3) **GOAL 3: ATTENDANCE & ENGAGEMENT:** Improve student attendance rates and parent engagement by further implementing student attendance incentives and using multiple Social Media platforms via Facebook, Twitter and Smore in an effort to connect our school to our parents and community.

1-STUDENT LEADERSHIP & BEHAVIOR: To minimize disruptive behaviors by cultivating a culture of leadership and increasing responsible and prosocial behaviors. We will reduce the number of students having repeated office referrals for minor behaviors by 20%

Current Implementation

An analysis of MRA data from students and staff showed that these stakeholders believe a lot of instructional time is lost due to disruptive behaviors. Office referrals for repeated offenses of minor, classroom-managed behaviors are high. The offense that teachers and students identified as the most common is disrespect. The following actions have been identified to increase respectful and responsible behaviors.

Action	Person(s) Responsible	Timeline	Evidence of Monitoring
Align PBIS/LIM Habits on School Matrix for All Areas of the Building. <i>This will include school wide point system for student incentives and recognition in</i>	<ul style="list-style-type: none">• Lighthouse Team• All Staff Review• Student Lighthouse Team• District & ADE Behavior Support Personnel	<ul style="list-style-type: none">• Revision 1st Semester and Implementation 2nd Semester	<ul style="list-style-type: none">• Evidence of Practices• Common Language• Student Incentives/Rewards• Display of aligned expectations

Updated 1-23-2019

Class DoJo used by all classrooms.			<ul style="list-style-type: none"> • Class DoJo Reports • Spring (MRA) through LIM Online
Provide explicit instruction in establishing classroom routines and structures aligned with the 7 habits of TLIM.	<ul style="list-style-type: none"> • All Teachers & Staff 	<ul style="list-style-type: none"> • On-Going 	<ul style="list-style-type: none"> • Evidence of Routines & Structures (i.e. Anchor Charts, student actions) • E-school behavior reports • Restorative Practice Classroom reports • Check-in/Check-out Reports for select students • Class DoJo Reports • Spring MRA through LIM Online
Facilitate daily scheduled time for direct-teaching in the classrooms 7 Habits to help students learn appropriate behavior, social-emotional control, and develop leadership skills using Discovering the Leader in Me curriculum resources.	<ul style="list-style-type: none"> • Classroom Teachers • Specialists & All Staff further support in student interactions 	<ul style="list-style-type: none"> • On-Going 	<ul style="list-style-type: none"> • Class Schedules • Student knowledge of 7 Habits • Evidence of use of Curriculum Resources • Class DoJo Reports • E-school behavior reports • Restorative Practice Classroom reports • Check-in/Check-out Reports for select students

Updated 1-23-2019

			<ul style="list-style-type: none"> • Spring MRA through LIM Online
Provide school wide leadership roles for students. For the 2019-2020 school year 87 students applied and received school wide leadership roles in areas including, but not limited to, school greeters, and legendary leader announcers.	<ul style="list-style-type: none"> • Student Leadership Action Team • Student Lighthouse Team 	<ul style="list-style-type: none"> • August/September applications and awarding of student leadership roles • On-going demonstration of student leaders roles in place throughout school 	<ul style="list-style-type: none"> • Class DoJo Reports • Spring MRA through LIM Online • Evidence of student leadership in place in school operations
Establish and implment individual, class and school behavior goals (Tier I), monitor and display discipline data, and celebrate goal achievement.	<ul style="list-style-type: none"> • Staff • Students • Administration 	<ul style="list-style-type: none"> • Ocotober-May 	<ul style="list-style-type: none"> • Agendas • Student Leadership Binders • Recognition Boards • # of Students Achieving Goals
Analyze data from school wide Class DoJo reports for further behavior information (location, % meeting goal, trends, etc) to determine next steps.	<ul style="list-style-type: none"> • Teachers • Administration 	<ul style="list-style-type: none"> • January-May 	<ul style="list-style-type: none"> • Reports • Agendas
Administration completion of CPI training.	<ul style="list-style-type: none"> • District Office • Administration 	<ul style="list-style-type: none"> • October 	<ul style="list-style-type: none"> • Agenda • Sign-in
Implementation of Restorative Practice Classroom as alternative to suspension and to further	<ul style="list-style-type: none"> • Administration & RPC Assigned Staff 	<ul style="list-style-type: none"> • August/September Set-up • On-going 	<ul style="list-style-type: none"> • E-school behavior reports • Restorative Practice Classroom reports

Updated 1-23-2019

support a focus on prosocial behavior and internalization of 7 Habits and PBIS structures.			<ul style="list-style-type: none"> • Check-in/Check-out Reports for select students
Restorative Practice Classroom paraprofessional attendance at CPI PD	<ul style="list-style-type: none"> • RPC Staff • Administration 	<ul style="list-style-type: none"> • 3rd Quarter 	<ul style="list-style-type: none"> • Agenda • Sign-in Sheets
OTHER SUPPORTS: <ul style="list-style-type: none"> • Collaboration and support when behaviors require more intensive intervention than the school can provide to preserve the climate of classrooms and the school (students and parents) • Continued use of professional resources, including school counselor and site-based mental health providers, to provide strategies to students for self-regulation of behaviors. 			

GOAL 2-READING GROWTH: To increase student reading growth by establishing a goal-oriented culture focused on accountability for reading success through implementation of new reading curriculum and regular student data review in collaborative teams (Using the PLC Process & TLIM Whole School Transformation Structures/Resources).

Winter/Spring Goals:

We will minimize the gap between classroom performance levels and MAP/Aspire assessment performance by using MAP assessment data (MAP Growth & Reading Fluency) to drive instruction.

Winter Goal

K-5 students meeting their Reading MAP Growth goals will increase to 50% in on the Winter Assessment.

Spring Goal

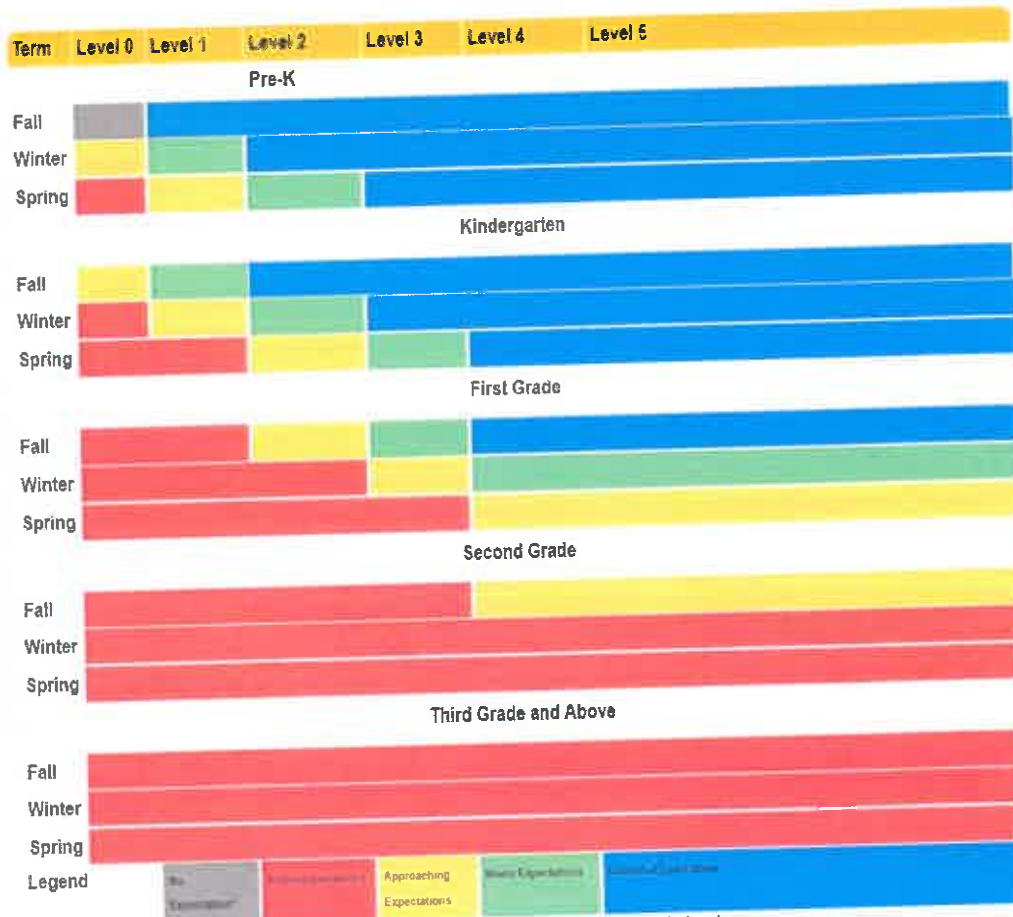
K-5 students meeting their Reading MAP Growth goals will increase from 35% to 45% in on the Spring Assessment (% was determined based on school wide Winter performance and follows the LIM from X to Y by when goal structure).

Rationale & Current Implementation:

Historical data consistently reflects that students' classroom performance exceeds their performance on interim and standardized assessments in all areas, especially reading. Chicot previously collected monthly DRA data for students reading on grade level. In May 2019, 66% of 1st-5th grade students were reading on grade level on cold reads. In contrast, only 21% met achievement standards for the Spring MAP assessment for reading and 31.7 % met their projected RIT score in reading. On the 2019 ACT Aspire Summative Assessment, 15% of 3rd-5th grade students were ready or exceeding in reading. While spring classroom performance data did not match student performance on assessments, readiness levels projected by NWEA Map Growth Spring reading tests closely predicted student performance on the ACT Aspire summative tests.

To more effectively chart student progress and inform instruction in reading during the 2019-2020 school year, assessment data from the MAP Reading Fluency assessment and MAP Growth assessment will be used to more effectively evaluate student progress and guide instructional needs of students based on the science of reading. This will include grade level appropriate assessment data on phonological skills, phonics, oral reading fluency, vocabulary, and reading comprehension.

For the Map Reading Fluency assessment, the following levels will be charted to determine small group needs, assess progress toward grade level reading expectations, and used as lead measures to meeting growth goals.



*No Expectation: Students are not expected to perform well on this topic at their grade level.

Updated 1-23-2019

The content included in each level for phonological awareness consists of the following:

Level	Content
0	Rhymes & Syllables (Introduce)
1	Rhymes & Syllables
2	Initial Sounds
3	Phoneme Blending & Segmenting
4	Phoneme Manipulation
5	Phoneme Manipulation (Reinforce)

The content included in each level for phonics consists of the following:

Level	Content
0	Letters & Sounds (Introduce)
1	Letters & Sounds
2	Initial Letter & Word Families
3	CVC Words
4	One Syllable Words
5	One Syllable Words (Reinforce)

For older students, reading progress will be measured using fluency rates (rates adjust during each testing period) and Lexile levels assessed in MAP.

In addition, using new curriculum (Heggerty, Wilson Foundations, Wit & Wisdom, Just Words) aligned with the science of reading in all K-5 classrooms, teachers will work in collaborative teams (PLCs) to plan, implement, monitor student progress, and adjust instruction according to student performance. This process will be guided by the following four questions: 1) What do we expect our students to learn? 2) How will we know they are learning? 3) How will we respond when they don't learn? 4) How will we enrich/extend those that do?

The implementation of new reading curriculum will be the primary instructional focus for this school year. Teachers will continue to be trained in new curriculum throughout the school year and will be provided instructional coaching support.

Action	Person(s) Responsible	Timeline	Evidence of Monitoring

Implementation of science based reading instruction, selected evidenced-based strategies, blended-learning platforms (Lexia Core 5 at all grade levels), and instructional models (SIOP), will occur and be further developed by formal and informal observation, use of instructional protocols, and timely feedback to teachers.	<ul style="list-style-type: none"> • Building Administration • Literacy Facilitator • District Literacy Support Staff • Collaborative Teams (PLCs) • Classroom Teachers • Reading & Other Academic Support Specialists 	<ul style="list-style-type: none"> • On-going daily instruction • Weekly Instructional Feedback • 2x Month Literacy Focused Collaborative Teams (PLCs) • Weekly Grade Level Planning Sessions 	<ul style="list-style-type: none"> • Agendas • EdReflect • Focus Walk Tool • Classroom Instruction and Environment (i.e. Foundations Wall, Sound Wall, Anchor Charts for Wit & Wisdom) • Spring MRA through LIM Online
All K-5 staff will receive professional development in new science of reading based literacy curriculums. This will include district offerings, colleague visits, in-house PD offering and other PD to support needs of students and teachers. (General Professional Development \$10,000.00)	<ul style="list-style-type: none"> • District Literacy Staff • Building Administration • Lighthouse Team • Collaborative Teams (PLC) • Literacy Facilitator 	<ul style="list-style-type: none"> • On-going • Building PD Days • Collaborative Team Meetings • Just Words PD (Oct/Nov) for all 4th/5th Grade Chicot Staff • Coaching Sessions Foundations (Fall & Winter) 	<ul style="list-style-type: none"> • Agendas • Student Data • EdReflect • Focus Walk Tool • Classroom Instruction and Environment (i.e. Foundations Wall, Sound Wall, Anchor Charts for Wit & Wisdom) • Spring MRA through LIM Online
<i>R.I.S.E. Initiative PD</i> <ul style="list-style-type: none"> • New kindergarten through 2nd grade teachers will participate in the R.I.S.E training. Third through fifth 	<ul style="list-style-type: none"> • Building Administration • District Literacy Support • Certified Teachers 	<ul style="list-style-type: none"> • August SoR Assessor Training • Awareness Training-August, Oct, Nov, and on-going 	<ul style="list-style-type: none"> • Agendas • Sign-in Records • Classroom Instruction and Environment • EdReflect

Updated 1-23-2019

<p>grade teachers will complete remaining 3-6 R.I.S.E. days.</p> <ul style="list-style-type: none"> • Certified staff (not classroom or SPED) will begin/complete awareness training • Administration will complete SoR Assessor Training to support SoR practices and teachers. 		<ul style="list-style-type: none"> • Proficiency Training-On-going as offered in Unified Talent 	<ul style="list-style-type: none"> • Focus Walk Tool • Spring MRA through LIM Online
<p>In order to provide all staff with high quality, on-going job embedded and differentiated professional development (IF11), Title I funds will be used to support an Academic Intervention Facilitator (\$85,000.00 salary/benefits)</p>	<ul style="list-style-type: none"> • Building Administration • Academic Intervention Facilitator 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Agendas • Schedule • EdReflect • Resources Shared and Communications
<p>Establish school, grade level and individual reading goals to monitor, display, drive instruction, and celebrate goal achievement.</p>	<ul style="list-style-type: none"> • Lighthouse Team • School-wide Achievement Action Team • Teachers & Staff • Students 	<ul style="list-style-type: none"> • Small Group Assessments/Progress Monitoring • Winter/Spring Map Assessments 	<ul style="list-style-type: none"> • WIG (Wildly Important Goals) Walls for Grade Levels and School • Student Leadership Notebooks • Teacher Data Binder • Spring MRA through LIM Online

<p>Ensure adequate time for various building level teams to meet and use Collaborative Team (PLCs) time to establish and continually revisit grade level and class goals with lead measures, as well as, student progress towards standards.</p> <p>The four essential questions for PLCs will guide meetings to improve instructional practices, and analyze student data and work.</p>	<ul style="list-style-type: none"> • Lighthouse Team and all teachers • Literacy Facilitator • TLIM Coaching Staff • School-wide Achievement Action Team 	<ul style="list-style-type: none"> • On-Going • Literacy Collaborative Meetings 2x/Monthly • Staff Meetings/PD sharing school progress towards goals • Monthly Action Team Meetings 	<ul style="list-style-type: none"> • WIG (Wildly Important Goals) Walls for Grade Levels and School • Teacher Data Binder • Collaborative Team Agendas for PLC Process • Collaborate Team Schedule • Staff Meeting Agendas • Spring MRA through LIM Online
<p>Hold data conferences with students to determine individual achievement goals and lead measures to achieve them. This includes student leadership notebooks to document progress toward goals and using accountability partners for students to frequently revisit their goals and analyze progress</p>	<ul style="list-style-type: none"> • Lighthouse Team • Student Achievement Action Team • Classroom Teachers • Students & Accountability Partners • Administration • Collaborative Teams 	<ul style="list-style-type: none"> • 1st Nine Weeks Student Goal Setting • On-going Goal Tracking on Lead Measures • Winter/Spring Map Dates to Update Goal Progress • Every two weeks-literacy collaborative teams 	<ul style="list-style-type: none"> • Student Leadership Notebooks (Contain Goal Tracking Sheets and accomplishments) • Spring MRA through LIM Online • Collaborative Team agendas with accountability for student data notebooks and updates on lead measures
<p><i>Additional LIM Transformation Efforts to Improve Instruction:</i></p> <ul style="list-style-type: none"> • Empowering Instruction Coaching Session (\$6000.00) 	<ul style="list-style-type: none"> • Building Administration • Lighthouse Team • Lighthouse Coordinators 	<ul style="list-style-type: none"> • August-Empowering Instruction PD • October-On-site Coaching 	<ul style="list-style-type: none"> • Agendas • Sign-in Records • Staff Meeting Agendas • Classroom Instruction and Environment

Updated 1-23-2019

<ul style="list-style-type: none"> Engage in two additional onsite coaching days with TLIM coach Participate in Community Coaching Days for Principals and Lighthouse Coordinators with a cohort of schools (Fall/Spring). Sustain TLIM through participation of new staff and non-certified staff in 7 Habits Training for new staff (\$1500.00 – travel) Provide ongoing professional development in student leadership notebooks, student goal-setting, and self-monitoring, through TLIM on-site coaching and self-assessment on the Lighthouse rubric Hold Academic WIG session with grade level lead teachers and select specialists to determine lead measures for teachers 	<ul style="list-style-type: none"> Student Lighthouse Team Certified Staff & Non-Certified Staff TLIM Coaching Staff 	<ul style="list-style-type: none"> October-Regional 7 Habits Session November-Coaching Touchpoint November Community Coaching Day January-On-site Coaching Late Winter 7 Habits Session Spring Community Coaching Day On-going Online Resources in newsletters/emails for support Monthly LIM Boosters with Lighthouse Coordinators and LIM Online Monthly Action Team Meetings with Online Resources 	<ul style="list-style-type: none"> Coaching Day Resources and Minutes Action Team Agendas Spring MRA through LIM Online
<p><i>Continue ESOL/SIOP Efforts:</i></p> <ul style="list-style-type: none"> Continue to implement SIOP strategies in classroom. 	<ul style="list-style-type: none"> ESOL Department Building Administration ESOL Interventionist Teachers 	<ul style="list-style-type: none"> On-going Collaborative Team Meetings 5th week of select months 	<ul style="list-style-type: none"> EdReflect Focus Walks Classroom Instruction and Evidence of Implementation

Updated 1-23-2019

<ul style="list-style-type: none"> Teachers will engage in school-based SIOP and use instructional strategies to engage students in language and vocabulary learning strategies Provide ongoing site-based PD in SIOP elements and features, in instruction and creating a classroom culture for learning and accountability. 			<ul style="list-style-type: none"> Agendas ESOL student progress/data
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GOAL 3-ATTENDANCE & PARENTAL ENGAGEMENT: To improve student attendance rates and parental engagement by further implementing student attendance incentives and using multiple Social Media platforms via Facebook, Twitter and Smore in an effort to connect our school to our parents and community.

Current Implementation

Chicot Elementary school did not have a social media presence prior to the 2019-2020 school year. Class DoJo was the primary means of communication, along with ParentLink and paper-based parent newsletters. As of the 2019-2020 school year, in addition to Class DoJo and newsletter, Chicot Elementary has initiated a school Facebook and Twitter page as a means to connect to our parents and community. We have over 140 followers Facebook and over 80 followers on Twitter. We will continue to use Class DoJo, as well as, Facebook to push out parent information for upcoming school and district events. We also share videos and photos of student activities and parent events hosted at our school. Parent Link is another way we connect our school to our parents. With our parent link system, we will expand information shared with parents through use of Smore Newsletter (electronic) monthly. Use of the newsletter, will also allow tracking of analytics including time spent reading, origin of newsletter traffic, and number of views.

School attendance has also been a focus at Chicot. Our ESSA engagement score for attendance showed minimal growth and achieved 70% of available points in ESSA for this indicator. Last year, 16.48% of students were classified as high risk for attendance and 27.04 were at moderate risk. This year, we will further engage in the Feet to the Seat Campaign, continue student incentives for attendance, and implement student recognition efforts at school wide assemblies to heighten the importance of attendance.

Updated 1-23-2019

Action	Person(s) Responsible	Timeline	Evidence of Monitoring
Create school Facebook & Twitter pages <i>Digital communication lessens language barriers for parents</i>	<ul style="list-style-type: none"> Building Administration 	<ul style="list-style-type: none"> August-Creation On-going-Posting 	<ul style="list-style-type: none"> School Pages Followers/# of Posts Spring MRA through LIM Online
Continue Use of Class DoJo School Story feature to share information with parents	<ul style="list-style-type: none"> Building Administration All Staff 	<ul style="list-style-type: none"> On-going-posting 	<ul style="list-style-type: none"> Followers/# of Posts All Classes on DoJo Spring MRA through LIM Online
Technology Training for Parents (i.e. Facebook, Twitter, Gateway, HAC)	<ul style="list-style-type: none"> Parent Coordinator (ESOL funded) Select Staff 	<ul style="list-style-type: none"> On-going 1:1 support and small group support 	<ul style="list-style-type: none"> Parent Coordinator Schedule Spring MRA through LIM Online
Continue involvement of parents with Back to School Bash, P/T Conference Day, Leadership Day, Literacy Nights, Assemblies, and School Programs.	<ul style="list-style-type: none"> Building Administration Parent/Community Engagement Action Team Leadership Events Action Team Student Lighthouse Team & Leaders Parent Coordinator Parent Facilitator 	<ul style="list-style-type: none"> August-Back to School Bash October & February Student-Led Conferences (upper grades) On-going-School Programs Quarterly-Assemblies May-Leadership Day 	<ul style="list-style-type: none"> Sign-in Sheets Programs/Agendas Social Media Posts VIPs Records Spring MRA through LIM Online
Continue Student Attendance Incentives in coordination with the Feet to the Seat Campaign. Data will be	<ul style="list-style-type: none"> Building Administration Lighthouse Team All Grade Level Teams 	<ul style="list-style-type: none"> Monthly Incentives 	<ul style="list-style-type: none"> Student Incentive Lists Attendance Data Reports

Updated 1-23-2019

tracked on school and grade level WIG Walls.	<ul style="list-style-type: none"> • Student Leadership Team 		<ul style="list-style-type: none"> • Spring MRA through LIM Online
Implement additional student recognition for student attendance at assemblies and as part of Class DoJo school wide point system.	<ul style="list-style-type: none"> • Building Administration • Lighthouse Team • Student Leadership Events Action Team • Student Assembly Leaders • All staff 	<ul style="list-style-type: none"> • Quarterly Assemblies • Monthly Action Team Meetings • On-going Student Assembly Leader Meetings 	<ul style="list-style-type: none"> • Agendas • Sign-ins • Class DoJo Reports (Beginning 2nd Semester) • Spring MRA through LIM Online

2019-2020

David O. Dodd Elementary School

Comprehensive Needs Assessment & Plan Overview

[SHEKETA.MCKISICK](#)



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MY SCHOOL INFO

2018-2019
LEAF 6001355

2018 - 2019 • Accountability At-a-Glance • David O. Dodd Elementary School

Contact Information

David O. Dodd Elementary School | Little Rock School District

Principal: Melinda Madala | Superintendent: Mike Poore

6423 Stagecoach Road Little Rock, AR 72204-

<http://www.lrsd.org> | (501) 447-4300

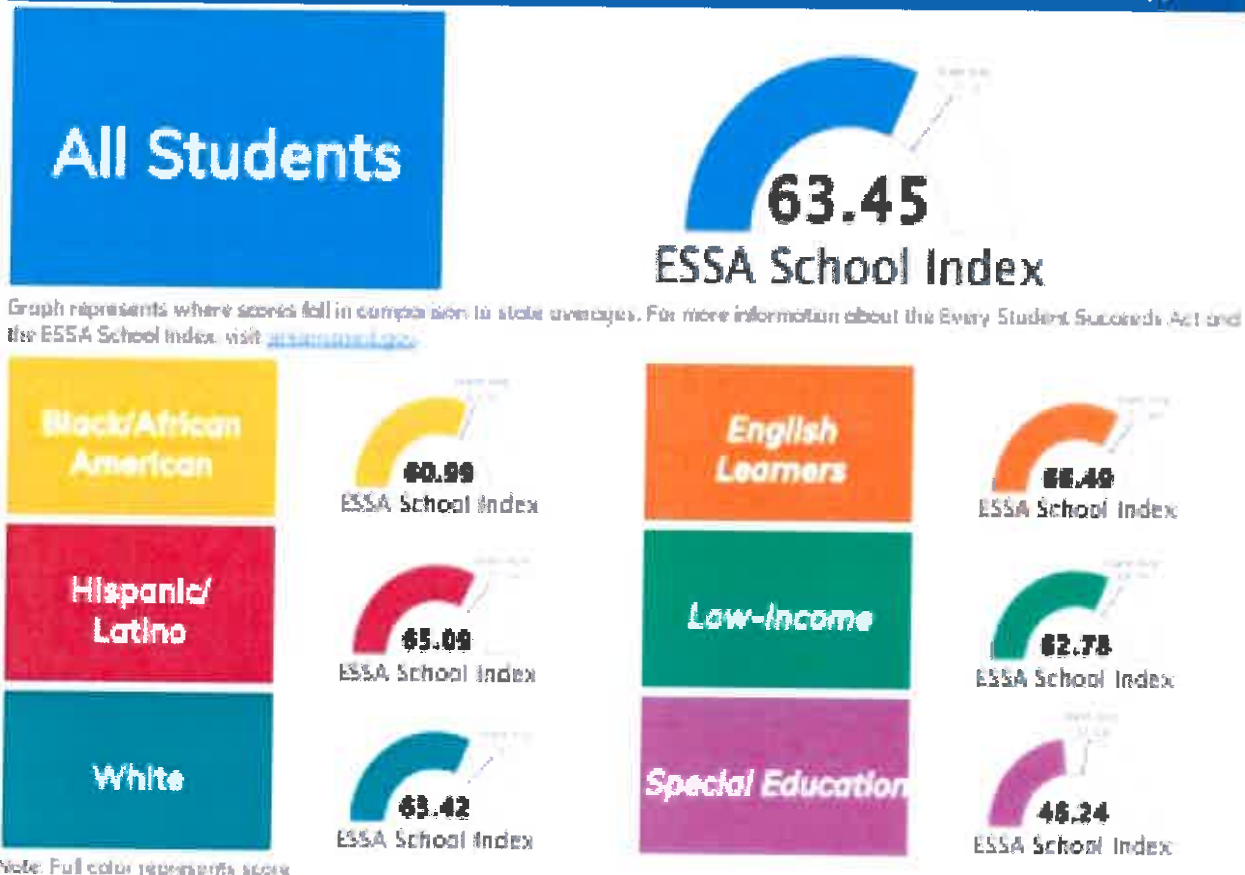
Student Information

Grades	K - 5	Total Enrollment	232
Black	54.74 %	English Learners	36.21 %
Hispanic	40.09 %	Low-income	87.07 %
White	3.45 %	Special Education	9.48 %

Public School Rating Score (State Accountability: A-F Letter Grade)



School Performance on the ESSA School Index Score (Federal Accountability)



Prepared by the Arkansas Department of Education

**David O. Dodd Elementary School
Comprehensive Needs Assessment & Plan Overview
2019-2020**

Focus Area 1: Cultivating a Culture of Leadership

Goal: To cultivate a school culture that creates leadership opportunities for students and staff to support the school's mission and vision.

In an effort to stimulate student growth, all stakeholders at David O. Dodd will intentionally teach Franklin Covey's 7 Habits of Happy Kids to students. The Leader in Me is Franklin Covey's whole school transformation process. It teaches leadership and life skills to students as well as adults which supports our school's mission and vision, which is everyone in the school is a leader. We feel that our school should not solely focus on test scores, but should provide opportunities for students to develop to their full potential. **Our goal is that 100% of staff and students at David O. Dodd Elementary School will have a leadership role in and outside of the classroom and have input on decisions made during the school year.**

This past school year, students set goals for themselves both personally and academically. The next step in the process is for students to take responsibility for their learning by sharing their goals with their parents through student led conferences. Students will keep track of their data in a notebook. Teachers will model for students how to review their data with parents. They will also continue to hold data conferences after each interim assessment and after each learning segment. **Our goal is that 68% of students at David O. Dodd Elementary School will conduct a student lead conference by October. By February, 85% of students will share their data with parents during parent teacher conferences.**

The faculty and staff developed a school-wide behavior plan that helps to cultivate leaders at Dodd. The plan consisted of expectations for each major area in the school, a flowchart that show the steps in the referral process, a t-chart that outlines for teachers what behaviors are office managed and teacher managed behaviors. At the beginning of the year, staff will teach rituals and routines using the Leader in Me First Eight Days of School. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. Since we met our behavior goal each week last year, we have increased our goal to **95% of students will meet their behavior expectation each week.**

Current Practices:

- Students were given the opportunity to apply for school-wide jobs. Jobs are rotated each nine weeks. Ms. Robinson and Ms. Weems ensured students were trained for their position and they monitor their progress.
- The staff created school-wide behavior plan is monitored by the Administrator. Each week the Administrator celebrated the success from the current week. The behavior goal was met each week. Teachers taught rituals and routines in their classroom. Teachers created a classroom behavior matrix that mimicked the school-wide plan. (see school-wide goals)
- Teachers are participating in a book study using the book *Hacking School Discipline*.
- Teachers explicitly taught the 7 Habits to students. They use the language during instruction and students use the language throughout the day.
- During our Restorative Circles, we ask students what habit they will try to embody so that they have better social and emotional control.
- 90% of the staff has leadership roles.
- 68% of students conducted student-led conferences.

Action Steps:

- Teachers will model for students how to convey their goals and data to parents during conferences. Students will then take the lead to share their goals and data with their parents.
- Administrator will ensure the remaining 10% of the staff that do not have leadership roles are given one by the end of the quarter. All students are given the opportunity to have a leadership role in their classrooms. The school-wide jobs will be rotated each nine weeks.
- Expectations for behavior will be taught explicitly throughout the year.
- Behavior goals will continue to be shared with the school weekly and as a school, we will celebrate our successes.
- Students are then given the responsibility of teaching expectations when needed. They will create videos to help teach expectations in each area.
- Students will learn how to tout our school and promote different school events on various social media outlets.

Researchers specifically examined how distributing leadership roles among all stakeholders increases student achievement and has a positive impact on the culture of the school. The study revealed that 93% of participants believed that giving students leadership roles directly impacted student achievement.

We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to build greater leadership capacity in our school community. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar.

Possible Indicators might include the following:

- **IE02:** The principal develops the leadership capacity of others in the school.
- **IE10:** The principal celebrates individual, team and school successes, especially related to student learning outcomes.
- **IIIC08:** All teacher display classroom rules and procedures in the classroom
- **IIIC10:** All teacher reinforce classroom rules and procedures by positively teaching them

Professional Development:

- 7 Habits professional development (Student led conferences and 7 Habits of Happy Kids)
- School-based PD on creating, implementing and sustaining a school-wide behavior system(<http://www.indistar.org/app/video.aspx?v=73>, <http://www.indistar.org/app/video.aspx?v=74>, <http://www.indistar.org/app/video.aspx?v=75>.)
- School-based PD on addressing the needs of students exhibiting challenging behaviors. (Book study using the text Hacking School Discipline, Restorative Justice)
- Professional development around ways to celebrate students, staff, and school successes (Google Classroom, Class Dojo, Twitter, Facebook, etc.)

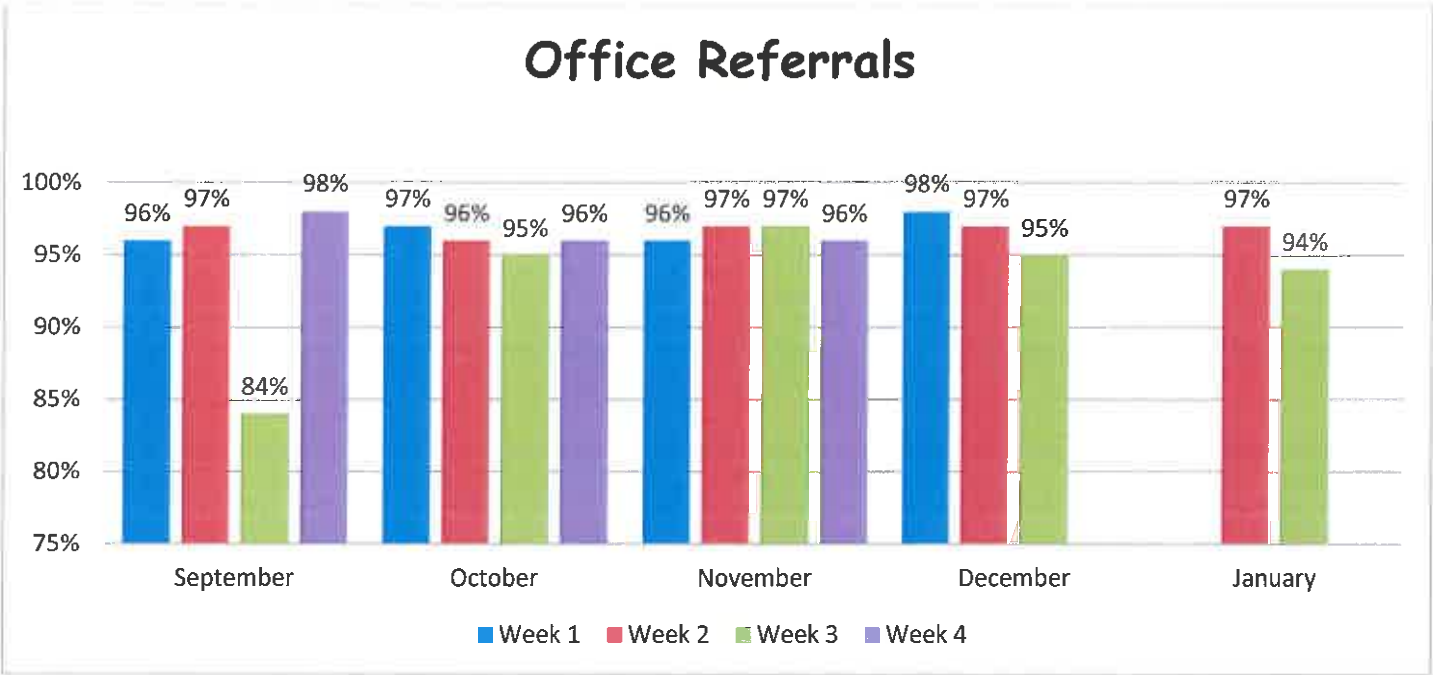
Other Support:

- The leadership team will visit campuses that are fluent in distributing leadership among staff and students. The team will then build capacity with teachers and staff at Dodd.
- Colleague visits to other school who have implemented a school-wide behavior system
- District RTI coach provides assistance with building capacity as it relates to implementing school-wide behavior systems.

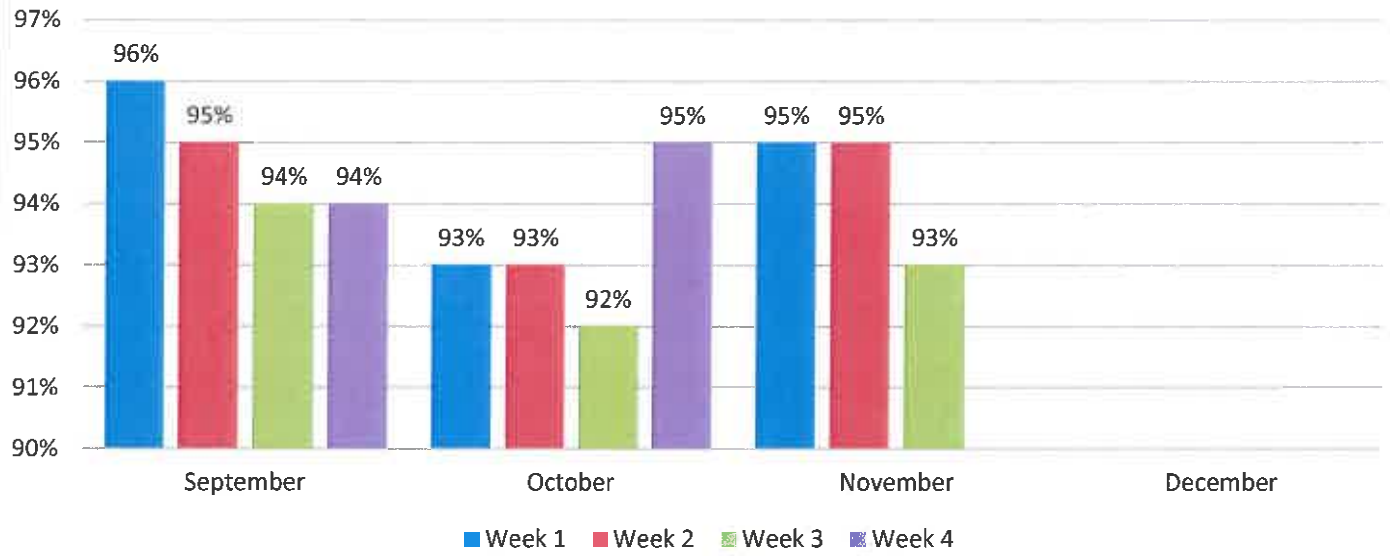
Evaluation:

- Conduct informal classroom observations
- Administer culture and climate surveys to staff as well as students
- Analyze discipline and attendance reports weekly

Title I funds will be used to cover the cost of professional development and professional literature such as:
Hacking School Discipline Cost \$662.94



Tardy Data



Focus Area 2: Effective Instructional Practice

Goal: To improve literacy summative assessment scores by 10% to reach our goal by 2022.

David O. Dodd will continue to use sound instructional practices to support student growth in all subject areas. Within professional learning communities (PLCs), our instructional staff *will continue to refine and implement selected evidenced based strategies that have previously proven effective in our core content areas* such as R.I.S.E. research in literacy, SIOP structures to help students who struggle with language acquisition. David O. Dodd's Leadership will continue to ensure sound instructional practices are in place to support student growth. The team will conduct focus walks in groups to help support teachers. Students as well as all core teachers will set goals as it relates to literacy and math. Teachers will conduct data conferences with students and then celebrate successes. To strengthen content knowledge for teachers, all teachers will visit schools who have fully implemented Wit and Wilson, Foundations and Heggerty. Real world field trips will be scheduled to help with application of skills learned.

All staff will continue to implement evidenced based strategies to improve growth in literacy and math. Based on multiple data sources, more students at Dodd were In Need of Support in Literacy. All Certified staff will provide tiered instruction to students at Dodd so students will show a year or more growth in Literacy. Intervention time has been added to the master schedule assist students who are struggling as well as extend the learning of students who are working on grade level or above. During our bi-weekly PLC, all certified staff will discuss student progress and make necessary adjustments to the groups.

Students who need intensive support will be monitored by the Site Based Intervention Team. Teachers will progress monitor students to ensure students are responding to the interventions that are prescribed. Each month, teachers will meet with the intervention team to discuss student progress. The team will provide support to teachers when they are looking for ways to support struggling learners. Our team created a three-year goal for students. **By the end of the 2022, 70% of students will score ready or exceeding on summative assessments.** By the 2021, 61.4% of students will score ready of exceeding on the summative assessment in Literacy. By the end of this year, **52.17%** of student will score ready or exceeding on the summative assessment Our instructional teams will focus on developing standards based units of instruction along with pre/post testing and/or common formative assessments (i.e., CFAs). These units will help us deliver instruction more uniformly by content or by grade level. Additionally, this strategy will assist us in identifying gaps in our curriculum. All teachers will utilize the Learning Continuum to help prescribe lessons in Map Skills. The Student

Achievement and Intervention Specialist will monitor this process by conducting bi-weekly data conferences with teachers and interventionist.

Teachers will have extensive DOK training at the beginning of the school year. During PLC's, teachers will analyze assessments to ensure test questions are rigorous and will also make sure test items have varied DOK levels. By the end of the first semester, all teachers will vary their questions and activities where students are moving through varying stages of DOK.

Current Practices:

- 100% of K-2nd teachers and Administrator have completed the RISE training
- 50% of the Specialist have completed RISE training
- Teachers created CFA's in Literacy and Math during their collaborative team meetings and they used the data to help prescribe lessons to students.
- Content and Language objectives are utilized so that students and teachers will know what students should know and what they are able to do by the end of the lesson. The Content and Language objectives focus on the four domains of speaking, listening, reading, and writing.
- 84% of classroom teachers are CGI/ECM trained
- Certified interventionist uses DO The Math for Math Interventions and Heggerty, Foundations, Wit and Wisdom along with Just Words for Literacy Interventions.
- Teachers use the time during their collaborative team time to study and plan lessons using the new curriculum.
- Teachers are compensated through Title I funds to plan using the new curriculum resources.
- Kindergarten-2nd grade students visited Crossett Elementary to observe the new curriculum.
- Reading Specialist will provide strategies to students who display Dyslexia characteristics

Action Steps:

- All teachers 3rd-5th grades as well as the remaining Specialist will attend RISE training.
- All teachers will use CGI/ECM strategies in the classroom. They will follow the workshop model as well as utilize the extra 30 minutes of intervention time set aside in the master schedule. The administrator will ensure teachers are using this time wisely.

- Teachers will continue to implement what they learned during RISE training and use the resources given by the district.
- Interventionist will work with teachers to provide targeted tiered interventions for students. The Academic Intervention Teacher will monitor to ensure interventionists are meeting with students. They will also provide training on the intervention material for Literacy as well as Math.
- The instructional teams will rely heavily on the district's assessment department to guide us on how to use the new assessment tool.
- The Academic Intervention Teacher will assist teachers with accessing interim and summative assessment data. After the data is reviewed, the teacher and the Academic Intervention Teacher will create groups and then make an informed decision on what materials to pull.
- All teachers will create Common Formative Assessments and analyze test questions to ensure they are various Depth of Knowledge levels.
- Teachers will be trained on DOK (Depth of Knowledge) by professors from South Arkansas University.
- Academic Intervention Teacher will add one more group of six students. The groups will be fluid groups. One group that will focus on Math and the other group will focus on Literacy. The students will be chosen based on their interim and summative assessments.
- Teachers will use supplemental programs (Mystery Math, Lexia, and Imagine Math) to help bridge the gaps in Literacy and Math.
- 3rd-5th grade teachers will visit schools who have fully implemented Wilsons Foundations, Wit and Wisdom and Heggerty with fidelity.

As an instructional leadership team, we have identified indicators of effectiveness in the categories of (a) Curriculum, Assessment and Instructional Planning and (b) Classroom Instruction to improve our practices. The indicators of effective practice that we have identified are the following:

Curriculum, Assessment and Instructional Planning

- IID02: The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
- IID09: Instructional Teams use student learning data to plan instruction.
- IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
- IID07: The Leadership Team monitors school-level student learning data

Classroom Instruction

IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction.

IIIA31: All teachers interact instructionally with students (explaining, checking, giving feedback).

Professional Development:

- On-going training to use the district selected assessment instrument for progress monitoring our students and as an intermittent assessment
- Depth of Knowledge training provided by South Arkansas University
- Provide support to grade level teams of aligned instructional units
(<http://www.indistar.org/app/Resources/IndicatorResources/UnitsofInstruction.pdf>)
<http://www.indistar.org/app/Resources/IndicatorResources/CreatingUnitPlans.pdf>
- R.I.S.E. professional development that supports Effective Instructional Practices in grades 3rd -5th grades along with the remaining Specialist. The training will increase the depth of knowledge for teachers in the area of phonics and phonological awareness and how that knowledge impacts fluency, vocabulary, comprehension and writing.
- Continued Kagan recalibration training to help support the synergistic focus of the school.
- PD for the following supplemental resources to support small group instruction and intervention/enrichment: Lexia Reading Core 5, Lexia and Mystery Math.

Other Support tied to specific Barriers:

- LRSD Testing department to provide school-based PD on how to navigate through the NWEA portal, select appropriate reports to prescribe lessons to students, and how to create assessments. Our site-based technology specialist will attend district training on the new assessment system.
- The Literacy Department will provide teachers with RISE training and also provide professional development on the new Literacy Curriculum
- Teachers will also have time on Saturdays to plan learning segments using the new curriculum.
- ESOL department to provide school-based professional development centered around SIOP (Sheltered Instruction Observation Protocol) to meet the needs of our growing population of second language learners.

Evaluation:

Our expectation is that at least 90% of our core content teachers will use these selected strategies daily with fidelity. The team will review multiple data sources to see if the strategies that we have in place increase student growth. This goal will be monitored by informal and formal observations by the Administrator, Academic Interventionist Instructional Facilitators, along with the leadership team. We will also monitor our implementation by reviewing lesson plans, Progress monitoring assessments, CFA's, data from MAPP Interim assessments as well as Summative assessments.

Title I funds will be used to cover the cost of professional development for the following items:

- Title I funds will also be used to cover the cost of the Academic Interventionist salary. (\$50,000 approximately)
- Depth of Knowledge professional development (approximately \$ **I have yet to receive an invoice for their services**)
- Mystery Science (\$ 749.00)
- Lexia (\$7,704.00)
- Imagine Math(pay for by the ESOL Department)
- Saturday PLC's to plan learning segments using the new Literacy curriculum (Stipends- \$300x 6 = \$ 1, 800 each session)
- Field Trips (Buses for 12 classes \$960.00 , Approximate cost of field trips for 12 classes approximately \$3,000)
- Crossett Colleague Visit
(1st Visit Hotel Accommodations \$400.00, Per Diem \$440, and Mileage \$289.00)
(2nd Visit Hotel Accommodations \$400.00, Per Diem \$440 and Mileage \$289.00)

Supporting Data

EdReflect Data:

According to the data, one teacher has been rated as ineffective in three areas. That teacher is in the process of being put on an intensive support plan. We have nineteen teachers who have been rated as progressing in Domain 3C. The majority of our progressing ratings are in domain 2 and 3. We have had professional development around both Domain 2 and 3. During our

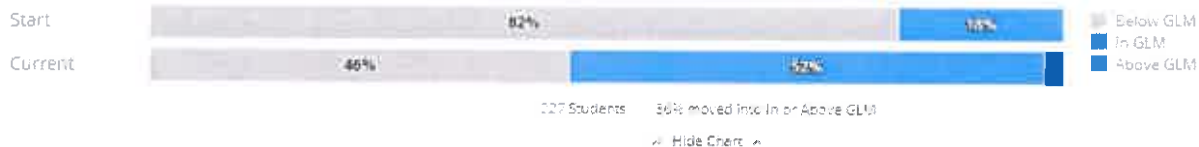
February 24, 2020 professional development, we will continue to discuss ways to increase the culture and climate in the classroom along with how to deliver instruction that is engaging.



Lexia Data: According to the chart at the beginning of the school year only 18% of students at Dodd were working on grade level material. Now, 52% of students at Dodd are working on grade level material and 2% are working above grade level.

tudents by Grade Level of Material (GLM)

Sep 1, 2019-Jan 22, 2020



ESSA Index Trend Data 2018-2019

Categories	Score-2018	# of Students	Score-2019	# of Students
All Students	80.8	178	80.78	180
Black/ African American	75.97	66	76.58	67
Hispanic/Latino	83.78	107	83.36	108
White	81.26	5	81.36	4
Economically Disadvantaged	80.34	119	81.02	156
English Learners	83.95	102	83.67	106
Students w/ Disabilities	72.6	16	75.27	21

Focus Area 3: Parental Engagement

Goal: To improve the connection between parents and the school.

David O. Dodd views parents as partners within our school community. We believe that student learning and school culture benefit tremendously when parents are fully aware and in support of our mission, vision and beliefs associated with teaching and learning. Our Parent Involvement Plan will serve as the basis of this priority. In reviewing our parent survey data, we have jointly decided to address the following to improve our parent school partnership.

David O. Dodd Elementary School will use multiple ways to effectively communicate with parents about various leadership opportunities at the school, student academic and behavior goals. The Library Media Specialist will provide workshops to parents on how to access various platforms for connecting with the school.

To increase parental involvement, our Library Media Specialist and Bilingual Paraprofessional will plan ESL and technology classes for parents one day a week. Our team will keep parents involved through the following ways: Class Dojo, agenda books, Remind, school newsletters, school website, school marquee, and Parent Link phone calls. In addition, non-staff community members will serve on Campus Leadership Team. **Our expectation is that 100% of our staff and 80% of parents will join PTA and connect with the school using various social media platforms.** This goal will be monitored by analyzing Class Dojo and Remind reports, analyzing the number of parents connected to Twitter and Facebook, and analyzing reports from Parentlink. **Our goal is to have an increase of 25% on each social media platform as well as each Family Night event.**

Current Practices:

- Newsletters are sent out monthly and school website and marquee is updated weekly.
- Parent link phone calls are made when necessary
- We created a school Twitter and Facebook pages and they are monitored and maintained by Ms. Daniels, Library Media Specialist
- To stay connected with our parents, we encouraged them to connect with us through Class Dojo as well.

Action Steps:

- Library Media Specialist will lead workshops to help parents connect with the school and help parents understand test data.
- We will send home information explaining ways in which parents can help at the school if they have limited time, limited resources, unable to pass criminal background check through the VIP's office, etc.
- Survey parents and students at the beginning of the school year to see what their perception of Dodd is at this point.
- Employ the help of students to get their parents to get more involved at the school.
- Teachers will use incentives to increase the home family connection.
- Ask parents to sign up for the online pay account through the District. Most parents would like to pay with credit cards and not cash.
- Advertise events early, send home a monthly calendar of events, utilize Blackboard more to advertise events at the school.
- Offer incentives and door prizes at Family Nights

Professional Development:

- Professional development surrounding how to engage parents and other community partners in the school.
- Professional development on how to use different social media platforms.
- Selected teachers will participate in Parenting Partners Professional Development
- Parent Facilitator will attend two conferences on ways to increase parental engagement at Dodd.

Other Needed Support tied to specific Barriers:

- None

Evaluation:

- Climate Survey
- Number of parents connected to social media accounts
- Analyze the number of parents enrolled in the parenting classes
- Number of parents attending Family Nights and compare it to the number of parents that attended Family Nights this school year.
- Analyze reports from Parentlink

Title I funds will be used to cover the cost of professional development and professional literature such as:

- Rosetta Stone for adult learners (20 licenses \$2,500)
- Child care for adult classes (\$800)

- ESL instructor Certified (\$1,500)
- ESL instructor Classified (\$800.00)
- Refreshments for Family Literacy Night (\$1174.07)
- General Supplies and Materials (\$471.00)
- Conference fees and travel for Parent Facilitator (\$530.00)

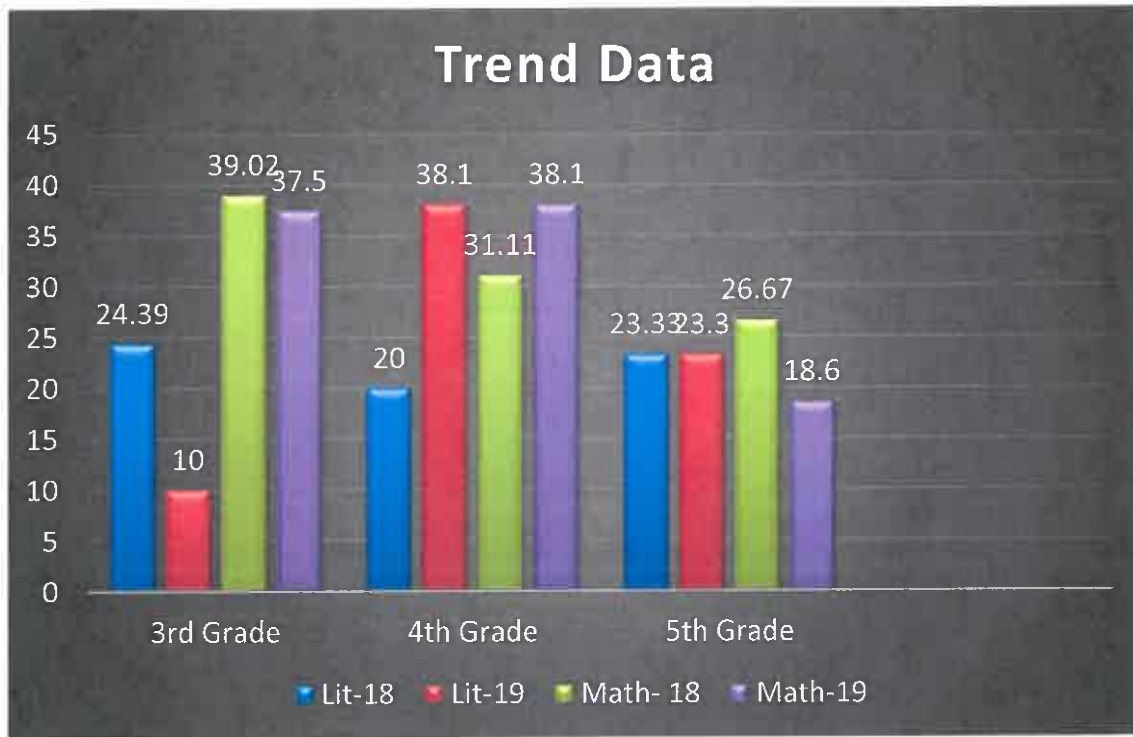
Supporting Data

PTA Membership Data

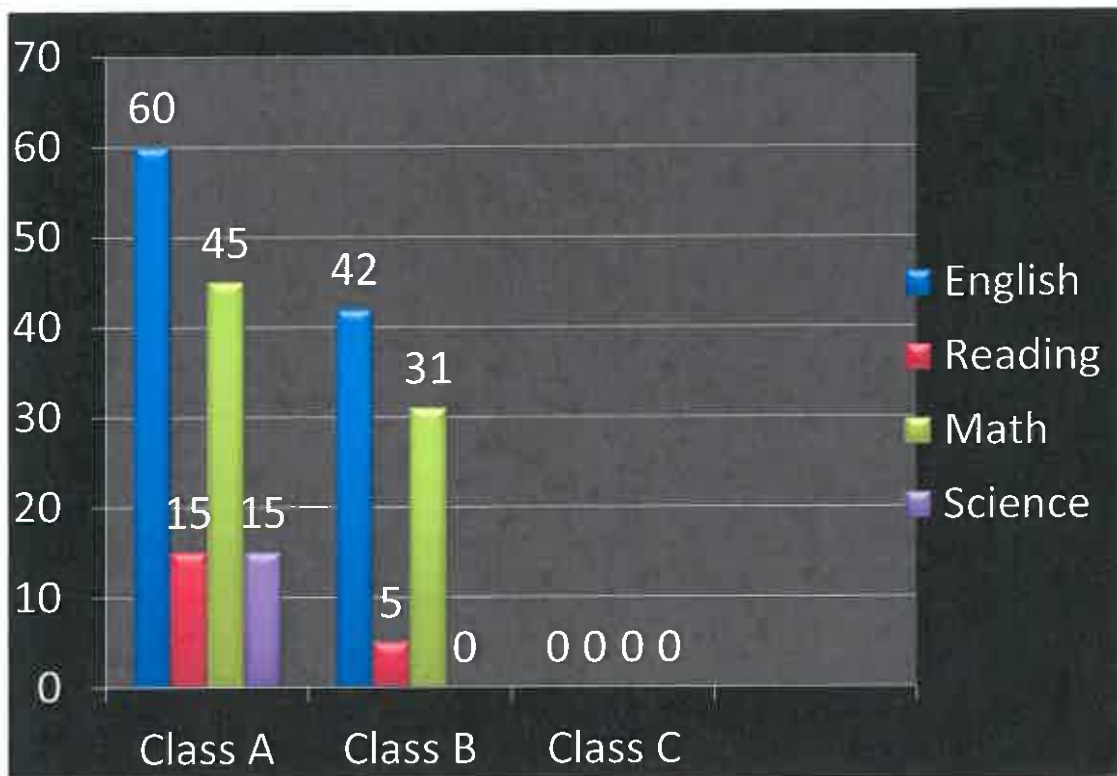
2018-2019	2019-2020
52 members	84 members All staff at Dodd are members of PTA. We have a total of 43 staff members.

Social Media Data

2017-2018	2018-2019	2019-2020
Twitter-0	Twitter-20	Twitter-136
Facebook-0	Facebook-39	Facebook- 117
Class Dojo- 0	Class Dojo- 115	Class Dojo and Remind- 127



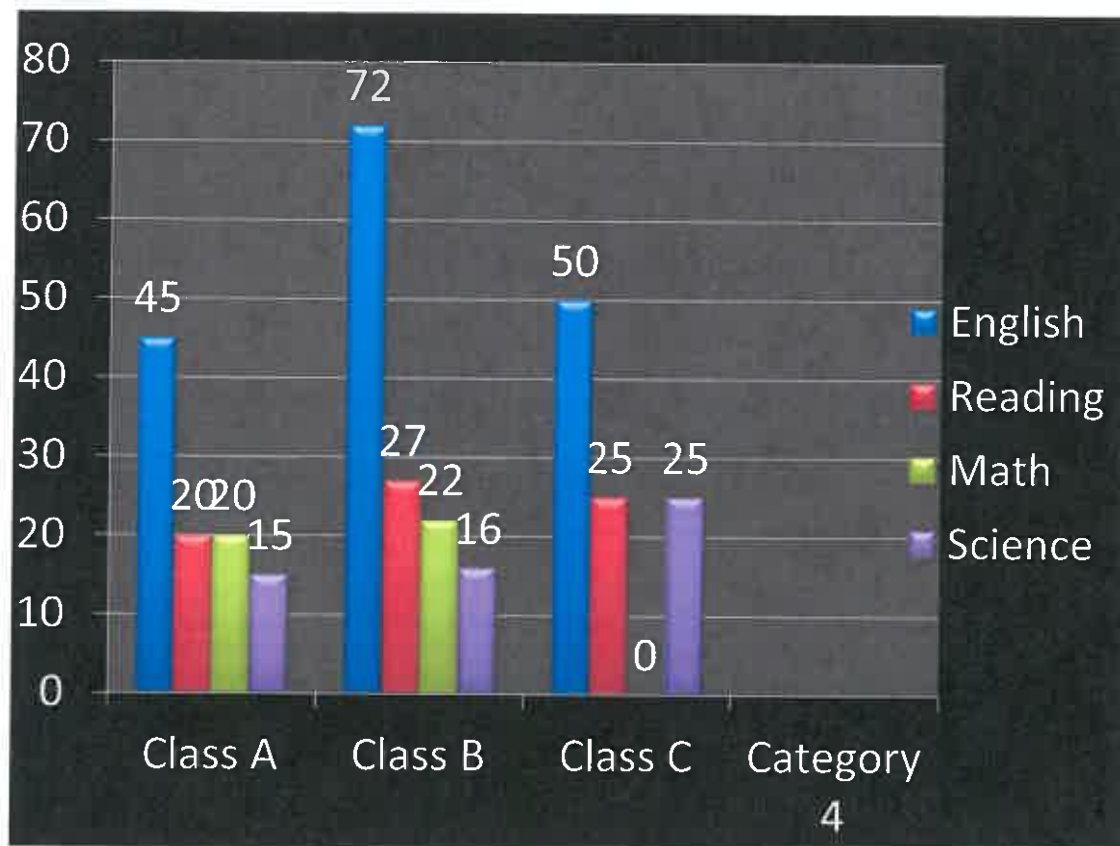
3rd Grade ACT Aspire Data



4th Grade ACT Aspire Data



5th Grade ACT Aspire Data



Forest Park 2019-2020 Comprehensive Needs Assessment

Updated: 1/23/20

School Mission: The mission of the Forest Park Elementary community is to provide progressive and differentiated instruction in a nurturing environment that develops a life-long love of learning and prepares students for the future.

School Motto: Do the right thing today and no regrets tomorrow.

Core Values:

- High Academic Achievement
- Open Communication Between Teachers/Parents/Students
- Data Driven Decision Making
- Continuous Improvement
- Nurturing and Positive Environment

Ranger Habits

- Respect
- Attitude (a good attitude)
- Never Give Up
- Gratitude
- Excellence
- Responsibility

This school improvement plan will be revisited quarterly to determine if we are following it with fidelity, the success of the plan, and to determine if any changes and revisions are necessary. This plan will be shared with stakeholders via the school and district website. Teachers were encouraged to share their input and will be included on quarterly reflection meetings. We view this as a working document that will evolve throughout the school year to reflect the changing needs of our school population.

Overview:

The Forest Park School Improvement Plan addresses three main goals: (1) Professional Learning Communities (2) Effective Instructional Practice in Literacy and STEM and (3) Student Achievement. We have addressed each of these goals with an action plan that includes tasks, descriptions, timelines, and accountability measures.

During the creation of our School Improvement plan, we sought the guidance of various stakeholders including teachers, specialists, staff, and parents. All were encouraged to share feedback. We will continue to meet as a leadership team throughout the year to solicit feedback and reflect on the success of the plan.

We review data from NWEA Map, ACT Aspire, as well as school demographic data to determine the goals and needs for this school year. Based on trends, we determined that the student achievement focus should be students identified with Disabilities and receiving special education services, as well as students that are economically disadvantaged. We also noted a trend at all grade levels that suggested females were outperforming males in most areas. We will form a team of stakeholders to brainstorm ways we can engage our male learners.

We will continue to update our plan throughout the year with the most recent data and progress. It is important to note that this is a “living document” and will change with the needs in the school building.

Focus Area 1: Professional Learning Communities

Goal	Task	Description	Timeline	Accountability
To improve adult practices that support student achievement	Continue to implement a team structure of shared leadership in our school community.	We will create a master schedule that allows for shared responsibility among teams and support staff and utilize PLC's during common planning time.	August 2019 - May 2020	Administration will meet with teacher and stakeholders to review practice and solicit feedback. Administrator will conduct focus walks and classroom observations.
	Monthly leadership teams meetings for planning and data review.	The leadership team will meet monthly to ensure student growth and provide feedback to teachers and stakeholders.	August 2019- May 2020	
	Professional Development	Administration will provide EdReflect training for teachers in TESS Domains, EdReflect platform usage, bloomboard, as well as PLC techniques.	August 2019 and continued if needed throughout the year	
	Focus Walks	Teachers and administrators will take part in monthly focus walks to witness model literacy lessons in classrooms throughout our building. Teachers will reflect on practices seen.	September 2019- May 2020	

Focus Area 2a: Literacy-Effective Instructional Practice

Goal	Task	Description	Timeline	Accountability
To utilize the Science of Reading to support reading readiness daily.	All teachers will be trained in the RISE initiative.	K-2 teachers in our building were trained during the 2019-2020 school year. This year we will ensure that all classroom teachers, interventions, and SPED teachers are trained. (Specialists will show awareness with 18 hours of PD.)	August 2019 - May 2020	Principal will check professional development hours.
	K-5 Classroom Teachers will utilize LRSD curriculum with fidelity.	Heggerty, Wilson Foundations, Just Words, and Wit and Wisdom will be taught daily with the required minutes reflected in teacher schedules.	August 2019- May 2020	(1)Review lesson plans (2)Focus walks (3)Weekly teams meetings to plan
	Utilize LRSD Reading Interventions to assist students needing Tier 2 and Tier 3 interventions.	Interventionists will use Wilson Reading System and Just Words curriculum.	September 2019-May 2020	(1) Data review (2)assessment plan for intervention system (3) monthly meetings among interventionists to review data
	Create a culture of reading in the building.	Each classroom will develop a plan for using Accelerated Reader. Time will be given daily for independent reading time during DVR. Students will be celebrated as readers throughout the school building.	August 2019- May 2020	Leadership team and a variety of stakeholders will work together to create a plan for building culture. Teachers and Library Media Specialist will oversee. Administrator will check in monthly.

	Professional Development	Teachers will need continued support for the implementation of the new literacy curriculum. Interventionist will attend monthly PLC meetings to provide support as needed and include PD sessions in monthly faculty meetings.	August 2019-May 2020	Administrator and interventionists will work together to create professional development opportunities for teachers.
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Needs:

Library Support- \$9,600

Pre-K- \$3,800

Flocabulary Subscription- \$2,800

Online reading intervention: \$3,500

Scholastic News and writing support: \$6,300

Classroom Supplies/Materials: 5,000

Focus Area 2b: Effective Instructional Practice (STEM)				
Goal	Task	Description	Timeline	Accountability
All K-5 teachers will use research based strategies to teach math and science (STEM).	Teachers will utilize NWEA Learning Continuum and Go Math assessments to personalize learning for individual student needs.	All teachers will look at student data to decide personal learning targets for students. They will provide whole group, small group, and individual instruction to insure they are meeting all the needs in the classroom.	August 2019 - May 2020	Principal will review small group plans and classroom data with teachers following NWEA assessments.
	Provide interventions based on student needs.	Teachers will provide daily interventions for identified students utilizing Go Math and other research based curriculums.	September 2019-May 2020	(1)Review lesson plans (2)Focus walks (3)Weekly teams meetings to plan

Utilize technology resources to enhance classroom instruction.	Teachers will use Reflex Math, Prodigy, Gizmos and Khan Academy to provide technology for students that will encourage growth in mathematical concepts.	September 2019-May 2020	Lesson plans, focus walks, admin observations
Provide hands on learning experiences in outdoor garden.	Students will visit the garden weekly to participate in hands on learning experiments. The PTA will fund a garden instructor that provides monthly lessons in the garden and activities that can be completed on a weekly basis. These lessons will coincide with the state science standards.	August 2019-May 2020	Garden monthly schedule
Provide coding and computer programming curriculum for students.	Students will be instructed in Coding and computer programming techniques during their weekly technology hour.	August 2019-May 2020	Administrator will create master schedule that allows for technology lessons and will observe lessons on a monthly basis.
Utilize integrated units of study that allow for students to reach a depth of knowledge.	Teachers will utilize Wit and Wisdom curriculum and build integrated units of study that include science standards with literacy instruction. Teachers will plan field trips and special learning experiences that connect learning on a deeper level.	August 2019-May 2020	Administrator will attend weekly planning with teachers. Allow for vertical planning among grade levels. Monitor lesson plans for integration.
Family STEAM night	We will host a family STEAM night that has activities at every grade level that coordinate with grade level science standards and current units of study. We will	Feb-20	

		showcase science fair projects and garden projects.		
	Professional Development	Best methods for using technology platforms, NWEA refresher for finding reports and data. Mr. Finney will provide PD related to gifted teaching practices that teachers could utilize for all students. Ms. Taylor (garden instructor) will provide science based PD for using new equipment and incorporating lessons in classroom instruction. We will support grade level teams understanding of integrated units of study.	August 2019- May 2020	Classroom Observations, Monthly Faculty Meetings, District PD offerings

Needs:

Reflex Math/Gizmos- \$4,500

Instructional Technology- \$10,000

Focus Area 3: Student Achievement

Goal	Task	Description	Timeline	Accountability
To improve core instructional practices that result in higher student achievement and growth in Language Arts, Literacy, Math and Science.	Increase achievement for students receiving special education services by providing time for SPED teachers and classroom teachers to collaborate.	Principal will create a schedule that allows for classroom teachers and specialists to collaborate at least once a month to review data and monitor student growth.	September 2019 -May 2020	Principal will schedule and attend collaboration meetings on a monthly basis.
	Improve student achievement for economically disadvantaged students.	Teachers will monitor data and brainstorm ways as a school we can close this gap.	August 2019 -May 2020	Continued conversations among stakeholders and data review.
	Close achievement gap between male and female students.	Utilize STEM and the arts to engage male students in literacy and math curriculum.	Plan created September 2019 and implemented October 2019-May 2020	Administrator will create focus group that includes male teachers and specialists, as well as leadership team to brainstorm possible ways to reach male students in the building.
	Create incentives to encourage daily attendance for students.	Monthly "TEA" (Time for Excellent Attendance) celebrations for students with no tardies or absences.	August 2019-May 2020	Administrator will plan and schedule TEA celebrations. Communication will be shared with all stakeholders. Attendance data will be reviewed quarterly to determine success of initiative.

	Professional Development	Attendance procedures, Crisis Prevention Training, effective instructional practice, Crystal Bridges PD support	August 2019-May 2020	Administrator plans PD opportunities and creates survey for feedback
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Supporting Data (2019 scores will be updated once ESSA reports are released)

2017 School Rating: A (89.39)

2018 School Rating: A (85.1)

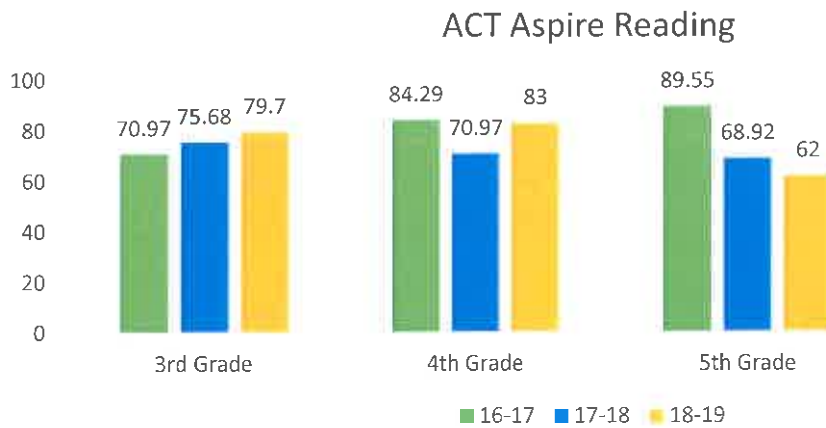
2019 School Rating: A (88.58)

- Attendance Rate: 2017: 99.5% (School Engagement Score 99.8)
2018: 96.15% (School Engagement Score 84.6)
2019: 93.22% (School Engagement Score 83.05)

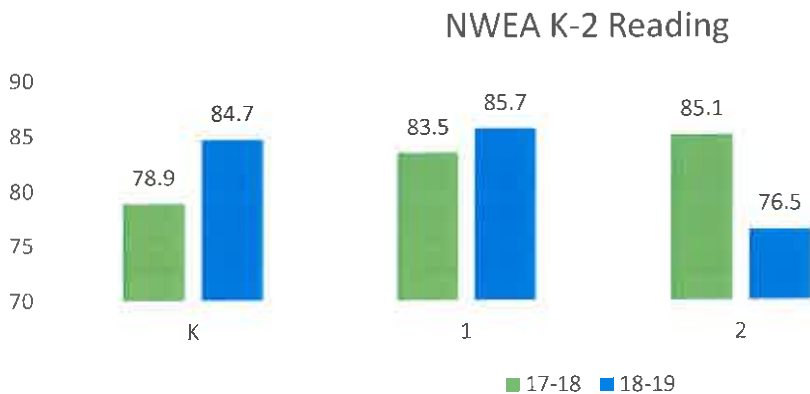
Population/% of Population	2016 Index Score	2017 Index Score	2018 Index Score	2019 Index Score
All Students (100%)	91.23	89.39	85.1	88.58
Black or African American (14.94%)	79.11	78.13	71.81	73.03
Hispanic/ Latino (5.3%)	87.22	94.53	81.08	83.83
White (74.46%)	92.43	91.52	88.09	92.28
Economically Disadvantaged (18.8%)	86.58	77.99	72.52	73.16
English Learners (6.02%)	102.86	86.18	96.85	97.09
Students with Disabilities (10.36%)	66.49	68.35	58.16	66.24

- The overall ESSA index score rose 3.48 points this year. Scores in all sub-groups rose as well. There was significant increase in the Students with Disabilities category (8.08 points).
- Scores for the Economically Disadvantaged, African-American, and Students with Disabilities indicate areas of concern due to the difference from the overall index score. This will continue to be areas that we address to show increased growth.
- Our overall weighted achievement score increased from 93.93 to 99.07.
- As a school, we continue to see trends that place female learners scoring higher than male learners. We will work to close that gap this year by increasing STEM instruction.

Achievement Data: Literacy

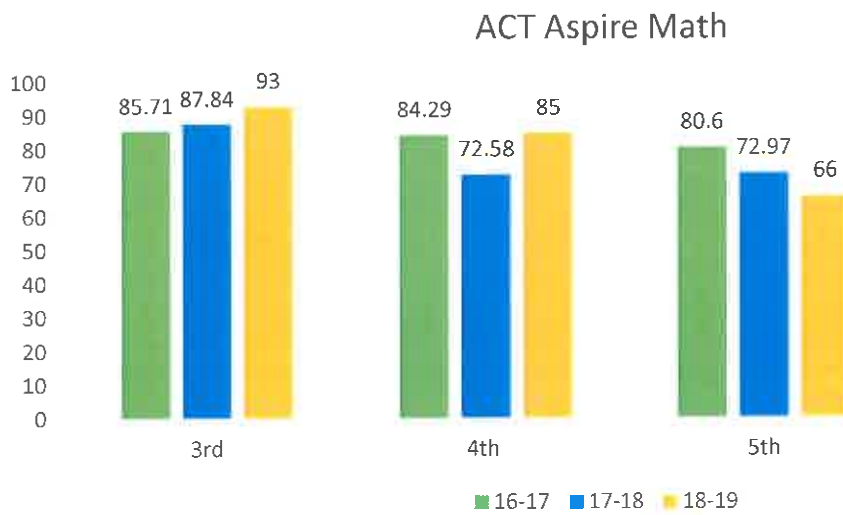


- Grade 3 has shown steady growth from 70.97 in 16-17 to 79.7 in 18-19.
- Grade 4 grew tremendously from 17-18 to 18-19.
- Grade 5 has steadily declined. This will be an area of focus this school year.

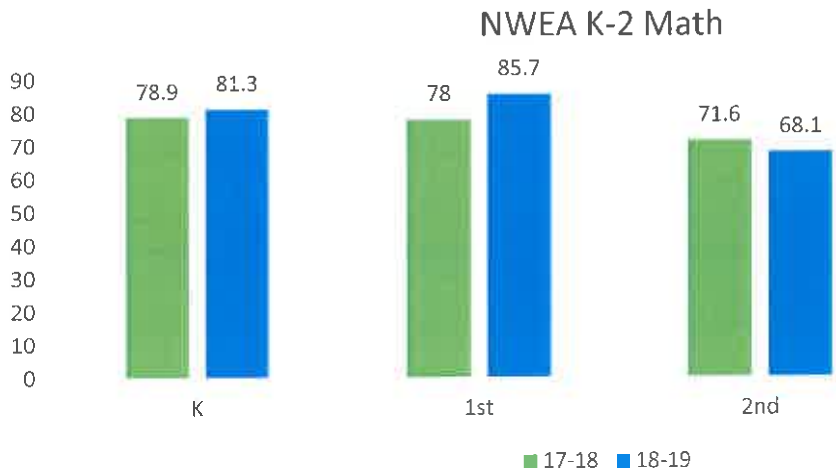


- Kindergarten and First grade showed growth from 17-18 to 18-19.
- 2nd grade showed a decrease. We will utilize phonics, phonemic awareness, and comprehension curriculum to fidelity this year.

Achievement Data: Mathematics

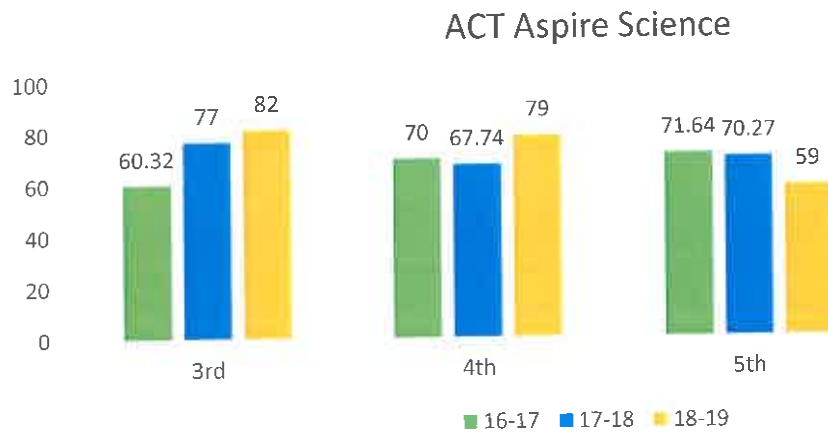


- 3rd Grade has shown a gradual increase over the past 3 years.
- 4th grade showed a large increase from 17-18 to 18-19.
- 5th grade has had a gradual decline over the past 3 years.



- Kindergarten and First grade are showing increasing scores.
- 2nd grade has a slight decrease.

Achievement Data: Science



- We see increases in most grade levels. We will continue to work to improve our science achievement and growth across all grade levels with a specific focus on 5th grade.

Fulbright Elementary School
2019-2020 School Improvement Plan
REVISED 1/23/2020

Focus Area 1: Leadership Goal: Fulbright administration will provide opportunities for uninterrupted time for teachers and specialists to engage in effective PLCs where they will disaggregate student data and participate in professional development opportunities to improve teacher instruction with an emphasis in literacy that supports student achievement for all students.

School Data:

Fulbright Elementary School practices distributive or shared-decision making to improve adult practices that support student achievement. We will continue to implement a "team" structure to reflect distributive leadership in our school community. Currently, our master schedule reflects adequate time for various building level teams to meet regularly to improve instructional practices. We assessed multiple indicators of effective practice to develop, implement, and support our team structure. Currently, our teachers are organized into grade-level teams that meet regularly.

Fulbright Elementary administrator and three teachers participated in a two-day training on "Enhancing School Improvement through Professional Learning Community during the 2018-2019 school year. This training actively engaged educators in the PLC process. The Fulbright PLC team presented the same process on the school level to teachers and specialists to begin the implementation of PLCs. This process began with presenting the following:

1. What is a PLC? (Laying the foundation)
2. What does a PLC look like?

3. Introduction of the Guiding Coalition Team
4. Four guiding questions: What do we want students to learn? How do we know if students have learned? What do we if they haven't learned? What do we do if they have learned?

Measurable Actions:

- Classroom teachers will analyze student data weekly and after each interim assessment
- Classroom teacher will participate in ongoing literacy training in Wit & Wisdom, Foundations, Heggerty, Just Words, Wilson Reading Systems, and the Science of Reading(RISE) at the school level
- Certified specialists will participate in required monthly PLC's developed by the building leadership team
- Incorporate systems for reviewing "real time" classroom performance data for the purpose of making decisions regarding the direction and focus of classroom instruction
- Continue to request support from our district support staff
- Conduct informal and formal observations utilizing EdReflect
- District will provide PLC support and training.

Timeline: August 19, 2019-June 30th, 2020

Professional Development:

Our school level data will determine the professional learning needs for our staff based on:

- Literacy training in Wit & Wisdom, Foundations, Heggerty, Just Words, Wilson Reading Systems, and the Science of Reading(RISE) during PLCs
- Professional development planning sessions with Academic Interventionist (after-school/as needed)
- Attending additional professional development on Professional Learning Communities TBA.

- One to two school site visits of PLCs in action with the Fulbright administrative team.
- The District will provide PD that supports Effective Instructional Practices in grades 3-5 related to the Science of Reading (RISE) Day 4-6.
- School-based PD on implementing the new literacy curriculum with fidelity (\$25 stipend)
- Colleague visits internally and externally
- In order to provide staff with supplemental resources to support small group instruction and interventions, we will use Title 1 funds to purchase school subscriptions to (MyLexia (approximately \$11,100), Moby Max (approximately \$3,500), Imagine Math (funded by the ESOL), Academic Interventionist Specialist and (approximately \$60,000)
- District will provide PLC support and training

Evaluation/Monitoring of Goal:

- Monitor agendas/minutes/PLC forms
- Monitor lesson plans
- Administration attendance in PLC's on a regular basis
- Focus Walks, Formal and Informal Observations utilizing EdReflect
- Create common formative assessments and make data driven decisions for interventions or enrichment
- Conduct Peer Observations
- Monitor formative and summative assessment data
- Academic Interventionist Specialist and Reading Intervention Teacher regularly meet with administration to debrief on teacher and student progress

Focus Area 2: Literacy

Goal: For 100% of all certified staff members to make substantial contributions to the implementation of the Little Rock School District Elementary Literacy Curriculum: *Wilson Language Training* for phonics (*Foundations - Tier 1* for grades K-3, *Just Words - Tier 2* for grades 4 & 5, & *Wilson Reading System - Tier 3* for Dyslexia Intervention), *Wit & Wisdom* by Great Minds for grades K-5, and *Hegerty Phonemic Awareness* for grades K-2 by providing daily one-on-one, small group, and/or whole group instruction within classrooms.

Data:

The Arkansas Department of Education passed ACT 1063, also known as The Right to Read Act. This legislation targets educators in the pivotal role of reading instruction to be properly trained in knowledge and skills of the science of reading. Based on the 2015 ACT Aspire results less than half of Arkansas' students scored ready or above in reading. Currently, 49% of Fulbright's students in 3rd-5th grades scored ready or above in reading on the 2019 ACT Aspire. In addition, only kindergarten and first grade students met their reading goals for the 2019 school year. The Little Rock School District adopted a new literacy curriculum aligned with the science of reading to address the district's reading deficit.

Currently, all K-5 teachers have been trained in the Wit & Wisdom. All K-3 teachers have been trained in Foundations and all K-2 teachers have been trained in Hegerty. The reading interventionist and special education teachers have been trained in the Wilson Reading Systems. All K-2 teachers have been trained in six days of RISE training. All 3-5 teachers and special education teachers have been trained Day 1-3 of RISE, and they will complete Day 4-6 this school year.

Measurable Actions:

- All certified staff members will utilize methods required by the Science of Reading.
- Classroom teachers and specialists will meet together in PLCs.
- Specialists will serve as "push-in" teachers for classroom teachers for 30 minutes or more during our daily literacy block.
- All certified staff members will embrace a school-wide professional growth goal to learn & implement methods required by the Science of Reading.

Timeline:

August 8, 2019- May 27, 2020

Professional Development:

Our school level data will determine the professional learning needs for our staff based on:

- RISE Training
- Wit & Wisdom, Heggerty, Just Words and Foundations
- Wilson Reading Systems for Tier 3

Evaluation/Monitoring of Goal:

- Informal and Formal observations utilizing EdReflect
- Professional development certificates, minutes and agendas
- Focus Walks (administration)
- Annotated lesson plans

- Teachers will teach Heggerty, Foundations, and Wit & Wisdom with fidelity

Focus Area 3: Student Achievement

To increase growth by 85% of students meeting their growth goal in reading, math, and science on the ACT Aspire and NWEA for the 2019-20 school year.

Data:

Fulbright School will continue to use the team structure to ensure *sound instructional practices to support student achievement and growth*. During our instructional team planning time by grade level, content discipline/departments or in our professional learning communities (PLCs), our instructional staff will continue to refine and implement selected evidenced-based strategies that have previously proven effective in our core content areas such as guided reading groups and using data to drive instruction and school-wide decisions. We hope that by implementing interest-based enrichment clubs and before school recess, our students will attend school daily and on time. Our expectation is that 100% of our core content teachers will use these selected strategies daily with fidelity.

Fulbright Elementary Leadership Team analyzed the following student performance data tools:

- NWEA Fall 2019 scores
- 2019 ACT Aspire
- Attendance reports including tardies

Currently, our overall ESSA score is 74.12 which is a B-Rating. Fulbright increased one letter grade from 2018-2019 school year.

Overall ESSA Score-74.12

Weighted Achievement-68.28

Value Added Growth-81.72

Student Quality and Student Success Score-62.38

Fulbright grew in every area and reach the 80% growth goal for all subgroups. We did see a decline in our weighted achievement for our English Language Learners. We saw a decline from 89.06% to 56.82% in one school year. Our focus this year will be to close the achievement gap for African Americans (52.42%), Economically Disadvantage (53.18%), Students with Disabilities (40.24%), Hispanic (53.57), and English Language Learners (56.82%).

The 2019 ACT Aspire 3rd-5th grade combined population data showed that overall no grade-level scored "In Need of Support in Reading, Math, English, or Science. There was a 3% growth in English, 2% growth in Reading, 2% growth in Science, and 8% growth in Math up from last year. Overall, growth across each subject area. However, Reading and Science continues to be growth areas for all grade levels.

Subject by Proficiency by school (3rd-5th grades)

- English -78% Exceeding and Ready Level
- Reading-49% Exceeding and Ready Level
- Math-58% Exceeding and Ready Level
- Science-42% Exceeding and Ready Level

NWEA Fall 2019 kindergarten-fifth grade

• Kindergarten	Math-20 students scored low-low average	Reading-17 students scored low-low average
• First	Math-15 students scored low-low average	Reading-17 students scored low-low average
• Second	Math-19 students scored low-low average	Reading-22 students scored low-low average
• Third	Math-21 students scored low-low average	Reading-19 students scored low-low average
• Fourth	Math-31 students scored low-low average	Reading-25 students scored low-low average
• Fifth	Math-33 students scored low-low average	Reading-26 students scored low-low average

The NWEA Fall 2019 kindergarten-fifth grade students scoring in the low to low-average in both math and reading.

NWEA Winter 2019 kindergarten-fifth grade

• Kindergarten	Math-22 students scored low-low average	Reading-24 students scored low-low average
• First	Math-23 students scored low-low average	Reading-22 students scored low-low average
• Second	Math-26 students scored low-low average	Reading-30 students scored low-low average
• Third	Math-24 students scored low-low average	Reading-22 students scored low-low average
• Fourth	Math-41 students scored low-low average	Reading-42 students scored low-low average
• Fifth	Math-34 students scored low-low average	Reading-29 students scored low-low average

The NWEA Winter 2019 kindergarten-fifth grade students scoring in the low to low-average in both math and reading.

All staff are on board and actively participates in providing intervention strategies for students. As areas of opportunities arise, professional development will be provided for areas of concerns. In addition, Fulbright is maintaining a steady daily student attendance. However, the data is showing an average of 20-30 students daily. We have noted a decline in students arriving to school late since the first day of school.

Measurable Actions:

- Provide 30-45 uninterrupted intervention time during the literacy block
- Teachers will monitor and track student data on a quarterly data form and submit to administration using the NWEA assessment data
- Focus Walks (administration and leadership team)
- Informal and formal observations utilizing EdReflect
- Teachers will teach Heggerty, Foundations, and Wit & Wisdom with fidelity
- Implementation of Imagine Learning Math
- NWEA Data, CFA's, and Progress Monitoring
- Fulbright Administration will inform parents of the new attendance/tardy incentive

- Classroom teachers and attendance secretary will keep a record of absences and tardies
- Weekly and quarterly interventions for positive results
- Behavior Interventionist will conduct lessons

Timeline:

August 13, 2019- May 27, 2020

Professional Development:

Our school level data will determine the professional learning needs for our staff based on:

- RISE Training (recalibration)
- Wit & Wisdom, Heggerty, Just Words and Foundations
- Wilson Reading Systems for Tier 3
- NWEA Interim Data Reports
- PLC's (weekly and bi-monthly)
- CGI & ECM Math Training
- Purchase professional journals to place in the parent center
- Parent nights will include attendance parent information
- LRSD Parenting Classes

Evaluation/Monitoring of Goal:

- Informal and formal observations in EdReflect
- Monitor lesson plans
- NWEA Data, CFA's, and Progress Monitoring
- Focus Walks

- Academic Interventionist Specialist and Reading Intervention Teacher regularly meet with administration to debrief on teacher and student progress
- Tier 2 and Tier 3 interventions provided by the Reading Intervention Teacher, Academic Interventionist, and SPED Resource Teachers
- Monitor attendance reports
- Monitor teacher and secretary attendance reports
- Display a daily attendance chart on the front door for parents to review and post to school-wide Dojo
- Analyze NWEA 2019 Fall to 2020 Spring Assessments and compare to attendance reports

Gibbs Magnet

School Improvement Plan 2019-20

Gibbs Magnet 2019-20 school improvement plan was developed with the support of the staff and parents. This plan will be used to guide our planning, focus, and discussions throughout the year. Student growth is our daily priority and targeted areas in this plan will be revisited at each leadership meeting. Data will be used to determine its' effectiveness and changes/updates will occur based on the needs of our school and students throughout this school year.

Focus Area 1: **Achievement**

Goal: Gibbs school community will increase their knowledge and responsiveness to meet the needs of diverse students by enhancing and supporting student achievement by doing the following:

1. **Enhance Student Achievement in the area of Literacy:**

- a. Increase the percentage of **economically** disadvantaged students from In Need of Support and Close to Ready and Exceeding by 10% in the area of Reading on the ACT Aspire by providing intervention as needed and following the new curriculum that aligns to the Science of Reading.

According to 2019 ESSA Index students from economically disadvantaged homes and ELL are the lowest performing subgroups. Through the data released in Fall 2019, these students who are ELL are also from economically disadvantaged homes. This subgroup will continue to be followed.

2018-19 Spring ACT Aspire Data:

- 59% (47 of 80) of students in grade 3-5 from economically disadvantaged homes scored In Need of Support or Close in Reading on the 2018-19 ACT Aspire.

Grade Level	Percentage of Student from Economically Disadvantaged homes who score In Need of Support & Close on the ACT Aspire	Lowest Skill Area
3 rd Grade (now 4 th)	78% (25 of 32 students)	Integration of Knowledge and Ideas
4 th Grade (now 5 th)	27% (10 of 27 students)	Key Ideas & Details
5 th Grade (now 6 th)	57% (12 of 21 students)	Key Ideas & Details

**To meet the goal 5 students will need to move from In Need of Support or Close to Ready or Exceeding*

NWEA Fall 2019 Data:

- Data from the fall 2019 assessment shows that 65.7% of all 3-5 students are projected to be Ready and Exceeding on the Reading portion of the ACT Aspire.
- Data from the winter 2019 assessment shows that 62.1% of all 3-5 students are projected to be Ready and Exceeding on the Reading portion of the ACT Aspire.

Action	Data Evaluation	Timeline	Progress Towards Action	PD Needs
Identify students from economically disadvantaged home who are not Ready or Exceeding on the Spring ACT Aspire and provide intervention through flexible grouping and based on needed skill	NWEA MAP Reading Results Wit & Wisdom Assessment(s)	June 2020 End of each module	From fall to winter there was 3.6% decline.	OG training for K-2 to support teachers in providing targeted interventions to ensure students gain foundational skills needed. January update: Teachers will not obtain OG training. We will continue to build our knowledge in Wit & Wisdom & Foundations
Data Conferences will occur after each NWEA Assessment to measure growth & set new goals	NWEA Results Graph of progress	October January March	(did not meet this deadline) Administration is still conferring with 3-5 students Administration and counselor will meet and share winter NWEA assessment and set a new goal.	N/A
Academic Interventionist & Reading Specialist will work with students who fall into this demographic	NWEA & Classroom Assessment	Fall, winter and spring	Interventionists monitored progress for the fall and spring.	N/A
Implement Heggerty, Foundations, and Wit & Wisdom as the core for literacy. Just Words will be used with grades 4-5 as tier two interventions. Wilson and will be used by the Reading Teacher, SPED teacher (Science of Reading)	EdReflect & Focus Walk Tool Lesson Study Module Study	The team will complete one on each teacher March April May	We have just started the lesson study and the use of the focus walk tool. Will continue to use.	PD as needed & required DOK Training A to Z Lexia Core5
Create more student clubs - World Cultures Club, Garden Club, Chess, Coding Club, etc. & Find ways to involve all students in community partnerships and projects to support world languages and international studies (Peace Corps, Heifer International, Dunbar Garden, Clinton School of Public Service etc.). & Continue Gibbs 3-5 Leadership Team	Student surveys	May 2020	Team decided to hold off on this goal due to time restraints with the new schedule There is a chess club, Dunbar garden partnership revised and will come to classes twice a month beginning in Feb.	Leadership conferences (this will include food & student transportation)

2. Increase Parental Involvement and Parental Support

Parental involvement and participation beyond attending school activities and performances has slowly declined overtime. The High Reliability survey and the Gibbs Parent survey results were used to determine the needs. Parents attending Gibbs programs and school events are always supported by many parents. There has been a decline in the following areas:

- Attending parent/teacher conferences
- Knowledgeable about where their child is performing academically
- School/teacher support with student(s) behavior in category one offense
- Volunteering for PTA committees and activities
- Support with classroom projects and homework

Action	Data Evaluation	Timeline	Progress towards the goal	PD Needs
Parent nights offered based on survey results from 2018-19. <u>October</u> Curriculum Night <u>November</u> Family Fun & Safety <u>January</u> Health & Wellness (social, emotional & behavior) <u>March</u> STEM Night at the Museum of Discovery	Parent Survey Results	<u>October</u> November January March	<u>October</u> results showed that Curriculum Night was a success & families learned valuable information <u>November</u> results show that our number of family participation was low to a last minute date change. Results also showed that parents enjoyed the different options for them to learn about; however Social Media & Bullying was the number one favorite <u>January</u> results show that parents that attended participated and enjoyed and utilized the materials. The workout sessions were the least attended session.	N/A
Parent suggestion box	Results & changes made based on comments and ways to grow	Monthly	The team decided to use the staff suggestion box and will move to the parents suggestions in January of 2020 The parents have not been utilizing the parent suggestion box.	N/A
International Studies Specialist & Parent Facilitator will work together and develop a tool for program evaluation.	The results will be used to enhance the Magnet program	February May	Program evaluation results will be analyzed and updated in plan next month.	

3. **Implement PLC to see Evidence of a Clear Mission & Vision**

The teacher and administration survey results proved that Gibbs needs a clear vision and time for planning across grade levels.

Gibbs is in the beginning stages of the PLC process and with only two trainings from Solution Tree. Gibbs has a mission and vision created.

The staff and students say the mission daily during the morning announcements; however, it is not visible throughout the school. Teachers and staff have made commitments that will keep us focused on our mission. Gibbs teachers plan together weekly to collaborate and create lessons for the following week. We recently started planning using the four questions of a PLC. There is time in our schedules for grade levels to meet as a PLC weekly to look at data and plan next steps. There is also time for vertical planning across grade levels.

Action	Data Evaluation	Timeline	Progress Towards Goal	PD Needs
Create end of the year and module/units of study SMART goals for the school, grade level and departments. These Smart goals will be visible and shared with all who enter the building beginning October.	A survey will be conducted at the close of the year to determine effectiveness.	May	Smart Goals are posted in our conference room & shared with all staff	Solution Tree training as offered by LRSD
Schedule a common hour block of time for teachers to meet for PLC. Ensure there is an additional time to plan for lessons that is outside of the PLC hour block of time. This will begin at the start of the year and continue until May. Teachers will create and agendas use the four questions to guide discussion. This will begin in September and continue until May. Teacher input will be gathered and used to determine growth at the end of the year. An anonymous suggestion box will be used for teacher to share their opinion.	Administration will monitor the PLC process and model it with leadership team & Notes will be collected		All teams have a PLC scheduled time & lesson plan hour block of common time. A Google Classroom has been created for all grade levels to enter and submit weekly minutes. We meet monthly to discuss data and model the process	N/A
Administration will model the PLC process with the academic leadership team throughout the year beginning in September. Student data and growth,	Data Submission	September January March	A data wall has been developed that shows our most recent Report Card from ADE, NWEA data, and ACT Aspire data over a 3 year period. All can see grade level progress towards skills in literacy and math.	N/A
Post mission, vision and commitments (staff and student commitments) around the school with data from ACT Aspire and NWEA.		Throughout the year	The mission is posted in a variety of areas around the school.	N/A
Implement intervention time throughout the school year. Teachers will determine who will reteach or enrich the skills. The Wednesday block of time from 1:30-2:20pm, will be used to enrich and reteach. Student data from interim assessments and end of the year data and survey will be used to determine effectiveness. All staff will be included in the intervention time. We will begin monthly planning session to determine the groups, plan a pre and post assessment, as well as the lesson	Teacher surveys NWEA Data Common Assessments	End of Year Spring Monitor pre & post assessment	New Goal and will have data in the Spring	Support from LRSD and other schools who are implementing this process with success.

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Professional Development:

- Solution Tree PD for administration and team members to support the process
- Administration will use High Reliability School by Jeffrey Jones

Data Evaluation as mentioned above:

- Monitor data by grade level at PLC and determine if SMART goals are met.
- Submit agendas, notes, and sign-in sheets and monitored monthly by administration in Talent Ed/Unified Talent

4. Improve Attendance & Tardies

To support our district goal, Gibbs will monitor and reduce chronically absent students by 10% from the 2018-19 school year.

Action	Data Evaluation	Timeline	Progress Towards Goal	PD Needs
School-wide and classroom posters will be displayed and the number of early arrivals, early checkouts, as well as the number of absences for that week. The information will also be shared in our bi-monthly newsletters to parents, and PTA meetings	Nine week competitions beginning the 2 nd nine weeks eSchool will be used to help with monitoring and supporting data	January	Data shows an improvement for attendance compared to last year.	N/A

Jefferson Elementary School

Comprehensive Needs Assessment & Plan Overview

2019-2020

(Revised and updated 1/23/20)

Focus Area 1: Leadership and Collaboration through PLCs

We will continue to implement a “team” structure to reflect distributive leadership in our school community. We have various leadership teams at Jefferson. The Leadership Team consists of the counselor, academic interventionist, media specialist, gifted and talented teacher, reading teacher, resource teacher, nurse, occupational therapist, speech teacher, 2 classroom teachers, and principal. The Leadership Team(PLC) meets to focus on vertical alignment, professional development needs, data disaggregation, and strategies to address improvement in school climate and academics. The Campus Leadership Team consists of staff and parents that meet on an as needed basis to assess progress on school goals and identify steps to initiate needed changes. Our Parent Teacher Association (PTA) meets monthly to plan events to increase parent involvement. The Site Based Intervention Team (SBIT PLC) consists of the counselor, principal, resource teacher, reading teacher, speech teacher, occupational therapist, nurse, and academic interventionist. Each team will create agendas, keep minutes, stay focused and follow through on plans they make. For the 2019-2020 school year, we will examine the participants of every team. The various leadership teams at Jefferson should work together to ensure high quality staff are recruited and retained. There should be some staff members that are on all three teams for consistency. These staff members will keep the other teams abreast of any new developments and be communication liaisons. Our goals are to improve the communication between the various leadership teams at our school and align classroom observations with evaluation criteria and professional development.

Our school’s culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. It is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. Jefferson has a large population of students identified with dyslexia characteristics. Principal and teachers meet with parents and conference with students, as well as the Reading Interventionist, and one main focus will be modifications to help students who have identified characteristics of dyslexia, as well as ADD, ADHD and ODD.

These are a few characteristics commonly associated with positive school cultures that the staff at Jefferson will uphold:

- The individual successes of teachers and students are recognized and celebrated in grade level and vertical teaming PLCs.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.
- Students and staff members feel emotionally and physical safe, and the school’s policies and facilities promote student safety.
- School leaders, teachers, and staff members model positive, healthy behaviors for students.
- Students are consistently held to high academic expectations, and a majority of students meet or exceed those expectations.
- Important leadership decisions are made collaboratively with input from staff members, students, and parents in PLCs.
- Educational resources and learning opportunities are equitably distributed, and all students, including minorities and students with disabilities.
- All students have access to the academic support and services they may need to succeed.

Indicators:

- IE01: Principal makes sure everyone understands the school’s mission, clear goals, and their roles in meeting their goals.
- ID08: The Leadership Team serves as a conduit of communication to the faculty and staff.
- ID09: The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.
- ID10: The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

We have established a team structure with specific duties and time for instructional planning.

Indicators:

- | | |
|------|---|
| ID11 | Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Planning Teams. |
| ID12 | Instructional Teams meet regularly (twice weekly for 45 minutes each meeting) to plan instruction(PLCs). |

We will align classroom observations with evaluation criteria and professional development.

Indicators:

- | | |
|------|---|
| IF05 | Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. |
| IF06 | Teachers are required to make individual professional growth plans in EDReflect based on classroom observations. |
| IF07 | Professional development of individual teachers includes an emphasis on indicators of effective teaching. |
| IF08 | Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. |

- **Professional Development**

- 1) Classroom teachers(Carmen Pierce and Rebekkah Ferguson) will continue to provide CGI/ECM Math PLCs, across grade levels K-5 to provide vertical teaming opportunities. These opportunities will give teachers time to discuss differentiation and small group instruction activities to address the needs of our students.
- 2) Principal will provide meaningful feedback in EdReflect after teacher observations. Staff will participate in professional development to analyze strengths and analyze areas in need of improvement from classroom observations and indicators of effective teaching. The principal will suggest topics from her observations in classrooms. These topics will also be addressed during grade level PLCs.
- 3) Our school level data will determine additional professional learning needs for our staff.
- 4) Professional development will be provided to review the school climate survey as well as the parent survey. Parent responses will be reviewed each year in pre-school in-service for the staff. Teachers will engage in groups to make sure they understand the protocol for discipline issues and ways to have positive discipline interventions and involve parents, so all children improve and have positive school behavior.

- **Accountability and Monitoring**

Leadership will be monitored by the following activities: Agendas will be required for all campus leadership meetings, PLC meetings, instructional meetings, staff meetings, and professional development. Teachers will complete PGP's (professional growth plans) and submit them to the principal. Review of indicators of effective teaching will be documented in staff meeting agendas. Documentation for this will be kept in a file in the principal's office or kept digitally in Dropbox.

- **Possible Barriers**

Lack of time during the school day to meet in K-2 and 3-5 grade level discussion groups could be a possible barrier for collaboration through PLCs.

Please describe any costs required to implement your plans for LEADERSHIP:

There are no costs associated to implement plans for leadership.

Focus Area 2: Effective Instructional Practices with a Focus on Literacy

During the 2018-2019 school year, approximately 75% of teachers had high quality lesson plans that were aligned to curriculum plans, state standards, quality instruction, and assessment. These plans also provided opportunities for differentiation to meet all student's needs. These teachers delivered effective instructional practices that were documented in their daily lesson plans. For the 2019-2020 school year, approximately 25% of teachers need to improve their lesson plans and instructional practices to meet student's needs. This was evident through data collected during classroom observations, walk-throughs, and lesson plan checks. We will continue to implement instructional planning in collaborative teams. We will continue to use the team structure to ensure sound instructional practices to support student achievement. Currently, our master schedule reflects adequate time for instructional team planning (grade level, content discipline/department). Our teachers will continue to implement selected evidenced based strategies that have proven effective in our core content areas. They will also align instruction with the state curriculum standards. Teachers will participate in new professional development for professional learning communities (PLCs) to examine instructional practices and their effectiveness. Teachers need to understand the goals of the PLC, know the PLC process, and how to implement them effectively. Teachers will also participate in peer observations to observe peers teaching. Three goals for all teachers are to learn new instructional strategies, improve current teacher content knowledge, and to always deliver quality lesson plans and lessons that align to curriculum standards, instruction, and assessment. This can be done by participating in PLCs. Another goal is for teachers to provide evidence of differentiation in lesson plans and delivery of instruction. Differentiation will be based on student needs from assessment results. Teachers will implement our new Literacy Adoption. Wilson is our core program that addresses decoding in K-3 and decoding intervention in K-5. It covers phonological awareness, phonemic awareness, phonics, and fluency. Phonics and handwriting will be taught using Foundations/Just Words. Heggerty is the supplemental program used in core instruction to support phonemic awareness. Wit & Wisdom is the core program that addresses language comprehension.

Indicators:

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
IIA02	Units of instruction include standards-based objectives and criteria for mastery.
IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.
IIIA08	All teachers review previous lessons and reteach if determined.
IIIA09	All teachers clearly state the lesson's topic, theme, and objectives.
IIIA10	All teachers stimulate interest in the topics.
IIIA11	All teachers use modeling, demonstration, and graphics.
IID11	Instructional Teams review the NWEA data results to make decisions about the curriculum and instructional plans and to "red-flag" students in need of intervention (both students in need of tutoring or extra help) and students needing enhanced learning opportunities because of their early mastery of objectives.
IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives.
IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

- **Professional Development**

- 1) 3rd, 4th, and 5th grade teachers will finish six days of RISE training to learn new ways to improve phonics and reading skills in the classroom.
- 2) Teachers will continue to participate in numerous Wit and Wisdom trainings and professional development through the district.
- 3) Teachers not trained in Cognitively Guided Instruction (CGI) (grades K-2) or Extending Children's Mathematics (ECM) (grades 3-5) will continue professional development in 2019 and continue for two years. This professional development helps teachers teach math in new ways that promote problem solving.
- 4) Teachers will participate in Literacy Pacing Guide professional development that reviews expectations for lesson plans, connections of assessment and instruction, and differentiation to meet all learners' needs.
- 5) Teachers will participate in grade level professional learning communities (PLCs) and in primary and intermediate professional learning communities to analyze the effectiveness of instructional practices.
- 6) Teachers will observe other teachers (peer observations) in their grade level or area to examine instructional practices and improve teaching.

- **Accountability and Monitoring**

Effective instructional practices will be monitored by the following activities: Agendas for professional development that relate to effective instructional practices (CGI, RISE, etc.) will be turned in to the principal. Examples of current teacher lesson plans from each teacher that show effective instructional practices will be sent to the principal. The principal will conduct classroom walk-throughs (random and unscheduled) to monitor the delivery of effective instructional practices. She will use the district's EdReflect system to keep documentation of these visits. All other documentation will be placed in a file in the principal's office or kept digitally in Dropbox. Teachers will observe other teachers and participate in PLCs. Evidence of this will be noted in the schedules, feedback to teachers from peer observers, and observations by the principal. Intervention adjustments will be made after formative assessment data has been analyzed and students will be grouped based on skill levels. Our priorities and goals include next steps: focusing on implementation of consistent engaging instructional activities, focusing on differentiation (using the Learning Continuum from NWEA data), and focusing on peer observations (colleague visits) across grade levels.

- **Possible Barriers**

Possible barriers will be not having a Literacy Facilitator to ensure the correct implementation of the new Literacy Adoption. Other barriers include teachers that are unable to attend professional development for CGI or ECM in the summer months. Another barrier is the ability to accommodate release time for staff to participate in peer observations of other teachers and to meet as groups to participate in PLCs. New staff members or staff members who were not trained last year in RISE, will need to be trained during 2019-2020.

Please describe any costs required to implement your plans for EFFECTIVE INSTRUCTION:

RISE and school based professional development will incur no direct cost to the school. The cost of attending CGI or ECM will be paid for using school funds (operating budget). There may be some cost to pay for subs periodically to cover classes so teachers can participate in PLCs and observe other teachers teaching.

Focus Area 3: Student Growth and Achievement

Having a team structure makes it possible for our leadership team, instructional teams, and professional learning communities to review student data and use that information to improve core instruction as well as identify appropriate interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals. We will review and analyze our students' test data to direct and support decisions regarding instruction, student growth and achievement relative to our combined population and each subgroup. Teachers will administer required district assessments and assessments like the WRAP, DSA, Universal Math Screener, NWEA MAP GROWTH, and NWEA Fluency screener for dyslexia requirements. We will use both summative and formative assessments. Teachers will analyze weekly data from assessments given in class, as well as use authentic assessments. Based on our data trends, our student growth and achievement goals will be created. At the end of the 2018-2019 school year we analyzed the NWEA results to determine those areas in literacy and math that are most challenging to our students. We examined our 2019 ACT Aspire Results together and collaborated in teams to address our student's specific strengths and weaknesses during our school based pre-school in-services.

On the 2019 ACT Aspire test, in 5th grade in the subject of reading, 75% of our students scored exceeding and ready. In English, 92% of our students scored exceeding and ready. In math, 84% of our students scored exceeding and ready. In science, 76% of our students scored exceeding and ready. In 4th grade reading, 67% of our students scored exceeding and ready. In English, 84% of our students scored exceeding and ready. In math, 77% of our students scored exceeding and ready. In science, 60% of our students scored exceeding and ready. In 3rd grade reading, 78% of our students scored exceeding and ready. In English, 94% of our students scored exceeding and ready. In math, 92% of our students scored exceeding and ready. In Science, 73% of our students scored exceeding and ready. Our weaknesses as determined from the ACT Aspire test include our current 5th grade as a whole. Our strengths included Math and English with our current 4th graders.

We have examined our NWEA Fall and Winter Test Results. Our data shows strengths in Vocabulary Acquisition and Literature, but weaknesses in Informational Text. Our data shows strengths in Geometry but weaknesses in Number and Operations across grade levels.

NWEA TEST DATA-SPRING 2019	Kindergarten	1st grade	2nd grade
K- 2nd grade LITERACY			
Low/Low Average	9	2	12
Average	14	5	2
High/ High Average	57	52	36
NWEA TEST DATA-SPRING 2019	Kindergarten	1st grade	2nd grade
K- 2nd grade MATH			
Low/Low Average	9	3	6
Average	3	5	9
High/ High Average	68	51	35

2018-2019 ACT ASPIRE TEST SCORES

3rd Grade	Exceeding or Ready	Students
English	94%	48/51
Reading	78%	40/51
Science	73%	37/51
Math	92%	47/51

4th Grade	Exceeding or Ready	Students
English	84%	36/43
Reading	67%	29/43
Science	60%	26/43
Math	77%	33/43

5th Grade	Exceeding or Ready	Students
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English	92%	59/64
Reading	75%	48/64
Science	76%	49/64
Math	84%	54/64

Teachers will continue to use NWEA MAP Growth interim reports to identify students' skill needs, to determine necessary interventions. We will use our data system to group students that are not progressing appropriately during the school year. This system will monitor all students, so we can analyze their progress. We will identify targeted interventions that are available to support students who are not progressing, as they should. Our main goal is to improve all student learning, but especially our Sub groups: African Americans, ELLs, and SPED.

Indicators:

IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
IIB05	All teachers re-teach based on post-test results.
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
IID03	Teachers receive timely reports of results from standardized and objectives-based tests.
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
IID07	The Leadership Team monitors school-level student learning data.
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
IID09	Instructional Teams use student learning data to plan instruction.
IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

- **Professional Development**

- 1) Teachers will receive additional professional development to analyze student growth and achievement. Ways to create reports from the NWEA and ACT Aspire to use for future instruction will be reviewed. This training will be provided by the academic interventionist at Jefferson.
- 2) Teachers will participate in professional development to connect specific instructional strategies to weak areas of student achievement. Teachers will participate in team planning to address those specific needs.

- **Accountability and Monitoring**

Student growth and achievement will be monitored by the following activities: NWEA interim assessments for students in grades K-5 will be analyzed in teams after each test. Teachers will group students who need interventions in the same skills. Lists of skills and students who need those skills will be emailed to the principal. Students who need enhancements or enrichment because they have mastered skills will be grouped together. Targeted instruction, support and enhancement will be planned and implemented with those students in small groups.

After analyzing perceptual surveys along with our school's quarterly discipline and attendance reports, we will focus on a goal of improving characteristics commonly associated with positive school cultures.

Teachers will implement a new incentive encouraging students to attend school daily and on time. Each teacher will develop it with their students for their own classroom.

- **Possible Barriers**

The most obvious barrier for student growth and achievement will be student and teacher absences and tardies. Providing coverage for vertical team planning, will also be a barrier.

Please describe any costs required to implement your plans for STUDENT GROWTH AND ACADEMIC ACHIEVEMENT:

The only cost to implement plans for student growth and academic achievement may be for substitutes for vertical team planning.

School Timeline:

Summer 2019:

- 1) Teachers not trained in Cognitively Guided Instruction (CGI) (grades 3-5) or Extending Children's Mathematics (ECM)(grades 3-5) will continue professional development in the summer of 2019.
- 2) Teachers were trained in Wilson Reading System, Just Words, and K-2 teachers were trained in Foundations and Heggerty. Third grade teachers were trained in Foundations.

August 2019:

- 1) The Jefferson school staff and principal will nominate staff members to serve on the various leadership teams.
- 2) Staff will participate in professional development to analyze strengths and areas in need of improvement from classroom observations of indicators of effective teaching. The principal will suggest topics from her observations in classrooms. These topics will be addressed during grade level PLCs.
- 3) Teachers will participate in school based professional development that reviews expectations for lesson plans, connections of assessment and instruction, and differentiation to meet all learners' needs.
- 4) Staff will examine 2019 ACT Aspire Results at a staff meeting the week before students return to school.
- 5) A one-hour professional development workshop will be provided to review the discipline procedures and new district handbook. Teachers will engage in groups to make sure they understand the protocol for discipline issues and ways to have positive discipline interventions and involve parents, so all children improve and have positive school behavior.

September 2019- May 2020

- 1) Teachers will participate in professional development to connect specific instructional strategies to weak areas of student achievement. Teachers will participate in team planning to address those specific needs in PLCs.
- 2) Teachers will participate in professional development during PLCs with the literacy facilitator(Kaylin Griham) on the new Literacy Adoption.
- 3) Teachers participated in Wit and Wisdom Training.
- 4) Principal met with all 3rd-5th graders to discuss 2019 ACT ASPIRE results, data, strengths and weaknesses.

October 2019-May 2020:

- 1) Teachers will participate in grade level professional learning communities (PLCs) and in primary and intermediate professional learning communities to analyze the effectiveness of instructional practices.
- 2) Teachers will observe other teachers (peer observations) in their grade level or area to examine instructional practices and improve teaching.
- 3) Principal met with all 3rd, 4th, and 5th graders to discuss fall NWEA achievement and set goals for the Winter NWEA Map Growth Test.
- 3) Quarterly: Teachers will receive additional professional development to analyze student growth and achievement. Ways to create reports from the NWEA and ACT Aspire to use for future instruction will be reviewed. This training will be provided by the academic interventionist at Jefferson.
- 4) Quarterly: Review the school improvement plan to see if modifications should occur, if goals are being met, and schedule upcoming professional development.

October/November 2019 (scheduled PD day)

- 1) A professional development workshop will be provided to review the Literacy Curriculum. Teachers will engage in groups to make sure they understand all the components of the Literacy block, and they will support each other in implementation.
- 2) Specialists attended 2 days of RISE awareness training.

December 2019-May 2020:

- 1) Teachers will participate in grade level professional learning communities (PLCs) and in primary and intermediate professional learning communities to analyze the effectiveness of instructional practices.
- 2) Teachers will observe other teachers (peer observations) in their grade level or area to examine instructional practices and improve teaching.
- 3) Teachers will participate in Grade Level and Vertical Teaming PLCs to discuss our priorities and goals as they relate to Literacy and Math. Teachers will use the NWEA Winter Map Growth data to drive instruction.

February 2020 (scheduled PD day):

- 1) The staff will participate in a professional development given by the school counselor and/or special education teacher. The professional development will consist of strategies to help students with ADD, ADHD, and severe impulsivity, as well as Teen Suicide.

Spring 2020:

- 1) K-2 and 3rd-5th grade teachers will finish six days of RISE training to learn new ways to improve phonics and reading skills in the classroom.
- 2) Specialists will continue RISE Day 3-6 Trainings.

Martin Luther King Jr. Elementary School

School Improvement Plan

Focus Area 1: Professional Learning Communities (PLC)

Goal: Implement PLCs to foster an understanding of evidence-based strategies and work collaboratively to select tools specific to students' needs.

Martin Luther King, Jr. Elementary (MLK) practices distributive or shared decision-making to improve adult practices that support student achievement. We will continue to implement a "team" structure to reflect distributive leadership in our school community. Currently, our teams meet regularly afterschool to improve instructional practices as well as engage with our parents and community stakeholders. We have assessed multiple indicators of effective practice to develop, implement and monitor team structure.

- Create a guiding coalition and introduce the PLC at Work process to all King stakeholders.
- Revisit and/or revise a shared mission, vision, collective commitments (values), and goals.
- Develop a sustainable infrastructure for a transparent communication system
- Build a collaborative culture that is committed to collective inquiry, action research, and continuous improvement
- Develop a shared understanding of assessments, implementing common formative assessments, analyze evidence of student learning, and use that evidence to learn from one another and respond to the individual needs of students
- Create data-based learning outcomes that align with the district goals.
- Build a systematic process to provide additional time and support for all students who are experiencing difficulty and to ensure every student has a clear path to deeper learning.

Professional Development:

- MLK's leadership team will begin year 2 with the Arkansas Leadership Academy
 - The PLC team will attend 6 days of district PLC PD provided by Solution Tree
 - Provide all stakeholders a variety of learning opportunities on the implementation of PLCs
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- **Evaluation:** Analyze the progress of school SMART goals and learning outcomes, alignment of resources and evidence of a focus on results.
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Focus Area 2: Achievement

Goal: During the 2019 – 20 school year, the school will reach a proficient/exceeding rate of 47.5% in ELA and 59% in math for all students. African-American students will reach a proficient/exceeding rate of 30.2% in ELA and 39% in math. The SPED population will reach a proficient/exceeding rate of 29%.

Martin Luther King, Jr.'s Leadership Team acts as the primary conduit of communication for our school community. All of our stakeholders (students, teachers, staff, parents, and community partners) know our mission, share our vision and support our growth and academic goals for our students. Having a team structure makes it possible for our leadership team, instructional teams and professional learning communities to review student data and use that information to improve core instruction as well as identify appropriate interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals.

Martin Luther King, Jr. Elementary (MLK) will continue to use the team structure to ensure sound instructional practices to support student achievement. During our instructional team planning time by grade level or in our professional learning communities (PLCs), our instructional staff will continue to refine and implement selected evidenced based strategies that have previously proven effective in our core content areas such as the R.I.S.E. strategies, best practices in literacy and math, researched-based RTI strategies, explicit planning and teaching of whole group instruction, CGI strategies, and differentiated small group instructions. Our expectation is that all core content teachers will use these selected strategies daily with fidelity.

Our instructional teams also focused on developing standards based units of instruction along with pre/post testing and/or common formative assessments (i.e., CFAs). These units helped us deliver instruction more uniformly by content or by grade level. The "common" unit pre/post-tests made it possible to address deficit areas to remediate in a timely manner. Additionally, this strategy assisted us in identifying gaps in our curriculum. Our goal is to continue this practice. Perhaps the most difficult aspect of aligning our curriculum, assessment and instructional planning was not having a better intermittent assessment tool to progress monitor all our students adequately. Grades K – 5th will use the NWEA interim assessments three times a year. The reports from this assessment will guide us to the needed instruction for individual students. Collaborate with grade levels and specialists to develop explicit core instruction

Reading

We have reviewed and analyzed our students' data to direct and support decisions regarding instruction, student growth and achievement relative to our combined population and each subgroup. Based on our data trends, our student growth and achievement goals for literacy are:

- Improve the Overall ESSA Index score by 10 points
- 90% of all students will be on grade level in reading by the end of the 2019 -20 school year
- 100% of all students will show growth on the NWEA test

We analyzed students using DIBELS, DRA, ACT Aspire, Pre/Post tests, NWEA, and Wrap to determine those areas in literacy that are most challenging to our students. We determined that students fall

behind on basic decoding skills and struggle with comprehension skills and/or using problem-solving strategies. Students will be provided core instruction and interventions as needed. Their progress will be monitored by using a data wall and an RTI notebook to document progress monitoring for students receiving Tier II and III interventions. The Student Support Team will meet with grade levels and individual teachers to discuss different targeted interventions, based on data that can be provided to meet all students' needs.

- Use classroom walk-throughs to evaluate the implementation of R.I.S.E. and other district initiatives
- Use research based on Science of Reading to implement a reading program to increase student achievement
- Implement Heggerty phonemic awareness in grades K – 2nd
- Implement Foundations phonics program in grades K – 5
- Implement Wit and Wisdom as our core reading program for grades K -5
- Implement Wilson Reading System as a resource for Tier III interventions
- Implement a researched-based phonic strategies for interventions in literacy
- Use data from district focus walks to determine strategies effectiveness.
- Serve as a Wit & Wisdom Spotlight School.

Math

We analyzed students using DIBELS, ACT Aspire, Pre/Post tests, and NWEA to determine those areas in math that are most challenging to our students. We determined that the majority of our students are not fluent in basic math facts/skills which in turn impacts their ability to problem solve efficiently. Students will be provided core instruction and interventions as needed. Their progress will be monitored and an RTI notebook will be used to document progress monitoring for students receiving Tier II and III interventions. The Student Support Team will meet with grade levels and individual teachers to discuss different targeted interventions, based on data that can be provided to meet all students' needs.

- Develop a RTI report card to share and discuss with parents at student led conferences
- Implement student-led conferences
- Students will develop student academic and behavioral goals and update quarterly
- Implement RTI notebook to document differentiated focused interventions
- Student Support team will implement a spreadsheet to follow the success of all students
- Classify all students (at risk, some risk, and low risk) based on academics and behavior data sources
- All certified staff will provide student interventions as needed
- All interventionist will communicate with core teachers on intervention progress
- Use NWEA checklist to progress monitor students in math and literacy throughout the school year
- Use the NWEA Learning Continuum to diagnosis strengths and weaknesses and develop instructional plans for all students.
- Continue to have at a minimum monthly data meetings with grade levels and other staff members
- Implement STEM days (1- 2 times a month)
- Purchase materials to enhance the reading, math and science curriculum. (\$10000.00)

Professional Development:

- Student support team will provide PD on using the data spreadsheet
- The school will serve as a Spotlight School for Wit and Wisdom
- The school will participate in Strength-Based Instruction through Wit and Wisdom
- On-going training to use the district selected assessment instrument for progress monitoring our students and as an intermittent assessment
- 3rd – 5th grade teachers will attend 3 days of R.I.S.E. PD during the 2019 – 20 school-year.
- In order to provide all staff with high quality, on-going job embedded and differentiated professional development we will use Title I funds to provide a specialist who will support all content areas
- Attend PD on the new LRSD literacy adoption for reading and phonics (Heggerty, Foundations, Wit and Wisdom, and WRS)
- A team of teachers (4 – 6) will attend Get Your Teach On to learn about more effective teaching strategies
- Provide PD on the process of using TESS to increase student achievement
- Provide additional Wit and Wisdom implementation support through strength-based site visits.
- Participate in SPED training to deliver effective evidenced-based interventions for students.

Evaluation: We will use PD reflections, classroom walkthroughs, TESS, and test data to monitor the effectiveness and fidelity of instructional practices.

Focus Area 4: School Culture

Goal: Using quarterly data sheets, each classroom will show a 5% growth in achieving monthly PBIS goals.

Martin Luther King, Jr.'s culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. Given the diversity of Martin Luther King, Jr. Elementary, it is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. Based on our perceptual surveys along with our school's discipline and attendance reports, we have identified areas of growth and areas that need improvement.

Our focus for this year will include the continued implementation of PBIS strategies in K – 5th grades. The teachers will use previously purchased books, based on different character traits, to develop explicit lesson plans to teach character words. These lessons will be used the first 6 weeks of school and then reviewed throughout the year.

- Utilize data to provide celebrations for students and staff

- PBIS will meet twice a month
- Create a budget for needed PBIS resources (\$5000.00)
- Implement a data management system for behavior
- Participate in staff wide book studies promoting a positive school culture
- PBIS team determine incentives and activities that will motivate students to follow PBIS expectations
- Introduce the concept of team houses to motivate students, increase collaboration skills and leaderships amongst students.
- Do classroom re-do's to enhance the environment for student participation – music, movement and motivation (\$3000.00)
- Implement "The Essential 25" so that all shareholders understand the daily expectations.
- Implement Class DoJo to enhance parent communication with regards to student behavior
- Purchase House Point system app to acknowledge student and team points through media sources (\$1800.00)
- Purchase materials to enhance the House system (\$5000.00)
- Attendance

Professional Development:

- PBIS team, through the SPDG grant, will attend state provided PD throughout the 2019 – 20 school year
- A school team of 4-6 teachers will attend the Ron Clark Academy for a 2 day PD (\$7000.00)

Evaluation: We will use PBIS and behavioral data to monitor the effectiveness and fidelity of our school behavior management system. The data will show us whether we have met our 5% goal.

Focus Area 5: Parent Engagement

Goal: Improve parent and community involvement each quarter by 5% over the 2019 – 20 school year.

Martin Luther King, Jr. views parents as partners within our school community. We believe that student learning and school culture benefit tremendously when parents are fully aware and in support of our mission, vision and beliefs associated with teaching and learning. Our parents have had an integral role in the development of our School Improvement Plan. Our Parent Involvement Plan will serve as the basis of this priority. In reviewing our parent survey data, we have jointly decided to address the following to improve our parent school partnership.

- Continue grade level transition night for all parents
- Participate in LRSD Cluster Parent Involvement Events
- Parent Calendar/Newsletter

- Conduct three nights focused on math, literacy, STEM and/or PBIS
- Provide opportunities for families to volunteer in classrooms on a regular basis
- Hold monthly Pop-In Days
- Begin the year with Cub Camp
- Conduct GT Night
- Provide pamphlets giving families information about various programs available
- Increase social media hits to spotlight our school
- Purchase resources for family nights (\$2500.00)

Professional Development:

- Parenting Partners (Cost minimal – supported by Title I District)
- National Network of Partnership Schools (\$ 400.00 membership fee)
- Learn to use social media to communicate with parents and stakeholders (Twitter, Facebook, etc.)

Evaluation: We will use a parent surveys to monitor our Parent and Family Engagement Plan annually. Sign-in sheets and volunteer hour reports will show whether we have met our 5% goal.

Mabelvale Elementary School Improvement Plan 2019-2020

(Revised January 2020)

School Vision:

To be a school that is comprised of collaborative co-thinkers, engaged in becoming lifelong learners who are college and career ready.

School Mission:

Equip students to be personally and educationally ready through innovation, creativity, and risk taking.

Collective Commitments:

I will teach the essential learnings of our agreed-upon curriculum, unit by unit to achieve our SMART goals.

I will monitor each students learning and use evidence to inform and improve my practice and to better meet the needs of individual students.

I will utilize a variety of instructional strategies to promote success for all students.

I will initiate individual and small group instructional programs to provide additional learning time for all students.

I will keep parents informed and provide parents with resources, strategies, and information to help students succeed.

Focus Area 1: Literacy	<u>Goal Statement</u> To improve core instructional practices that support student achievement and growth through the implementation of R.I.S.E. in grades Kindergarten – 5th and continued implementation of the core curriculum of Heggerty, Foundations, and Wit and Wisdom.		
	<u>Data</u> In reviewing the latest data from ACT Aspire Spring 2019, 62% of our 3 rd -5 th grade students performed at the <i>In Need of Support</i> category in Reading. Out of the 247 students tested in Reading, 148 students have been identified as In Need of Support. The achievement average was higher for Hispanic students, White students, Gifted and Talented students and English Language Learners than for African American students, Economically Disadvantaged students, and Students with Disabilities.		
	Areas of Concern:		
	Kindergarten	Language and Writing	
	1st & 2nd Grade	Vocabulary Use and Functions Informational Text	
	3rd Grade	Vocabulary Use and Functions Figurative Language Author's Purpose	
4th Grade	Information Text: Main Ideas and Supporting Details Key Ideas and Details Craft and Structure		
5th Grade	Informational Text: Key Ideas and Details		
	Action Items		Timeline
	Ensure all teachers are trained in the Science of Reading (RISE Initiative)	Teachers in grades K-5 will continue to receive RISE training provided by the district.	August 2019-May 2021
	Implement Foundations in Kindergarten-3rd	Teachers will receive training in Foundations and will implement the program beginning August 2019.	August 2019 - May 2020

	Grade		
	Implement Wit & Wisdom in Kindergarten - 5th Grade	Teachers will receive training in Wit and Wisdom, and will implement the program beginning August 2019.	August 2019 - May 2020
	Implement Just Words in 4th and 5th grade	Teachers will be trained in the implementation of the Just Words program, and will implement in Tier 2	September 2019- May 2020
	Continue with Lexia Learning for all students Kindergarten-5th grade	Teachers will ensure that students are logging onto the Lexia Core 5 program to receive targeted instruction in each of the five components of reading. Teachers will use the Lexia lessons to support student growth. Interventionists will use Lexia online resources to give support to students who have deficit areas.	September 2019- May 2020
	Implement Wilson Reading System	The reading intervention teacher and SPED resource teachers will serve students who have been identified as having markers of Dyslexia.	September 2019- May 2020
	Administer NWEA Map Growth Assessment - Reading	Kindergarten -5th Grade teachers will administer the NWEA Map Growth test three times a year to assess student learning. The data will be used to guide instruction in both whole and small groups.	Fall, Winter, Spring
	Administer NWEA Map Growth Fluency	Kindergarten-2nd grade teachers will administer the NWEA Map Growth Fluency test to identify markers of Dyslexia and to plan both whole group and small group instruction. 3rd - 5th grade students will administer the assessment to students who scored In Need of Support and Close on the ACT Aspire in Spring of 2019 to identify markers of dyslexia.	Fall, Winter, Spring

	WIN Intervention	Specialist and all support staff will begin serving as interventionist to support homeroom teachers through the Collaborative Team time and WIN Intervention Time.	Weekly (Mon, Tues, Thurs)
	SIOP strategies	Continue to provide training and implement SIOP Strategies in every classroom.	September 2019- May 2020
	Observations and Feedback	Conduct classroom observations and provide timely feedback to teachers with a specific emphasis on Literacy components.	September 2019- May 2020 (weekly)
	Support		Timeline
	Meet with Literacy Facilitator	Teachers will meet twice a month with the Literacy Facilitator in grade level collaborative meetings to receive guidance for instruction, plan formative assessments, and review formative assessment data. This will be an on-going cycle.	August 2019-May 2020
	Observe Model Lessons	Teachers will be afforded the opportunity to observe model lessons for Phonemic Awareness in Young Children, Foundations, Wit and Wisdom, and/or Just Words by facilitator and/or colleagues.	September 2019- May 2020
	Lexia Training	Teachers will receive training in the use of the Lexia Core 5 program.	September 2019- May 2020
	School-based Professional Development	Teachers will be afforded the opportunity to attend monthly professional development based on the science of reading to enhance and enrich their understanding of foundational knowledge of reading so	September 2019- May 2020

		that they are able to support student learning.	
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Focus #2 Professional Learning Community	Goal Statement: To improve professional culture into implementing a responsive cycle of inquiry and action to support improved academic outcomes. Mabelvale Elementary School practices distributive or shared decision-making to improve best adult practices that support student achievement. We will continue to implement a “team” structure to reflect distributive leadership in our school community.		
	Action Items		
	Mission, Vision, and Collective Commitments	The staff will review the school mission statement and make a determination if it is still suitable for who we are. We will construct a vision statement, and identify our collective commitments	August 2019
	Guiding Coalition	The Guiding Coalition is a staff elected team that represents the school, acting as a shared decision making system to identify areas of improvement that supports student achievement and building success.	August 2019-May 2020
	Collaborative Team Meetings	The master schedule has been constructed to allow for grade level collaborative meetings that will focus on both student and teacher learning. Data will drive our decision making. We will use the 4 essential questions to guide our discussions. Our math and literacy facilitators will be available every other week to assist teachers in their collaborative meetings. Teachers will also have the opportunity to meet collaboratively twice a month on Saturdays and Collaboration Mondays.	September 2019-May 2020

	Solution Tree/ADE Cohort 3	Teachers will be engaged in on-going professional development with Solution Tree. Mabelvale will have a total of 50 visits this year with assistance in the areas of building leadership, project planning, literacy, math, assessment, and coaching.	August 2019-May 2023
	Common Formative Assessments	Teachers will create common formative assessments and use the data to drive instruction and to meet the needs of individual students in small groups.	September 2019-May 2020
	Data Days	Teachers will meet for Data Days in a continuous cycle after administering the Beginning of the Year NWEA and CFAs to analyze data, form small groups, and plan instruction.	September 2019-May 2020

Focus #3 - Culture and Climate	<p><u>Goal Statement:</u> To promote positive relationships between staff, students and parents while reducing the number of student disciplinary referrals and students identified as chronically absent.</p> <ol style="list-style-type: none"> 1. To reduce the number of students identified as Chronic Absent from 14 to 8 by the end of the 2019-2020 academic school year. 2. To reduce the total number of disciplinary actions from 127 to 60 by the end of the 2019-2020 academic school year. 		
		Action Items	
	Weekly/Monthly Newsletters	Teachers and Staff will communicate with parents and the community through weekly newsletters. The principal will send a weekly newsletter to staff.	September 2019- May 2020
	Social Media	Facebook, Instagram, and Twitter will be used	At least 1 time per week

		to connect with all stakeholders.	
	Moncreif One Team	We will continue to provide Leadership Training for our students to build student voice and student leadership to assist with building our school wide culture.	September 2019- May 2020 Fall and Spring
	PBIS	Continue to use PBIS as our positive behavior intervention tool. Hold monthly celebration for students who exemplify target behaviors through PBIS app.	September 2019- May 2020 (Monthly)
	Jr Beta Club	Students will also continue to have the opportunity to participate in our Junior Beta Club program. The mission of National Jr. Beta Club is to promote the ideals of academic achievement, character, service and leadership among elementary and secondary school students	September 2019-May 2020
	Feet to the Seat	City Year Corp provides a quarterly school-wide incentive for recognizing students with improved and perfect attendance. District wide Feet to	September 2019-May 2020 Monthly

		Seat Campaign to battle chronic absenteeism. The principal, a student, and parent has been invited to sit on the panel that address this issue for the district.	
	Staff Outing	Staff will be invited to one staff outing a quarter to build relationships and get to know one another.	September 2019- May 2020 (Quarterly)
	Restorative Practices	Promote positive relationships with students by engaging them in restorative circles with Mr. Ricks. Track students and their disciplinary issues to provide services outside the scope and practice of school.	September 2019- May 2020
	Parent Involvement	Survey parents to get a better understanding of their needs. Hold math and literacy nights for students and parents. Host events such as Grandparent's Day, Muffins with Mom, and Donuts with Dads to enhance support for students.	September 2019-May 2020 (Quarterly)

1. What goal did your school focus on this quarter?

Goal 2- To improve professional culture into implementing a responsive cycle of inquiry and action to support improved academic outcomes

2. What intervention did your school implement to support your goals?

- Implemented the Professional Learning Community Model through the grant
- Specific PD with Solution Tree (assessment, leadership, math, literacy, project planning, and coaching)

3. How did your school's staff contribute to the implementation of the intervention?

- We changed the master schedule to provide collaborative team times
- Guiding coalition meetings
- Structured/Topic specific collaborative meetings
- Collaborative Team Mondays
- Collaborative Saturdays

4. How did your school monitor the intervention, i.e. observations, assessments, surveys,etc?

- Google drive with agendas
- Principal observations
- Guiding coalition meetings
- PLC team feedback sheet
- Solution Tree associates meetings with staff
- PD coaches observations

5. Did the intervention work? How does your school know? What did the data say before the intervention and what is the data saying now?

We feel as if our intervention is working. Through collaborative team meetings, we have been able to identify essential standards and identify learning targets for those standards specific to our students. Collaborative team meetings have led to more purposeful instruction. Previously, common planning time was used to discuss skills that were presented on the district provided curriculum map. We are creating more common formative assessments, analyzing data, and supporting colleagues. Through analyzing data we are able to determine student growth and needs.

6. How did the district support your school's intervention?

They are supportive and accommodating to teachers taking professional leave time. They have a PLC support plan by forming a cohort of schools to participate in PLC at Work Coaching Academies.

7. Is your school on track to meeting your goal?

Yes, this is a 3 year process. Based on our Project Planning Goals we are on track.

McDermott Elementary Comprehensive Needs Assessment/School Improvement Plan

2019-2020



FOCUS AREAS:

1. Effective Instructional Practice

McDermott Elementary School will continue to use the team structure to ensure sound instructional practices to support student achievement. During our instructional team planning time by grade level, content discipline/department, our teams will hone their use of the PLC process to continue to refine and implement selected evidenced-based strategies in our core content areas including STEM integration and small-group instruction. Our expectation is that all of our core content teachers will use these selected strategies daily with fidelity.

Our instructional teams will also focus on developing standards-based units of instruction driven by data from pre/post tests, other common formative assessments, and the use of the NWEA MAP at levels K-5th. These units will help us deliver instruction more uniformly by content and by grade level. The “common” unit pre/post-tests will make it possible to address deficit areas to remediate in a timely manner. Additionally, this strategy will assist us in identifying gaps in our curriculum.

By the end of the 2019-20 school year, all of the instructional staff should have received RISE Science of Reading training. All teachers will provide evidence of implementing these practices in the classroom. The staff will continue to assess students for signs of dyslexia and ensure they receive documented intervention.

2. Student Growth and Achievement

McDermott Elementary School’s Leadership Team acts as the primary conduit of communication for our school community. We will continue to communicate our mission, share our vision and support our growth and academic goals for our students. Having a team structure makes it possible for our leadership team, instructional teams and professional learning communities to review student data and use that information to improve core instruction as well as identify appropriate interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals.

We have reviewed and analyzed our students’ data to direct and support decisions regarding instruction, and student growth. This year, we will focus on reviewing this data more specifically in terms of our combined population and the performance of each subgroup. Unfortunately, our data caused us to receive a score of

"D" on our ESSA school report card. We want to target small group instruction to meet individual needs moving towards readiness for all. Both formal and informal assessment methods will be used to track student growth and learning needs.

3. School Culture and Student Discipline

Our school's culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. Given the diversity of McDermott Elementary School, it is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. Our school struggled during 2018-19 with increased chronic absenteeism and discipline concerns in addition to low academic performance. Our instructional staff voted overwhelmingly to become a Leader in Me school in May of 2019. We also have begun implementing elements of Ron Clark's House System. We will continue implementation of these methods to lead to the improvement of student accountability in the areas of behavior and academics. We will continue to ensure that rituals and routines are in place to provide the structure and support needed for student achievement. Our SBIT team, onsite mental health agency, and school counselor will continue to work to make sure that all students with behavioral concerns receive interventions.

MCDERMOTT DATA:

1. NWEA

Mathematics

Grade (Spring 2019)	Growth Count	Fall 2018				Comparison Periods				Growth Evaluated Against						
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	43	133.1	9.1	16	151.7	11.3	22	18.5	1.1	17.7	0.37	54	43	21	49	44
1	49	151.7	13.1	3	164.4	14.3	1	12.7	1.2	16.5	-1.48	7	49	15	31	26
2	47	171.2	14.2	16	183.9	17.0	15	12.6	1.3	13.5	-0.35	36	47	24	51	49
3	51	183.0	13.2	10	190.2	11.9	3	7.2	0.8	11.1	-2.08	2	51	11	22	19
4	35	187.3	15.8	1	196.5	13.4	1	9.2	1.6	8.8	0.20	58	35	14	40	29
5	45	196.8	14.3	2	200.9	15.4	1	4.1	0.9	7.2	-1.41	8	45	11	24	23

Reading

Grade (Spring 2019)	Comparison Periods						Growth Evaluated Against									
	Fall 2018			Spring 2019			Growth		School Norms		Student Norms					
	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
PK	0	**		**			**					**				
K	48	136.5	7.7	23	148.8	10.6	11	12.3	1.4	15.5	-1.28	10	48	17	35	27
1	50	152.6	12.0	8	164.6	12.2	4	12.0	0.9	14.7	-1.15	12	50	14	28	30
2	55	168.6	15.3	17	179.1	15.3	11	10.5	1.1	12.8	-1.08	14	55	19	35	34
3	51	181.8	16.2	16	188.9	16.2	9	7.3	1.2	9.9	-1.50	7	51	18	35	28
4	35	191.2	14.5	14	198.2	13.8	14	6.9	1.6	7.4	-0.26	40	35	14	40	35
5	38	196.6	14.9	7	194.9	19.0	1	-1.7	1.5	5.8	-4.97	1	38	10	26	9

Science - General
Science

Grade (Spring 2019)	Comparison Periods						Growth Evaluated Against									
	Fall 2018			Spring 2019			Growth		School Norms			Student Norms				
	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
PK	0															
K	0															
1	0															
2	0															
3	51	184.6	11.5	30	189.5	10.0	17	5.0	0.7	7.3	-1.34	9	51	14	27	35
4	36	190.1	12.1	19	194.2	11.2	12	4.0	1.1	5.8	-1.08	14	38	13	34	32
5	44	193.3	11.6	9	196.4	12.2	5	3.1	1.0	5.0	-1.19	12	44	14	32	29

2. ACT ASPIRE

ENGLISH

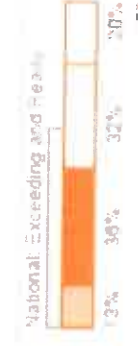
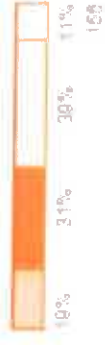
READING

SCIENCE

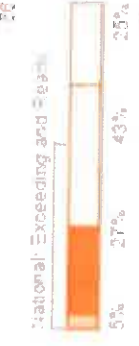
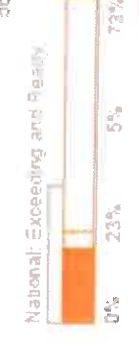
MATH

MCDERMOTT ELEMENTARY SCHOOL

Grade 3



Grade 4



IMPROVEMENT PLAN:

Focus Area 1: Effective Instructional Practice			
Goal-Including Timeline (PLAN)	Actions/Strategies (DO)	Supports/Professional Development	Measurement/Evaluation (CHECK)
By April 1, 2020, 100% of teachers will use effective PLC practices, small group instruction, and RTI as measured by team meeting data and classroom observations.	<p>A. Send principal with a team of teachers (including a SPED representative) to six days of PLC At Work Process training [October 2019/ December 2019/March 2020]</p> <p>B. Hire an Academic Intervention Specialist to assist with organization, training, observation, assessment coordination, assessment of the RTI</p>	<p>A. Solution Tree</p> <p>B. Title I Funds/Heggerty/Wit & Wisdom</p>	<p>A. Administration & Facilitator meeting attendance/teacher use of Google Form asking the four PLC Questions</p> <p>B. Administrator classroom visits with feedback documented in EdReflect/Facilitator notes & checklists/NWEA Growth &</p>

	<p>process and small group instruction [July 2019]</p> <p>C. Focus PD plan to address instructional deficits/needs of teachers [August/September 2019]</p> <p>D. Select a lead teacher by an application process to represent each grade level during afterschool Instructional Leadership Team meetings (\$25/hour twice a month) [September 2019 and Ongoing]</p> <p>E. Use online programs/software to assist with instruction and assessment of individual/small group learning [August 2019-May 2020]</p> <p>F. Per Act 1603, send all 3-5 teachers and untrained K-2 teachers to six days of RISE Science of Reading training [Ongoing]</p> <p>G. Send Academic Instructional Specialist, Principal, and teacher representatives to attend Wit and Wisdom module lesson studies, spotlight and strength visits [September 2019 and Ongoing]</p> <p>H. Technology Support-pay a teacher an hourly rate to help with beginning of the</p>	<p>C. Google Form Survey/Administrator & Facilitator Observation</p> <p>D. Application form and process</p> <p>E. Title I Funds</p> <p>F. District/State training staff</p> <p>G. Wit & Wisdom/District trainers</p>	<p>ACT Aspire data comparisons to previous year</p> <p>C. End-of-semester teacher survey and administrator review</p> <p>D. Indistar Minutes & Sign-in sheets</p> <p>E. Software achievement reports (Lexia, Freckle, others as determined by need)</p> <p>F. RISE Look-For Checklists completed during administrator classroom visits</p> <p>G. Wit & Wisdom PLC documentation</p>
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	<p>year startup and on-going technology support [August 2019 and Ongoing]</p> <p>I. Pair teachers with opposite strengths and weaknesses to do colleague visits and collaboration [February 2020 and Ongoing]</p>	<p>H. Title I Funds/Google Form Building Technology Needs Requests</p> <p>I. Beginning of year staff survey form/scheduling</p>	<p>H. Technology assistant records/Google Form request data</p> <p>I. End-of-year staff survey regarding effectiveness of the pairing practice</p>
Focus Area 2: Student Growth and Achievement			
Goal-Including Timeline (PLAN)	Actions/Strategies (DO)		
<p>Goal 1: By May 27, 2020, 75% of students' reading, math, and science skills will improve by one year's growth (or more) as measured by end of year assessments.</p> <p>Goal 2: By May 27, 2020, the gap between African American and Caucasian 4th & 5th students' performance in literacy will close by 10 percentage points as measured by ACT Aspire.</p> <p>Goal 3: By May 27, 2020, the gap between students identified as needing an IEP (SPED) and those in regular education will close by 5 percentage points as measured by ACT Aspire.</p>	<p>A. Revise the schedule to implement a 30-minute literacy intervention block and determine usage [June 2019 and Ongoing as needed]</p> <p>B. Provide Tier II and Tier III intervention to students who are not making adequate growth in literacy [September 2019 and Ongoing]</p> <p>C. Implement Google Classroom for some written responses in Wit and Wisdom using Chromebooks for Grades 3-5 [October 2019-May 2020]</p> <p>D. Implement quarterly school-wide STEM days [September 2019-May 2020]</p> <p>E. Encourage the use of cross-curricular units [Ongoing]</p>		
	Supports/Professional Development	Measurement/Evaluation (CHECK)	
	<p>A. Staff with scheduling expertise</p> <p>B. Just Words and Wilson Tier II and Tier III intervention</p> <p>C. Instructional Specialists/teachers/technology assistant</p> <p>D. Leadership Team/STEM Team/teaching staff</p> <p>E. STEM Team</p>	<p>A. NWEA MAP Growth Reports (Fall, Winter, & Spring)</p> <p>B. NWEA Assessment quarterly review/Dyslexia Screeners</p> <p>C. PLC team writing review to drive future instruction</p> <p>D. Photographs and other created artifacts</p> <p>E. End-of-year staff survey</p>	

	<p>F. Use Student NWEA Data Trackers/Goal Setters [September 2019 and Ongoing]</p> <p>G. Provide quarterly incentives for meeting AR goals [October 2019-May 2020]</p> <p>H. Provide incentives to students for NWEA Growth [October 2019-May 2020]</p> <p>I. Hold Academic Bootcamp (after school tutoring) for students in grades 3-5 (using NWEA projected proficiency reports to determine eligibility) [November 2019-March 2020]</p> <p>J. Identify a task force of SPED team members to review the scheduling of SPED annual reviews and other meetings to lessen the impact on student instruction. [January 2020-May 2020]</p> <p>K. Review Differentiated Instruction with the staff [December 2020]</p> <p>L. Provide Wilson Reading System implementation support to resource personnel [January 2020 and ongoing]</p> <p>M. Train paraprofessionals and specialists in effective intervention strategies [February 2020 and ongoing]</p>	<p>F. Student data folders/NWEA website</p> <p>G. Literacy Team/District provision of AR/Title I funds</p> <p>H. Leadership Team/MAP Growth reports</p> <p>I. Academic Bootcamp staff, snacks, and materials/Title I Funds</p> <p>J. SBIT Team members/SPED and administrative personnel from other schools/Email or Survey</p> <p>K. Staff meeting/PowerPoint/Discussion and Idea Sharing</p> <p>L. Reading Interventionist, Academic Interventionist, District Dyslexia Specialist, Resource Teacher</p> <p>M. Academic Interventionist</p>	<p>F. Administration and Leadership Team folder review</p> <p>G. AR Reports reviewed by Literacy Team and Leadership Team</p> <p>H. NWEA Reports reviewed by the Leadership Team</p> <p>I. Pre/Post Assessment for Bootcamp reviewed by Leadership Team</p> <p>J. Review NWEA Reports and compare progress in preparation for the final ACT Aspire scores</p> <p>K. Staff meeting agenda</p> <p>L. Wilson Reading Progress Monitoring, Map Fluency Data</p> <p>M. Agendas and sign-in sheets</p>
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Focus Area 3: School Culture and Student Discipline					
Goal-Including Timeline (PLAN)	Actions/Strategies (DO)	Supports/Professional Development	Measurement/Evaluation (CHECK)		
By May 27, 2020, chronic absenteeism will be less than 10% and discipline incidents will decrease by 10%.	<p>A. Implement Year 1 Leader in Me strategies [June 2019-May 2020]</p> <p>B. Use Student Attendance Data Trackers/Goal Setters [September 2019-May 2020]</p> <p>C. Continue using The House System (Ron Clark Academy) to collectively reward and celebrate good behavior and attendance [September 2019-May 2020]</p> <p>D. Reward students monthly for perfect attendance [September 2019 and Ongoing]</p> <p>E. Collaborate/Communicate with parents, students, staff, and community members about the importance of excellent attendance [September 2019-May 2020]</p> <p>F. Encourage students to be absent 5 or fewer days by offering parent incentives quarterly [October 2019-May 2020]</p>	<p>A. FranklinCovey Leader in Me Training Staff, materials, staff shirts/ Lighthouse Team</p> <p>B. Student data folders/ Attendance Committee</p> <p>C. Wheel used for student House selection/House Bracelets, T-Shirts & other student identifiers/House Committee/Title I Funds</p> <p>D. Prizes and incentives for students/Attendance Committee</p> <p>E. \$25 gas card drawing for parents of students meeting attendance criteria/Attendance Committee</p> <p>F. Large Prizes donated by community partners/Community Partner Committee/Attendance Committee</p>	<p>A. Quarterly Attendance/Discipline Data Review</p> <p>B. Monthly Review of Attendance Data</p> <p>C. Quarterly Attendance/Discipline Data Review and weekly review of House Point totals</p> <p>D. Monthly Review of Attendance Data</p> <p>E. Monthly Review of Attendance Data</p> <p>F. Quarterly Review of Attendance Data</p>		

	<p>G. Send a team of staff members to the Ron Clark Academy to ascertain other ways to build school culture [TBA]</p> <p>H. Send a team of staff members to Leader in Me symposium in Louisville, Kentucky [March 2020]</p>	<p>G. Title I Funds</p> <p>H. Lighthouse Coordinator and Principal</p>	<p>G. Report/Presentation by travelling team to entire staff</p> <p>H. Travel forms, agenda, notes</p>
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Meadowcliff Elementary School Improvement Plan Little Rock School District

Focus Area Student Growth and Achievement	
<p style="text-align: center;">Goal</p> <p>By June 2020 80% of students in grades Kindergarten through 5th grade will meet or exceed their growth goal in reading and math on the NWEA Assessments.</p> <p style="text-align: center;">Data Narrative</p> <p>Leadership Team acts as the primary conduit of communication for our school community. All our stakeholders students, teachers, staff, parents, and community partners know our mission, share our vision and support our growth and academic goals for our students. Having a team structure makes it possible for our leadership team, instructional teams and professional learning communities to review student data and use that information to improve core instruction as well as identify appropriate interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals.</p> <p>We have reviewed and analyzed our students' data to direct and support decisions regarding instruction and student growth. Student breakdown of testing results at the end of the document.</p> <p>The goal is to increase the Status Norm by 5% in reading and math. We analyzed WRAP, Universal Math Screener and Dyslexia Screening to determine those areas in literacy that are most challenging to our students. We analyzed NWEA results and ACT ASPIRE results to target interventions. We found that our students struggle in all content areas. We will utilize our school-based Progress Monitoring system (Team Success). This is a curriculum team that includes the school curriculum team members and district facilitators. This team meets monthly and has intensive conversations about targeted students designed to strengthen teacher content knowledge and instruction delivery. Teachers along with the team will develop a personalized learning path for the students.</p>	
Content Areas	
Literacy	<p>Meadowcliff will continue to utilize the reading specialist, special education teacher, and academic interventionist for Tier 3 interventions. The specialists will implement a structured literacy program by Wilson Reading. The program is based on phonological-coding research and Orton Gillingham principles. Through the program, students learn fluent decoding and encoding skills. This program will address the needs of students with characteristics of dyslexia and struggling readers.</p> <p>Kindergarten to 3rd grade teachers will utilize Wilson Foundations for Tier 1 and Tier 2 students. Foundations is a multisensory, structured language program that provides research-based materials and strategies essential to comprehensive reading.</p> <p>Just Words by Wilson is a multisensory decoding program to be utilized for our Tier 2 4th and 5th grade students struggling in decoding.</p>
Math	<p>Meadowcliff will continue to utilize the Interventionist for Tier 3 Interventions along with Lexia and NWEA Map Skills. NWEA Map Skills will target specific skills for each student. Classroom Teachers will use map skills between MAP Growth Assessments to identify what struggling students are missing and then modify instruction.</p>
Science	<p>Utilize new science material along with the new science content standards.</p>

Action Plan 2019-2020		
Actions	Evaluation	Person(s) Responsible/Timeline
<ul style="list-style-type: none"> Implement and support math block to provide rigor in whole group guided instruction through planning formative assessments, CGI/ECM problems, implementing scaffolds and questioning techniques. 	<ul style="list-style-type: none"> Common Formative Assessments Prodigy NWEA Map Skills Go Math CGI/ECM Problems Prodigy-Zero Hour 	<ul style="list-style-type: none"> Lisa Lollar (<u>Wednesday and Thursday of the second and fourth week</u>)
<ul style="list-style-type: none"> Classroom to Classroom visits the walk thru data from the instructional coaches, principal, curriculum team and peers will be used by teachers to reflect and analyze student work. The Principal will look for monthly trends and use information to speak with individual teachers. 	<ul style="list-style-type: none"> edReflect Monitor RISE Implementation using protocol Monitor Small Group Lesson Plans Classroom Walkthrough Protocol 	<ul style="list-style-type: none"> Cynthia Collins (1st and 3rd Week of each month K-2nd 2nd and 4th of each month 3rd-5th) Curriculum Team (Keysha Griffith, Jennifer Bulloch, Marjorie Plant, Kenya Robinson) District Facilitators
<ul style="list-style-type: none"> RISE 3rd-5th Training Implementation of RISE K-5th Science of Reading Implementation and Professional Development 	<ul style="list-style-type: none"> Grade Level Agenda Notes Grade Level RISE Protocol Checklist 	<ul style="list-style-type: none"> Cynthia Collins, Curriculum Team (Follow-up based on RISE Dates)
<ul style="list-style-type: none"> Utilize Lexia (Personalized Learning Path) and Prodigy Students set and monitor personal goals Zero Hour-Before school tutoring sessions 	<ul style="list-style-type: none"> Lexia Reports (Percentage of Usage, Number of Minutes, Grade Level Report) Weekly checks in the computer lab 	<ul style="list-style-type: none"> Classroom Teachers, Nyree Williams (Weekly) Team Success Members
<ul style="list-style-type: none"> Implementation of reading programs-Foundations, Wilson Reading System, Just Words, Heggerty Reading Teacher models lessons Observation of Modeled Lessons Debrief after modeled lessons Co-Teaching lessons with facilitators Classroom to Classroom observation 	<ul style="list-style-type: none"> Progress Monitoring Sheets Foundations Data Tracker 5th Math SMI Focus Walks in the 1st 9 weeks looking for implementation of Foundations, WRS System, Just Words, and Heggerty. 	<ul style="list-style-type: none"> Curriculum Team (Monthly)

<ul style="list-style-type: none"> Principal Training for Foundations and Wit/Wisdom 		
<ul style="list-style-type: none"> Interventionist will meet with small groups. Reading specialist will meet with students identified with characteristics of dyslexia. Mustang Mission Control Learning Center Students will track their data. (NWEA, Foundations, Wit/Wisdom) 	<ul style="list-style-type: none"> Use and review progress monitoring of Tier 2 (Foundations and Just Words), Tier 3(WRS) using progress monitoring data sheets with pre and post data. Monitoring during monthly Team Success WADE, WIST, PAST, DIBELS, DSA. Wilson Reading System, Foundations, Just Words, Heggerty 	<ul style="list-style-type: none"> Jennifer Bulloch, Keysha Griffith, John Cameron, Stephen Colby, Shea Pickens, Kenya Robinson, Tonia Weems, Jenny Thompson (Assessments 3x's per year- Sept, Jan, May)
<ul style="list-style-type: none"> Literacy/Math Night-Grade Level Teams along with specialist will demonstrate math and literacy tasks aligned to grade level standards to support parents in helping students at home. 	<ul style="list-style-type: none"> Parent Survey 	<ul style="list-style-type: none"> Jennifer Bulloch and Keysha Griffith (March 2020)
<ul style="list-style-type: none"> Bimonthly/Quarterly Attendance Incentives to support regular and consistent attendance. 	<ul style="list-style-type: none"> Track Attendance/Tardy Records (At Meadowcliff, Every Minute Counts) Phone Calls to parents of absent students (weekly by counselor) Attendance Incentive Kick-off First and Second Semester Bi-weekly incentives(Theme Based) 	<ul style="list-style-type: none"> Attendance Team(Monthly) Sanctuary of Praise and Twister Trail Riders
<ul style="list-style-type: none"> Celebrate Success to highlight student achievement. 	<ul style="list-style-type: none"> NWEA Interim Assessments NWEA Goal Setting Sheet Track Citizenship Awards/Principal Club (Establish Criteria for Citizenship) Twisted Trail Riders Horse Ride Fall Festival 	<ul style="list-style-type: none"> Leadership Team (October, December, March, May 2019-20) Pastor Quinton Henderson Twisted Trail Riders Sanctuary of Praise
<ul style="list-style-type: none"> Parental Engagement-All teachers and specialists will create a plan to engage parents in a regular two-way communication about student learning. Parents will 	<ul style="list-style-type: none"> Comprehensive Needs Assessment, Title I Compact, NNPS, Annual Evaluation, Classroom Newsletters Principal Newsletter Specialist Newsletter 	<ul style="list-style-type: none"> Kenya Robinson (Monthly) Classroom Teachers (Weekly, Monthly) Cynthia Collins Leadership Team, PTA(Monthly)

be provided a yearly calendar of school activities.	<ul style="list-style-type: none"> Monitor parental involvement through parent-teacher conference, school-wide meetings and events 	
<ul style="list-style-type: none"> Visit Colleagues-Peer observations are important to growing a teacher's pedagogical practices. The visits will allow teachers to collaborate and observe for the purpose of supporting each other in the practice of teaching. 	<ul style="list-style-type: none"> Observation Form Grade Level Meeting Notes 	<ul style="list-style-type: none"> Cynthia Collins (Monthly)
<ul style="list-style-type: none"> Utilize Elevations for ESOL strategies and modifications 	<ul style="list-style-type: none"> Lesson Plans, Elevations Reports 	<ul style="list-style-type: none"> Classroom Teachers (Quarterly)
<ul style="list-style-type: none"> Monthly PLC Grade Level/Cross Curriculum Planning-During PLC teacher teams will develop formative assessments, lesson planning, interrelated reliability grading that provide information on how students are performing on standards. 	<ul style="list-style-type: none"> PLC Agenda PLC Notes Common Formative Assessments 	<ul style="list-style-type: none"> Cynthia Collins, Classroom Teachers, Specialists (3rd Monday of the month)
<ul style="list-style-type: none"> Zero Hour Tutoring will provide students with the opportunity to improve their academic performance. 	<ul style="list-style-type: none"> NWEA Assessments Prodigy 	<ul style="list-style-type: none"> Keysha Griffith Zero Hour Teachers- (December-April 2019-2020) Zero Hour Before School Tutoring (7:15-8:00)
<ul style="list-style-type: none"> TESS provides reflective feedback through edReflect for individuals and in monthly PD sessions and in writing for aggregated data. Collect and analyze data from reflection questions after each Professional Development. The data will be used to plan professional development for staff. 	<ul style="list-style-type: none"> Teacher observation reports from edReflect formal and informal aggregated teacher observation. 	<ul style="list-style-type: none"> Cynthia Collins 8 to 10 observations throughout the school year

Social Emotional Learning

Goal

By June 2020, there will be a 10% decrease in office referrals/suspension as measured by discipline incident report.

Data Narrative

Meadowcliff Elementary staff focuses on social and emotional learning strategies that enable supportive classrooms where students feel safe to take academic risk. The teachers will utilize the PATHS programs to engage our students in

lessons built around social development. The staff of Meadowcliff provides students with the skill set needed to handle challenging situations will decrease the number of office visits in-school suspensions and out of school suspensions. We expect the decrease in behavior to correlate with an increase in academic growth. It is imperative that students are in class and engaged in the learning for them to reach their full academic potential.

Discipline Incident Counts

Disorder Conduct	Failure to Follow Reasonable Directives	Fighting	Physical Assault	Possession of Weapon	Violations of Category One	Spitting
7	4	17	1	1	19	1

Actions	Evaluation	Persons Responsible/Timeline
<ul style="list-style-type: none"> Smart Girls Rock is program designed to bring together cross level small groups of girls to increase a sense of belonging and to support the growth and empowerment for girls through mentoring and community involvement. 	<ul style="list-style-type: none"> Student and Parent Survey Monthly Behavior Report 	<ul style="list-style-type: none"> Marjorie Plant, Jennifer Bulloch, Cynthia Collins, Keysha Griffith, Tonia Weems, Charnise Virgil Moore, PTA, Life Spring Church (Weekly)
<ul style="list-style-type: none"> Men on the Ground is a program designed to develop a learning partnership between male students and community members. The community partners will work to build trust and rapport with students to address key issues with the male students. 	<ul style="list-style-type: none"> Student and Parent Survey Observations of student to student interactions and student to adult interactions 	<ul style="list-style-type: none"> Darris Grant, Vincent Pippin Omega Psi Phi Fraternity, Cynthia Collins, Tonia Weems, PTA, Life Spring Church, Quinton Henderson (Weekly), Twisted Trail Riders, Sanctuary of Praise
<ul style="list-style-type: none"> PATHS is a program that will cover 5 distinct categories of social-emotional learning: self-awareness, self-management, social awareness, relationship management, and responsible decision making. Teachers will teach students to resolve conflicts, handle emotions, empathize, and make responsible decisions. 	<ul style="list-style-type: none"> Monthly Behavior Report PATHS Parent Night- November and March Teacher Observations- (Monthly) Thinking Sheet 	<ul style="list-style-type: none"> Marjorie Plant, Cynthia Collins, Tonia Weems, Keysha Griffith, Jennifer Bulloch, Michael Drake (City of Little Rock), Dorothy Morelli (PATHS Representative), PTA

Indicators

In addition to Indicators from the area of Student Growth and Achievement, we have included indicators from multiple focus areas: Effective Instructional Practices will support student achievement by helping to build a strong instructional foundation, The Parent/Family Engagement indicators will assist in creating a school environment where parents (Families) recognize themselves as equal stakeholders in the school community and their child's education. We will also work to improve communication with all our families, so they are aware of the various resources, support and activities offered, Culture/Student Discipline will help in continuing to create a positive school culture. Leadership

a team structure with specific dates and times for instructional planning will be developed and celebrations will be held to share individual, team, student and school improvement/successes. All the focus areas support our goal of raising student achievement.

SE02 All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	MTV05 Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.	MET04 All teachers build students' metacognitive skills by teaching learning strategies and tools and their appropriate application.	IID09 Instructional teams use student learning data to plan instruction.	SE01 The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.	FE04 The School Title 1 Compact includes responsibilities that communicate what parents (families) can do to support their students' learning at home.	IE10 The principal celebrates individual, team, and school successes, especially related to student learning outcomes.	IDO8 Instructional team meets regularly (twice a month or more for 45 minutes to conduct business.
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Professional Development/Support

- Training on how to analyze data and use it to plan for instruction
- Orton-Gillingham
- Ongoing training Wit and Wisdom, Just Words, Foundations, Heggerty
- PLC
- CGI/ECM
- K-5th RISE Training
- Lexia Training
- Professional Development in Best Practices (Improve Core Instruction)
- Map Skills Professional Development-January
- NWEA Learning Continuum
- Prodigy (Math)

Costs

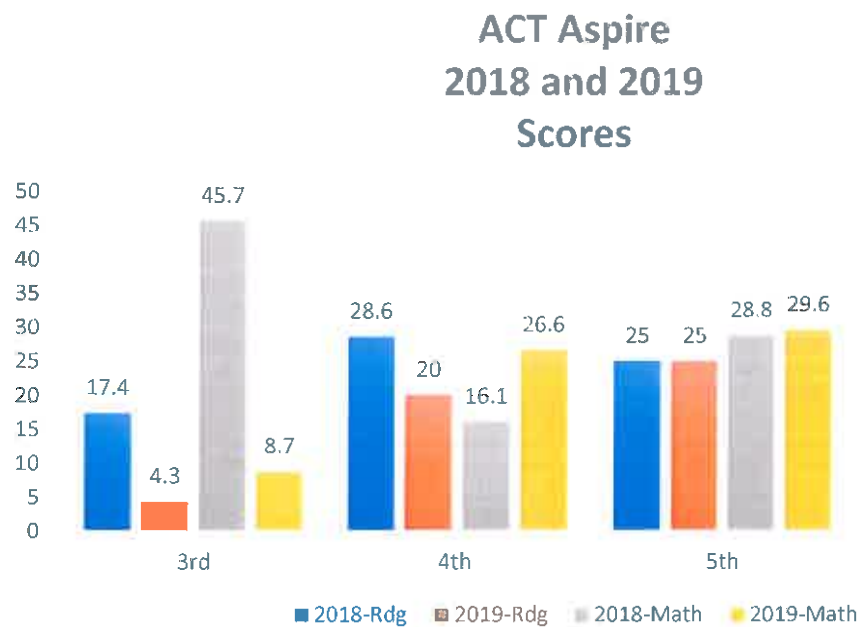
Costs required to implement plans for STUDENT GROWTH AND ACADEMIC ACHIEVEMENT:

- Lexia Subscription
- Instructional Technology Specialist
- Academic Intervention Specialist
- Incentive Field Trips
- CGI Training
- Orton-Gillingham Training
- M. Heggerty Book for Activities on Phonemic Awareness (Kindergarten and 1st Grade)
- Equipped for Reading Professional Text
- Phonemic Awareness Educational Games
- Prodigy(Math)

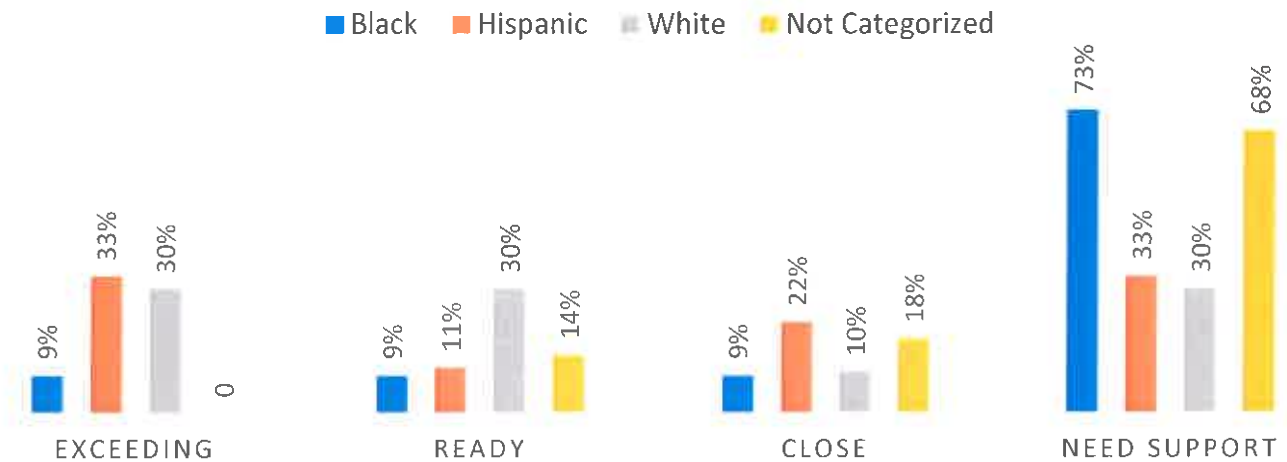
Staff						
Leadership	Team Success	Curriculum Team	Specialists	Stakeholders	Classroom Teachers	Support Staff
Cynthia Collins, Principal Jennifer Bulloch, Academic Interventionist Keysha Griffith, Reading Interventionist Marjorie Plant, Special Education, Kenya Robinson, GT Specialist Amy Frye, Teacher Stacey Jackson, Teacher	Marjorie Plant Jennifer Bulloch Cynthia Collins Lisa Lollar Keysha Griffith Kenya Robinson	Keysha Griffith Jennifer Bulloch Marjorie Plant Kenya Robinson Cynthia Collins	John Cameron, PE Stephen Colby, Music Jessica Stark, Art Ginni Thompson, Library Nyree Williams, Technology Tonia Weems, Counselor Kenya Robinson, GT	Michael Drake City of Little Rock Life Spring Charnise Virgil Moore, UAMS, Vincent Pippin, Omega Psi Phi Fraternity Sanctuary of Praise-Pastor Quinton Henderson	Verdia Hence, Kindergarten Kimberly Rosby, Kindergarten Stacey Jackson, 1st Glennesia Skipper, 2 nd Remona Moore, 3 rd Terri Ward, 3rd Laura Pinckley, 2 nd Sharon Smith, 4 th Pam Allen, 5 th Kelli Alford, 5 th	Zandra Gordon, Secretary Betty Powell, Paraprofessional

Testing Data Student Breakdown

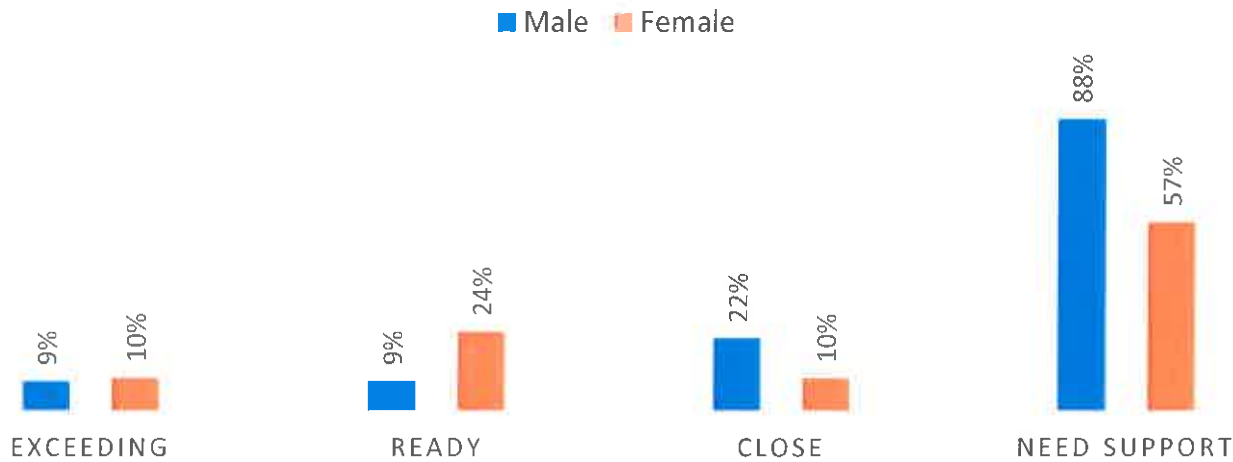
Based on our data trends, Spring 2019 results of NWEA and ACT Aspire, percentages represent number of students who met student status norms:



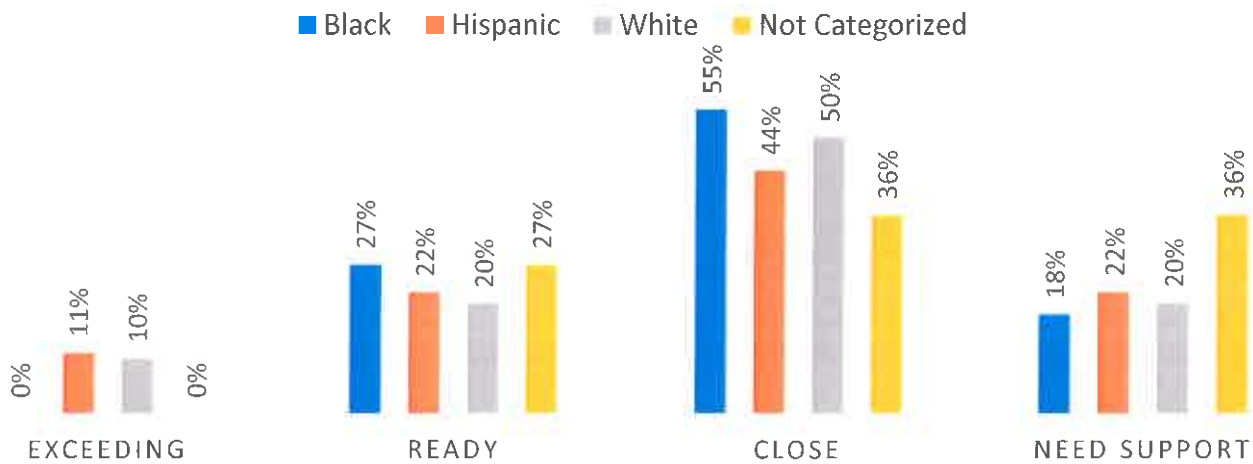
5TH GRADE READING



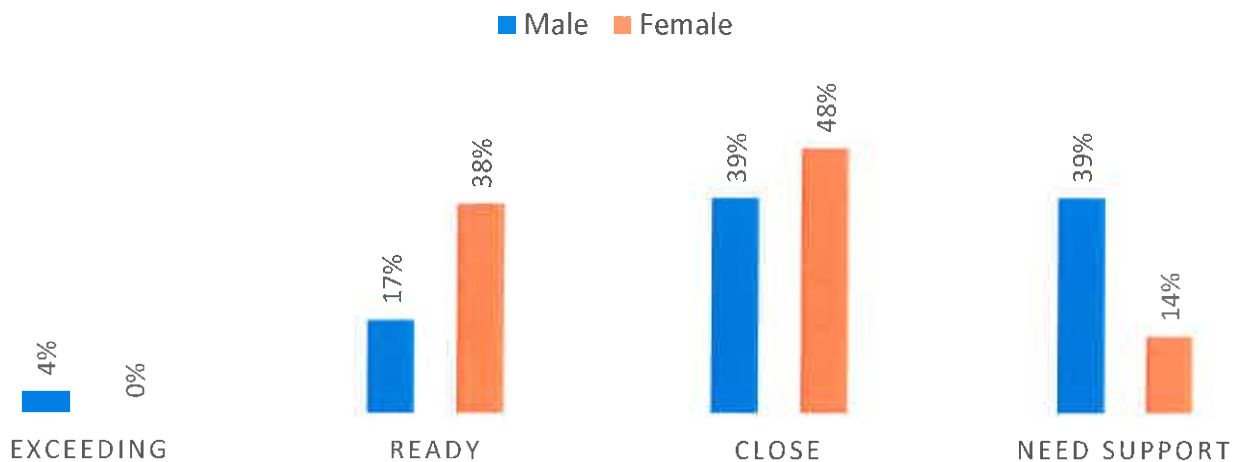
5TH GRADE READING



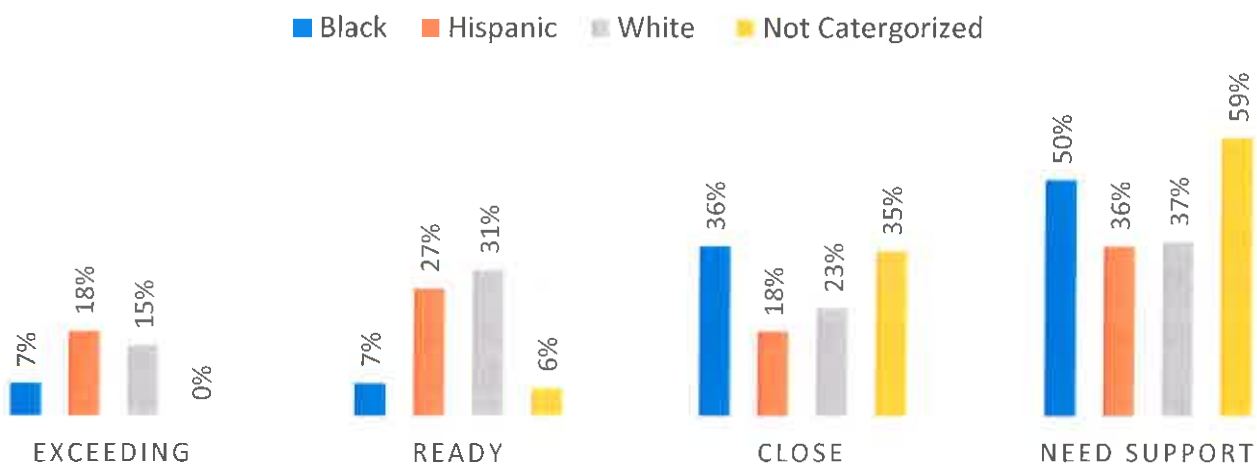
5TH GRADE MATH



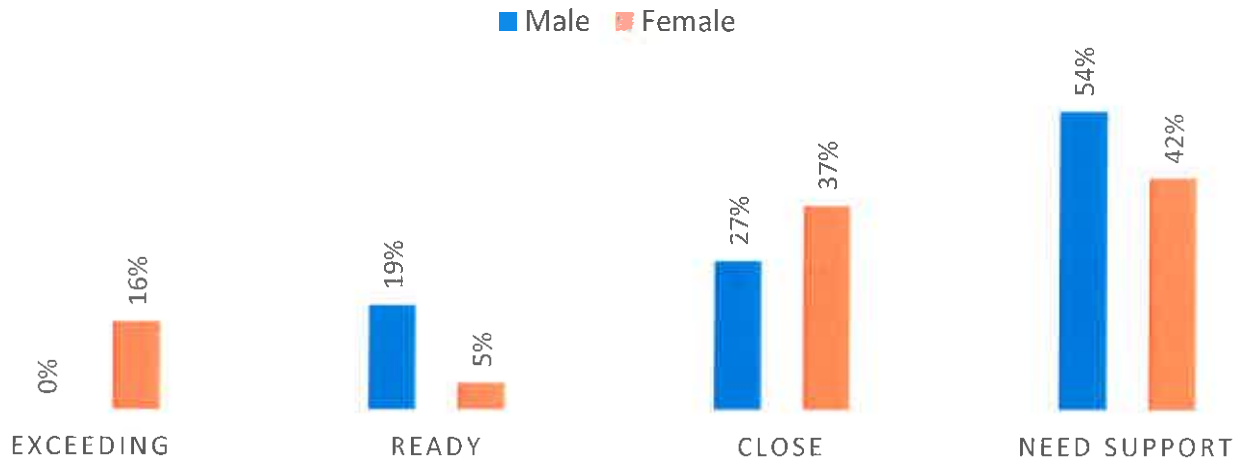
5TH GRADE MATH



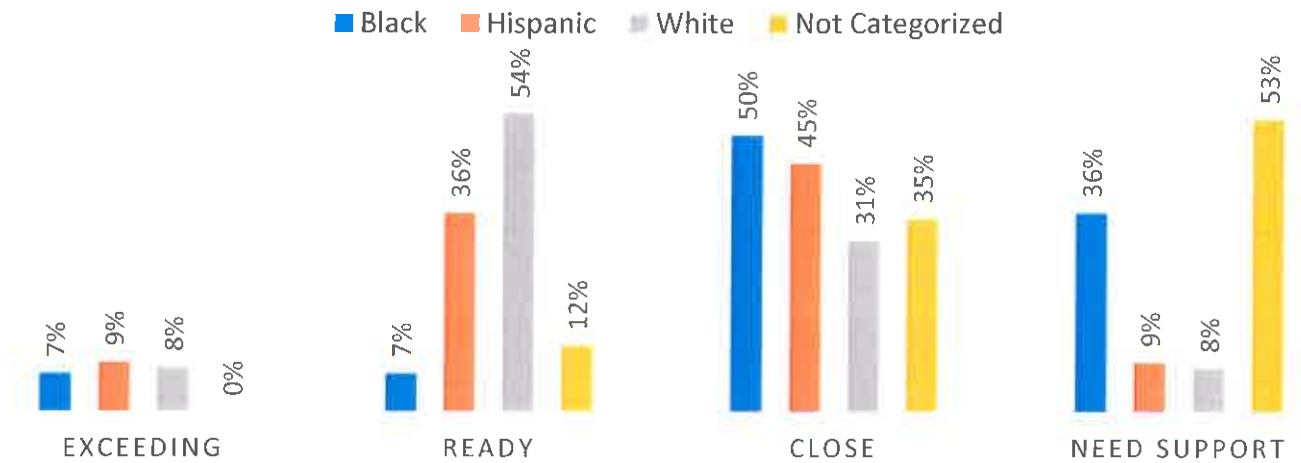
4TH GRADE READING



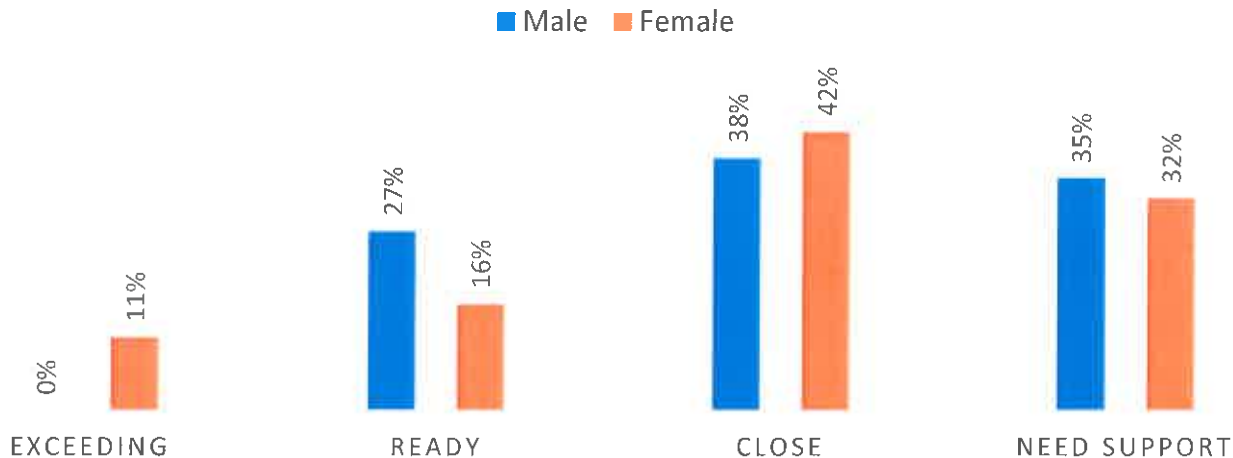
4TH READING GRADE



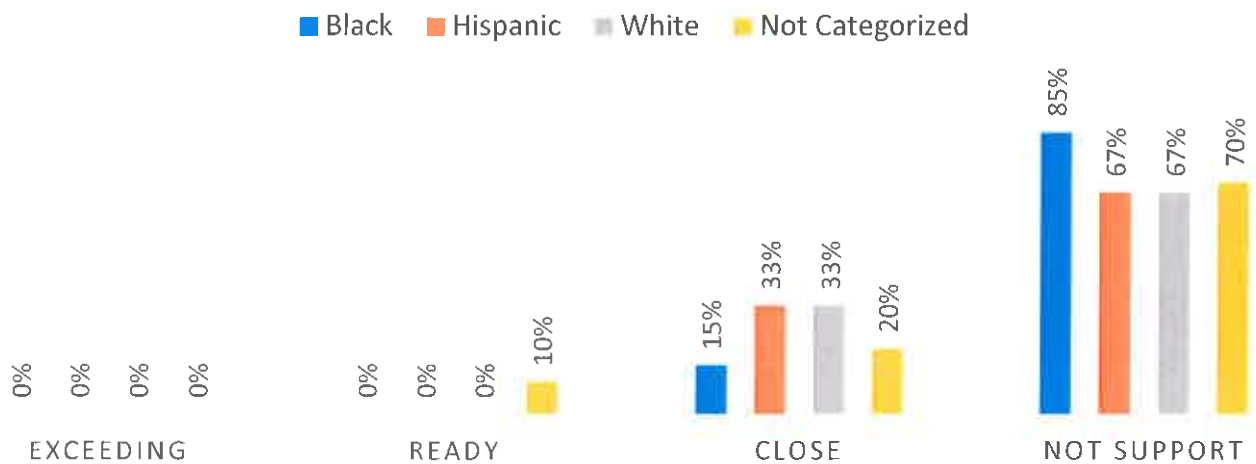
4TH GRADE MATH



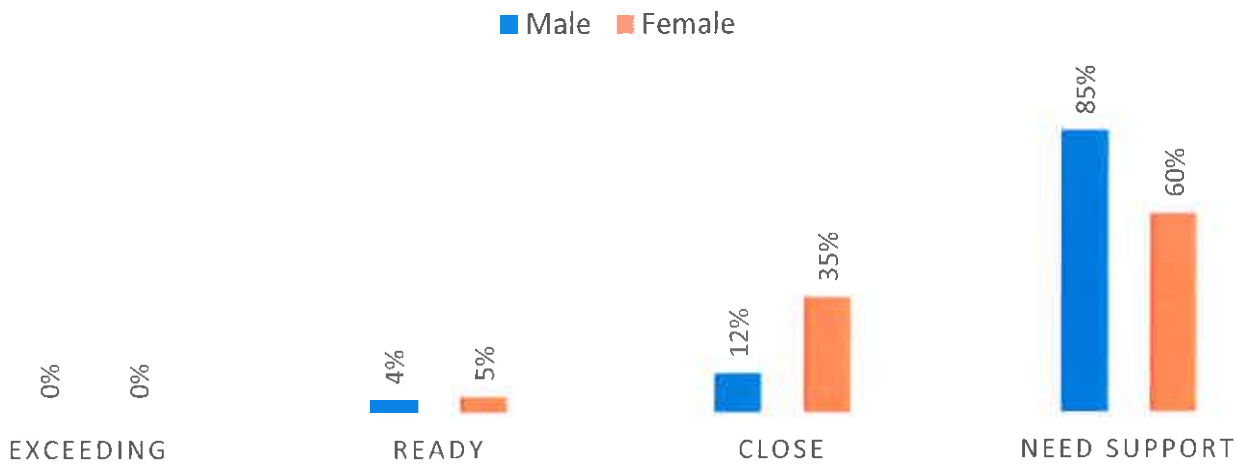
4TH GRADE MATH



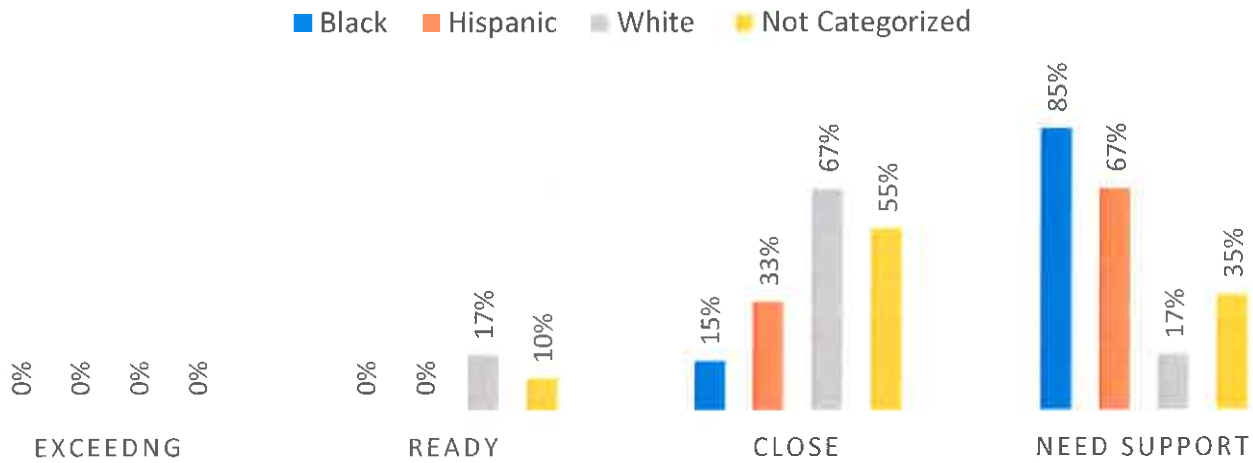
3RD GRADE READING



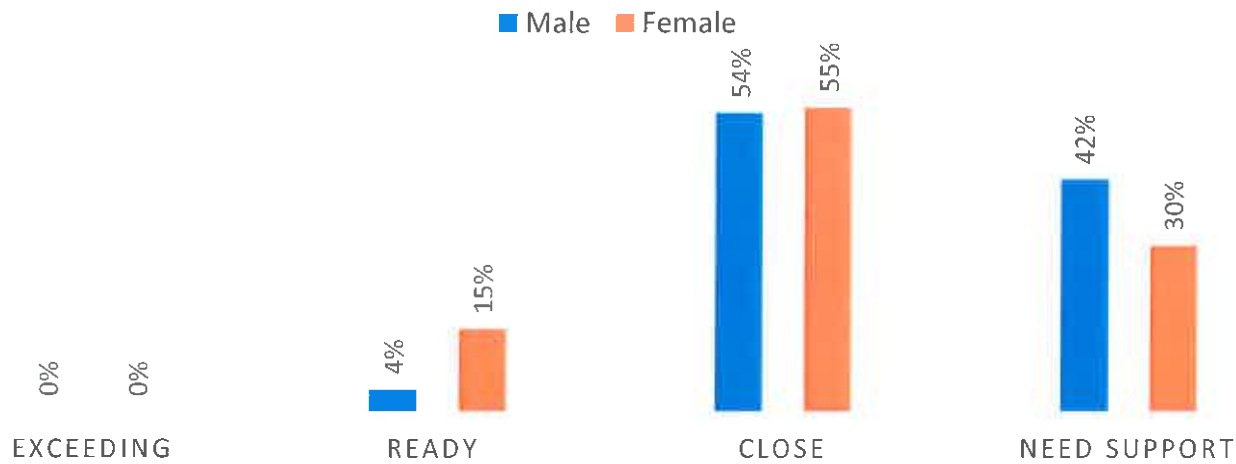
3RD GRADE READING



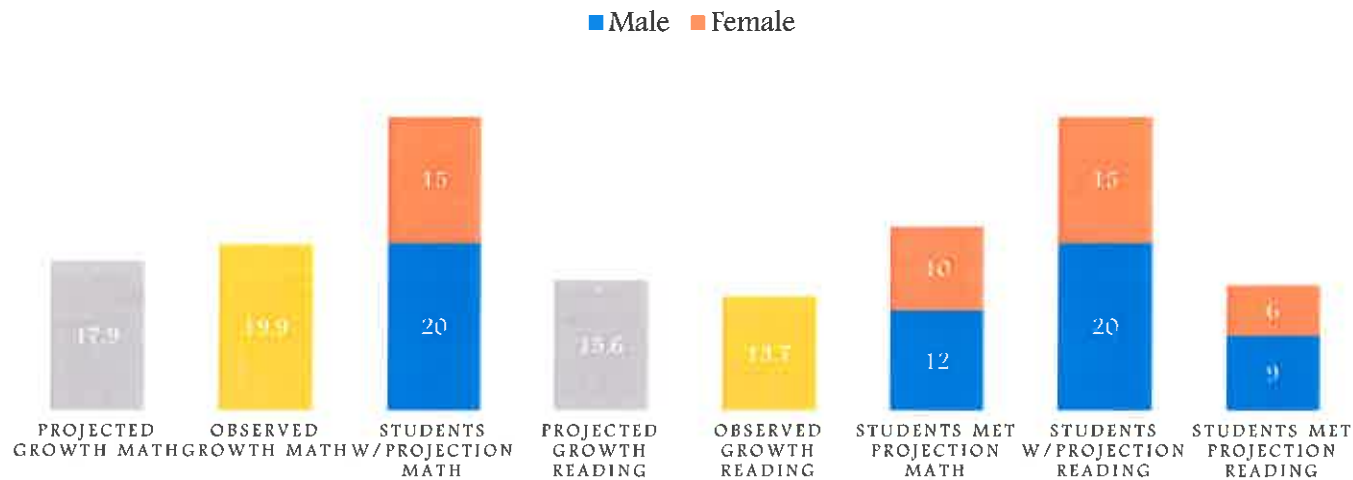
3RD GRADE MATH



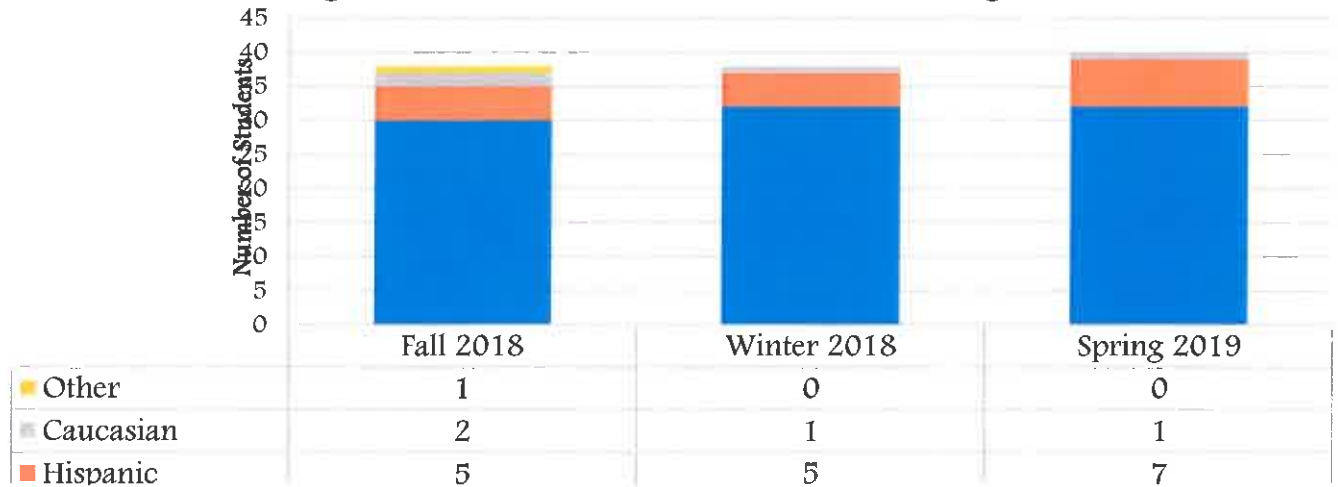
3RD GRADE MATH

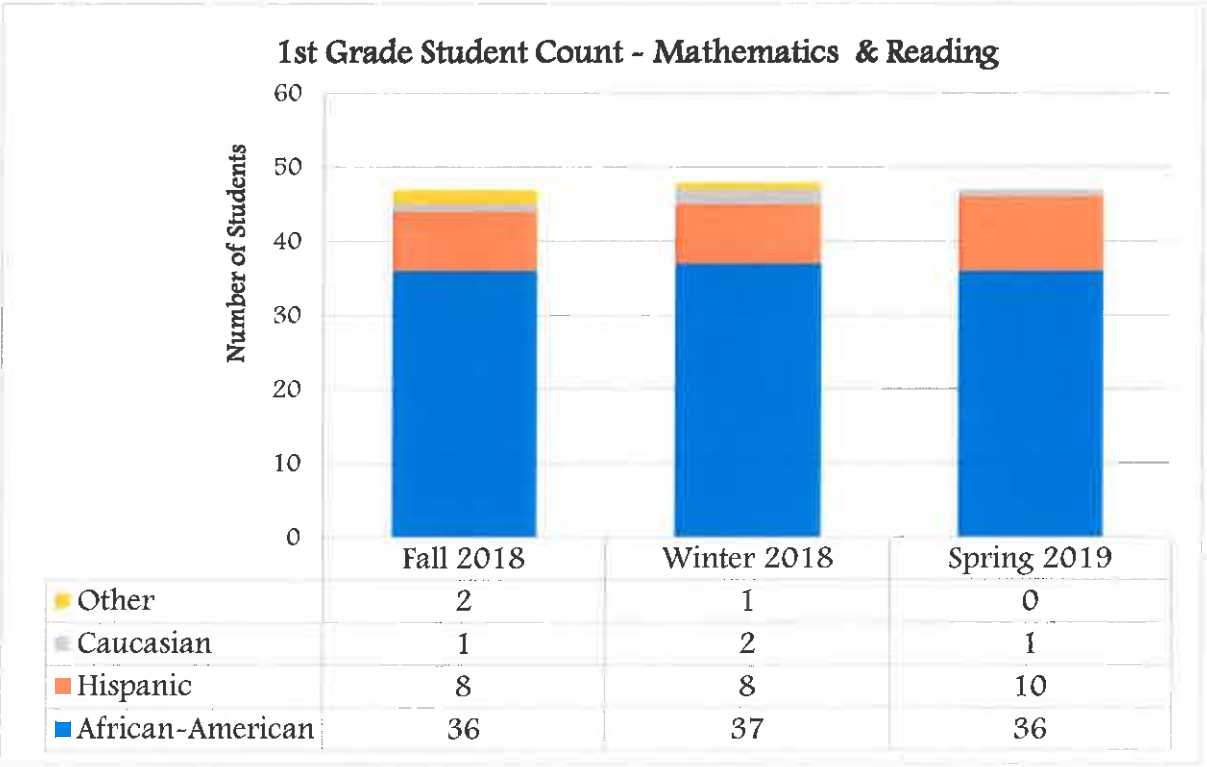


Kindergarten - Growth Mathematics & Reading



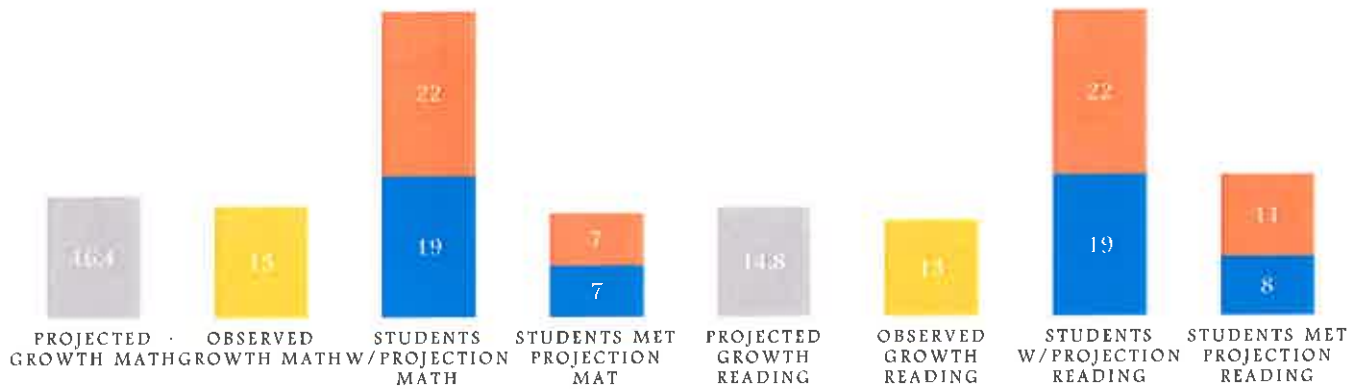
Kindergarten Student Count - Mathematics & Reading



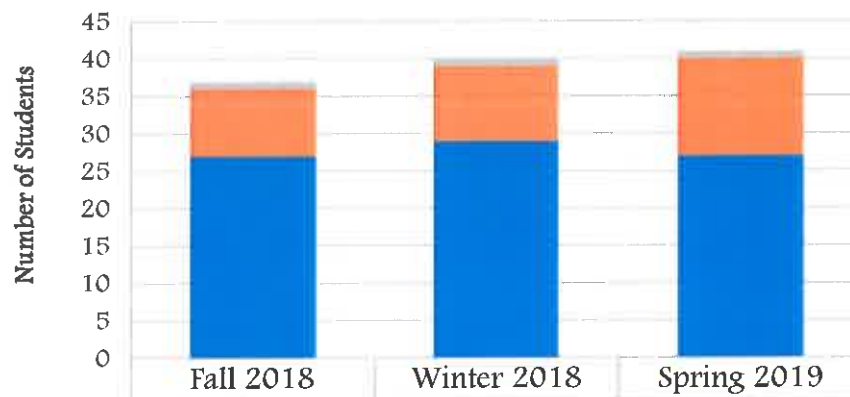


1st Grade - Growth Mathematics & Reading

Male Female



2nd Grade Student Count - Mathematics & Reading



Other	0	0	0
Caucasian	1	1	1
Hispanic	9	10	13
African-American	27	29	27

