



LITTLE ROCK
SCHOOL DISTRICT

SCHOOL IMPROVEMENT PLANS

Elementary Schools

2019-2020

SCHOOL IMPROVEMENT PLAN
BALE ELEMENTARY
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:

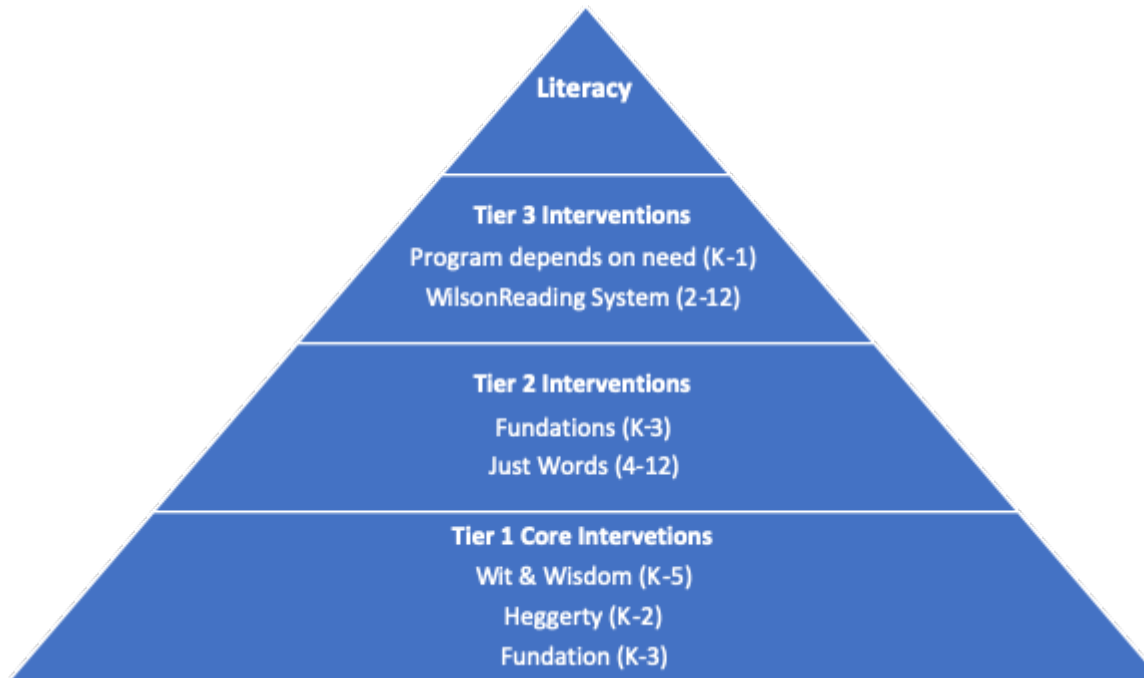
- Developing **RELATIONSHIPS** with every Bale Bobcat and our Bobcat family/community members,
- Demonstrating **RELEVANCE** in our instructional practices,
- Engaging in **RIGOROUS** lessons that are engaging and fun, and
- We **REFLECT** on our practices to increase effectiveness.

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. Seventy percent of the student population will attend school daily by the end of the first grading period; 72% by second quarter; 74% by third; and 76% by fourth quarter of the 2019-2020 school year.
3. By the end of each quarter, students in grades K-5 demonstrate an upward trend in their RIT score to meet their EOY projected score for growth in reading and math evidenced by NWEA Map assessments.

Focus Area	Safe and Collaborative Culture			
Goals 1 & 2	<ul style="list-style-type: none"> • By the end of each grading period, code of conduct infractions will not exceed 5% of the student population evidenced by Student GPS results. • On average, seventy percent of the student population will attend school daily by the end of the 2019-2020 school year. 			
Professional Development	<ul style="list-style-type: none"> • Solution Tree & HRS–PLC/RTI (District Expense) • ALA Master Principal Program (ADE expense) • Evidence based practices to engage families in schools of high poverty and low achievement (\$15,000 School Improvement 1003a) • PBIS methods, monitoring practices, and analyzing data (Student GPS ADE/district provided – no cost) • Addressing chronic student absence and tardy (\$5,500 School Improvement 1003a) • Instructional strategies for students living in poverty (\$5,500 School Improvement 1003a) • Restorative Justice/Character Building/Social Emotional Learning/De-escalation Practices (\$15,000 School Improvement 1003a) 			
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)	Progress CHECK	Assigned To	Implementation Target
DO	Share reflective feedback on instructional practices observed in a timely manner.		Principal	May 30, 2020
DO	Utilize the weekly PLC day to meet student learning, behavior, and attendance needs through the RTI process.		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	Assigned To	Implementation Target
DO	The parent liaison, or designee, will share critical information regarding parent engagement needs once per month at School Leadership Team meetings.		Parent Liaison	May 10, 2020
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.		Principal	December 15, 2019

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)	Progress CHECK	Assigned To	Implementation Target
DO	During the annual Open House, parents will receive the school's key Parent/Family Engagement documents.		Parent Facilitator	September 15, 2019
DO	Parent Facilitator share evidence based practices to develop skills in enhancing school and home engagement.		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)	Progress CHECK	Assigned To	Implementation Target
DO	Survey parents requesting their communication preferences.		Principal	September 15, 2019
DO	Teachers will utilize Class Dojo and school-to-home communication tools to discuss academics, attendance, and behavior matters with families.		Charde Wilson	September 7, 2019
DO	Attendance protocols are communicated to parents/families according to the procedures listed in the student handbook.		Principal	August 10, 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)	Progress CHECK	Assigned To	Implementation Target
DO	Parents receive monthly memos from the principal (Principal's Paw Print) to support their child's success at school.		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.		Parent Facilitator	May 30, 2020
DO	Include parents/guardians in the implementation of the SBIT process to support academic, attendance, and behavior needs.		SBIT Coordinator	October 30, 2019
	School Culture and Discipline	Progress CHECK	Assigned To	Implementation Target
DO	Recognize faculty/staff, students, parents, community members via celebrating positive actions and accomplishments.		Behavior Interventionist	May 15, 2020
DO	Utilize incentives and PBIS methodologies to multiply positive student behavior.		PBIS Incentive Coordinator	September 30, 2019
DO	Recognize and celebrate student attendance/no tardy monthly.		Behavior Interventionist	October 30, 2019
DO	Implement Restorative Justice/Behavior Intervention practices schoolwide. (Title I)		Behavior Interventionist	October 15, 2019

Focus Area	Effective Instructional Practices in Every Classroom			
Goal 3: Literacy Action Plan	<ul style="list-style-type: none"> Through the implementation of the Science of Reading (SoR) in every classroom using Wit & Wisdom, Heggerty, and the Wilson Program at Bale, students in grades K-5 will demonstrate an upward trend in their reading growth to meet their individual quarterly goals in reading as evidenced by DSA assessments. 			
Professional Development	<ul style="list-style-type: none"> ALA Master Principal Program (ADE expense) Depth of Knowledge (in house training, no cost) Embedding teaching strategies to increase mastery of essential skills through the PLC/HRS methodology (LRSD provided) RISE & Phonemic Awareness PD (LRSD/ADE provided) Continue Reciprocal Reading Comprehension job embedded PD (in-house) 			
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	Assigned To	Implementation Target
DO	Teachers will engage in job embedded PD with an instructional facilitator		Math/Literacy Facilitators	December 14, 2019
DO	Teachers will design lessons embedding the Science of Reading.		Principal	October 10, 2019
PLAN - IID09	Instructional Teams use student learning data to plan instruction. (107)	Progress CHECK	Assigned To	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.		Academic Interventionist	November 30, 2019
PLAN - IID07	The Leadership Team monitors school-level student learning data. (105)	Progress CHECK	Assigned To	Implementation Target
DO	The Leadership Team reviews school-level data, to recommend changes in curriculum and student support services.		Academic Interventionist	October 10, 2019

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, 2018 student enrollment is 394 students. The student body is 74.6% African American, 17.0% Hispanic, 5.6% Caucasian, and 2.8% other ethnicities. The Every Student Succeeds Act (ESSA) Report for the school shows risk for chronic absence, with the school student engagement score as (295 / 479), or 61.59. The attendance rate for the school between August 13th and April 26th of the 2018-19 school year was 93.36%. APSCN 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 57.17 (public school grade F) on the most recent ESSA Report. One in five (20.2%) of students are classified as Special Education (SPED). Almost 20% (17.3%) of students are classified as English Language Learners (ELL).

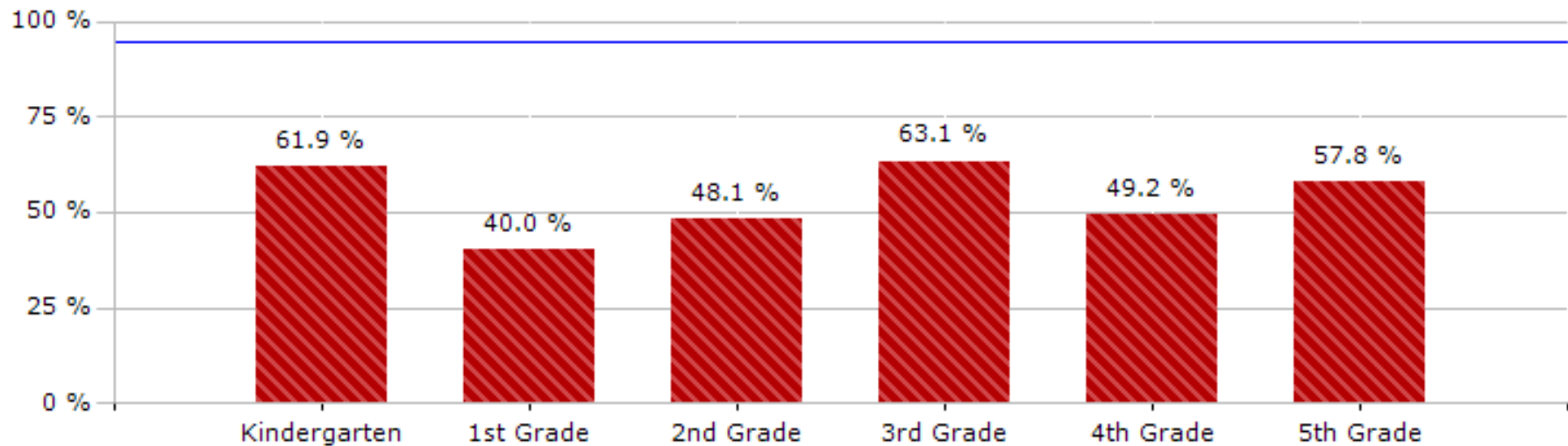
According to the most recent school report card, very few students score “Ready or exceeding” on Arkansas Department of Education summative literacy exams (10.45% in 3rd grade; 11.54% in 4th grade, and 7.35% in 5th grade). Students score better in math, but data still indicates acute need for academic 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 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.

August 28, 2019

Student Attendance:

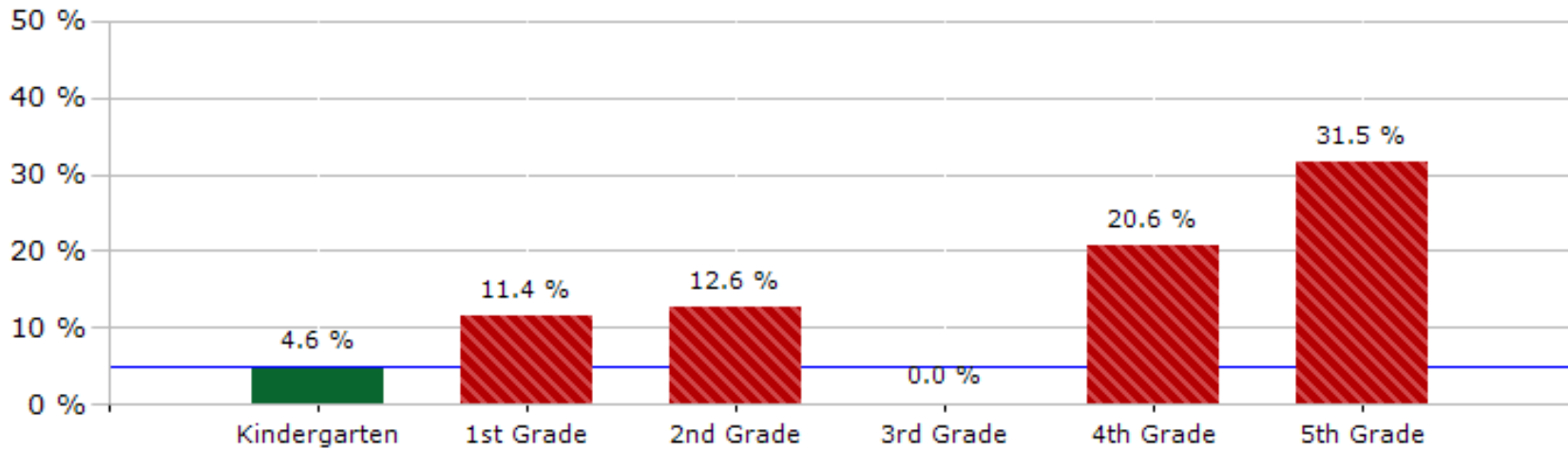
Bale Elementary student daily rate of attendance trended downward from 63.4% in the first semester to 47.5% in the second semester of the 2018-2019 school year. Grade levels with the highest daily average include third grade 63.1%, Kindergarten 61.9%, and fifth grade 57.8%. The year to date daily attendance 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

SCHOOL IMPROVEMENT PLAN
BASELINE ELEMENTARY
2019-2020

Baseline Academy 2019-2020 School Improvement Plan
Safe, Supportive, Collaborative, Culture- Behavior and Attendance

SMART Goal

- **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**
- **Referrals will be reduced by 20% for the 2019-2020 school year.**

Current Reality

- 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.

Ideal State

- 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.

Steps to Get There

- 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.

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 Academy 2019-2020 School Improvement Plan

Progress Monitoring

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

HRS Leading Indicators

- 1.1-**The faculty and staff perceive the school environment as safe, supportive, and orderly.
- 1.2-**Students, parents, and the community perceive the school environment as safe, supportive, and orderly.
- 1.3-**Teachers have formal roles in the decision making process regarding school initiatives.

Baseline Academy 2019-2020 School Improvement Plan

SMART Goal

- ***Baseline will improve the satisfactory attendance rate for K and grade one from 72% to 81% in order to set foundations for attendance habits.***

Current Reality

- 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.

Ideal State

- Students are absent one or less times per month.

Steps to Get There

- Update the current Attendance Action Plan.
- Consistent messaging about the importance of attendance.
- Family contact concerning attendance will be consistent during the school year.
- The Title 1 Compact will be renamed "Family and School Partnership Agreement". The revised compact will include attendance agreements and be included in the registration packet. The agreement will be revisited at each Parent/Teacher Conference.

Resources and Professional Development Opportunities

- Ideas and strategies from *Game-Changers!* by Eric Jenson
- Baseline Attendance Plan
- Arkansas Campaign for Grade Level Reading consultant
- High Reliability Schools Summit

Progress Monitoring

- SILT attendance analysis
- Kickboard attendance analysis
- 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

HRS Leading Indicators

- 1.4-**Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- 1.7-**The school acknowledges the success of the whole school as well as individuals within the school.

Baseline Academy 2019-2020 School Improvement Plan
Effective Teaching in Every Classroom- Cycles of Instruction

SMART Goal

- *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.*
- *****After NWEA fluency training and better understanding of available data, a growth goal will be written for reading.**

Current Reality

- Baseline has protected time for grade level PLCs 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.
- PLCs are predominately facilitator led.
- Data systems are in place, but are not know 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

- 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 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).
- 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

- Teachers are implementing ESL technics (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.

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 a Guiding Coalition.
- 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.

Resources and Professional Development Opportunities

- Ideas and strategies from *Game-Changers!* by Eric Jenson
- Leadership Academy for *PLCs that Work* by Solution Tree
- “Essential Assessments” by Solution Tree
- 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
- High Reliability Schools Summit

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

Baseline Academy 2019-2020 School Improvement Plan

HRS Leading Indicators

- 2.1-** The school communicates a clear vision as to how teachers should address instruction.
- 2.2-** The school supports teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
- 2.3-** The school is aware of and monitors predominant instructional practices.
- 2.4-** The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement.
- 2.5-** The school provides teachers with job-embedded professional development that is directly related to their instructional growth goals.
- 2.6-** Teachers have opportunities to observe and discuss effective teaching.

Baseline Academy 2019-2020 School Improvement Plan
Guarantee a Viable Curriculum- Essential Standards

SMART Goal

- *In each classroom, 80% of students will score a 3 or higher on unit proficiency scales based on Baseline's Essential Standards.*
- *****After NWEA fluency training and better understanding of available data, a growth goal will be written for reading**

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.

Steps to Get There

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- 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).

Baseline Academy 2019-2020 School Improvement Plan

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*"
- 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

Supporting Data

2018 Winter NWEA MAP

	Math Achievement	Math Growth	Reading Achievement	Reading Growth
Kinder	15%	36%	23%	30%
1st grade	17%	50%	16%	49%
2nd grade	16%	46%	16%	37%
3rd grade	7%	36%	19%	36%
4th grade	17%	31%	21%	43%
5th grade	22%	61%	25%	54%

2019 Spring NWEA MAP

- Baseline Academy is making academic growth but still not meeting achievement goals.

Baseline Academy 2019-2020 School Improvement Plan

2019 Units of Instruction Quarter 3 grades 1-5 (15 classrooms)

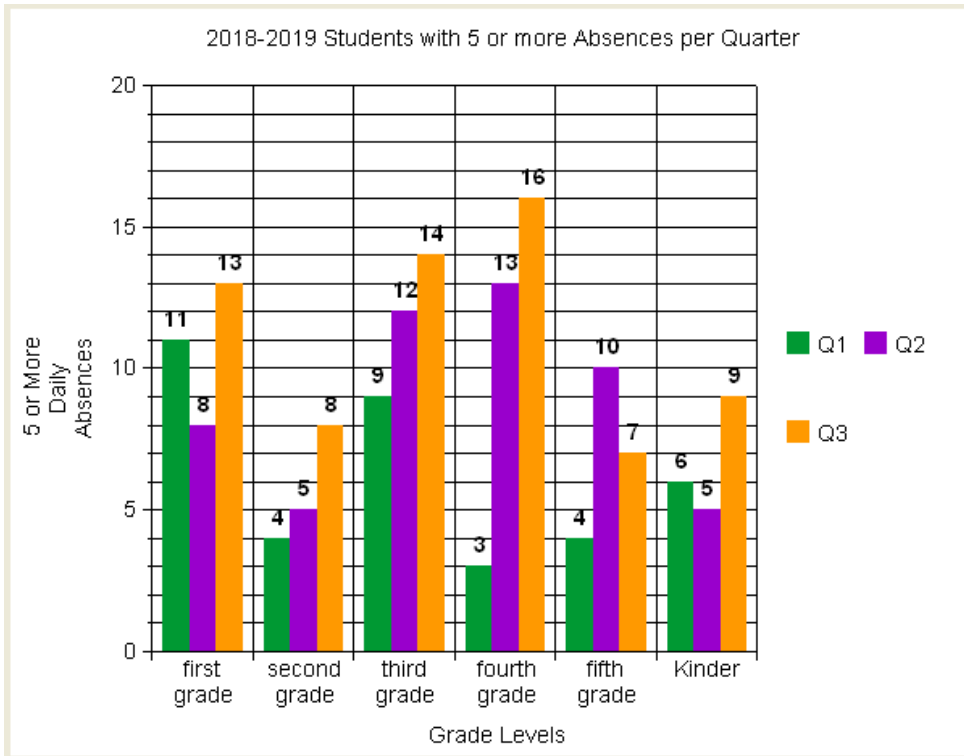
Goals	Met or Exceeded Expectation			Close to Meeting Expectation		
	Unit 1	Unit 2	Unit 3	Unit 1	Unit 2	Unit 3
70% of class made 70% or more on posttest	6 or 40%	5 or 33%	4 or 27%	2 or 13%	2 or 13%	2 or 27%
25% Growth from Pretest to Posttest	9 or 60%	6 or 40%	8 or 53%	1 or 6%	2 or 13%	2 or 13%
posttest class avg. of 70% or more	10 or 66%	8 or 53%	8 or 53%	2 or 13%	2 or 13%	5 or 33%

	Math Achievement	Math Growth	Reading Achievement	Reading Growth
Kinder	17%	29%	23%	29%
1st grade	15%	50%	23%	29%
2nd grade	17%	42%	28%	33%
3rd grade	10%	40%	12%	34%
4th grade	16%	33%	28%	35%
5th grade	26%	49%	26%	44%

- First, second, and fifth grades consistently meet their goals.
- Third and fourth grades are struggling to meet expectations.

Baseline Academy 2019-2020 School Improvement Plan

2018-2019 Q1, Q2, and Q3 Attendance Data



Kickboard Classroom Teacher Interactions for Quarter 3 – Classroom teachers averaged 1,141 both positive and corrective interactions for Q3 with an 89% positivity ratio.

HEALTH

1,141

INTERACTIONS

89%

POSITIVITY

SCHOOL IMPROVEMENT PLAN
BOOKER ARTS MAGNET
ELEMENTARY
2019-2020

BOOKER ARTS MAGNET SCHOOL 2019-2020 SCHOOL IMPROVEMENT PLAN

MISSION STATEMENT: The staff of Booker Arts Magnet School believes that every individual can and will learn. Our mission is to educate all students to higher levels of academic performance, while developing divergent thinking and creativity, promoting physical and emotional well-being, and fostering positive growth in social behaviors through integration of the curriculum and the fine and performing arts. In partnership with parents and the community, we accept the responsibility to teach all students with the goal of enabling them to achieve their ultimate educational potential and to equip them to meet the challenges of the Twenty-first Century.

Booker Arts Magnet School’s Leadership Team reviewed the following information gathered during the 2018-2019 school year:

Demographic Data	Perceptual Data	Student Learning Data	School Process Data
Student Attendance	Arkansas A+ Schools Self-Assessment	ACT Summative Assessment	Teacher Observation Reports
Office Referrals	Teacher Climate Survey	NWEA K-5 Fall, Winter, and Spring	Professional Development Agendas
	High Reliability School Level I Survey	Pre-Kindergarten Skills Assessment	PLC Agendas and Sign-In

After reviewing the above-listed 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 improve school culture to increase student engagement as the Focus Areas for the 2019-2020 School Improvement Plan. Goals were developed for each Focus Area.

FOCUS AREA 1: Increase Effective Instructional Practices through Collaboration, Observation, and Reflective Feedback

GOAL: To increase the percentage of teachers receiving ratings of “Highly Effective” on TESS Indicators 3a (Communicating with Students), 3c (Engaging Students in Learning), and 4a (Reflecting on Teaching) by 5% as measured by administrative observations documented on EdReflect for the 2019-2020 school year.

CURRENT IMPLEMENTATION:

Booker Arts Magnet School practices shared decision-making to improve instructional practices in order to more effectively support student achievement. We will continue to implement the Professional Learning Community structure to build leadership capacity and implement research-based best practice instructional strategies. During the 2018-2019 school year, Booker Arts Magnet School instructional and administrative staff met weekly in grade level/subject area Professional Learning Communities to examine student assessment data; to select research-based interventions to assist students in filling skill gaps in foundational skills and in mastering grade level content; and to plan standards-based small group, differentiated instruction.

An analysis of School Process Data (Teacher Observation Reports, PLC Agendas and Sign-In Sheets), Perceptual Data (Arkansas+ Schools Self-Assessment), and Student Learning Data (NWEA K-5 Fall, Winter, and Spring Assessment results) indicated that collaboration between teachers positively impacted student growth with 64% of students reaching or exceeding their growth goals as measured by the NWEA MAP K-5 Spring Assessment. However, the need for teachers to clearly communicate the purpose and content of the lesson in an engaging manner to students with varying learning styles was identified. Also identified was the need for teachers to reflect upon their teaching practices to provide more engaging instruction matched to students’ needs. These three areas can be strengthened through Professional Learning Community collaboration and reflective feedback provided by peer observations and administrative observations.

An analysis of this data led the Leadership Team to recommend continued focus on Indicators ID07, ID10, and IID02 from School Leadership and Decision Making and Curriculum, Assessment, and Instructional Planning. It also prompted the Leadership Team to assess Indicator IF04: Professional development for teachers includes observation by peers related to indicators of effective teaching and classroom management from Aligning Classroom Observations with Evaluation Criteria and Professional Development. The Leadership Team will follow a continuous cycle of Plan, Do, and Check as indicated in the Action Steps listed below.

ACTION STEPS FOR FOCUS AREA 1 include but are not limited to the following:

1. Utilize grade level/subject area PLC meetings each Wednesday to plan quality targeted, small group, differentiated instruction (August 14, 2019 through May 27, 2020)
2. Utilize Leadership Team and Guiding Coalition meetings to examine student assessment results, aggregated teacher observation data, and perceptual survey results; structure/modify interventions; and plan professional development.

Leadership Team Meetings	Guiding Coalition Meetings
July 22, 2019	September 25, 2019
August 6, 22, 23, and 26, 2019	October 23, 2019
September 11, 2019	November 20, 2019
October 9, 2019	December 18, 2019
November 13, 2019	January 27, 2019
December 14, 2019	February 26, 2020
January 15, 2020	March 18, 2020
February 13, 2019	April 22, 2020
March 11, 2020	May 20, 2020
April 10, 2020	
May 13, 2020	

3. Conduct administrative and peer observations, provide reflective feedback, and share feedback at monthly professional development sessions (IFO4) by:
 - a. Conduct peer observations and provide reflective feedback according to protocol from September 16, 2019 through May 27, 2020 and share observation feedback during monthly professional development sessions.

October 7, 2019	February 3, 2020
November 4, 2019	March 2, 2020
December 2, 2019	April 6, 2020
January 13, 2020	May 4, 2020
 - b. Compile aggregated teacher observation results from administrator-conducted observations focusing on TESS Indicators 2e, 3a, 3c, and 4a and share Strengths and Opportunities Reports during monthly professional development sessions. See Focus Area 1, Action Step 3b for professional development sessions.
 - c. Utilize strategies introduced in Professional Learning Community at Work Process Training based on High Reliability Schools to increase effective instructional practices. Training Dates (September 26, and 27, 2019; December 9 and 10, 2019; and March 9 and 10, 2020)

PROFESSIONAL DEVELOPMENT:

- Provide monthly school-based professional development sessions to share observation feedback and aggregated observation reports. See Focus Area 1, Action Step 2 for professional development sessions.
- Provide professional development in Professional Learning Communities. See Focus Area 1, Action Step 3b for professional development sessions.

- Professional Learning Community at Work Process Training by Solution Tree based on High Reliability Schools (1003 Grant Funded) See Focus Area 1, Action Step 3d for professional development sessions.

OTHER SUPPORT:

- LRSD Multi-Site Instructional Facilitators' participation in grade level Professional Learning Community Meetings
- LRSD Curriculum and Instruction Department professional development on Professional Learning Communities

EVALUATION:

- Examine aggregated teacher observation results for TESS Indicators 3a, 3c, and 4a and share with teachers at monthly professional development sessions. See Focus Area 1, Action Step 3b for professional development sessions.
- Maintain agendas, minutes, and sign-in sheets for weekly grade level/subject area Professional Learning Community Meetings, Guiding Coalition Meetings, Leadership Team Meetings, and professional development sessions monitored monthly. See Focus Area 1, Action Steps 1, 2, and 3b for meeting dates and professional development sessions.
- Examine the percentage of students meeting or exceeding their growth goals on the NWEA MAP K-5 Fall 2019, NWEA MAP K-5 Winter 2019, and the NWEA MAP K-5 Spring 2020 Assessments and share with teachers. (October 16, 2019, January 15, 2020, April 1, 2020 for 3-5 , May 6, 2020 for K-2 grade level PLC meetings) After each data review, the Leadership Team will re-allocate instructional support for the school-wide Acceleration Period, Fine Arts Push-In Support, and Instructional Aide Support based on identified student needs.

FOCUS AREA 2: Improve Student Achievement in Reading and Mathematics

GOALS:

1. To increase the percentage of third-fifth grade students moving from “In Need of Support” to “Close” by at least 5% in Reading and Math as measured by the 2019-2020 ACT Aspire Summative Assessment.
2. To increase the percentage of third-fifth grade students moving from “Close” to “Ready” by at least 5% in Reading and Math as measured by the 2019-2020 ACT Aspire Summative Assessment.
3. To increase the percentage of third-fifth grade students moving from “Ready” to “Exceeding” by at least 5% in Reading and Math as measured by the 2019-2020 ACT Aspire Summative Assessment.
4. To increase the percentage of K-5 students meeting or exceeding their growth goals by at least 5% as measured from the NWEA MAP Fall 2019 Assessment to the NWEA MAP Winter 2019 Assessment and from the NWEA MAP Winter 2019 Assessment to the NWEA MAP K-5 Spring 2020 Assessment.

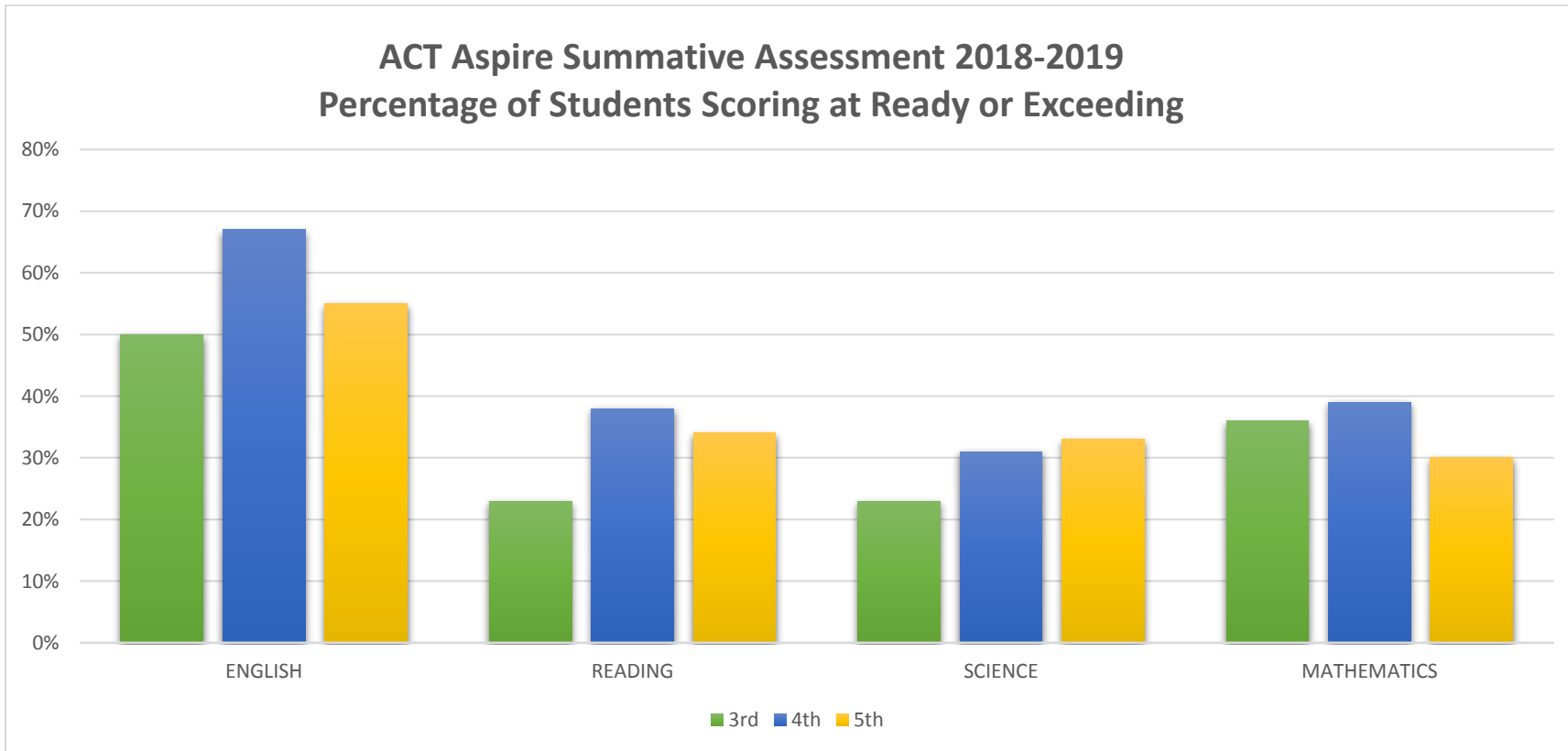
CURRENT IMPLEMENTATION

An analysis of School Process Data (Teacher Observation Reports) Perceptual Data (High Reliability School Level I Survey), and Student Learning Data (NWEA MAP K-5 and Pre-Kindergarten Skills Assessment) indicated the following greatest areas of need:

	READING	MATHEMATICS
P3	Letter Recognition and Identification, Write Name	Number Recognition
P4	Letter Identification	Number Recognition
K	Vocabulary Usage and Function	Number Operations, Operations and Algebraic Thinking
1st	Foundational Skills, Language, Writing	Geometry, Measurement and Data
2nd	Literature, Foundational Skills	Geometry, Measurement and Data
3rd	Literature	Geometry
4th	Informational Text	Geometry
5th	Literature	Geometry

An examination of the 2018-2019 ACT Aspire Summative Assessment indicated the following greatest areas of need:

	ENGLISH	READING	SCIENCE	MATHEMATICS
3rd	Production of Writing	Integration of Knowledge and Ideas	Evaluation of Models, Inferences, and Experimental Results	Number and Operations Base 10
4th	Conventions of Standard English	Craft and Structure	Scientific Investigation	Numbers and Operations Fractions
5th	Production of Writing	Craft and Structure	Interpretation of Data; Evaluation of Models, Inferences, and Experimental Results	Geometry



**ACT Aspire Summative Assessment 2018-2019
Identified Areas of Greatest Need**

STUDENT POPULATION	ENGLISH Knowledge of Language	READING Integration of Knowledge and Ideas	SCIENCE Scientific Investigation	MATHEMATICS Operations and Algebraic Thinking
Male			✓	
Female				✓
African American		✓		✓
Hispanic	✓			✓
Caucasian	✓			
English Learners	✓		✓	✓
504	✓	✓	✓	✓
Gifted & Talented		✓		
Students with Disabilities		✓	✓	

An examination of the growth made between the NWEA MAP K-5 Winter Assessment and the NWEA MAP K-5 Spring Assessment indicated that 64% of students met or exceeded their growth goals, an increase of 24% more students meeting or exceeding their growth goal when compared to the percentage of students meeting or exceeding their growth goals between the NWEA MAP K-5 Fall and Winter Assessment.

The ESSA Weighted Achievement Score for the 2017-2018 school year was 52.97, and the Value Added Growth Score was 77.71. The Value Added Growth Score was higher for Hispanic students, White students, and English Language Learners than for African American students, Economically Disadvantaged students, and Students with Disabilities.

Analysis of this data led the Leadership Team to recommend continued focus on Indicators IID09, IID10, and IIIA01 from Curriculum, Assessment, and Instructional Planning and Classroom Instruction. The data also pointed to a glaring need for vocabulary development that is directly linked to reading Comprehension and Justification and Explanation in all subject areas. Therefore, the Leadership Team also assessed Indicator CCO2: All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives from Student Focused Learning. The Leadership Team will follow a continuous cycle of Plan, Do, and Check as indicated in the Focus 2 Action Steps.

During the 2019-2020 school year, all kindergarten through fifth grade students at Booker Arts Magnet School will receive effective Tier I literacy instruction reflecting facilitated by research-based best practices and instructional materials directly aligned to Arkansas' State Standard and the Science of Reading. Kindergarten through third grade teachers will provide instruction daily utilizing the Heggerty Phonemic Awareness Curriculum to support the development of students' Phonological Awareness. They will also provide instruction daily utilizing the Foundations programs to support the development of students' Phonics core instruction. Kindergarten through third grade teachers will provide instruction daily utilizing Wit and Wisdom to support the development of students'

Language Comprehension and writing skills. They will provide instruction daily utilizing Wit and Wisdom Deep Dive to support the development of students' Grammar and Vocabulary. Kindergarten through third grade teachers will provide Tier II instruction daily utilizing the Differentiated Volume of Reading from Wit and Wisdom. Fourth and fifth grade teachers will provide instruction daily utilizing Wit and Wisdom to support the development of students' Language Comprehension. They will provide Tier II instruction daily utilizing the Differentiated Volume of Reading and Just Words. Students who do not demonstrate adequate growth after receiving Tier II instruction from their classroom teacher will be referred to the School-Based Intervention Team to receive targeted Tier III instruction from the Reading Teacher, Academic Intervention Specialist, Resource Teacher, and 3-5 Self-Contained Special Education Behavior Class Teacher utilizing Foundations and/or the Wilson Reading System. The SBIT Team will monitor the progress of these students to determine whether the intervention should be continued, whether it should be modified, or whether the student should be referred for a psychoeducational exam. Students who exhibit one or more characteristics of Dyslexia will receive Tier III instruction from the Reading Teacher, Academic Intervention Specialist, Resource Teacher, K-2 Self-Contained Behavior Class Teacher, or the 3-5 Self-Contained Behavior Class Teacher utilizing the Wilson Reading System. Literacy instruction based on the Science of Reading will be implemented with fidelity.

ACTION STEPS FOR FOCUS AREA 2 include but are not limited to the following:

1. Identify vocabulary words in all content areas to target and provide explicit instruction. (August 13, 2019 through May 27, 2020)
2. Utilize formative assessments, interim assessments, and teacher observation to monitor student progress and provide differentiated instruction based on assessment results. (August 13, 2019 through May 27, 2020)
3. Utilize teachers who have received Wilson Reading System training to provide systematic, cumulative, sequential, multisensory, and evidence based interventions to students who failed one or more portions of the Level One Dyslexia Screener. (August 13, 2019 through May 27, 2020)
4. Utilize the Academic Intervention Specialist, Reading Teacher, and Special Education Teachers to provide Tier III interventions for identified students who are reading below grade level and/or have not demonstrated mastery of grade level concepts in Reading and/or Mathematics. (August 13, 2019 through May 27, 2020)
5. Utilize Fine Arts Specialists and Instructional Aides to “push-in” and assist teachers in providing targeted Tier I and Tier II interventions to identified students who have not demonstrated mastery of grade level concepts in Reading and/or Mathematics. (September 1, 2019 through May 27, 2020)
6. Create and maintain a school-wide data wall and data folders to display and track student progress based on NWEA MAP K-5 Fall, Winter, and Spring Assessments. (October 7, 2019 through May 27, 2020)
7. Recognize students moving from one level to the next highest level on the 2018-2019 ACT Aspire Summative Assessment and the 2019 NWEA MAP Spring Assessment with the “Paws-i-tive” Growth Award. (August 16, 2019)
8. Recognize students moving from one level to the next highest level and/or meeting their growth goals on the NWEA MAP K-5 Fall, Winter, and Spring Assessment with the “Paws-i-tive” Growth Award. (October 10, 2019, January 10, 2020, and March 20, 2020)
9. Recognize teachers whose classes had the greatest percentages of projected growth met or exceeded on the NWEA MAP K-5 Fall, Winter, and Spring Assessments. (October 10, 2019, January 10, 2020, and March 20, 2020)
10. Conduct formal and informal observations and document on EdReflect. The Leadership Team will examine the observation results, identify areas of need for professional development, and share the results with teachers during monthly professional development sessions. See Focus Area 1, Action Steps 2a and 2b for meeting dates and professional development sessions.

PROFESSIONAL DEVELOPMENT:

- Provide R.I.S.E. training for K-5 Teachers, Reading Teacher, Special Education Teachers, Academic Intervention Specialist, Gifted and Talented Teacher, Behavior Intervention Specialist, Library Media Specialist, and Principal during the summer of 2019 and on identified dates during the 2019-2020 school year.
- Provide professional development in Heggerty Phonemic Awareness for K-2 Teachers, Wit and Wisdom-Tier I for K-5 Teachers, Leading Wit and Wisdom for Principal, Wilson Foundations Core-Tier I for K-3 Teachers, Wilson Just Words-Tier 2 for identified 4-5 Teachers, Wilson Reading System Tier 3 Dyslexia Intervention-Reading Teacher, Academic Intervention Specialist, and Special Education Teachers during the summer of 2019 and on identified dates during the 2019-2020 school year.
- Provide professional development in CGI (K-2) and ECM (3-5) Teachers during the summer of 2019 and on identified dates during the 2019-2020 school year.
- Provide school-based professional development on Arkansas A+ Schools—Eight Essentials. See Focus Area 1, Action Step 3b for professional development sessions.
- Provide school-based professional development on utilizing assessment results and the NWEA MAP Skill resources (Learning Continuum) to plan targeted, small group, differentiated instruction in Reading and Mathematics for all students, especially those who have not mastered grade level concepts. See Focus Area 1, Action Step 3b for professional development sessions

OTHER SUPPORT:

- LRSD Testing and Evaluation Department professional development on utilizing interim and summative assessment results to guide instruction
- LRSD ESOL Department professional development on providing differentiated instruction, appropriate Instructional Modifications, and appropriate Testing Accommodations
- LRSD Multi-Site Instructional Facilitators' participation in grade level Professional Learning Community Meetings
- ADE professional development for Targeted Assistance Schools on developing and utilizing effective interventions for all students, especially those receiving Special Education services

EVALUATION:

- Examine the percentage of students meeting or exceeding their growth goals on the NWEA MAP K-5 Fall, Winter, and Spring 2019-2020 Assessments and share with teachers. (October 16, 2019, January 15, 2020, April 1, 2020 for 3-5 , May 6, 2020 for K-2 grade level PLC meetings) After each data review, the Leadership Team will re-allocate instructional support for the school-wide Acceleration Period, Fine Arts Push-In Support, and Instructional Aide Support based on identified student needs.
- Examine summative assessment data such as ELPA 21 and ACT Aspire Summative Assessment for the 2019-2020 school year and share results with teachers at Pre-School Professional Development on August 5, 2020.
- Examine aggregated teacher observation data collected by administrator and documented on EdReflect and share with teachers at monthly professional development sessions. See Focus Area 1, Action Step 3b for professional development sessions.
- Maintain agendas, minutes, and sign-in sheets for weekly grade level/subject area Professional Learning Community Meetings, Guiding Coalition Meetings, Leadership Team Meetings, and professional development sessions monitored monthly. See Focus Area 1, Action Steps 1, 2, and 3b for meeting dates and professional development sessions.

FOCUS AREA 3: Improve School Culture to Increase Student Engagement

GOAL: To increase student engagement by reducing by 5% the number of students receiving office referrals in the 2019-2020 school year.

CURRENT IMPLEMENTATION:

An analysis of Demographic Data (Attendance and Office Referrals) and Perceptual Data (Arkansas A+ Schools Self-Assessment, Teacher Climate Survey, and High Reliability School Level I Survey), and School Process Data (Teacher Observation Reports) indicated that regular student attendance and student engagement in the classroom were necessary for supporting student learning. The need to further engage our families in their children’s education and recognize the accomplishments of students and staff members was identified by parent and staff responses to the High Reliability School level I Survey. Therefore, the need for managing student behavior in a positive manner, engaging students in learning, recognizing the accomplishments of students and staff members, and more effectively involving our family stakeholders prompted the Leadership Team to develop Focus Area 3.

During the 2018-2019 school year, 240 office referrals were made to the Behavior Intervention Specialist. Eighty-two of these office referrals were made by bus drivers during before and after school transportation. While these Office Referrals were being addressed by the Behavior Intervention Specialist and Principal, the referred students were not engaged in instructional activities.

Number of Referrals	Sanction
28	Out of School Suspension*
67	In-School Suspension
20	Sent Homes
	*22 students with the majority received by males, African American students, and Economically Disadvantaged Students including 9 students with Disabilities and 1 student receiving 504 accommodations

A review of student attendance for the first three quarters of the 2018-2019 school year indicated that 16% of students were considered to be chronically absent with 10% or higher absentee rate. The ESSA School Index School Quality Student Success Score, Student Engagement Score was 77.54. The Student Engagement Score reflected student attendance.

Analysis of this data led the Leadership Team to recommend continued focus on Climate and Collaboration, two of the Arkansas A+ Schools Eight Essentials. It also prompted the Leadership Team to assess Indicator SE04: All teachers are attentive to students’ emotional states, guide students in managing their emotions, and arranges for support and interventions when necessary from Social/Emotional Competency: Provide Instruction, Modeling, Classroom Norms, and Caring Attention that Promotes Students’ Social/Emotional Competency. The Leadership Team will identify professional development for teachers and instructional aides to address this focus area based on the identified needs of students. The Leadership Team will follow a continuous cycle of Plan, Do, and Check as indicated in the Action Steps listed below.

ACTION STEPS FOR FOCUS AREA 3 include, but are not limited to the following:

1. Engage teachers and principal in professional development focusing upon Restorative Justice and implement Restorative Justice strategies to reduce incidents of student behavior resulting in office referrals, increased student engagement, and improved school climate See Focus Area 1, Action Step 3c for professional development sessions.
2. Engage community members in mentoring relationships with identified students to promote students' emotional development. (September 16, 2019 through May 22, 2020)
3. Utilize social stories to assist students in recognizing their emotions and the impact of their emotions on others. (August 13, 2019 through May 27, 2020)
4. Utilize the Behavior Intervention Specialist, School-Based Mental Health Providers, Counselor, and the School-Based Intervention Team to provide Tier II and Tier III behavioral interventions to identified students. (August 13, 2019 through May 27, 2020)
5. Provide weekly attendance awards [Attendance H. E. R. O. (Here Every day Ready On Time)] to students with perfect attendance during the designated time period. (August 26, 2019 through May 27, 2020)
6. Recognize individual, group, and school-wide accomplishments of students and staff members on a weekly (PAT Time) (August 16, 2019 through May 27, 2020) and quarterly (Jazzy Jaguar Jubilee) basis (October 18, 2019, January 10, 2020, March 20, 2020, and May 19, 2020).
7. Engage parents by hosting activities before, during, and after school such as Donuts for Dads, quarterly awards ceremonies, Family Game Night, BAM FAN Night, Winter Fest, and Spring Fest to facilitate a positive school climate. (August 16, 2019 through May 26, 2020)
8. Conduct formal and informal observations of TESS Indicators 2d (Managing Student Behavior) and 3c (Engaging Students in Learning) and document in EdReflect. (September 16, 2019 through May 22, 2020)
9. Compile teacher observation results from administrator-conducted observations focusing on TESS Indicators 2d (Managing Student Behavior) and 3c (Engaging Students in Learning) and share Strengths and Opportunities Reports during monthly professional development sessions. See Focus Area 1, Action Step 3b for professional development sessions.

PROFESSIONAL DEVELOPMENT:

- Arkansas A+ Schools Eight Essentials—Climate
- Working Effectively with Children with Mental Health Concerns
- Teaching and Motivating Children of Poverty

OTHER SUPPORT:

- LRSD Counseling Department—professional development
- LRSD Mental Health Department—professional development
- Living Hope School-Based Mental Health Provider—professional development
- LRSD Special Programs Department—professional development on providing interventions to children with Disruptive Mood Dysregulation Disorder, Oppositional Defiant Disorder, and other handicapping conditions
- Pfeifer Camp for identified students

EVALUATION:

- Office Referral data and Out of School Suspension data for the 2019-2020 school year reviewed quarterly by the Leadership Team on October 17, 2019, January 9, 2020, March 20, 2020, and May 27, 2020, interventions identified for areas of need, and the results utilized for 2020-2021 school improvement planning.
- ESSA School Index School Quality Student Success: Student Engagement Score for the 2019-2020 school year on September 15, 2020 and communicated to stakeholders
- Arkansas A+ Schools Self-Assessment Identity Scale and High Reliability School Level I Survey for the 2019-2020 school year reviewed by Leadership Team on May 7, 2020 and the results utilized for 2020-2021 school improvement planning.
- Teacher Climate Survey results for the 2019-2020 school year reviewed by Leadership Team on September 11, 2019 and May 7, 2020, interventions identified for areas of need, and the results utilized for 2020-2021 school improvement planning.
- Parent and Student Climate Survey results reviewed by Guiding Coalition on October 23, 2019 and February 26, 2020, interventions identified for areas of need, and the results utilized for 2020-2021 school improvement planning.
- Aggregated teacher observation data on TESS Indicators 2d and 3c as documented on EdReflect and shared at monthly professional development sessions. See Focus Area 1, Action Step 3b for professional development sessions and the results utilized for 2020-2021 school improvement planning.
- Chronic Absentee Report reviewed monthly by the Leadership Team. See Focus Area 1, Action Step 2 for meeting dates) interventions identified for areas of need and the results utilized for 2020-2021 school improvement planning.
- Minutes, agendas, and sign-in sheets for professional development sessions reviewed monthly by Leadership Team. See Focus Area 1, Action Step 2 for meeting dates.

SCHOOL IMPROVEMENT PLAN

BRADY ELEMENTARY

2019-2020

**Brady Elementary
School Improvement Plan
2019-2020**

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	Goal Statement 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 literacy programs with fidelity. The Spring 2019 scores indicated that 66% of our 3rd-5th grade students were identified as In Need of Support .								
	<table border="1"> <thead> <tr> <th>Grade</th> <th>Students scoring In Need of Support</th> </tr> </thead> <tbody> <tr> <td>3rd Grade</td> <td>48 out of 65 students</td> </tr> <tr> <td>4th Grade</td> <td>28 out of 57 students</td> </tr> <tr> <td>5th Grade</td> <td>40 out of 55 students</td> </tr> </tbody> </table> <p>Our goal is to decrease the number of students in the In Need of Support category as indicated by the ACT Aspire by 10% in each grade level. Our NWEA Reading data showed that only 4 out of 16 of our Kindergarten through 5th grade classes made at least 50% growth from Fall 2018 to Spring 2019. Our goal is for 16 out of 16 of our Kindergarten - 5th grade classrooms to make at least 50% growth on the NWEA Reading assessment from Fall 2019 – Fall 2020.</p>		Grade	Students scoring In Need of Support	3 rd Grade	48 out of 65 students	4 th Grade	28 out of 57 students	5 th Grade
Grade	Students scoring In Need of Support								
3 rd Grade	48 out of 65 students								
4 th Grade	28 out of 57 students								
5 th Grade	40 out of 55 students								
	Action Items		Timeline						
	Implement Foundations in Kindergarten-3rd Grade	Teachers will receive training in Foundations 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	Fall, Winter, Spring						

	instruction in both whole and small groups.	
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	Teachers and interventionists will progress monitor students who are not meeting benchmark expectations.	1 - 2 times per month
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
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.	September 2019-May 2020
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

	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
	Lexia Training	Teachers will receive training in the use of the Lexia Core 5 program. Our Academic Interventionist will look at data to determine futher	September 2019
	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 their understanding of foundational knowledge of reading so that they are able to support student learning.	September 2019- May 2020
	Evaluation		
	Classroom Observations	Each teacher will be observed using the TESS Formal and Informal observations by the building principal who is a SoR Assessor. The observations will be documented in EdReflect. Teachers will receive feedback, and will be expected to reflect and respond on the observation feedback.	Weekly
	Evaluating Common Formative Assessments	Common formative assessments will be used to evaluate student learning and to plan Tier 1 and Tier 2 instruction. They will also aid the principal and facilitator in identifying teachers who are in need of additional support.	Monthly
	NWEA MAP Fluency	This assessment will be used as a screener for reading skills, as well as, a progress monitoring tool. This data will help us to identify the effectiveness of our instruction, and students in need of additional support.	Monthly

Focus #2 Professional Learning Community	<u>Goal Statement:</u> We will operate as a Professional Learning Community by focusing on learning, building a collaborative environment and taking collective responsibility, while becoming result 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.
	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.
	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.
	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.
	Evaluation	
	Mission, Vision, Values	The Guiding Coalition, PTA, and student groups will review the mission, vision, and value statements before the final is made.
	Collaborative Meetings	The principal and facilitator will monitor attendance at collaborative meetings, and will work to gather feedback to improve the collaborative meeting
	Timeline	
	August 2019-2020	
	August 2019-May 2020	
	September 2019-May 2020	

		process. We will also review lesson plans to ensure the implementation of the strategies.	
	Student Data – NWEA, ACT Aspire, Common Formative Assessment	Student data will help to determine the effectiveness of our PLC. With the implementation of PLC, there will be an increase in student achievement across all grade levels and assessment portals.	January 2020 & May 2020
	Classroom Observations	As teachers work in collaborative teams, classroom observations will reflect teacher effectiveness as evidenced by the TESS protocol.	

Focus #3 - Culture and Climate	Goal Statement: Establish a school culture and climate that promotes positive student-teacher and parent interactions where families feel safe, connected, and engaged. This goal will allow us to work towards improving student and staff attendance. Our goal will be to have 90% daily attendance for both students and staff. We will also have 100% participation in Parent Teacher Conferences.		
	Action Items		Timeline
	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. In July of 2019, Brady had fewer than 50 followers on the sites. We will seek to increase our social media followers to at least 200 on each platform. We will do this by telling our own story in a positive way.	September 2019- May 2019 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 school wide. Utilize portions of the PBIS model to	September 2019- May 2020

		promote positive behavior.	
	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
	Feet to the Seat	The Feet to the Seat initiative will work to increase student attendance by promoting the benefits of school attendance. We will also use incentives to impact attendance. For students who are chronically absent, we will implement a Connect and Check program.	September 2019- May 2019 Weekly
	Evaluation		Timeline
	Behavior Committee	Each quarter, the behavior team and the SEL team will meet to look at the number of behavior infractions that occurred during the quarter to evaluate the effectiveness of the current behavior plan. The SEL lead will also conduct walk-throughs to monitor the implementation of the PATHS program.	September 2019- May 2019 Monthly
	Parental Involvement Committee	Each quarter, the parental involvement committee will meet to look at the effectiveness of plans and identify areas for growth. We will analyze the parent participation in events such as: Open House, Parent teacher conferences, and other events.	September 2019- May 2019 Monthly
	Feet to the Seat	Using the GPS system, we will identify and target students who are chronically absent. Each week, we will look to see if our incentives and contact are making a difference.	September 2019- May 2019 Monthly

SCHOOL IMPROVEMENT PLAN

CARVER MAGNET

ELEMENTARY

2019-2020



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 Framework for Teaching • AR IDEAS (online PD) • Staff Meetings • Out-of-District PD • Learning By Doing by DuFour • Leadership Team Meetings • High Reliability Process • Classroom Instruction that Works 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 Data - Fall 2018-2019 (percent of all students scoring in this performance descriptor)

	Lo	LoAvg	Avg	HiAvg	Hi
Grade K - Math	33%	33%	26%	3%	5%
Grade K - Reading	18%	46%	31%	3%	3%
Grade 1 - Math	33%	23%	23%	15%	8%
Grade 1 - Reading	18%	20%	43%	10%	10%
Grade 2 - Math	24%	27%	21%	15%	12%
Grade 2 - Reading	27%	15%	24%	18%	15%
Grade 3 - Math	31%	36%	18%	13%	2%
Grade 3 - Reading	34%	16%	18%	20%	11%
Grade 4 - Math	26%	28%	13%	28%	6%
Grade 4 - Reading	16%	27%	20%	18%	20%
Grade 5 - Math	25%	23%	19%	27%	6%
Grade 5 - Reading	13%	31%	23%	21%	13%

NWEA MAP Data - Winter 2018-2019 (percent of all students scoring in this performance descriptor)

	Lo	LoAvg	Avg	HiAvg	Hi
Grade K - Math	38%	28%	21%	3%	3%
Grade K - Reading	33%	38%	18%	5%	5%
Grade 1 - Math	33%	33%	19%	9%	7%
Grade 1 - Reading	35%	28%	19%	7%	12%
Grade 2 - Math	34%	34%	20%	0%	11%
Grade 2 - Reading	31%	20%	17%	11%	20%
Grade 3 - Math	31%	42%	21%	2%	4%
Grade 3 - Reading	40%	27%	17%	8%	8%
Grade 4 - Math	31%	22%	13%	27%	7%
Grade 4 - Reading	18%	22%	24%	27%	9%
Grade 5 - Math	26%	18%	18%	24%	14%
Grade 5 - Reading	17%	25%	27%	19%	12%

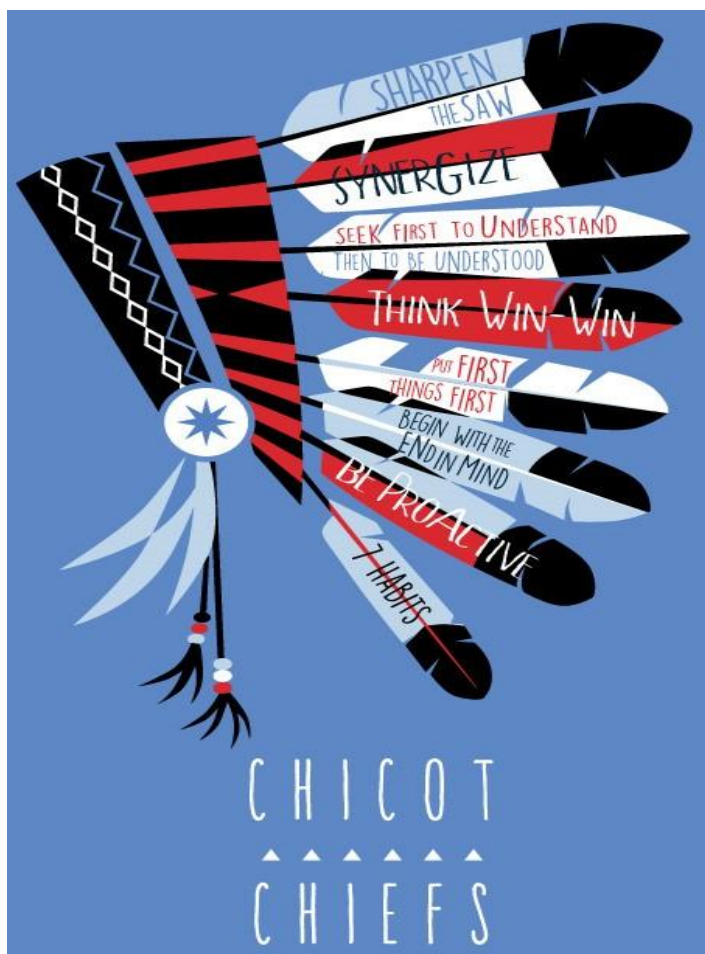
NWEA MAP Data - Spring 2018-2019 (percent of all students scoring in this performance descriptor)

	Lo	LoAvg	Avg	HiAvg	Hi
Grade K - Math	43%	15%	18%	15%	10%
Grade K - Reading	45%	23%	20%	8%	5%
Grade 1 - Math	42%	19%	21%	14%	5%
Grade 1 - Reading	32%	18%	27%	9%	14%
Grade 2 - Math	40%	17%	20%	17%	6%
Grade 2 - Reading	23%	26%	14%	26%	11%
Grade 3 - Math	56%	31%	8%	2%	2%
Grade 3 - Reading	43%	17%	23%	11%	6%
Grade 4 - Math	35%	16%	28%	16%	5%
Grade 4 - Reading	19%	26%	26%	21%	9%
Grade 5 - Math	36%	16%	20%	20%	8%
Grade 5 - Reading	24%	30%	22%	18%	6%

SCHOOL IMPROVEMENT PLAN
CHICOT ELEMENTARY
2019-2020

Chicot Elementary & Early Childhood Center

“We are Chiefs among Leaders”



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Chicot Elementary School Improvement Plan 2019-20

Focus: A Culture of Leadership

Chicot Elementary School is in the third 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, Student Engagement, and Effective Instruction.

In our first year as a TLIM 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 was focused on setting school-wide goals, class goals, and individual goals, establishing lead indicators and tracking progress, and celebrating successes. In 2019-20, our focus will be Empowering Instruction to create conditions that will empower grade-level teams to close their proficiency gap, leading to schoolwide achievement. Our ultimate goal is for Chicot to achieve Lighthouse Status with TLIM by sustaining the practices established along this journey. The following two goals have been established to guide our work for furthering our progress in this transformation process.

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%.

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 STEPS/INTERVENTIONS FOR GOAL 1 include but are not limited to the following:

1. Provide explicit instruction in establishing classroom routines and structures aligned with the 7 habits of TLIM.
2. Facilitate daily scheduled time for direct-teaching in the classrooms of Franklin Covey's Seven Habits of Highly Effective Kids to help students learn appropriate behavior, social-emotional control, and develop leadership skills using Discovering the Leader in Me curriculum resources.
3. Provide schoolwide 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, legendary leader announcer, lunch room leaders, critter keepers, flag leaders, lost and found patrol, counseling care team, and student PTA leaders.
4. Establish individual, class and school behavior goals, monitor and display discipline data, and celebrate goal achievement.

OTHER SUPPORT:

- 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.

EVALUATION:

We will assess our progress toward our student leadership/behavior goal, and toward achieving Lighthouse School status through self-assessment using the rubric provided through TLIM. We will gather perceptual data from staff, student, and parent responses to the MRA (Measurable Results Assessment) survey through TLIM Online, and analyze discipline data to chart progress toward goal of 20% decrease in repeated office referrals for minor behaviors.

GOAL 2: To increase student reading growth and achievement by establishing a goal-oriented culture focused on accountability for reading success. We will minimize the gap between classroom performance levels and MAP/Aspire assessment performance by using MAP assessment data to drive instruction. The number of K-5 students meeting MAP growth goals will increase by 15%.

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 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?

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 assess progress toward grade level reading expectations.



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, 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. Curriculum is aligned with the science of reading. Grade level planning will occur weekly and PLCs for literacy will occur 2nd & 4th weeks of every month. 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?

ACTION STEPS/INTERVENTIONS FOR GOAL 2 include but are not limited to the following:

1. Utilize PLC time to establish and continually revisit team and class goals with lead measures and a public scoreboard for measuring progress toward academic/behavior/attendance goals
2. Collect data and display data monthly to monitor progress
3. Hold data conferences with students to determine individual achievement goals and lead measures to achieve them.

4. Utilize student leadership notebooks to document progress toward goals
5. Establish and utilize accountability partners for students to frequently revisit their goals and analyze progress
6. School-wide, grade level and classroom celebrations of goals
7. To ensure adequate time for the various building level teams to meet and collaborate regularly utilizing the four essential questions for PLCs to improve instructional practices, and analyze student data and work samples. Literacy facilitators will meet with the teams on the 2nd and 4th week of each month.
8. 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.
9. Student data will be analyzed to drive 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.
10. Formal and informal observations will be conducted and documented on EdReflect.

PROFESSIONAL DEVELOPMENT:

- New kindergarten through second grade teachers will participate in the R.I.S.E training. Third through fifth grade teachers will complete remaining 3-6 R.I.S.E. days. This will further increase teacher knowledge of science of reading practices in the areas of phonological awareness, phonics, fluency, vocabulary, and comprehension.
- All K-5 staff will receive professional development in new science of reading based literacy curriculums.
- Empowering Instruction Coaching Session (6 hours) with materials- Franklin Covey TLIM (\$6000.00)
- Engage in two additional onsite coaching days with TLIM coach (*Close Your Grade/Department and School-Proficiency Gaps, and Achieve Measurable Results*).
- Participate in Community Coaching Days for Principals and Lighthouse Coordinators with a cohort of schools (Fall and Spring).
- Sustain The Leader in Me through participation of new staff in Regional 7 Habits Training for new staff (\$1500.00 – travel)
- Continue to provide training and implement SIOP Strategies in every classroom.

- Our school level data will determine additional professional learning needs for our staff. (General professional development \$10,000.00)
- Teachers will engage in school-based SIOp training to build instructional strategies in engaging students in language and vocabulary learning strategies (funded by ESOL Department)
- Provide ongoing site-based professional development through grade level PLCs in SIOp elements and features, TLIM, workshop models, small group instruction, creating a classroom culture for learning and accountability.
- Teachers will examine student assessment and achievement data, and analyze student work weekly in PLC meetings to determine instructional focus and grouping.
- 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.
- In order to provide all staff with high quality, on-going job embedded and differentiated professional development (IF11), we will use Title I funds to support an Academic Intervention Facilitator (\$85,000.00 salary and benefits)

EVALUATION:

We will monitor our MAP student reading data to assess progress toward our goal of increasing student reading growth and achievement by establishing a goal-oriented culture focused on accountability for reading success. Our progress towards meeting a 15% increase of the number of K-5 students meeting MAP growth goals will provide our evaluation measure. In addition, by assessing student achievement at grade level appropriate skills within MAP Reading Fluency and MAP Growth assessments.

GOAL 3: PARENT ENGAGEMENT & SOCIAL MEDIA PLATFORMS

Goal: To increase parent engagement by using multiple Social Media platforms via Facebook, Twitter and Smore in an effort to connect our school to our parents and community.

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 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 100 followers Facebook and 40 followers on Twitter. We will use 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

Updated 8-23-2019

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.

Implementation

- Create school Facebook & Twitter pages
- Increase Facebook & Twitter followers by 100% during the 2019-2020 school year
- Technology training for parents on how to access attachments/documents online, access websites such as: Facebook, Twitter, LRSD website, Gateway, and HAC.

Evaluation:

We will analyze the parent participation in events such as: Back to School Bash, Parent Teacher Conference Day, Leadership Day, and other school events that provide information about our instructional program. We will measure the impact of our social media approach by monitoring the number of followers, views, and comments during the school year. An annual parental and student survey will also be conducted.

SCHOOL IMPROVEMENT PLAN

DODD ELEMENTARY

2019-2020

2019-2020

David O. DoddElementary School

Comprehensive Needs Assessment & Plan Overview

[SHEKETA.MCKISICK](#)



2017 - 2018 • Accountability At-a-Glance • David O. Dodd Elementary School

Contact Information	Student Information
David O. Dodd Elementary School Little Rock School District	Grades: K - 5 Total Enrollment: 250
Principal: Melinda Modica Superintendent: Mike Poore	Black: 55.60 % English Learners: 32.80 %
6423 Stagecoach Road Little Rock, AR 72204-	Hispanic: 38.40 % Low-Income: 66.40 %
http://www.lrsd.org (501) 447-4300	White: 4.00 % Special Education: 7.60 %

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

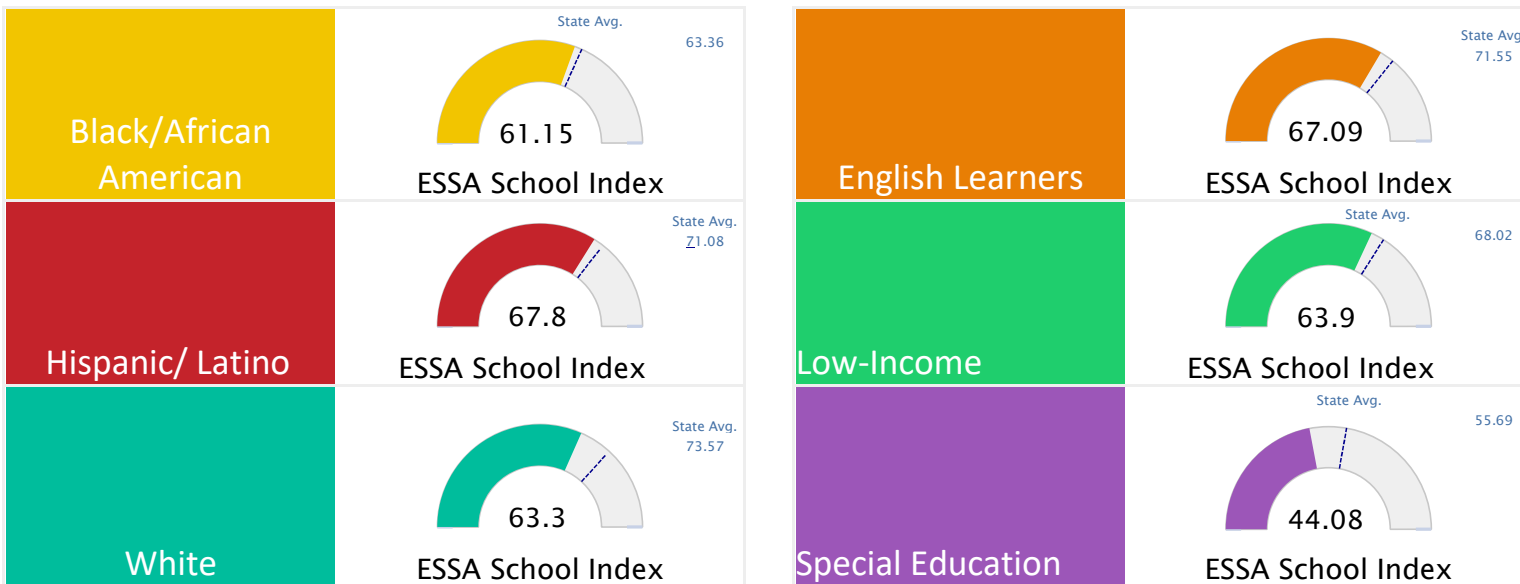


* Alternative Education (AE) program students included in attendance zone for school rating

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



Graph represents where scores fall in comparison to state averages. For more information about the Every Student Succeeds Act and the ESSA School Index, visit arkansased.gov.



Note: Full color represents score

**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, 100% 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. There were ten jobs students could apply for and the Counselor monitored this process.
- Selected students were given leadership roles in the classroom. Jobs were rotated so that the maximum amount of students were able to serve in a leadership role.
- The staff created a school-wide behavior plan. The plan was 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**)
- All teachers completed the Leader in Me Book Study and went on a colleague visit to a Leader in Me School.

Action Steps:

- Teachers will explicitly teach the 7 Habits to students. They will use the language during instruction and then have students use the language throughout the day.
- 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.
- All students and staff will have a leadership role at the school. The roles will rotate each nine weeks.
- Expectations for behavior will be taught explicitly throughout the year.
- Behavior goals will 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 on various social media outlets.
- Teachers will participate in book study to strengthen knowledge on how to curtail challenging behaviors. The entire staff will participate in professional development on how to implement Restorative Justice in our school as well as the classroom.

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

Focus Area 2: Effective Instructional Practice

Goal: To improve literacy and math scores by 5% in literacy and math.

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, CGI/ECM to support math instruction, 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 students at Dodd 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, teacher 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 2022, 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. By the end of the 2022, 70% of students will score ready or exceeding on summative assessments. By the end of this year, 61.58% of students will score ready or exceeding on summative assessments. By the end of the year, our goal is to move 35% more students from the close to the ready proficiency level on 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:

- 95% of classroom teachers are Kagan trained
- 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 PLC 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.

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.
- Teachers will 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 be responsible for a two groups 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.
- Reading Specialist will provide strategies to students who display Dyslexia characteristics.
- Teachers will use supplemental programs (Mystery Math, Lexia, and Imagine Math) to help bridge the gaps in Literacy and Math.
- 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

Supporting Data is located at the end of this document.

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
- At the beginning of the year, we had 20 followers on Twitter and presently we have 79 followers.
- We have 93 parents and staff following the school on Facebook and in September, we only had 28 followers.

- To stay connected with our parents, we encouraged them to connect with us through Class Dojo as well. At the beginning of the year, we had 115 parents connected and now we have 140 parents connected.

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:

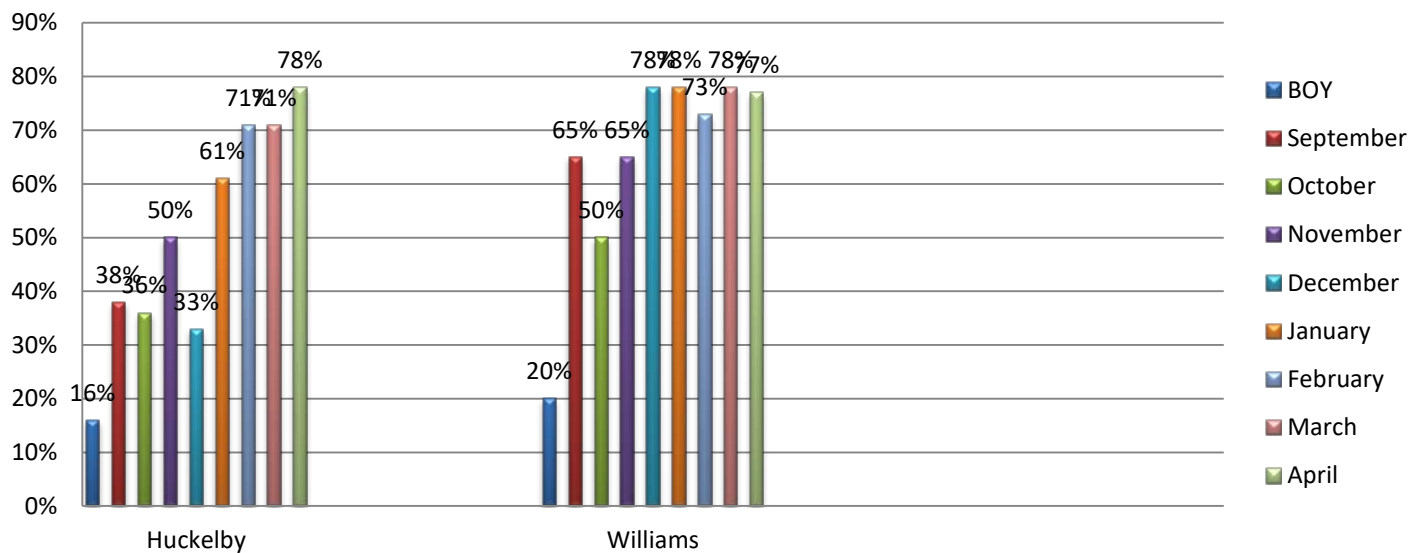
- Climate Survey
- Number of parents connected to social media accounts
- Analyze the number of parents enrolled in the parenting classes

- 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

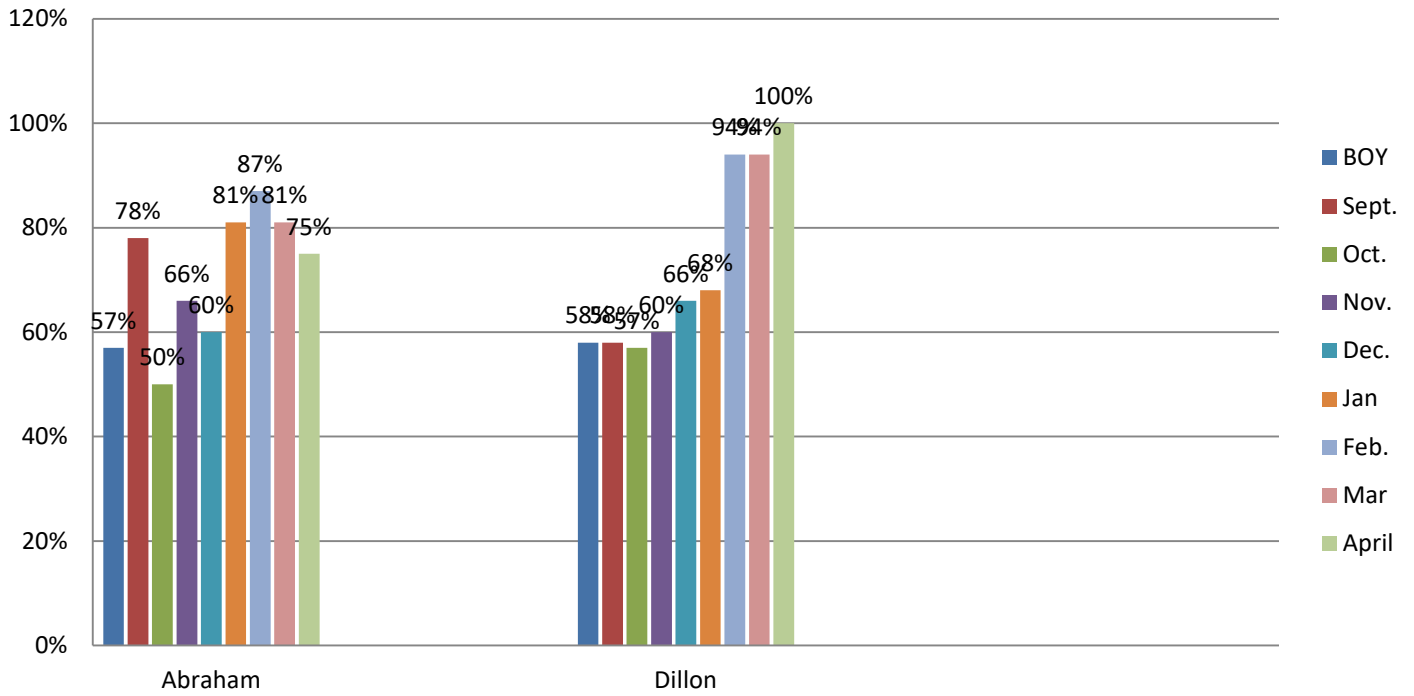
Title I funds will be used to cover the cost of professional development and professional literature such as:

- 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)

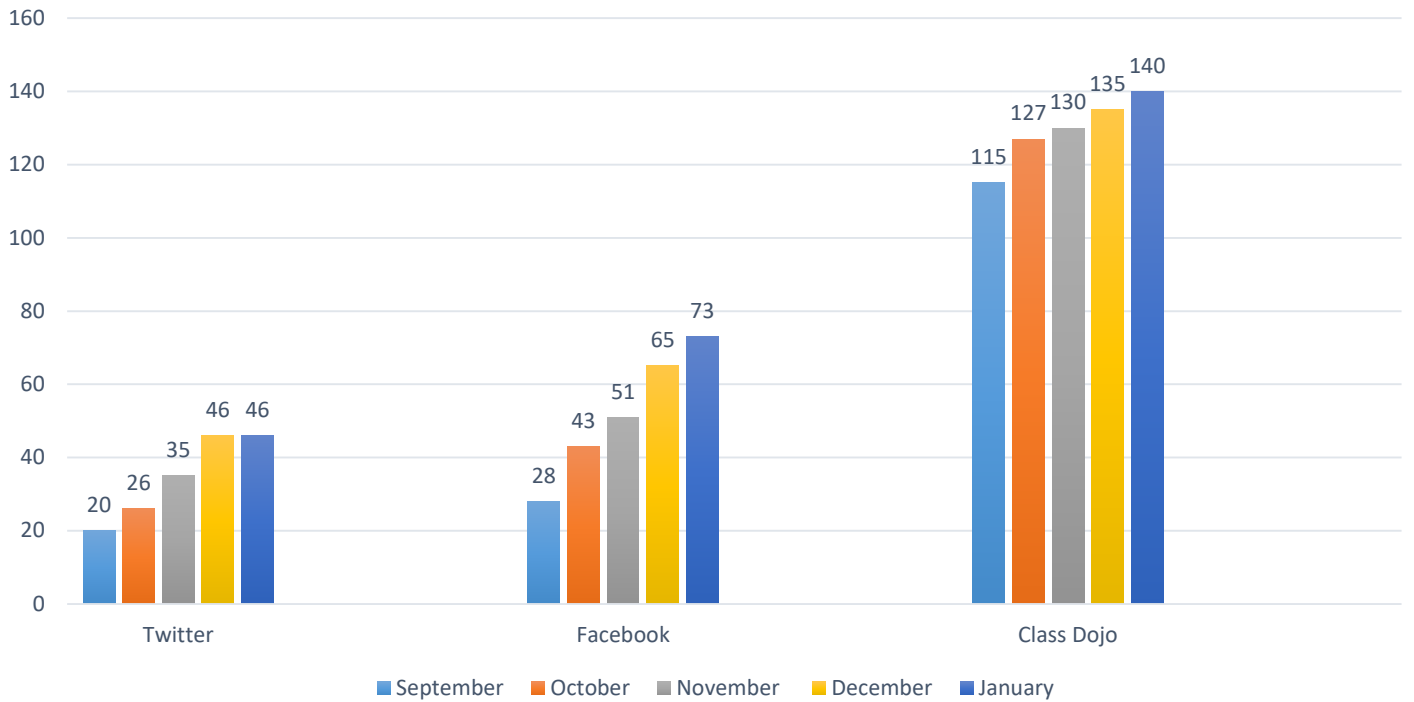
First Grade Students Reading at or Above Grade Level



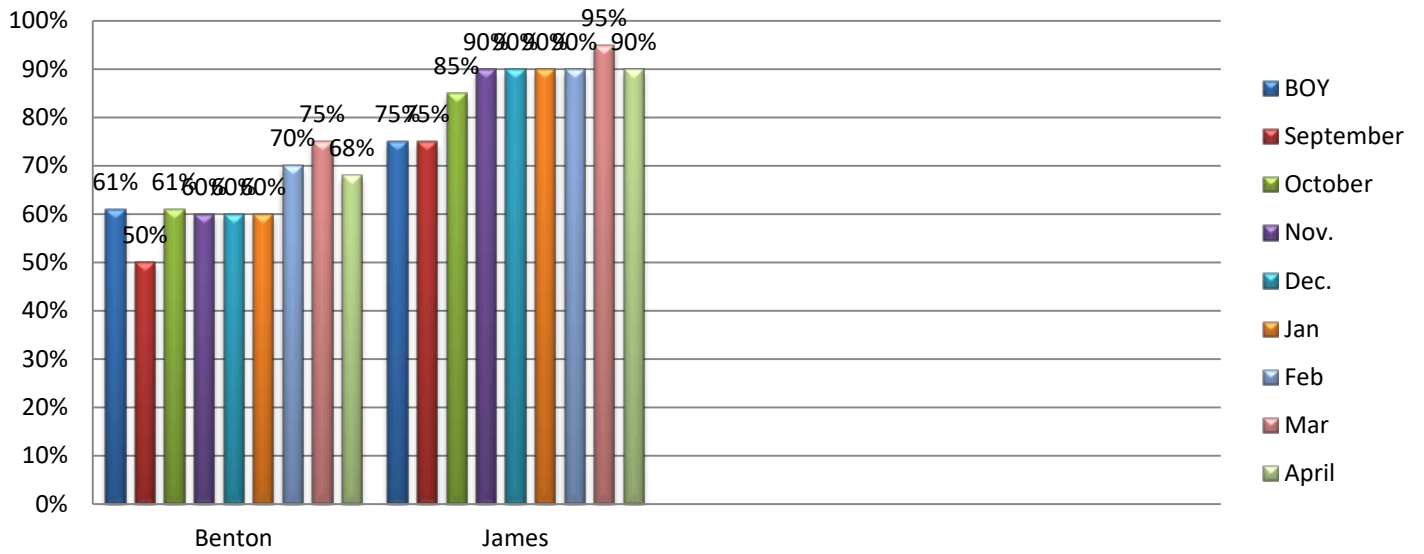
Students Reading at or Grade Level 2nd Grade



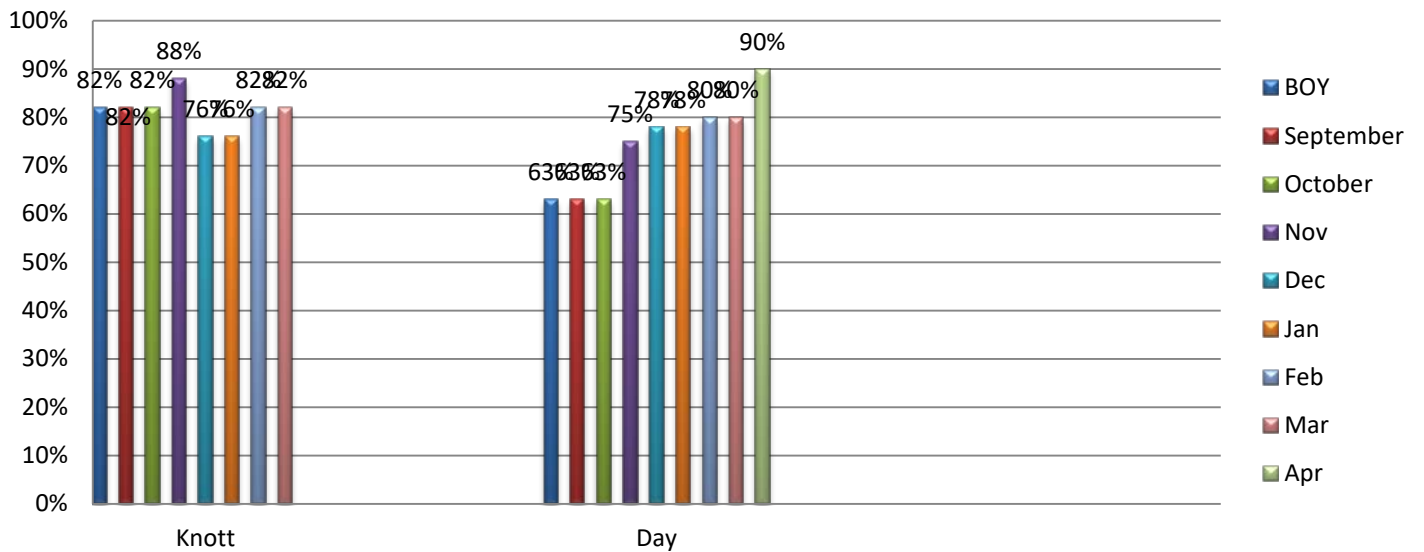
Parents Connected to Social Media



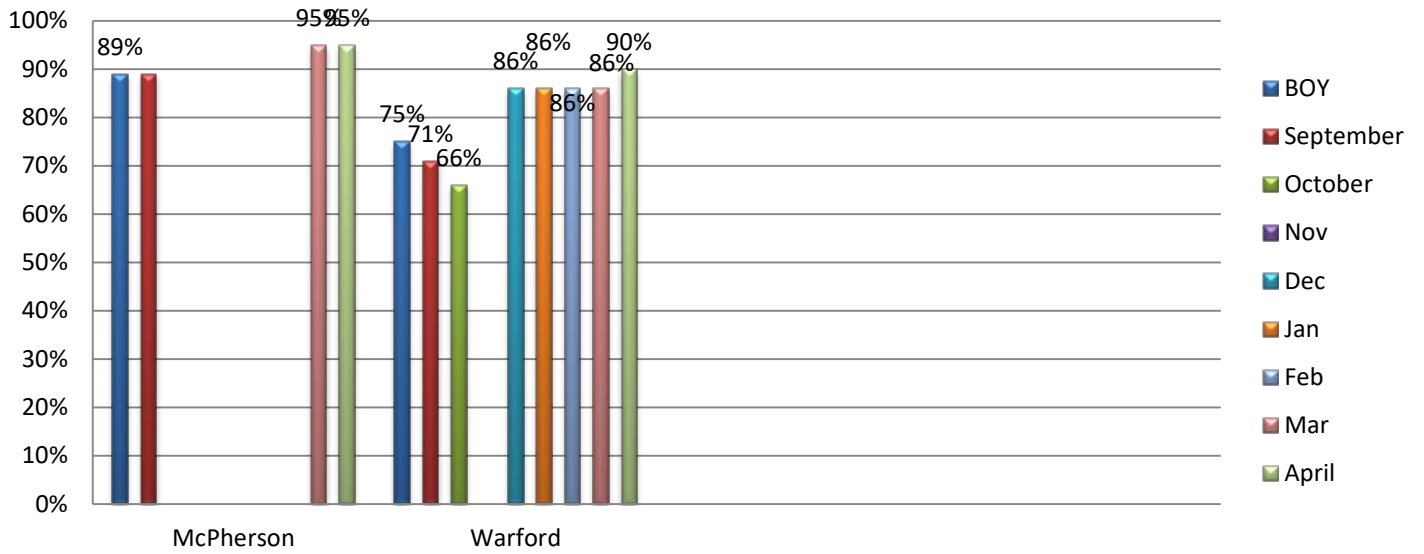
3rd Grade Students Reading at or Above Grade Level



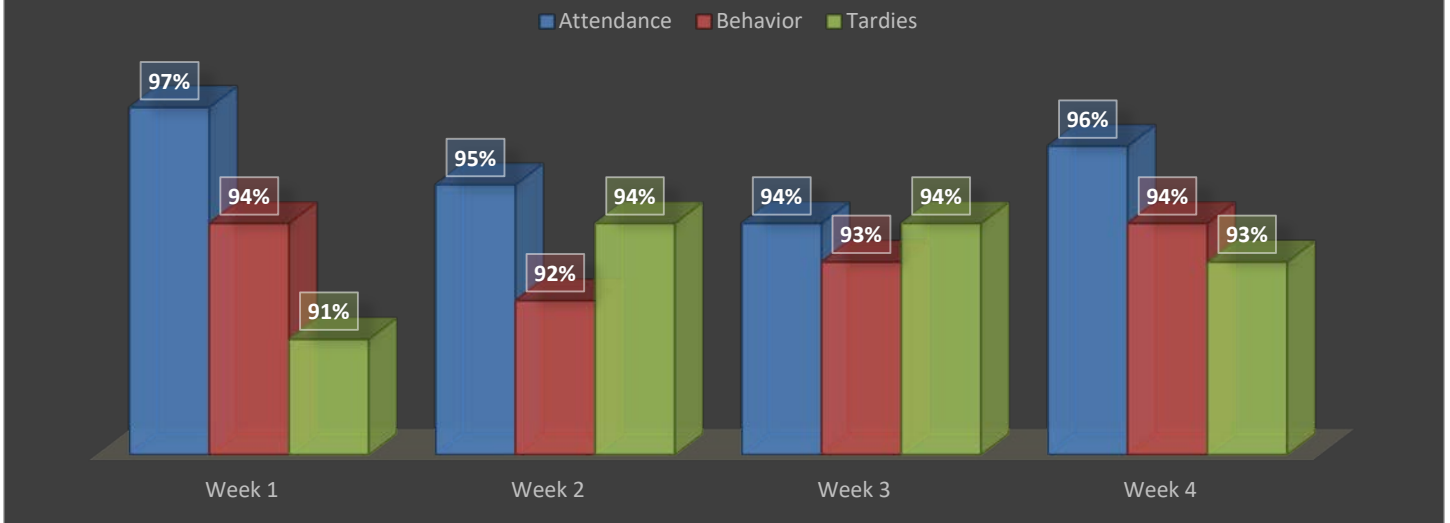
4th Grade Students Reading at or Above Grade Level



5th Grade Students Reading at or Above Grade Level



SCHOOL-WIDE GOALS APRIL



School-wide Goals

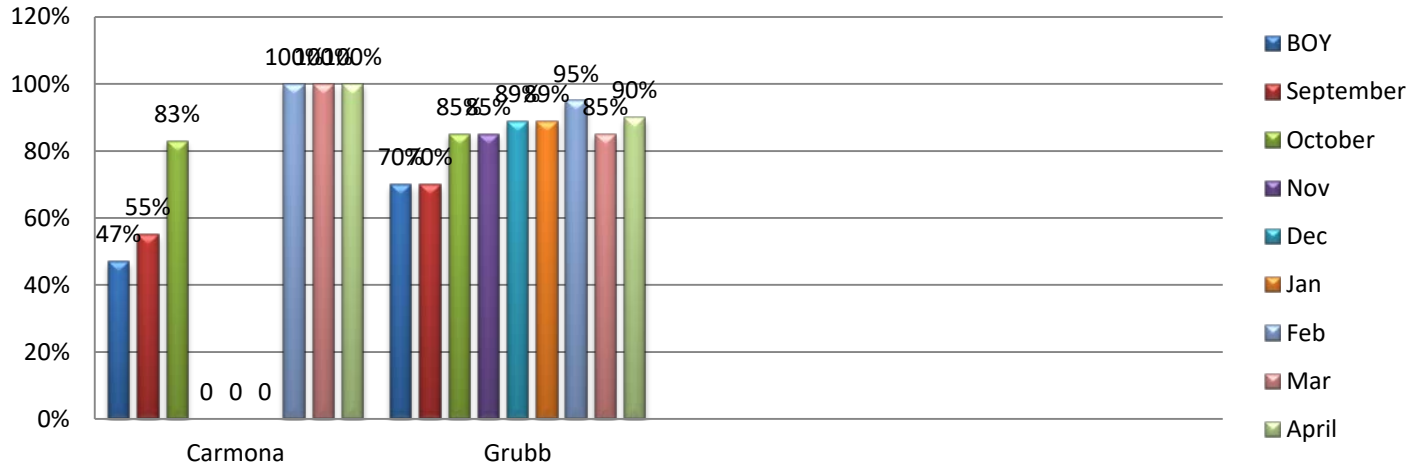
Behavior Goal-85%

Attendance Goal-90%

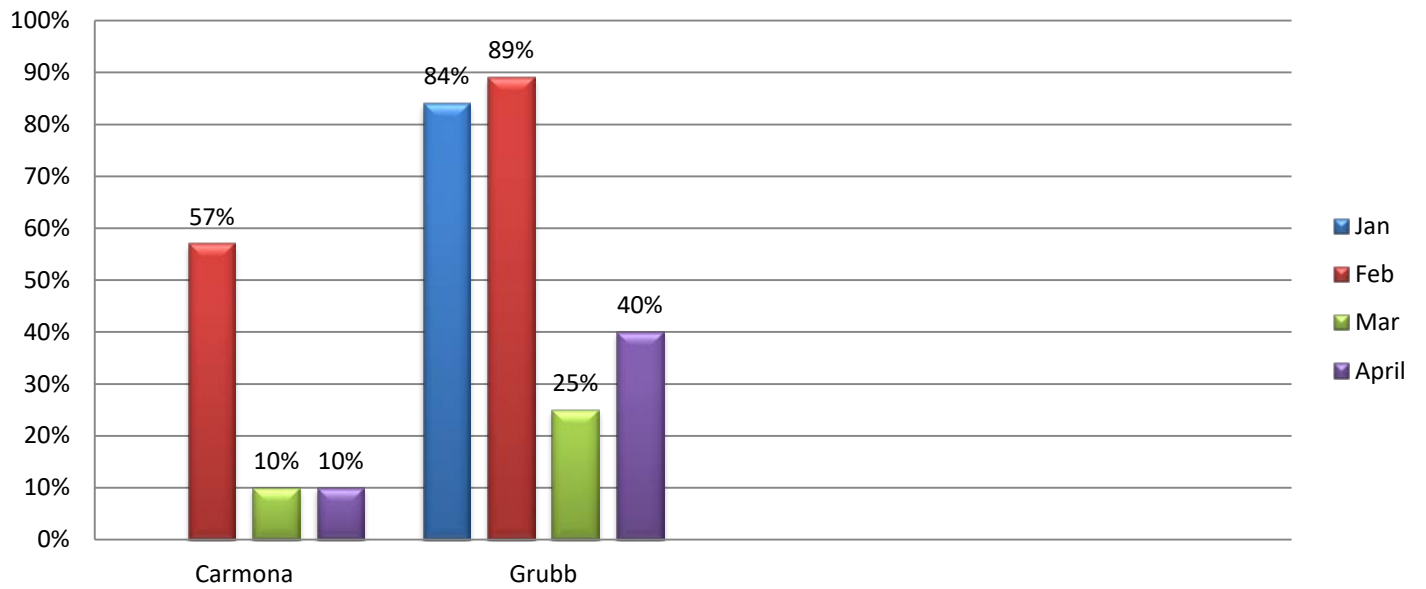
Tardy Goal-90%

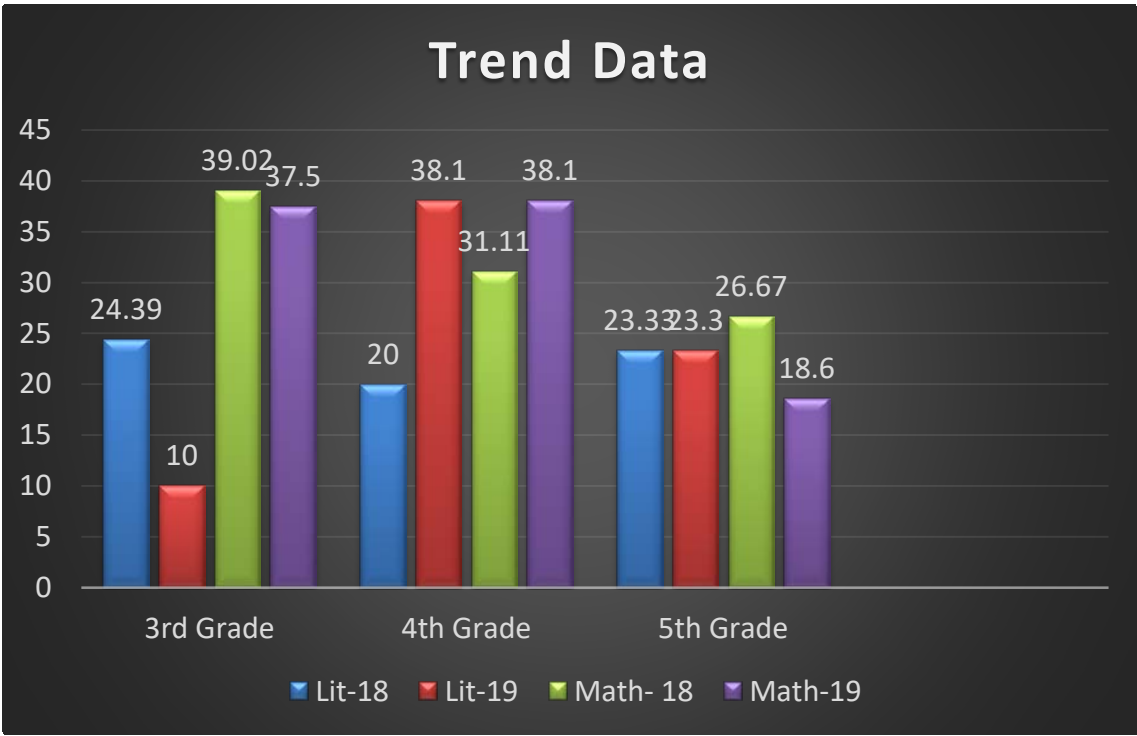
Kindergarten Letter Identification

12 or more letter

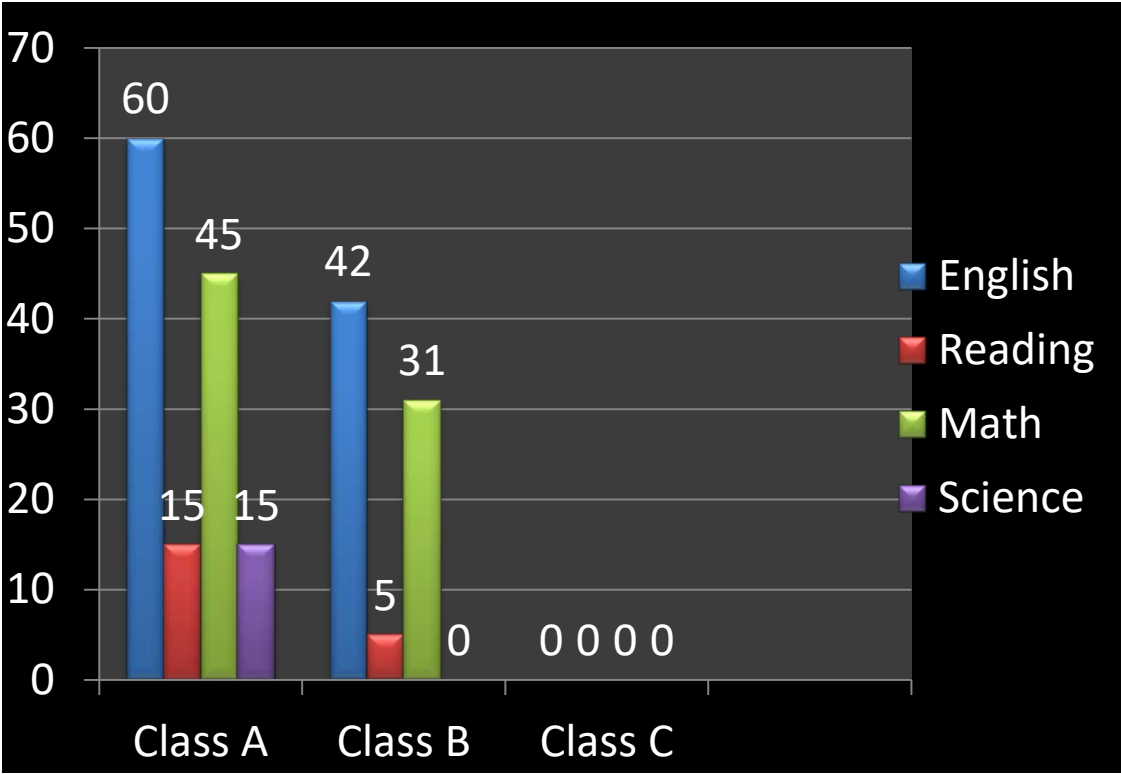


Kindergarten Students Reading at or Above Grade Level

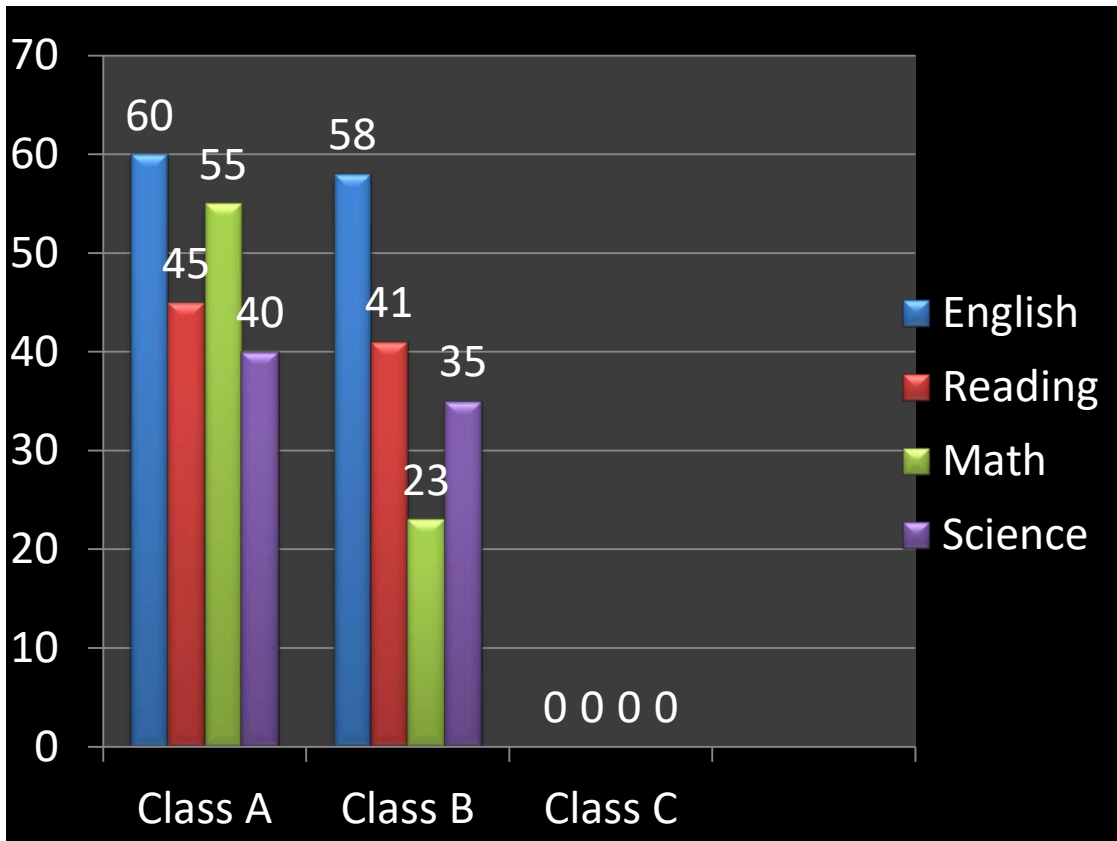




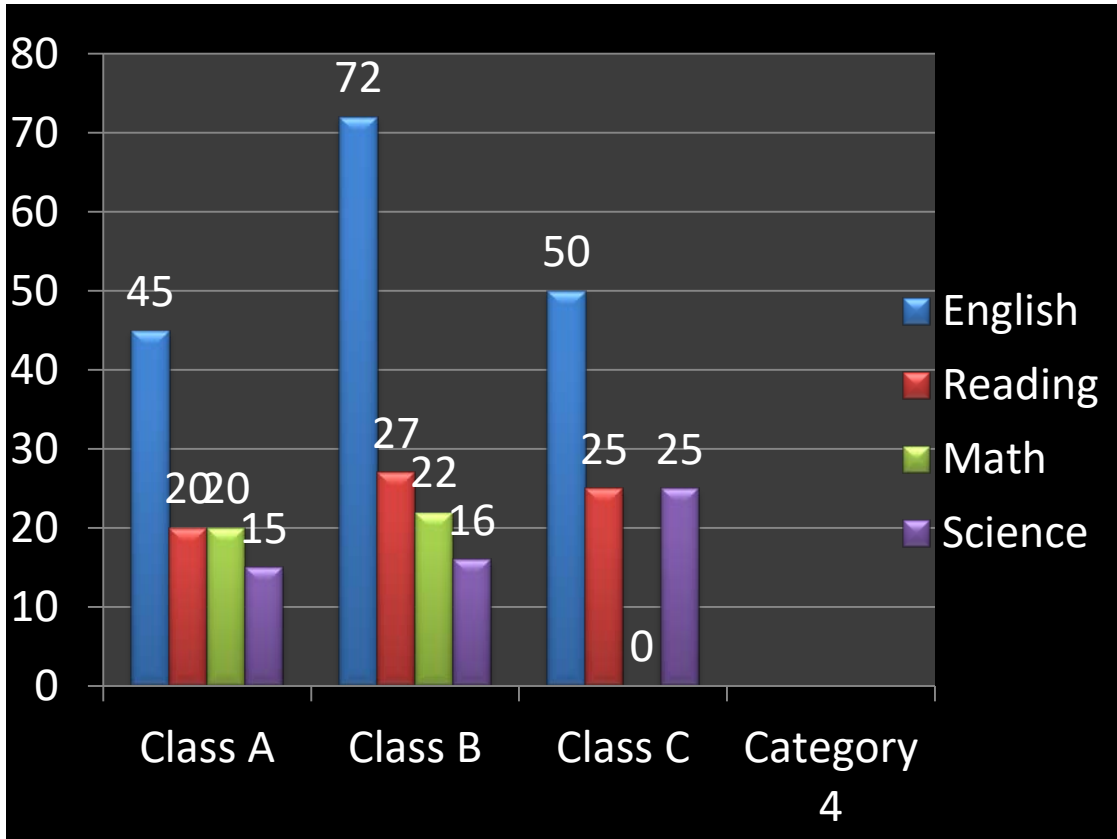
3rd Grade ACT Aspire Data



4th Grade ACT Aspire Data



5th Grade ACT Aspire Data



SCHOOL IMPROVEMENT PLAN
FOREST PARK ELEMENTARY
2019-2020

Forest Park 2019-2020 Comprehensive Needs Assessment

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) Leadership (2) Effective Instructional Practice in Literacy, Math, and Science 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: Leadership				
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.	August 2019 - May 2020	Administration will meet with teacher and stakeholders to review practice and solicit feedback monthly. Administrator will conduct focus walks and classroom observations weekly.
	Monthly leadership team 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, and bloomboard.	August 2019 and continued if needed throughout the year	

Focus Area 2a: Effective Instructional Practice

(Literacy)

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	Faculty (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	Faculty (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. 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	<p>Teachers will need continued support for the implementation of new literacy curriculum.</p> <p>Interventionist will attend monthly PLC meetings to provide support as needed and include PD sessions in monthly faculty meetings.</p>	August 2019- May 2020	<p>Administrator and faculty Interventionists will work together to create professional development opportunities for teachers.</p>
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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 (Math)

Goal	Task	Description	Timeline	Accountability
All K-5 teachers will use research-based strategies to teach math.	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 and teachers 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	Faculty (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, and Khan Academy to provide technology for students that will encourage growth in mathematical concepts.	September 2019-May 2020	Faculty Lesson plans, focus walks, admin observations
	Professional Development	Best methods for using technology platforms, NWEA refresher for utilizing reports and data	August 2019- May 2020	Classroom Observations, Monthly Faculty Meetings, District PD offerings

Needs:

Reflex Math- \$4,500

Focus Area 2c: Effective Instructional Practice

(Science)				
Goal	Task	Description	Timeline	Accountability
All K-5 teachers will use STEM based strategies to enhance science instruction.	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 next generation 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 enhance the student experience.	September 2019-May 2020	Administrator will attend weekly planning with teachers. Allow for vertical planning among grade levels. Monitor lesson plans for integration.
	Professional Development	Support grade level teams' understanding of aligned instructional units	September 2019-May 2020	Administration will survey teachers for professional development needs.

Needs:

Instructional Technology- \$10,000

Focus Area 3: Student Achievement

Goal	Task	Description	Timeline	Accountability
<p>To improve core instructional practices that result in higher student achievement and growth in Language Arts, Literacy, Math and Science.</p>	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 and specialist 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	All staff and faculty 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, 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)

- Attendance Rate: 2016: 98.6%
2017: 99.5%
2018: **96.15%** (School Engagement Score 84.6)

Daily Attendance Rate (Through April 29, 2019): **Only 70.2%** of students have met attendance rate threshold of 95%.

2017 School Rating: A (89.39)

2018 School Rating: A (85.1)

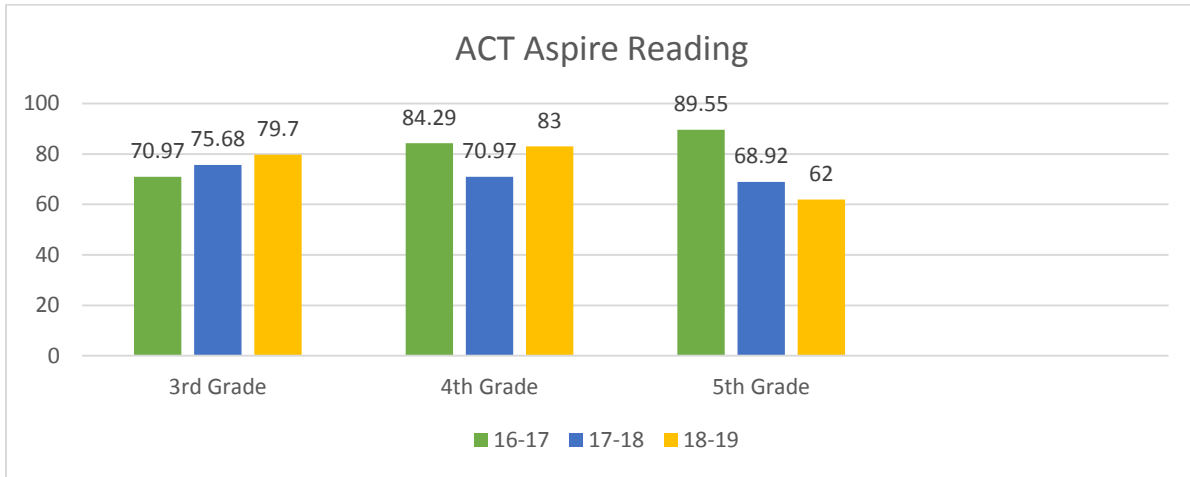
Population/% of Population	2016 Index Score	2017 Index Score	2018 Index Score	2019 Index Score
All Students (100%)	91.23	89.39	85.1	
Black or African American (15.9%)	79.11	78.13	71.81	
Hispanic/ Latino (5.1%)	87.22	94.53	81.08	
White (73.3%)	92.43	91.52	88.09	
Economically Disadvantaged (16%)	86.58	77.99	72.52	
English Learners (5%)	102.86	86.18	96.85	
Students with Disabilities (8%)	66.49	68.35	58.16	

- The Daily Attendance Rate **fell 3.35%**. The attendance rate of African-American students was 5% below the average; rate for Economically Disadvantaged students was over 10% below the average, and rate for Students with Disabilities was over 6% below the average. For the 2018-2019 school year 70.2% of students are attending school at a 95% rate.
- Based on percentage of population, the only statistically significant groups (greater than 10%) included in TAGG (Targeted Achievement Gap Group) are African-American and Economically Disadvantaged, though Students with Disabilities subgroup is close with 8%.
- Overall ESSA Index Score **fell 4.2 points** from 2017 to 2018. The White score fell slightly (3.43 points). The African-American score **fell 6.32 points**, and the Economically Disadvantaged score

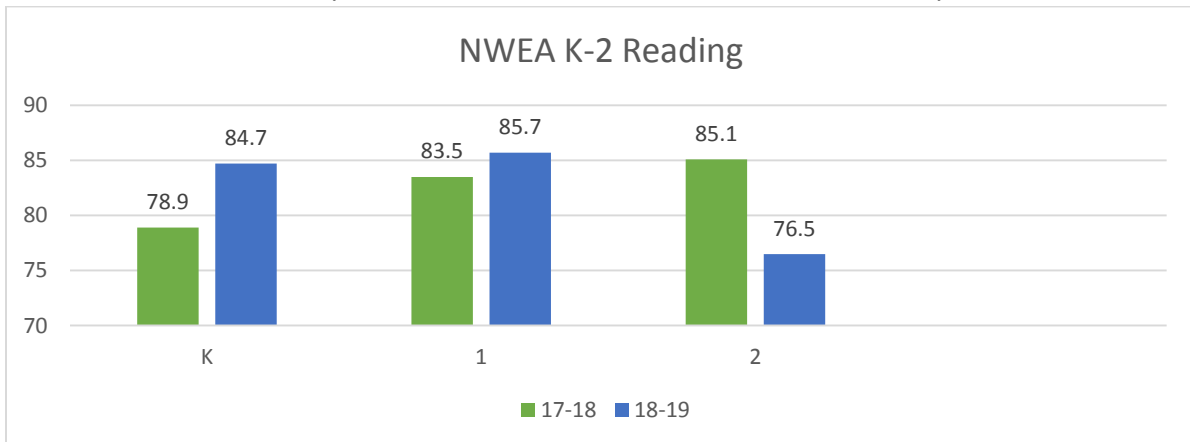
fell 5.47 points. It is also important to note that the Students with Disabilities score fell almost 10 points.

- Scores for the Economically Disadvantaged, African-American, and Students with Disabilities indicate areas of concern.

Achievement Data: Literacy (18-19 Data is preliminary)

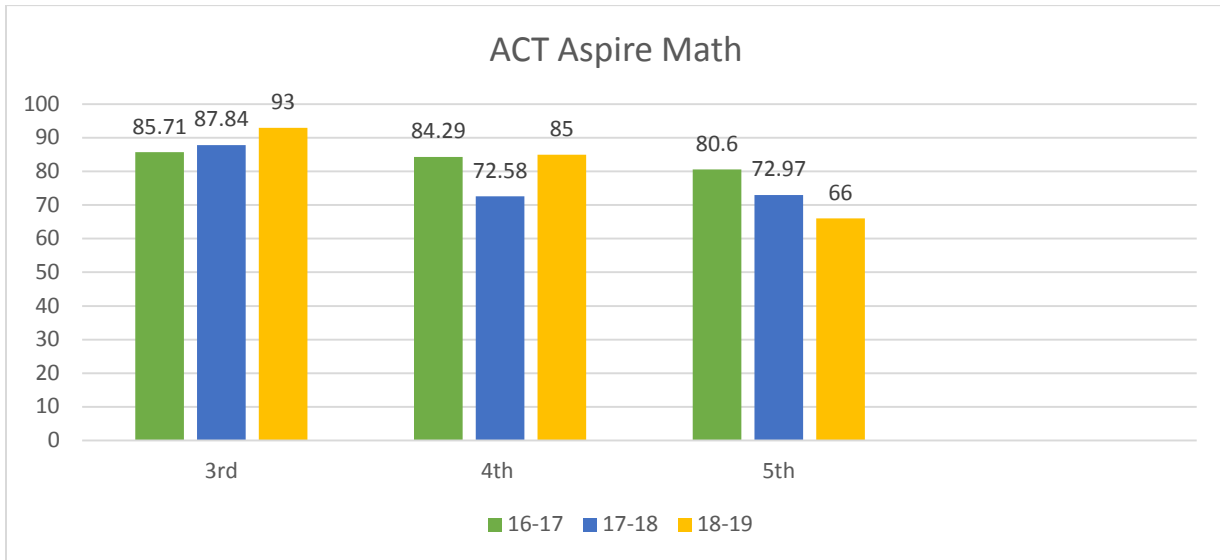


- Grade 3 has shown steady growth from 70.97 in 16-17 to 79.7 in 18-19.
- Grade 4 grew tremendously from 17-18 to 18-19.
- Grade 5 has steadily declined. This will be an area of focus this school year.

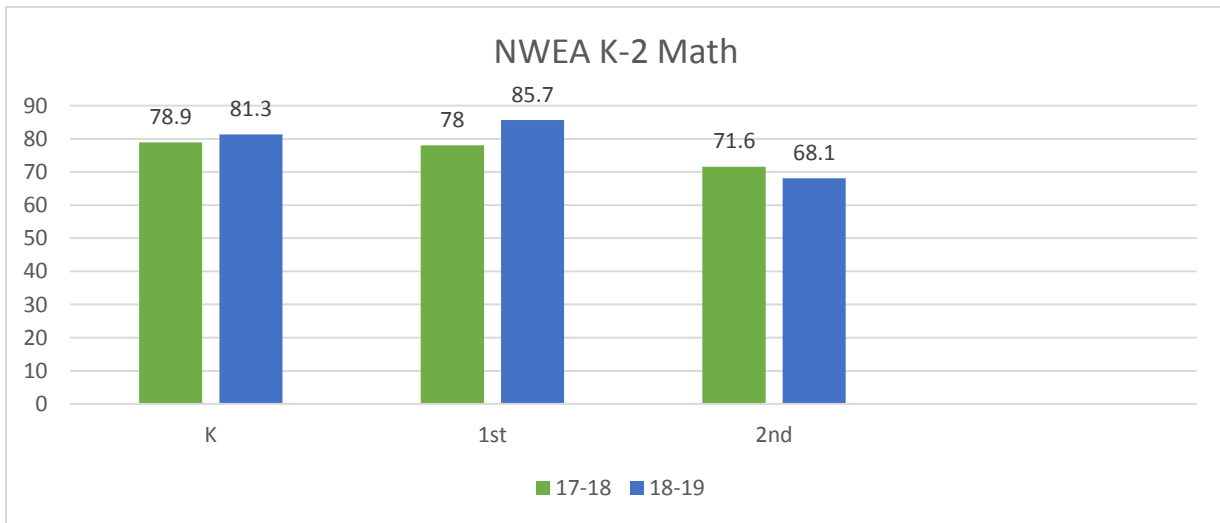


- Kindergarten and First grade showed growth from 17-18 to 18-19.
- 2nd grade showed a decrease. We will utilize phonics, phonemic awareness, and comprehension curriculum to fidelity this year.

Achievement Data: Mathematics (18-19 Data is preliminary)

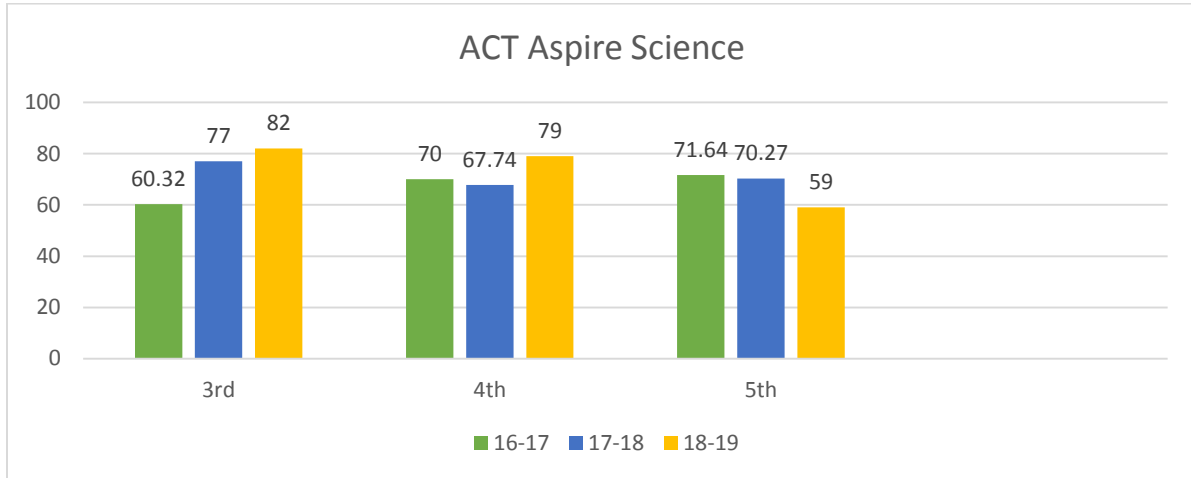


- 3rd Grade has shown a gradual increase over the past 3 years.
- 4th grade showed a large increase from 17-18 to 18-19.
- 5th grade has had a gradual decline over the past 3 years.



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

Achievement Data: Science (18-19 Data is preliminary)



SCHOOL IMPROVEMENT PLAN
FULBRIGHT ELEMENTARY
2019-2020

Fulbright Elementary School
2019-2020 School Improvement Plan

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 literacy professional development opportunities to improve teacher instruction 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 do if they haven't learned? What do we do if they have learned?

Measurable Actions:

- Classroom teachers will analyze student data after each interim assessments and after each common formative assessment to develop
- 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

Timeline: August 19, 2019-May 18, 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/Saturdays)
- Attending additional professional development on Professional Learning Communities in June 2020
- One to two school site visits of PLCs in action with a team of Fulbright staff

Evaluation/Monitoring of Goal:

- Agendas/Minutes
- 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
- Peer Observations

Focus Area 2: Effective Instructional Practice Goal: To improve instructional practice that supports student growth by 5 points on our overall ESSA student achievement score.

Data:

Currently, our overall ESSA score is 71.63 "C." Our goal is to increase our score by 5 points to 76.63 "B."

Overall ESSA Score-71.63

Weighted Achievement Score-64.57

Value-Added Growth Score-80.49

Student Quality and Student Success Score-58.57

Fulbright Elementary School will continue to use the team structure to ensure sound instructional practices that supports student achievement. During grade level instructional team planning, content discipline/department, or professional learning communities (PLCs), our instructional staff will continue to refine and implement selected evidence based strategies that have previously proven effective in our core content areas. For example, implementation of Step Up to Writing strategies, R.I.S.E. research in literacy, CGI/ECM to support math instruction, and professional development training in Wit & Wisdom, Wilson Reading System, Foundations, and Heggerty. Our expectation is that 100% of our 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. With the use of the NWEA Fall to Spring assessments, we are able to better monitor our student progress. In addition, teachers are using this data to provide interventions to support the student learning gaps.

Measurable Actions:

- Incorporate systems for reviewing “real time” classroom performance data for the purpose of making decisions regarding the direction and focus of classroom instruction
- Execute plans to meet in PLC’s weekly and as an entire faculty monthly
- Teachers will utilize the current literacy curriculum map and curriculum resources with fidelity
- Continue intentional data management procedures that reflect ongoing student performance
- Continue to request support from our district support staff
- Conduct informal and formal observations utilizing EdReflect

Timeline:

September 30, 2019-May 27, 2020

Professional Development:

The indicators of effective practice that we have identified are the following: professional development opportunities in literacy and math content areas with a focus on literacy, frequent classroom observations with reflective feedback, culture sensitivity training, and data sessions.

- The District will provide PD that supports Effective Instructional Practices in grades 3-5 related to the Science of Reading (RISE) Day 4-6. K-2nd grade teachers will receive the Science of Reading (RISE) recalibration in training in Day 1-6.
- 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 \$5,000), Reflex Math (approximately \$5,000), Moby Max (approximately \$8,000), Imagine Math (funded by the ESOL), Academic Interventionist Specialist (approximately \$60,000))

Evaluation/Monitoring of Goal:

- Monitor lesson plans
- Monitor PLC's, agendas/sign-in sheets/minutes,
- Classroom observations using EdReflect
- Focus Walks
- Evidence of implementation in classroom (i.e. student work samples, etc.)
- Formative and Summative Assessments

Focus Area 3: 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 *Heggerty 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 *Heggerty*. 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. All teachers will have the opportunity to attend recalibration training in RISE.

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 (recalibration)
- 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 4: Student Achievement Goal: To increase student growth on the NWEA and ACT Aspire by 90% of our students meeting their growth goal in reading and math and scoring "Ready and/or Exceeding on the 2019 ACT Aspire.

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/department 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 to spring 2018-19 scores
- 2019 ACT Aspire
- Beginning of the year assessments
- Parent surveys
- Professional development needs survey
- Attendance reports including tardies

The data reflects kindergarten and first grade met their growth goal for reading and math. Third and fourth grade made substantial growth in science. All other grade levels made growth from the fall to spring NWEA

assessments. The data also revealed low growth in fifth grade science and second grade reading. Examples of data collected are:

- Spring MAP Achievement Data
- Student Growth Summary Report from NWEA

We showed growth in multiple areas on the NWEA. Every grade level showed growth from fall to spring. 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. Some of the concerns areas identified are:

- Effective implementation of Heggerty, Foundations, and Just Words to fill in the learning gaps for students
- A significant number of enrichment students are not reaching their growth goal (How can we ensure our higher functioning students reached their functioning goals?)

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

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

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

Evaluation/Monitoring of Goal:

- Informal and formal observations in EdReflect
- 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

Focus Area: School Culture Goal: To monitor and reduce the number of students identified as chronic absence and tardy from the 2019-2020 school year by 20%.

Data:

The school leadership team and attendance committee met to discuss the need to decrease the number of students who are chronically absence or tardy. The team compared the attendance report for 2018-2019 and compared it to the NWEA 2019 Spring Assessment and 2019 ACT Aspire. The results showed a correlation among those students who scored "In Need of Support" on the ACT Aspire and not reaching their growth on the NWEA assessment. Those students who were often late or absence scored significantly lower on both assessments.

Measurable Actions:

- Fulbright Administration will inform parents of the new attendance/tardy incentive
- Classroom teachers and attendance secretary will keep a record of absences and tardies
- The school counselor will meet regularly with those students who are identified as chronic absence and tardy
- Fulbright administration will meet with parents beginning on the 5th tardy and absences
- Attendance secretary will utilize the LRSD Truancy Protocol
- Weekly and quarterly interventions for positive results

Timeline:

August 21, 2019-May 27, 2020

Professional Development:

- Purchase professional journals to place in the parent center
- Parent nights will include attendance parent information
- LRSD Parenting Classes

Evaluation:

- 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
- Celebrate weekly and quarterly success

SCHOOL IMPROVEMENT PLAN
GIBBS MAGNET ELEMENTARY
2019-2020

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.*

2018-19 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 or 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 Spring 2019 Data:

- 45% (30 of 66) of K-2 students from economically disadvantaged homes did not meet the national norm/average for their grade level in the area of Reading.
- 48% (29 out of 61) of 3-5 students from low economically disadvantaged homes did not meet the national RIT norm/average for their grade level in the area of Reading

Grade Level	Lowest Skill in Reading

K	Literature & Informational Text
1 st	Literature & Informational Text
2 nd	Literature
3 rd	Informational Text
4 th	Informational Text
5 th	Vocabulary

Actions/Data Evaluation/Timeline to Meet the Goal:

1. Identify the exact students who are from economically disadvantaged homes *and* scored in Need of Support or Close on the ACT Aspire. Once identified, ensure targeted interventions by the classroom teacher, Reading Specialist, and/or Academic Interventionist is provided. Teachers will group students by skill (flexible grouping), monitor progress and mastery of skill. Data will be analyzed and submitted at weekly PLC's. The leadership team will monitor the growth of these targeted students monthly and after each NWEA assessment. Students that do not master skills will be provided another layer of support during the Wednesday, 1:30-2:25pm, intervention block. Data will be used to determine effectiveness. The students will be identified and placed in groups after the first NWEA assessment. The groups will be flexible and based on needed skills. This process will continue throughout the school year.
2. Utilize formative assessments, NWEA interim assessments, and teacher observations to measure growth. Teachers will meet with administration in October, January, and April to share student progress and interventions that are in place. Student growth on module/unit assessment, NWEA interim assessments, and common formative assessments will be used to determine the effectiveness.
3. Data conferences with students will be held and documented by the administrator and classroom teachers. Student growth on module/unit assessment, NWEA interim assessments, and common formative assessments will be used to determine the effectiveness. Administrative data conferences will occur in October, January, and March. Teachers will share data throughout this school with students.
4. Hire an Academic Interventionist to work with struggling students as well as students who are high achieving to obtain growth. The Interventionist will collect data and monitor progress monthly. The data will be shared with teachers, students and leadership team.
5. Implement Science of Reading through the RISE training with a focus on phonics and phonemic awareness. Teachers will also have flexible grouping that aligns to the students' needs. Lesson plans, formative assessments, observations, PLC notes and agendas will be collected to monitor progress. The evaluation will occur throughout the year.
6. 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, a targeted intervention for Tier 3 students. Teachers will use data from the common assessments from the core literacy to determine growth. Data will from common assessments will be discussed at PLC's to determine student growth. Students who need extra support will receive a reteach until skill is mastered. Evaluation will occur quarterly. Smaller segments of learning will be evaluated weekly. This will begin in September and continue until May of 2020.
7. Continue to grow student leaders through 3rd-5th grade Student Leadership Team - attend student leadership conferences throughout the year along with participating schools. Push for the students from economically

- disadvantaged homes to be a part of this team. Student data will be used to determine growth of these students. Students will have a leadership role at school. A student survey will be conducted in April to determine effectiveness.
8. Experiential Learning opportunities outside of the classroom - field trips (locally and nationally) for students ;(i.e. New Orleans, Germantown, area restaurants, community events, etc.). Student surveys will be conducted at the close of the year.
 9. Create more student clubs - World Cultures Club, Garden Club, Chess, Coding Club, etc. Student surveys will be conducted at the end of the year to determine effectiveness and interests. Student surveys will be conducted at the close of the year.
 10. 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.). Student surveys will be conducted at the close of the year.

Professional Development:

- RISE for all new K-2 and all 3-5 teachers (when the state is ready to provide training)
- Orton Gillingham for untrained K-5 teachers
- Depth of Knowledge (DOK) Day 2 training to determine the effective use and planning of questions. Professional Development in February
- Supplemental software and resources to support small group instruction and intervention/enrichment. (ex. Reflex Math Lexia Core5)
- NWEA - Reading and Interpreting Data - training from district data/testing department on utilizing NWEA Reports
- Other training as needed
- PD on teaching students from poverty.
- Training to parents on how to support their child at home ~ what to do at home? What to look for (ex. social and emotional (have resource right here), questioning, academics ~ library cards with CALS)

DOK Information Below:

<http://sites.saumag.edu/saustem/targeted-professional-development/dok-aspire/>
<http://www.webbalign.org/Webbs-DOK-Levels-Summary.pdf>

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:

1. Parent nights offered based on survey results from 2018-19.
 - a. Curriculum Night ~ October

- b. Family Fun & Safety ~ November
- c. Health & Wellness (social, emotional & behavior) ~ January
- d. Family STEM Night at the Museum of Discovery ~ March

Surveys will be conducted after each workshop. The timeline for the workshops is listed above.

- 2. The parent facilitator will work with counselor and international studies specialist to encourage parents and utilize their profession or area of expertise to hold workshops or speak to students, parents and/or staff. The occupation of families will be obtained and used to plan for this. Surveys from the students, parents and/or staff will be obtained to determine effectiveness. By October, the occupations will be determined and shared to begin planning. Speakers for our classrooms will begin in November and last throughout the year depending on the unit of study.
- 3. Parents will be able to make suggestions electronically. The suggestions will be shared monthly and addressed by administration to help improve our school and their support. This will begin in September and end in May.
- 4. School data will be posted and shared with all after the first NWEA window. Data will be posted and updated throughout the year.

Data Evaluation (as mentioned above):

- Conduct surveys after workshops to determine effectiveness
- Utilize survey results to plan future workshops
- Monitor electronic suggestions and share with staff and parents

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:

- 1. 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.
- 2. 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. Administration will monitor the PLC process and model it with leadership team. This will begin at the start of the year and continue until May.
- 3. 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.
- 4. Administration will model the PLC process with the academic leadership team throughout the year beginning in September. Student data and growth, as well as staff surveys will be used to determine the effectiveness.
- 5. Post mission, vision and commitments (staff and student commitments) around the school with data from ACT Aspire and NWEA.

6. Implement intervention time into each unit of study. 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.

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/Timeline/Data Evaluation:

A poster will be displayed at the school's entrance. The poster will share 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. Our attendance book, tardy slips, and eSchool data will be used to collect and monitor data. This will be monitored from September to May 2020.

Incentives will be provided through monthly Gibbs news recognition, honor's assembly, and bulletin boards in the classroom. Activity funds will be used to purchase incentives to support this goal.

SCHOOL IMPROVEMENT PLAN
JEFFERSON ELEMENTARY
2019-2020

Jefferson Elementary School

Comprehensive Needs Assessment & Plan Overview

2019-2020

Focus Area 1: Leadership

We will continue to implement a “team” structure to reflect distributive leadership in our school community. We have various leadership teams at Jefferson. The Jefferson Staff Leadership Team consists of the counselor, academic interventionist, media specialist, gifted and talented teacher, reading teacher, resource teacher, nurse, occupational therapist, speech teacher, and principal. The Leadership Team meets to focus on vertical alignment, professional development needs, data disaggregation, and strategies to address improvement in school climate and academics. The Jefferson 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) 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.

Indicators:

- IE01: Principal makes sure everyone understands the school’s mission, clear goals, and their roles in meeting the 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.

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) 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.
- 2) Our school level data will determine additional professional learning needs for our staff.

- **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**

There are no foreseeable barriers to the plan for leadership.

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

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 results of unit pre/post-tests 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 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.
- 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) 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.
- 5) 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.

- **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, 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 include Math and English in our current 4th graders.

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
English	92%	59/64
Reading	75%	48/64
Science	76%	49/64
Math	84%	54/64

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

Teachers will 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.

- **Possible Barriers**

The most obvious barrier will be coverage for vertical team planning.

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.

Focus Area 4: 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. 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. One strength of Jefferson is that the average daily school attendance is approximately 95% of students enrolled. Another strength is our lack of discipline issues. 98% of students had no serious discipline issues this school year. Of the students who had discipline issues, no students were suspended from school. Jefferson does have a large population of students with ADD, ADHD and impulsivity. Students who had discipline issues were met with a proactive plan. Jefferson also has a large population of students identified with dyslexia characteristics. Teachers meet with parents and conference with students. 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. The 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.
- Relationships and interactions are characterized by openness, trust, respect, and appreciation.
- Staff relationships are collegial, collaborative, and productive, and all staff members are held to high professional standards.
- Students and staff members feel emotionally and physical safety, and the school's policies and facilities promote student safety.
- School leaders, teachers, and staff members model positive, healthy behaviors for students.
- Mistakes are not punished as failures, but they are seen as opportunities to learn and grow for both students and educators.
- 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.
- Criticism, when voiced, is constructive and well-intentioned, not antagonistic or self-serving.
- 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:

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.
SE02	All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.
SE03	All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.
SE04	All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.
SE05	All teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.

- **Professional Development**

- 1) 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.
- 2) The staff will participate in a professional development given by the special education teacher. The professional development will consist of strategies to help students with ADD, ADHD, and severe impulsivity.

- **Accountability and Monitoring**

Agendas from professional development activities will be sent to the principal. The protocol for discipline issues will be documented and each teacher will have a copy in their staff handbook. The principal will keep track of all discipline issues that required her intervention or a meeting with her and a parent. Quarterly discipline and attendance reports will be monitored. All documentation will be placed in a file in the principal's office or kept digitally.

- **Possible Barriers**

There are no foreseeable barriers to the plan for school culture and student discipline.

Please describe any costs required to implement your plans for SCHOOL CULTURE AND STUDENT DISCIPLINE:

There are no costs associated with this plan.

Accountability and Monitoring of Plan

The plan goals will be monitored quarterly by the leadership team. Data collected from the plan will be reviewed and recommendations will be made. These recommendations will be discussed in monthly staff meetings.

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.

August 2019:

- 1)The Jefferson school staff and principal will nominate staff members to serve on the various leadership teams. Some staff members will serve on all three 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.
- 2) Teachers will participate in professional development by the literacy facilitator in the new Literacy Adoption.

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) 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 .

Fall 2019:

- 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.

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.

SCHOOL IMPROVEMENT PLAN

M. L. KING ELEMENTARY

2019-2020

Martin Luther King Jr. Elementary School School Improvement Plan

Focus Area 1: Leadership

Goal: By May 2020, the leadership team will implement a communication plan for all staff members.

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 team meets 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.

- Attend ALA Leadership Team Year 2
- Meet at least twice a month
- Develop evaluation tools to evaluate 2 systems for effectiveness and fidelity at the end of the school year.
- Develop a PD calendar for the 2019 -20 school year
- Develop the school calendar for the 2019 – 20 school year
- Develop school-wide goals for the 2019 – 20 school year
- Review school-wide data on a continuous basis
- Develop school Smart goals for academics and behavior
- Develop a transparent communication system in Google Classroom
- Implement a checklist of “Experts” in different technology areas
- Provide peer coaching in all area

Professional Development:

- MLK’s leadership team will begin year 2 with the Arkansas Leadership Academy (\$7000.00)
- Our school level data will determine additional professional learning needs for our staff.
- Provide PD for entire staff on using Google classroom as a means of communication

Evaluation: We will use the Arkansas Leadership Academy rubric to evaluate the progress of the leadership team.

Focus Area 2: Effective Instructional Practice

Goal: Students and staff will meet 80% of their SMART goals for the 2019 – 20 school year.

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

- Teachers will develop grade level and classroom SMART goals
- Review student data weekly to develop appropriate instruction
- Continue using CFAs to monitor student progress and drive instruction
- 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.

Professional Development:

- 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 (IF11), we will use Title I funds to provide a specialist who will support all content areas (\$89,000).
- 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 (\$5000.00)
- Provide PD on the process of using TESS to increase student achievement

Evaluation: We will use PD reflections, TESS, and data to monitor the effectiveness and fidelity of instructional practices. Student data and end-of-year assessments will be used to determine overall

effectiveness of the reading program. Teachers will have data meetings bi-monthly to review student data throughout the school year. The student support team will meet bi-monthly to review school data to determine needed interventions

Focus Area 3: 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.

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.

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.

- Improve the Overall ESSA Index score by 10 points
- 80% of all students will be at the core support level in DIBELS math by the end of the 2019 – 20 school year
- 100% of all students will show growth on the NWEA test

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
- Implement PLC strategies
- 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 PLC team will attend 6 days of district PLC PD provided by Solution Tree

Evaluation: We will determine the effectiveness of our improvement in core instructional practices that support student achievement and growth by verifying that goals were met. We will review ACT Aspire achievement and growth reports to determine the student's achievement levels.

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)

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.

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 hours reports will show whether we have met our 5% goal.

SCHOOL IMPROVEMENT PLAN
MABELVALE ELEMENTARY
2019-2020

School Improvement Plan

MABELVALE ELEMENTARY SCHOOL

| 9401 MABELVALE CUTOFF, MABELVALE, AR 72103 PHONE: 501-447-5400

School Improvement Plan
Mabelvale Elementary School
2019-2020

Note: This is a living document. As new data is analyzed, the Leadership Team will make any necessary adjustments or modifications to this plan to reach our intended targets.

Focus Area 1: Achievement

Goal: to improve core instructional practices that support student achievement and growth through the implementation of R.I.S.E. in grades Kindergarten – 2nd and continued implementation of comprehensive literacy in grades 3rd – 5th to increase our student performance in Reading.

Current Status:

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. Currently, our master schedule reflects adequate time for the various building level teams to meet weekly 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 using the Professional Learning Communities model. ***A Professional Learning Community (PLC) is:***

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

Research has indicated that “if a student moves from the classroom of an effective teacher to that of an ineffective one, their achievement gains are typically negated (Kane & Staiger, 2008; Sanders & Rivers 1996). Conversely, if a student is placed in the classrooms of effective teachers in consecutive academic years, their achievement is far more likely to accelerate. Further, teachers are more effective when their peers are more effective; indeed, teachers consistently report that peers have the greatest impact on their practice. Consequently, it is the collective community of teachers, led by the principal, that is key to promoting school wide learning. In fact, empirical research shows that among the many individual in-school factors that influence student achievement, two stand out. Teacher impact is the single most important factor, accounting for 33% of school-level variation in achievement, closely followed by the influence of the principal at 25%. A host of other

school-level factors, some of which cannot be adequately measured, account for the balance of 42%.”

Our focus is on building leadership capacity. For our leadership practices to evolve and deepen, we have utilized the Shared Leadership Assessment Tool [<http://www.indistar.org/app/Resources/IndicatorResources/SharedLeadershipSelfAssesment.pdf>] to assess the current status of key elements of a shared decision-making system. As an instructional leadership team, we have identified areas that need improvement. We will work to develop capacity for teacher leaders to drive the work with the administration being monitors of the work and provide support and insight.

- The Leadership Team serves as a conduit of communication to the faculty and staff.
- The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.
- The Leadership Team seeks the input of others not on the team, in order to represent all faculty/staff.

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.

Mabelvale 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 and 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* Kagan, Blended Instructional Models, Gradual Release Model . . .). Our expectation is that . . . at least 80% of our core content teachers will use these selected strategies weekly with fidelity. Our focus will be to identify strategies that will enable our students to become better thinkers. Metacognitive skills transfer to other learning situations and are retained over time. **Metacognition** is "cognition about cognition", "**thinking** about **thinking**", "knowing about knowing", becoming "aware of one's awareness" and higher-order **thinking** skills. ... **Metacognition** can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem-solving. From his analysis of 395 research studies, Marzano concludes that metacognitive thinking is the primary vehicle for student learning. Research strongly suggests persistent, positive effects regardless of student age, achievement level, nationality or ethnicity.

Our instructional teams will also focus 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 will assist us in identifying gaps in our curriculum. Our goal is to continue this practice.

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. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar.

As of October 12, 2018, we were notified that we were a school ***In Need of Additional Targeted Support for the Subgroup of Special Education Students***. Our school plan addresses the recommendation of the continuous cycle of inquiry of (plan, do, check). The school will continue to revisit the school improvement plan each month to ensure that steps are being taken to address the areas of need for all students and implement strategies in interventions to close those gaps.

We will continue to implement the building wide Intervention Block called WIN – What I Need, Monday – Thursday for 30 minutes daily. During the 2019-2020 school year, we will be entering the implementation phase of our 1003a grant in which we decided as a Leadership Team to attend on-going professional development with Solution Tree. We will attend events hosted by Solution Tree that target high need areas.

READING

In reviewing the latest data from ACT Aspire Spring 2019, 62% of our 3rd-5th grade students performed at the ***In Need of Support*** category in Reading. 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. The ESSA Index 1% for our SPED students in 2018 was 54.09. The ESSA Index 5% for our SPED students in 2018 was 57.48. ESSA Index score 47.77.

Further examination of the ACT Aspire Summative Assessment data in Reading indicated that:

- Third grade African Americans and Economically Disadvantaged Students scored the lowest in the Integration of Knowledge and Ideas.
- Fourth grade males, African Americans, Economically Disadvantaged, and Students with Disabilities scored lowest in the Integration of Knowledge and Ideas.

- Fifth grade, African American Students and Economically Disadvantaged and Students with Disabilities scored lowest in Key Ideas and Details.

Goals:

1. 80% of students in 1st-3rd grade will demonstrate proficiency in fluency in grade level text by the end of the 2019 – 2020 school year.
2. 70% of students in 4th and 5th grade will demonstrate proficiency in reading comprehension in grade level text.

Areas of Concern:

Kindergarten	Language and Writing Vocabulary Use and Functions
1st & 2nd Grade	Informational Text Vocabulary Use and Functions
3rd Grade	Figurative Language Author’s Purpose Information Text: Main Ideas and Supporting Details Cause and Effect Vocabulary / Context clues
4th Grade	Key Ideas and Details Craft and Structure
5th Grade	Informational Text: Key Ideas and Details

Plans to Increase Reading Achievement:

1. 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 with the Science of Reading implementation.
2. Kindergarten through Second grade teachers will participate in the R.I.S.E training. R.I.S.E emphasizes the importance of building a culture in reading, educating parents about the importance of reading, and increasing access to books at home.
3. The Little Rock School District (LRSD) has implemented a new literacy curriculum in elementary. The curriculum utilizes Heggerty, Wit and Wisdom, and The Wilson collection (Foundations, Just Words, Wilson Reading Series) as resources to improve and enrich student learning for all students. Teachers will utilize these resources with fidelity.
4. Conduct formal and informal observations and document on EdReflect.
5. Third through Fifth grade teachers will implement a comprehensive literacy approach with the new Wit and Wisdom literacy component and our continued partnership with City Year.
6. Specialist will begin serving as interventionist to support homeroom teachers through the Professional Learning Communities process and WIN Intervention Time.

7. Provide training and implement the Professional Learning Communities Approach with support of Solution Tree and the Arkansas Department of Education.
8. Continue to provide training and implement SIOP Strategies in every classroom.
9. Continue the implementation of Lexia Core 5 at all grade levels.

MATHEMATICS

In reviewing the latest data from ACT Aspire Spring 2019, 23% of our 3rd-5th grade students performed at the ***In Need of Support*** in Math. The achievement average was higher in Gifted and Talented, White, Hispanics than Black, Economically Disadvantaged, and Students with Disabilities.

Further examination of the Act Aspire Summative Assessment Data in Mathematics revealed that:

- Third grade African American females, and White students scored the lowest in Number and Operations Base 10.
- Fourth Grade African American Males, English Language Learners, and Students with Disabilities scored lowest in Justification and Explanation.

Goals:

1. 70 % of students in 1st-5th grade will demonstrate proficiency in grade level math.
2. Increase the percentage of 2nd- 5th grade students moving from “In need of Support” by at least 5% in Math as measured by the 2018-2019 ACT Aspire Summative Assessment
3. To increase the percentage of 3rd-5th grade students moving from Close to Ready by at least 5% math as measured by the 2018-2019 ACT Aspire Summative Assessment.

Areas of Concern:

Kindergarten	Measurement and Data Numbers and Operations
1st & 2nd Grade	Measurement and Data Geometry
3rd Grade	Fractions – Compare/Order, Equivalence Multiplication, Division Place value
4th Grade	Numbers and Operations - Base 10 Numbers and Operations - Fractions
5th Grade	Multiplication Division

Plans to Increase Mathematics Achievement:

1. Implement adopted program, Imagine Learning for Math, to support reasoning for K- 2nd grade and math fluency for 3rd- 5th graders.
2. Implement the adopted district curriculum for core instruction and Tiered Interventions.

SCIENCE

In reviewing the latest data from ACT Aspire Spring 2019, 66% of our 3rd – 5th grade students performed at the ***In Need of Support*** in Science. This is 6 percentage points more than last year. In light of our student data, it is evident that our approach to implementing instructional practices and support for science instruction in our school has not shown to be adequate. A focus will be given to enhance teachers understanding of how science can be and is *embedded in the core curriculum and is not addition to be a major component of curriculum*. We will also implement extra support in the area of Science in the Makerspace Lab. Students will be able to conduct science experiments in the lab quarterly. By understanding that and implementing our curriculum with fidelity, we will *begin* to have improve in student achievement and growth in Science.

Goals:

By the end of 2019 – 2020 school year, we will work:

1. To reduce the percentage of students ***In Need of Support*** in Science from 66% to 45%.
2. To increase the percentage of students in the Ready category from 15% to 25%.
3. To increase the percentage of students in the Close category from 19% to 30%.

Areas of Concern:

3rd Grade

Life Science – Interaction with physical environment
 Physical Science - Engineering
 Earth and Space Science – Effects of Humans

4th Grade

Life Science – Ecosystems
 Physical Science – Matter and Its Interactions
 Earth and Space Science – Earth’s Systems

5th Grade

Life Science – Interactions with physical environment
 Physical Science - Engineering
 Earth and Space – Effects of Humans

Plans to Increase Science Achievement:

- Identify a lead science person in the building who will be responsible for attending district and state training in the area of science and then provide that training to teachers in the building.
- Provide professional development for PLCs with a partnership with the district lead science teacher.
- Implement a science course using the makerspace lab with support from the district lead science specialist.

PROFESSIONAL DEVELOPMENT

- R.I.S.E. for K-5 teachers, reading teacher, and administration
- S.I.O.P training to improve instruction for English Language Learners
- Professional Learning Community (PLC)-focusing on utilizing assessments and evaluating the strength of instructional strategies to plan future lessons and differentiate instruction for targeted small groups.
- Imagine Learning to improve Mathematics performance.
- District Science trainings.
- District Literacy Trainings
- PLC with Solution Tree and Arkansas Department of Education

Evaluation:

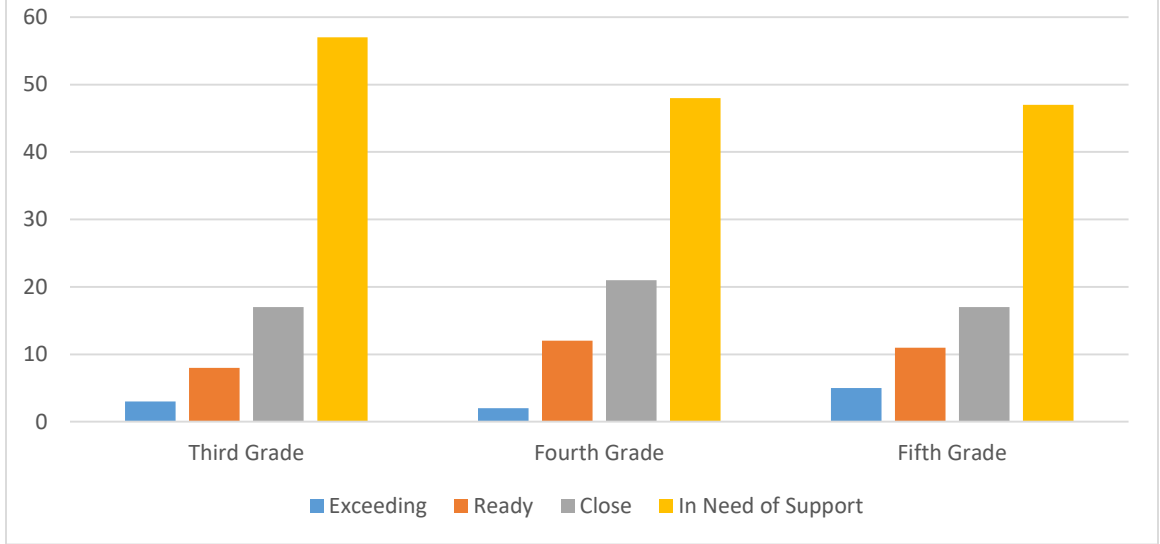
We will monitor our students' achievement and growth using various assessments. We will begin the year by conducting beginning of the year assessments provided by the district to determine a baseline for each student. In addition to progress monitoring using SMI and Reading Assessments, students will be taking the NWEA 3 times during the course of the year to assist in measuring student growth.

Other Needed Support tied to specific Barriers: Resources/Training for Science implementation

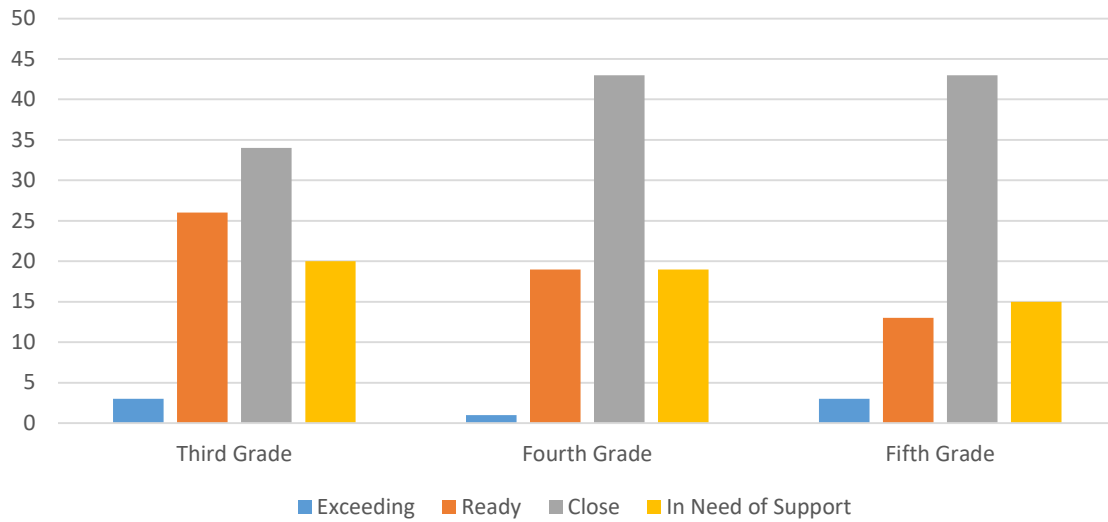
MAP Assessment Growth Comparison Fall 2018 - Spring 2019

	Mathematics	Reading	Science
Kindergarten Summary			
Observed Growth	16.7	14.1	
Projected Growth	17.4	15.4	
Count with Projection	74	71	
Count Met Projection	36	28	
Percent Met Projection	49%	39%	
First Grade Summary			
Observed Growth	15.4	13.3	
Projected Growth	16.5	14.7	
Count with Projection	74	72	
Count Met Projection	29	29	
Percent Met Projection	39%	40%	
Second Summary			
Observed Growth	12.0	10.2	
Projected Growth	13.5	12.8	
Count with Projection	82	81	
Count Met Projection	30	27	
Percent Met Projection	37%	33%	
Third Summary			
Observed Growth	7.8	6.5	2.3
Projected Growth	11.0	10.2	7.6
Count with Projection	47	57	53
Count Met Projection	14	16	6
Percent Met Projection	30%	28%	11%
Fourth Grade Summary			
Observed Growth	5.6	3.3	3.7
Projected Growth	9.1	7.4	5.9
Count with Projection	58	63	33
Count Met Projection	20	17	14
Percent Met Projection	34%	27%	42%
Fifth Grade Summary			
Observed Growth	7.0	2.5	4.7
Projected Growth	7.3	5.8	5.1
Count with Projection	66	45	48
Count Met Projection	27	14	20
Percent Met Projection	41%	31%	42%

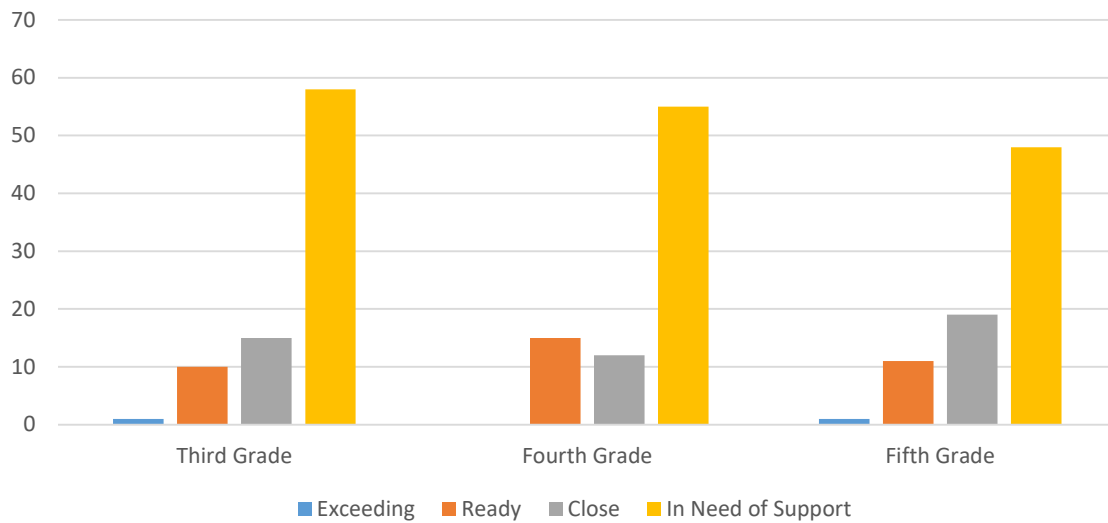
ACT Aspire 2019 Reading Performance Mabelvale Elementary School



ACT Aspire 2019 Mathematics Performance Mabelvale Elementary School



ACT Aspire 2019 Science Performance Mabelvale Elementary School



Focus Area 2: School Culture with a focus on Student Attendance and Discipline

Current Status:

Given the diversity of gender, race and social economic status to some degree at **Mabelvale 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. 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 goal this year was to reduce the percent of students identified as Chronic Absent from 8.6% for 2018-2019 school year to 2% for the 2019-2020 school year. Attendance will continue to be a focus for the 2019-2020 as we continue to eliminate chronic absenteeism as a barrier to learning. Parents have indicated that in some instances, communication has not been effective.

- We will ensure that we have 100% parent and teacher participation in at least two formal parent teacher conferences during the school year with one occurring each semester.

- Teachers will continue to utilize Classroom DoJo as a means to communicate students' academic and behavior progress.
- Disciplinary referrals did not decrease as much as we had hoped. Last year we had 127 disciplinary referrals down 1 from the previous year of 128. We hope to provide students with an alternative method of discipline by offering more Restorative Justice Practices. Dr. Broadnax and Cassandra Green have agreed to give some professional development on restorative practices for the school.
- 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. Students will continue to participate in leadership training with Coach Moncrief and Moncrief OneTeam. The Moncrief OneTeam approach states that Moncrief One Team is a people development company; building adults and youth alike. With a wealth of knowledge and combined experience in sports, business, leadership and education, they offer very unique and innovative solutions through training and resources. They are committed to personal and professional development of individuals, teams and organizations. Their vision is to impact and inspire others as they strive to achieve peak performance in the areas of Team Enhancement, Leadership, and Social Development.
- 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. The four pillars of National Jr. Beta Club are: ACHIEVEMENT - Recognizing and honoring high academic achievement, CHARACTER - Preparing young people for life and empowering them to be successful, LEADERSHIP - Developing the leaders of tomorrow, and SERVICE - Demonstrating our motto: Let Us Lead by Serving Others.

Goals:

1. To reduce the number of students identified as Chronic Absent from **14** to **5** 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.

Plans to Improve School Culture:

- City Year Corp provides a quarterly school-wide incentive for recognizing student perfect attendance.
- PBIS Rewards

- Honor Roll Assemblies
- Community Walk “Feet to Seat” – (District Initiative)
- Our counselor contacts students and parents after 5 unexcused absences are documented.
- Beta Students will participate in local, state, and national training and educational tours.
- Counselor conducts focus lessons on tardiness and attendance in the classrooms.
- Professional Development
 - Classroom Management Support
 - National Jr. Beta Club-Local State and National Training (\$8,000)
 - Moncrief OneTeam (\$15,000)
 - Staff training on Behavioral Health Issues / IEP / MDRs / Behavior Plans
 - Others as needed
- Monitor classroom and school discipline strategies and evaluate the effectiveness of the Site Based Intervention Strategies
- Continue to monitor student discipline Referrals
 - If most of our discipline referrals happen during recess, we will develop a plan to address how the recess is structured.

Focus Area 3: Parent Engagement using a variety of Social Media platforms

Current Status:

Mabelvale Elementary School currently utilizes Facebook, ParentLink, and Dojo as a means to connect to our parents and community. We have about 40 followers on Facebook. We use Facebook to push out parent information for upcoming school and district events. We also upload videos and photos on our Facebook page of student activities as well as parent events hosted at our school. Parent Link is another way we connect our school to our parents. We create weekly/monthly messages to push out information regarding our school events, such as, Math/Literacy/Science Parent Nights, 21st Century activities and/or events, and District Information. With our parent link system, we can reach over 70% of our parents/guardians with important information. Based on observations from parent events, we have noticed a continued trend with parental engagement at our school and decrease in student performance. There has been a decline in parents attending events at/outside our building. Parents are communicating less with teachers which has caused a decrease in student performance, attendance at school, and an increase in behavior issues. In addition to a decrease in appropriate parental communication, we have seen an increase with inappropriate parental communication with the teacher and school.

To address the current reality, our four-point approach will be: 1. Create a mobile-first parental strategy, 2. Encourage parent created content, 3. Embrace social media and 4. Conduct a parent and student surveys.

Goal(s):

1. To increase parent engagement by utilizing multiple Social Media outlets via Facebook, Instagram, and Twitter, in an effort to connect our school to our parents and community.

Plans to Increase parental involvement using social media include but are not limited to:

- Create a mobile-first parental strategy
 - Parenting Partners (Cost minimal – supported by Title I District)
 - Increase Facebook followers from 523 to 700 during the 2019-2020 school year
 - Maintain a school Instagram and Twitter Account
 - Streamline content across all Social Media Outlets
 - Create a Social Media Committee to meet and plan strategic content/resources to connect more to our parents
- Encourage parent created content
 - Parent Surveys to determine what information parents need, best means of communication (which social media outlets they have access to)
- Technology Training for parents (Cost Minimal – supported by Title 1 Funds) (\$2,500.00)
 - Quarterly Computer Literacy Nights for Parents with the focus on:
 - establishing email accounts for parents who do not have access to email/Gmail
 - access to home Wi-Fi
 - how to access attachments/documents online, access websites such as:
 - Facebook
 - Instagram
 - Twitter
 - LRSD website/Gateway
 - HAC

Evaluation:

We will monitor our implementation regularly and will evaluate our Parent and Family Engagement Plan Annually. We will analyze the parent participation in events such as: Open House, Parent Teacher Conference Day, and other school events that provide information about our instructional program. We will measure the impact of our social media approach by monitoring the number of views, comments, likes, and joins we have during the course of the school year. Conduct an annual parental and student survey.

Other Needed Support tied to specific Barriers: Parental Involvement

SCHOOL IMPROVEMENT PLAN
MCDERMOTT ELEMENTARY
2019-2020

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‡	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	43	133.1	9.1	16	151.7	11.3	22	18.5	1.1	17.7	0.37	64	43	21	49	44	
1	49	151.7	13.3	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)	Growth Count‡	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	181.6	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	-0.25	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)	Growth Count†	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	38	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

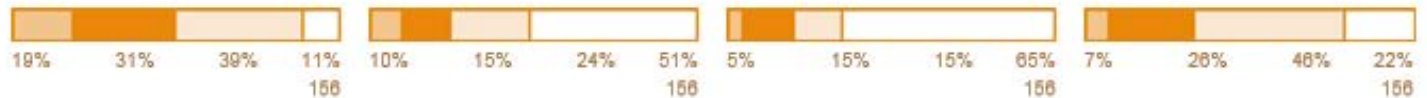
ENGLISH

READING

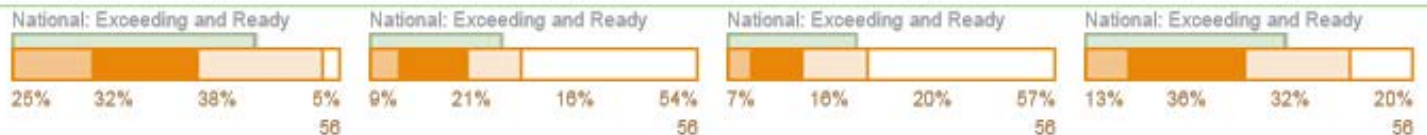
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MATH

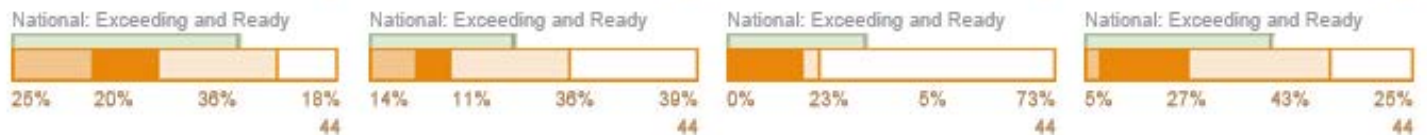
MCDERMOTT ELEMENTARY SCHOOL



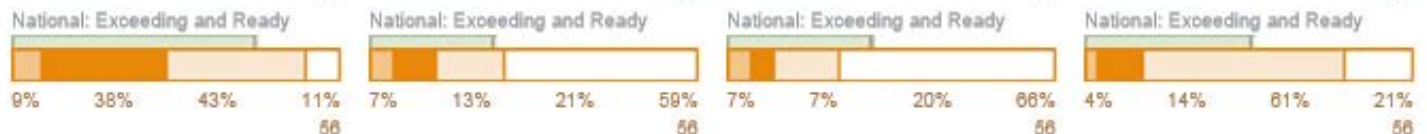
Grade 3



Grade 4



Grade 5



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.	<ul style="list-style-type: none"> 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] B. Hire an Academic Intervention Specialist to assist with organization, training, observation, assessment coordination, assessment of the RTI process and small group instruction [July 2019] C. Focus PD plan to address instructional deficits/needs of teachers [August/September 2019] 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] E. Use online programs/software to assist with instruction and assessment of individual/small group learning [August 2019-May 2020] 	<ul style="list-style-type: none"> A. Solution Tree B. Title I Funds/Heggerty/Wit & Wisdom C. Google Form Survey/Administrator & Facilitator Observation D. Application form and process E. Title I Funds 	<ul style="list-style-type: none"> A. Administration & Facilitator meeting attendance/teacher use of Google Form asking the four PLC Questions B. Administrator classroom visits with feedback documented in EdReflect/Facilitator notes & checklists/NWEA Growth & ACT Aspire data comparisons to previous year C. End-of-semester teacher survey and administrator review D. Indistar Minutes & Sign-in sheets E. Software achievement reports (Lexia, Freckle, others as determined by need)

	<ul style="list-style-type: none"> F. Per Act 1603, send all 3-5 teachers and untrained K-2 teachers to six days of RISE Science of Reading training [Ongoing] G. Send Academic Instructional Specialist, a K-2 representative, and a 3-5 representative to attend Wit and Wisdom module lesson studies to share information in the building [September 2019] H. Technology Support-pay a teacher an hourly rate to help with beginning of the year startup and on-going technology support [August 2019 and Ongoing] I. Pair teachers with opposite strengths and weaknesses to do colleague visits and collaboration [September 2019 and Ongoing] 	<ul style="list-style-type: none"> F. District/State training staff G. Wit & Wisdom/District trainers H. Title I Funds/Google Form Building Technology Needs Requests I. Beginning of year staff survey form/scheduling 	<ul style="list-style-type: none"> F. RISE Look-For Checklists completed during administrator classroom visits G. Wit & Wisdom PLC documentation H. Technology assistant records/Google Form request data I. End-of-year staff survey regarding effectiveness of the pairing practice
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Focus Area 2: Student Growth and Achievement

Goal-Including Timeline (PLAN)	Actions/Strategies (DO)	Supports/Professional Development	Measurement/Evaluation (CHECK)
<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>	<ul style="list-style-type: none"> A. Revise the schedule to implement a 60-minute literacy intervention block and determine usage [June 2019 and Ongoing as needed] B. Provide Tier II and Tier III intervention to students who 	<ul style="list-style-type: none"> A. Staff with scheduling expertise B. Just Words and Wilson Tier II and Tier III intervention 	<ul style="list-style-type: none"> A. NWEA MAP Growth Reports (Fall, Winter, & Spring) B. NWEA Assessment quarterly review/Dyslexia Screeners

<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>are not making adequate growth in literacy [September 2019 and Ongoing]</p> <ul style="list-style-type: none"> C. Implement quarterly student timed writings using Chromebooks for Grades 3-5 [October 2019-May 2020] D. Implement quarterly school-wide STEM days [September 2019-May 2020] E. Encourage the use of cross-curricular units [Ongoing] F. Use Student NWEA Data Trackers/Goal Setters [September 2019 and Ongoing] G. Provide quarterly incentives for meeting AR goals [October 2019-May 2020] H. Provide incentives to students for NWEA Growth [October 2019-May 2020] 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] 	<ul style="list-style-type: none"> C. Instructional Specialists/teachers/technology assistant D. Leadership Team/STEM Team/teaching staff E. STEM Team F. Student data folders/NWEA website G. Literacy Team/District provision of AR/Title I funds H. Leadership Team/MAP Growth reports I. Academic Bootcamp staff, snacks, and materials/Title I Funds 	<ul style="list-style-type: none"> C. PLC team writing review to drive future instruction D. Photographs and other created artifacts E. End-of-year staff survey F. Administration and Leadership Team folder review G. AR Reports reviewed by Literacy Team and Leadership Team H. NWEA Reports reviewed by the Leadership Team I. Pre/Post Assessment for Bootcamp reviewed by Leadership Team
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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%.	<ul style="list-style-type: none"> A. Implement Year 1 Leader in Me strategies [June 2019-May 2020] B. Use Student Attendance Data Trackers/Goal Setters [September 2019-May 2020] C. Continue using The House System (Ron Clark Academy) to collectively reward and celebrate good behavior and attendance [September 2019-May 2020] D. Reward students monthly for perfect attendance [September 2019 and Ongoing] E. Collaborate/Communicate with parents, students, staff, and community members about the importance of excellent attendance [September 2019-May 2020] F. Encourage students to be absent 5 or fewer days by offering parent incentives quarterly [October 2019-May 2020] G. Send a team of staff members to the Ron Clark Academy to ascertain other ways to build school culture [TBA] 	<ul style="list-style-type: none"> A. FranklinCovey Leader in Me Training Staff, materials, staff shirts/ Lighthouse Team B. Student data folders/ Attendance Committee C. Wheel used for student House selection/House Bracelets, T-Shirts & other student identifiers/House Committee/Title I Funds D. Prizes and incentives for students/Attendance Committee E. \$25 gas card drawing for parents of students meeting attendance criteria/Attendance Committee F. Large Prizes donated by community partners/Community Partner Committee/Attendance Committee G. Title I Funds 	<ul style="list-style-type: none"> A. Quarterly Attendance/ Discipline Data Review B. Monthly Review of Attendance Data C. Quarterly Attendance/ Discipline Data Review and weekly review of House Point totals D. Monthly Review of Attendance Data E. Monthly Review of Attendance Data F. Quarterly Review of Attendance Data G. Report/Presentation by travelling team to entire staff

SCHOOL IMPROVEMENT PLAN
MEADOWCLIFF ELEMENTARY
2019-2020

Meadowcliff Elementary School Improvement Plan Little Rock School District

Focus Area Student Growth and Achievement	
Goal	
<p>By June 2020 80% of students in grades Kindergarten through 5th grade will show growth of 1 year of more in reading and math on the NWEA Assessments.</p>	
Data Narrative	
<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. 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"> Redesign 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 Assessments NWEA Map Skills Go Math CGI/ECM Problems 	<ul style="list-style-type: none"> Lisa Lollar (Bi-Weekly Meeting, 3rd Monday of the month)
<ul style="list-style-type: none"> Team Success is a progress monitoring system utilized to support teachers to reflect and adjust instruction based on the analysis of student data. The team is comprised of grade level teams, school and district leadership. 	<ul style="list-style-type: none"> Progress Monitoring Data Sheet Progress Monitoring Summary Sheets NWEA Interim Assessments 3rd-5th Math SMI School Data Wall Dyslexia Screeners DIBELS NWEA Checklist PAST 	<ul style="list-style-type: none"> Marjorie Plant and Keysha Griffith-Monitor intervention every 2nd and 4th Monday of the Month for effectiveness Classroom Teachers District Facilitators
<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. 	<ul style="list-style-type: none"> edReflect-Classroom Walk-throughs-Monitor RISE Implementation using protocol Monitor Small Group Lesson Plans 	<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) Students set and monitor personal goals 	<ul style="list-style-type: none"> Lexia Reports (Percentage of Usage, Number of Minutes, Grade Level Report) 	<ul style="list-style-type: none"> Classroom Teachers, Nyree Williams (Weekly) Team Success Members
<ul style="list-style-type: none"> Implementation of reading programs-Fundations, Wilson Reading System, Just Words, Heggerty 	<ul style="list-style-type: none"> Progress Monitoring Sheets Focus Walks in the 1st 9 weeks looking for implementation of Fundations, WRS System, Just Words, and Heggerty. 	<ul style="list-style-type: none"> Curriculum Team (Monthly)
<ul style="list-style-type: none"> Interventionist will meet with small groups. 	<ul style="list-style-type: none"> Use and review progress monitoring of Tier 2 	<ul style="list-style-type: none"> Jennifer Bulloch, Keysha Griffith, John Cameron,

<ul style="list-style-type: none"> • Reading specialist will meet with students identified with characteristics of dyslexia. • Mustang Mission Control Learning Center 	<p>(Foundations and Just Words), Tier 3(WRS) using progress monitoring data sheets with pre and post data.</p> <ul style="list-style-type: none"> • Monitoring during monthly Team Success • WADE, WIST, PAST, DIBELS, DSA. Wilson Reading System, Foundations, Just Words, Heggerty 	<p>Stephen Colby, Shea Pickens, Kenya Robinson, Tonia Weems, Jenny Thompson (Assessments 3x's per year- Sept, Jan, May)</p>
<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"> • 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 	<ul style="list-style-type: none"> • Tonia Weems, Betty Powell, Zandra Gordon (2nd and 4th week of each month)
<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) 	<ul style="list-style-type: none"> • Leadership Team (October, December, March, May 2019-20)
<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 be provided a yearly calendar of school activities. 	<ul style="list-style-type: none"> • Comprehensive Needs Assessment, Title I Compact, NNPS, Annual Evaluation, • Classroom Newsletters • Principal Newsletter • Specialist Newsletter • Monitor parental involvement through parent-teacher conference, school-wide meetings and events 	<ul style="list-style-type: none"> • Kenya Robinson (Monthly) • Classroom Teachers (Weekly, Monthly) • Cynthia Collins • Leadership Team, PTA(Monthly)
<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 Ellevations for ESOL strategies and modifications 	<ul style="list-style-type: none"> Lesson Plans, Elleviations 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"> After School 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 After School Teachers (September-March 2019-20)
<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 	<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

<p>girls to increase a sense of belonging and to support the growth and empowerment for girls through mentoring and community involvement.</p>		<p>Weems, Charnise Virgil Moore, PTA, Life Spring Church (Monthly)</p>
<ul style="list-style-type: none"> Men to 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, Omega Psi Phi Fraternity, Cynthia Collins, Tonia Weems, PTA, Life Spring Church, Quinton Henderson (Weekly)
<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 	<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.

<p>SE02 All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.</p>	<p>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</p>	<p>MET04 All teachers build students’ metacognitive skills by teaching learning strategies and tools and their appropriate application.</p>	<p>IID09 Instructional teams use student learning data to plan instruction.</p>	<p>SE01 The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and</p>	<p>FE04 The School Title 1 Compact includes responsibilities that communicate what parents (families) can do to support their students’ learning at home.</p>	<p>IE10 The principal celebrates individual, team, and school successes, especially related to student learning outcomes.</p>	<p>ID08 Instructional team meets regularly (twice a month or more for 45 minutes to conduct business.</p>
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	interests, and aspirations.			student competitions.			
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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)

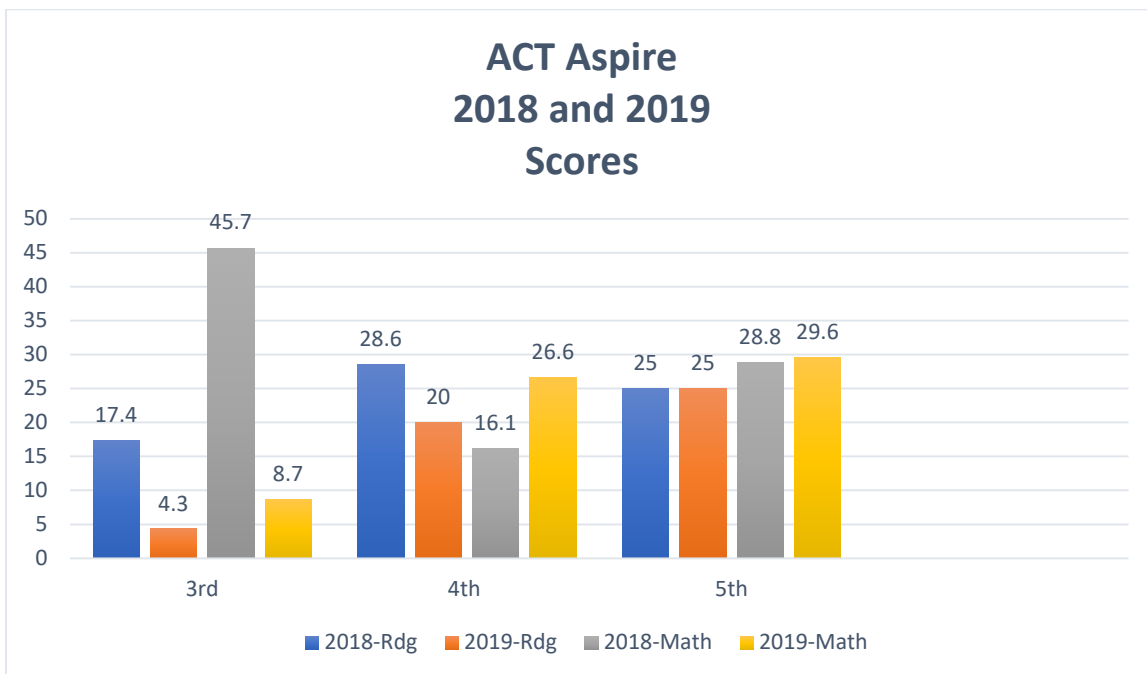
Staff

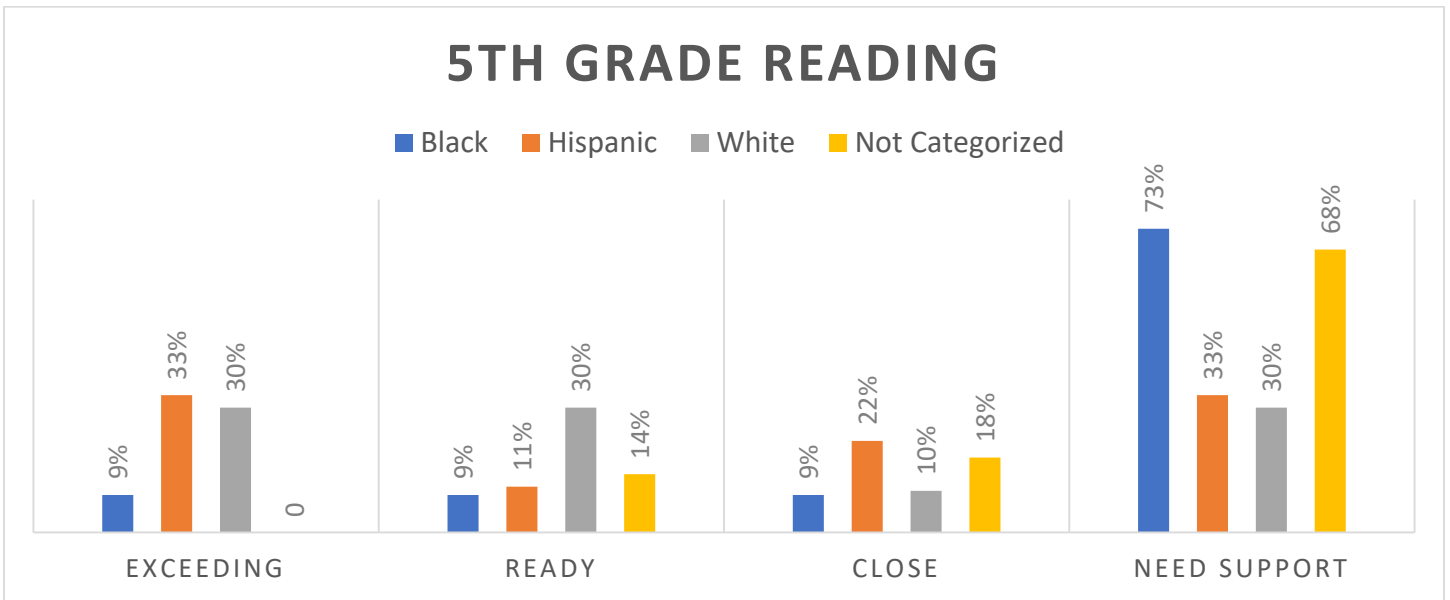
Leadership	Team Success	Curriculum Team	Specialists	Stakeholders	Classroom Teachers	Support Staff
Cynthia Collins, Principal Jennifer Bulloch, Academic Interventionist Keysha Griffith, Reading Interventionist, Marjorie Plant, Special Education,	Marjorie Plant Jennifer Bulloch Cynthia Collins Lisa Lollar 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	Michael Drake City of Little Rock Life Spring Charnise Virgil Moore, UAMS Omega Psi Phi Fraternity	Verdia Hence, Kindergarten Kimberly Rosby, Kindergarten Stacey Jackson, 1st Glennesia Skipper, 2 nd Remona Moore, 3 rd Terri Ward, 3rd Laura Pinckley, 2 nd	Zandra Gordon, Secretary Betty Powell, Paraprofessional

Kenya Robinson, GT Specialist Amy Frye, Teacher Stacey Jackson, Teacher			Kenya Robinson, GT		Sharon Smith, 4 th Pam Allen, 5 th Kelli Alford, 5 th	
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Testing Data Student Breakdown

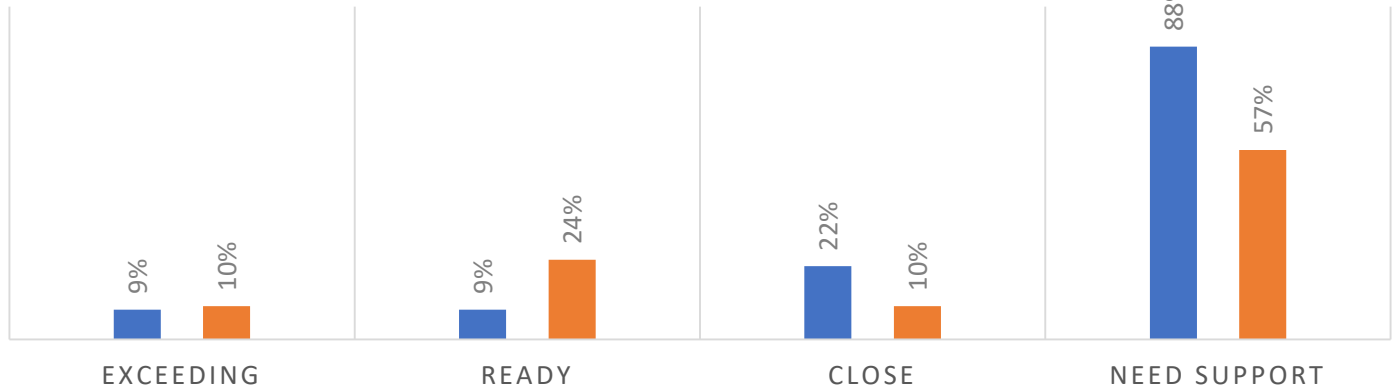
Based on our data trends, Spring 2019 results of NWEA and ACT Aspire, percentages represent number of students who met student status norms:





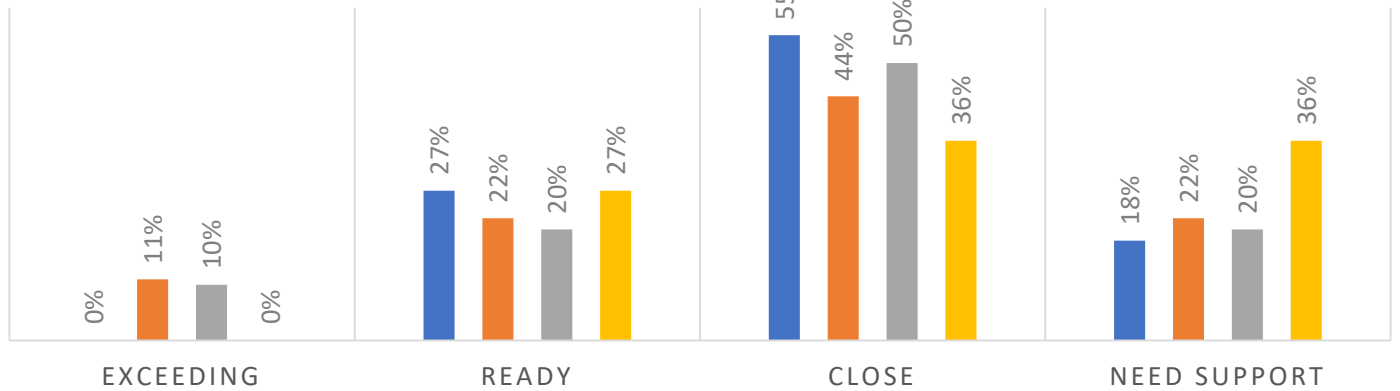
5TH GRADE READING

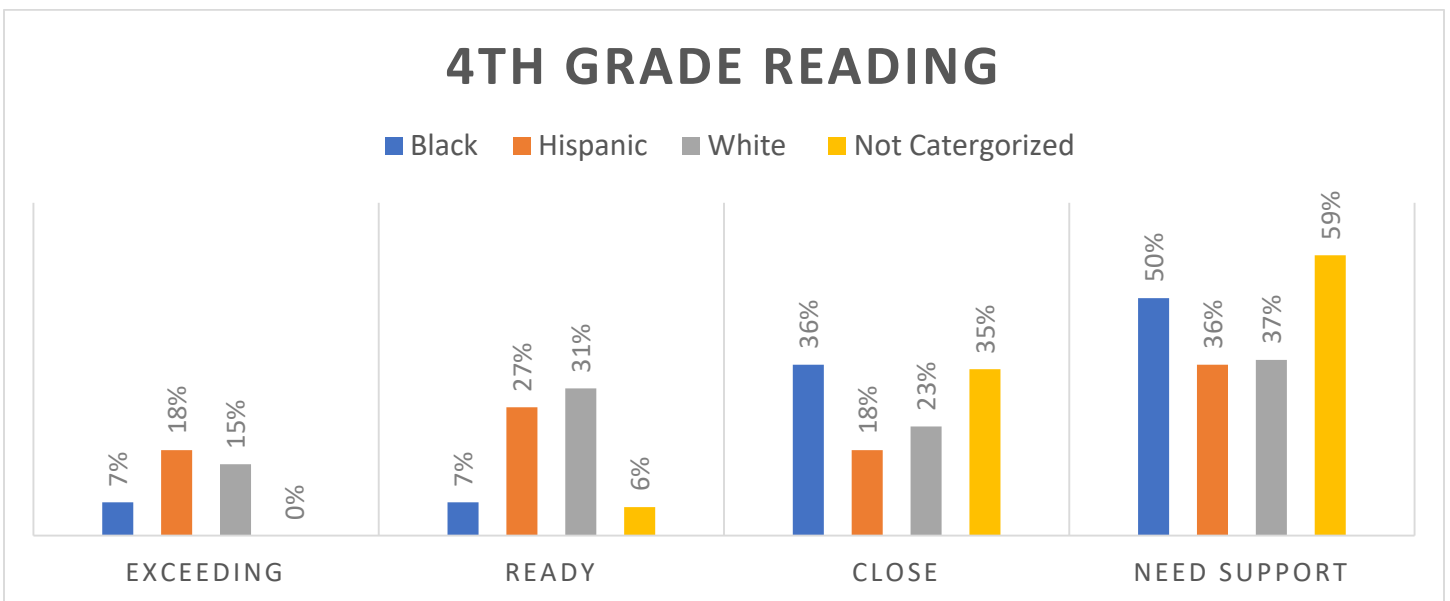
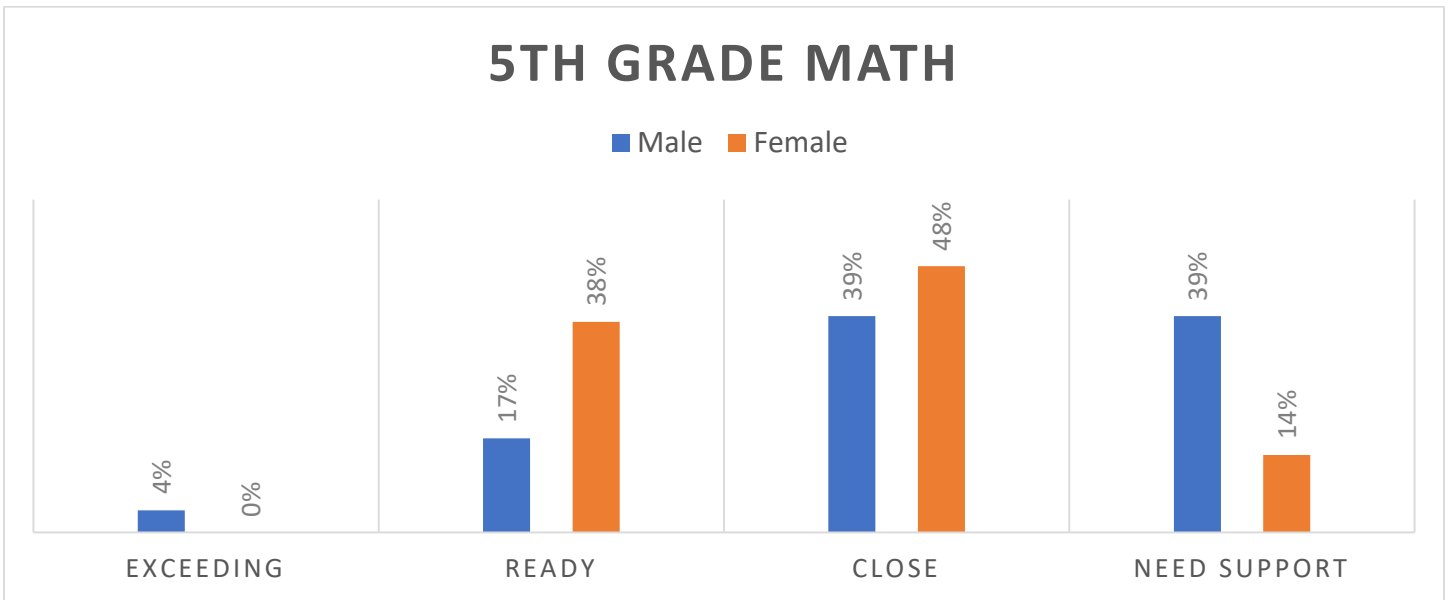
■ Male ■ Female



5TH GRADE MATH

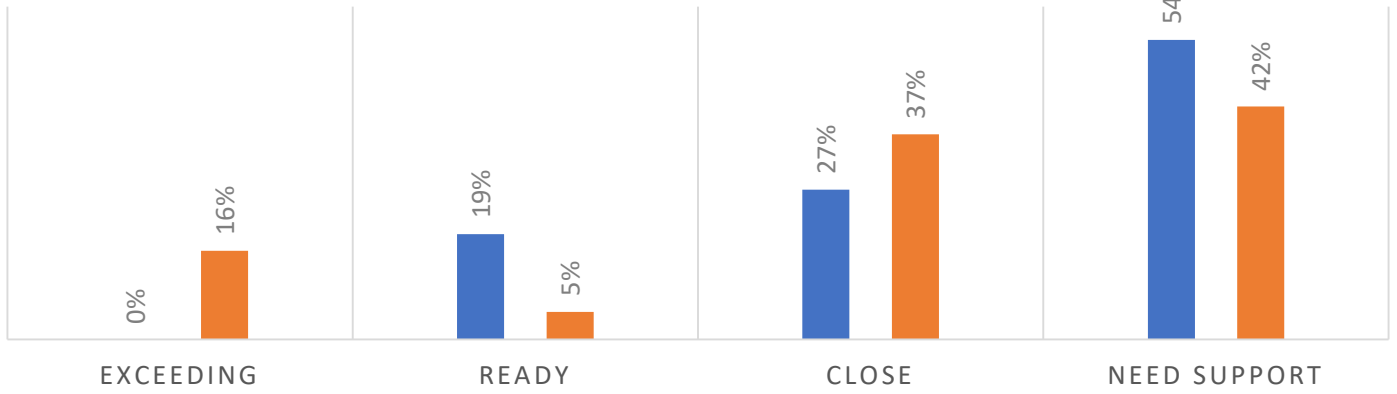
■ Black ■ Hispanic ■ White ■ Not Categorized





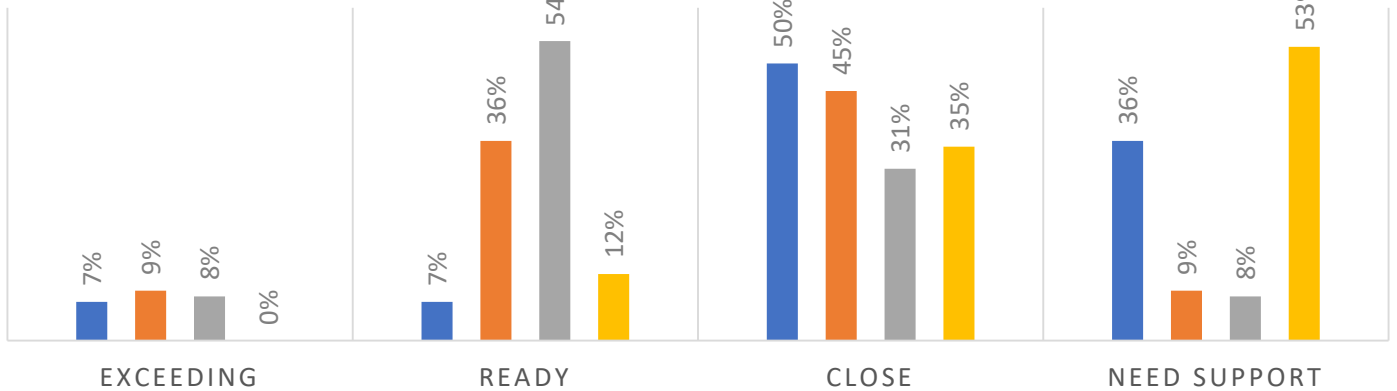
4TH READING GRADE

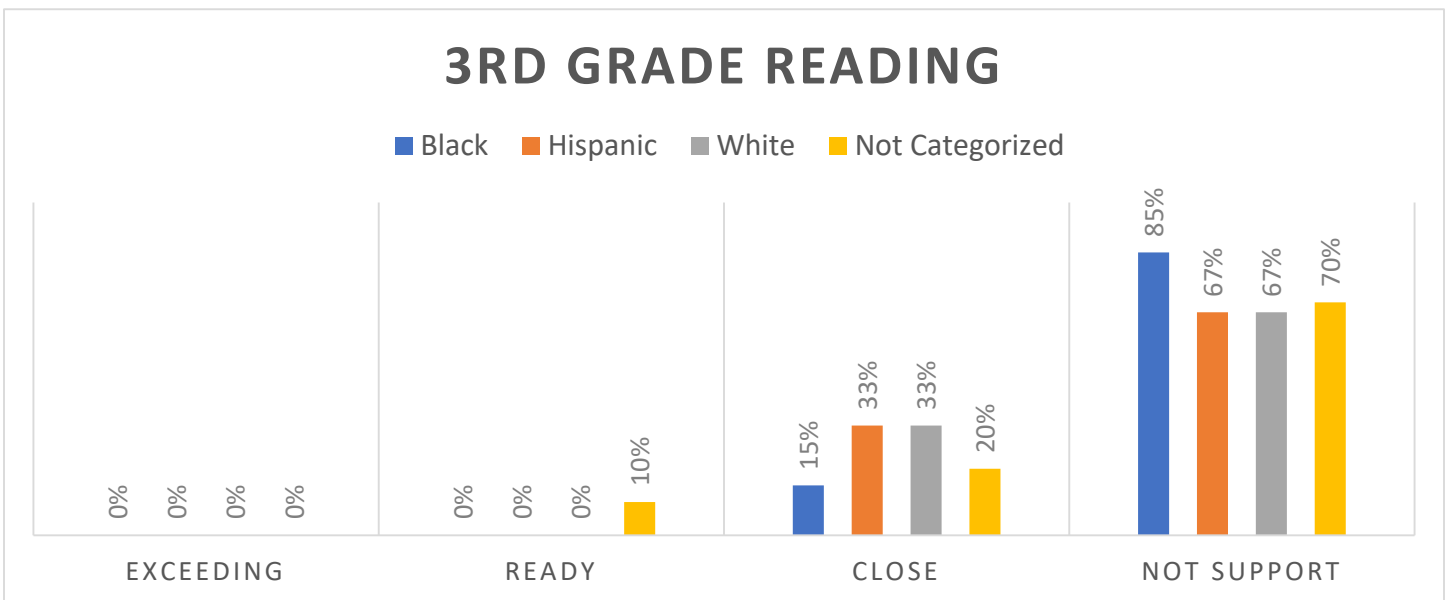
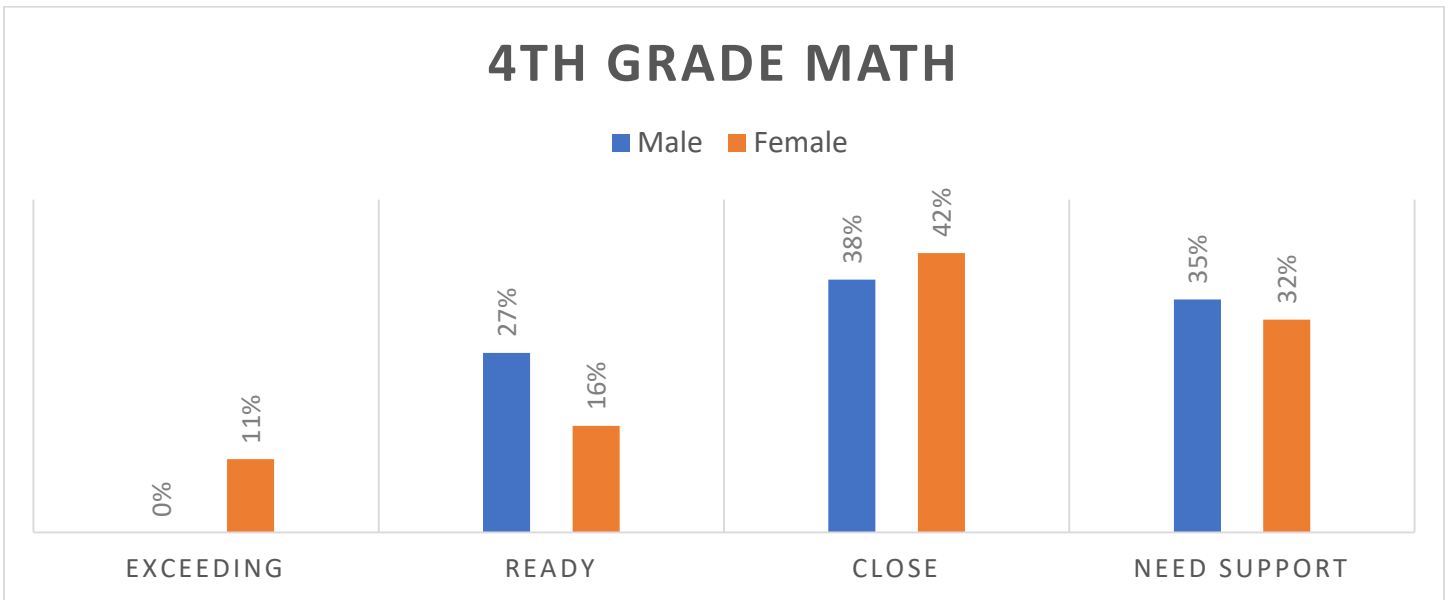
■ Male ■ Female



4TH GRADE MATH

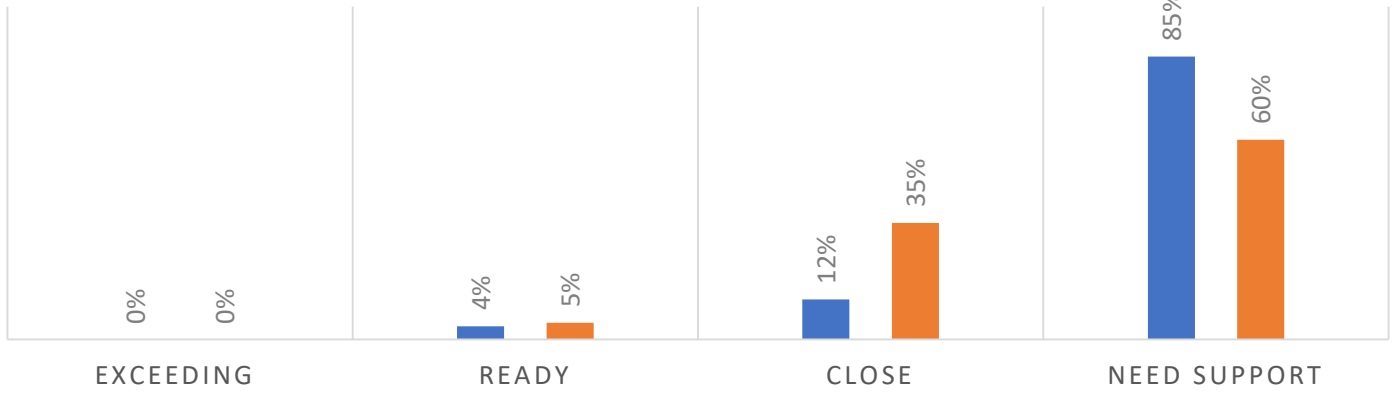
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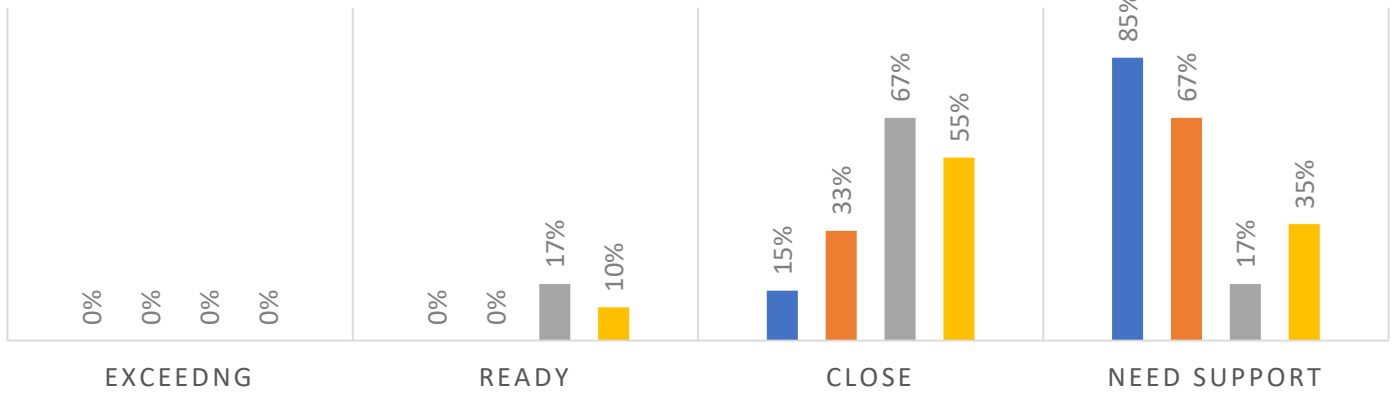
3RD GRADE READING

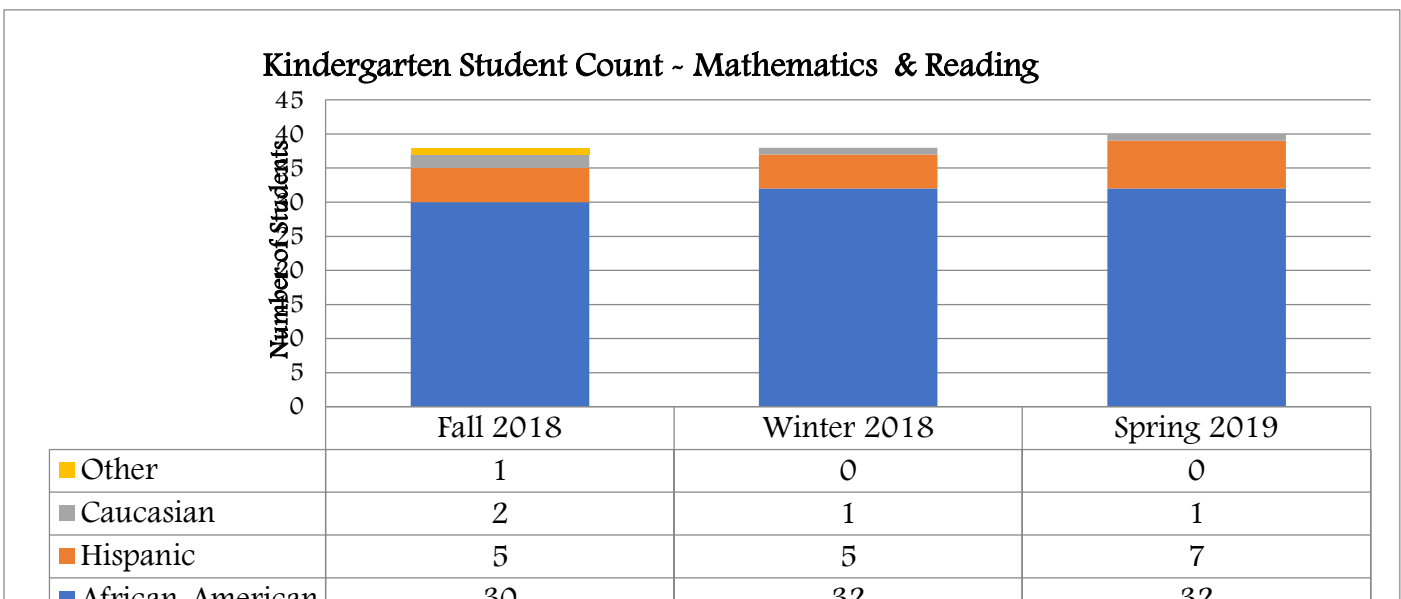
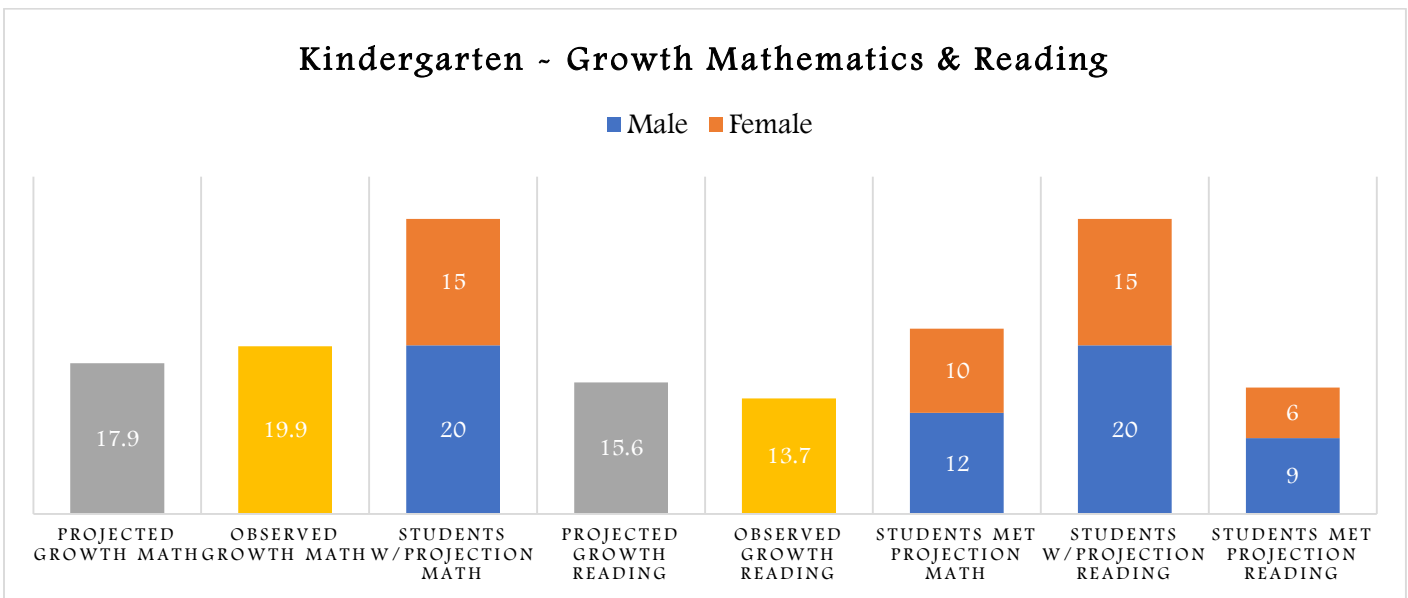
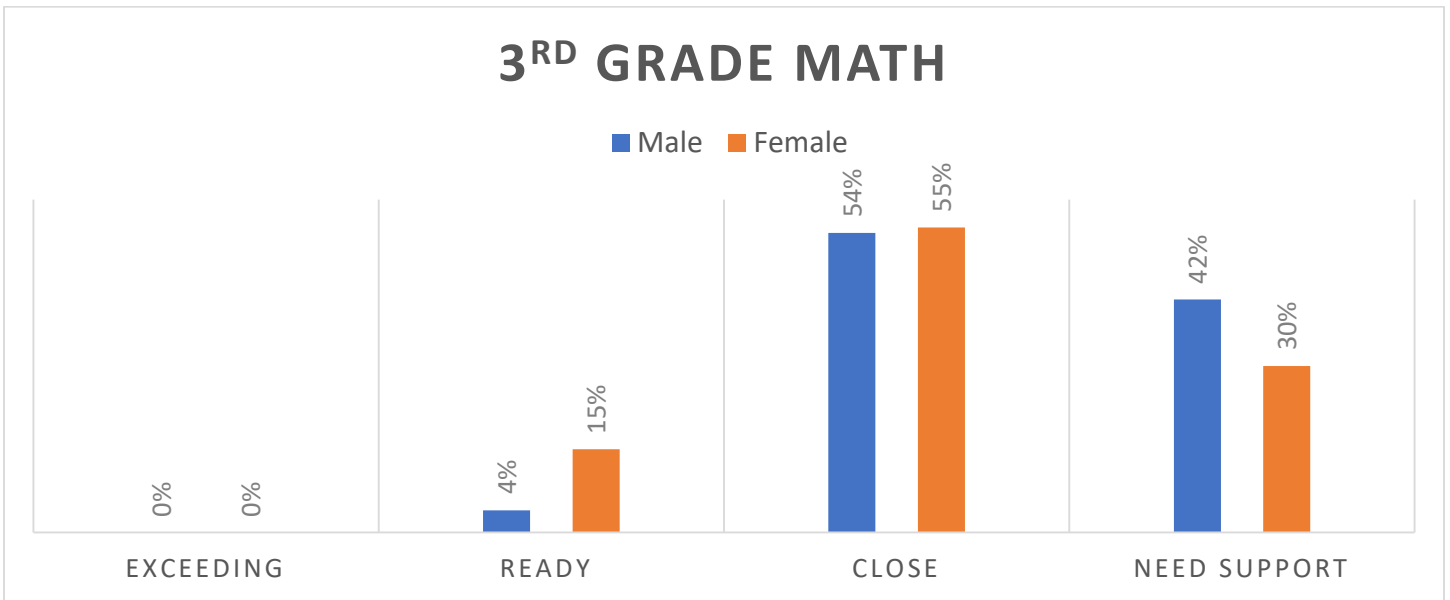
■ Male ■ Female



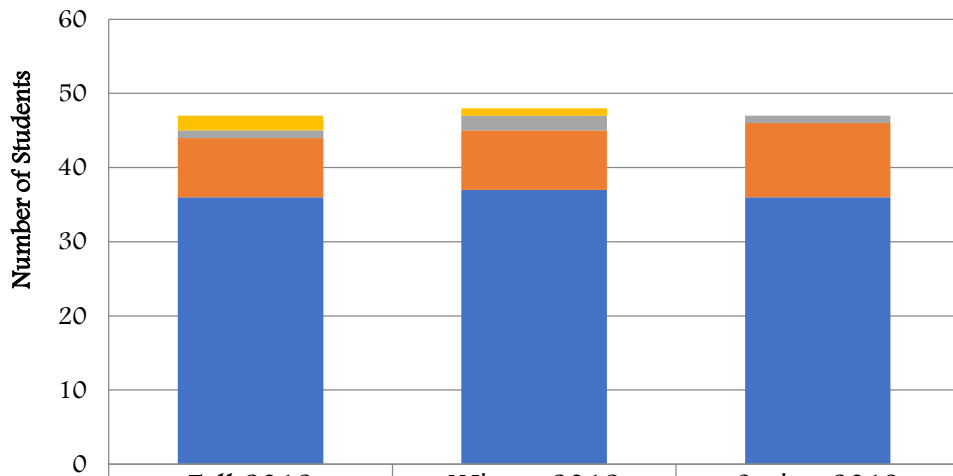
3RD GRADE MATH

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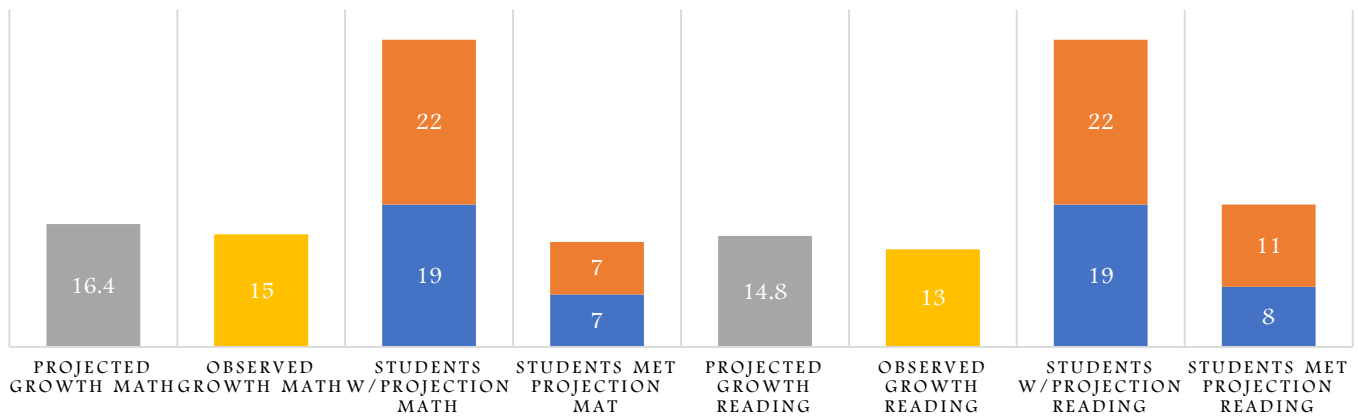
1st Grade Student Count - Mathematics & Reading



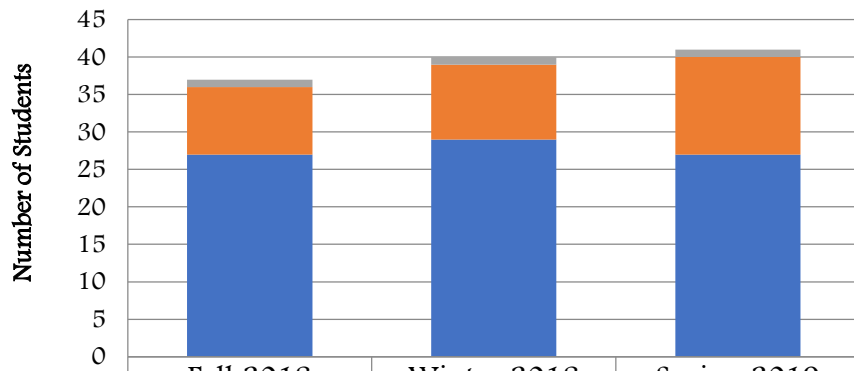
	Fall 2018	Winter 2018	Spring 2019
Other	2	1	0
Caucasian	1	2	1
Hispanic	8	8	10
African-American	36	37	36

1st Grade - Growth Mathematics & Reading

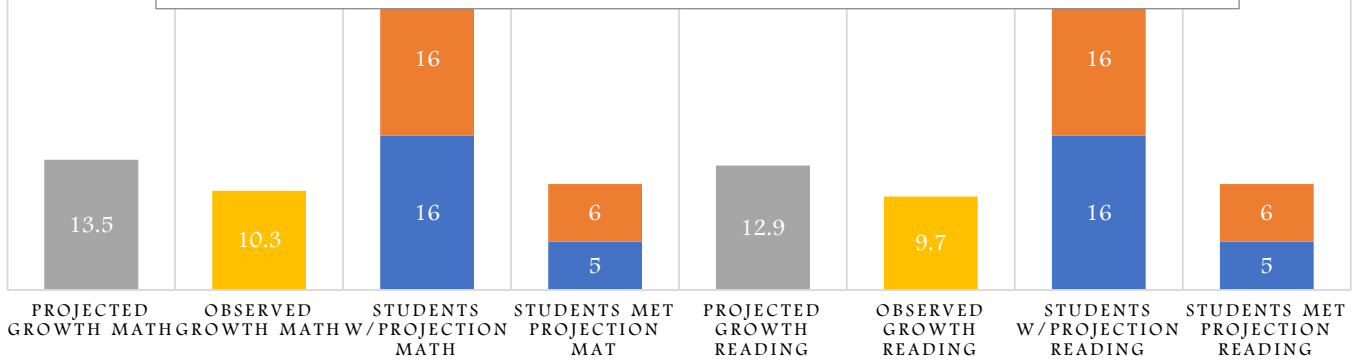
■ Male ■ Female



2nd Grade Student Count - Mathematics & Reading



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



SCHOOL IMPROVEMENT PLAN
OTTER CREEK ELEMENTARY
2019-2020

Otter Creek Elementary School
16000 Otter Creek Parkway, Little Rock, AR 72210
Comprehensive Needs Assessment & Plan Overview
2019-2020

On August 21, 2019, the Otter Creek Elementary School (OCES) Campus Leadership Team (CLT), a stakeholder group that consisted of teachers, support staff, a parent, and PTA member met to review the contents of this School Improvement Plan (SIP). After careful consideration of all information contained within this document, the members of this group hold that the goals of this plan are fundamental for all students to achieve higher performance levels on NWEA Map Growth & ACT Aspire Summative Assessments. Everyone who serves on the CLT agrees to follow a continuous cycle of inquiry, *Plan, Do, & Check*, to guarantee progression toward the accomplishment of each goal and utilization of research-based best practices and data-driven decisions that will ensure proper execution of the interventions and practices outlined by this plan to guarantee the mission of OCES. The CLT will follow a monthly meeting timeline to monitor the effectiveness of SIP interventions and practices by determining what is working, what is not working, and prescribe professional learning necessary for adults to deliver quality instruction, remediation, and extension.

School Information

Grades Served: K – 5
Enrollment: 429
School Letter Grade: C
School Improvement Status: Additional Targeted Support

Student Information

Black 67%
Hispanic 25%
White 7%
English Learners 22%
Low-Income 84%
Special Education 14%

Our Mission

Our mission at Otter Creek Elementary School is to prepare all students to be successful in a twenty-first century, global community for whatever life endeavors they choose to pursue. Every student will grow academically, socially, and emotionally each year.

Our Vision

We believe our mission will be accomplished through:

- Authentic Collaboration
- Shared Leadership
- Parental Involvement
- Positive School Climate
- Engaging Learning Environment

Our Collective Commitments

In order to fulfill our fundamental purpose and become a culture as outlined by our vision, each member of the staff is obligated to:

- Maintain a safe and engaging environment full of respect, collaboration, and independence.
- Work collaboratively and implement research, proven strategies.
- Hold high expectations for student achievement and character while including students in the process to make responsible choices for their lives and learning.
- Provide diverse, quality communication.
- Build positive relationships with all stakeholders.
- Monitor the achievement of students individually and use results to guide processes of continuous improvement.
- Make data-driven decisions.
- Accept responsibility for all students learning and reaching their potential.
- Treat all teachers, students, and staff as family.

Focus Area 1: Leadership

Goal: To facilitate authentic Professional Learning Communities (PLCs) with agendas & complete minutes as evidence of assessment data analysis & data-driven decisions for 85% of the weeks of school, for at least 50 minutes each meeting, and at a 90% attendance rate of members beginning August 26, 2019, and ending May 15, 2020.

- Utilizing the PLC Framework will support efforts to build leadership capacity throughout the staff as they will operate as integrated grade level and specialist team PLCs with commitments, expectations, roles, and accountability components.
- In PLCs, the instructional staff will strictly adhere to the PLC Framework while analyzing CFAs and other various forms of data, identifying possible student misconceptions, and determining evidenced-based best practice strategies to address the needs of students individually.
- The projected outcomes are:
 - The capacity for Otter Creek Elementary School to serve as a model PLC faculty.
 - Effective lesson plans based on the Arkansas Curriculum Frameworks that use differentiation and technology.
 - Common Formative Assessments (CFAs) aligned with the Arkansas Curriculum Frameworks and ACT Aspire Summative Assessment.
 - High quality Tier 1 instruction.
 - True, authentic collaboration amongst staff.
 - Job-embedded professional development for teachers.

Supporting Data:

- 2017-2018 – The Master Schedule provided common grade level planning time, and regular grade level meetings were conducted throughout the year. However, we now know that we were not utilizing an authentic PLC framework.
- 2018-2019 – PLC team meetings started in September. Grade level teams met weekly, and specialist teams met every other week except the weeks of Parent Conferences, Open House, end of year testing. This was approximately fifty to seventy-seven percent of the total weeks of school. Members were in attendance unless they were attending other district level professional development or on appropriate leave from work. Agendas & minutes were inconsistently submitted as documentation by all teams.

Professional Development

- A school team will attend a national level Professional Learning Community (PLC) conference June 3-5, 2019, and implement learning and practices at school level during pre-school PD on August 7, 2019.
- A school team will participate in the PLC Leadership Academy on the following dates during the 2019-2020 school year: October 17-18, December 5-6, and March 5-6.
- PLC Training facilitated by the principal and campus leadership team monthly to model practices for integrated grade level and specialist teams on each third Monday beginning in September and continuing through May 2020.
- Revisiting and reflecting on practices and challenges throughout PLCs
- Sharing learning through staff meetings and integrated grade-level and specialist team meetings

Other Support

- Campus Leadership Team will possibly visit various schools to observe strong instructional teams and meetings.
- LRSD Testing department will provide school-based PD on NWEA reports and website navigation.
- Quarterly PLC meetings with the LRSD Leadership Team.

Evaluation: To monitor our progress with the implementation of the PLC Framework, we will use a continuous improvement cycle, *Plan, Do, & Check*. For a continuous cycle of inquiry, PLC teams will submit forms of data such as agendas, minutes, and sign-in sheets weekly. Data will be analyzed on a monthly basis and presented at each monthly Campus Leadership Team meeting and monthly staff meeting. The evaluation process will start August 26, 2019, and it will end May 15, 2020.

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

Title I funds will be used to cover the cost of professional literature (approximately \$1,000), professional development for a PLC Conference (approximately \$10,000), and additional professional development in core subject areas (approximately \$5,000).

Focus Area 2: Student Growth and Achievement

Goals: (1.) To achieve 10% year over year growth or higher school-wide and per each grade level third through fifth in reading, English, math, and science on the 2020 ACT Aspire Summative Assessments, (2.) to ensure students receiving special education services are also performing at or above grade level, (3.) to narrow the gap between male and female performance in reading on the ACT Aspire Summative assessment, and (4.) to achieve 10% year over year growth in the percentage of students in grades kindergarten through fifth who meet their growth goals in reading & math as projected by NWEA on the 2020 Spring Map Growth Spring Assessments.

- All teachers will implement the literacy program with fidelity as structured by LRSD for the 2019-2020 school year along with methods required by the Science of Reading.
- Students will receive small group instruction for math as often as necessary for intervention, remediation, and to reteach concepts.
- Teachers will use the literacy program to integrate science.
- The school will employ a full-time Academic Intervention Specialist to provide students performing below grade level in literacy & math with Tier 2 and Tier 3 interventions.
- Students will receive additional computer-based instruction in literacy, math, and science.
- Students performing below grade level in literacy and math in grades third through fifth will have access to after school tutoring.
- The principal will conduct 8-12 informal observations each week on EdReflect, and teachers will receive meaningful feedback.

Supporting Data:

- In general, fifty percent of students or greater perform at the *ready* or *exceeding* levels in English on the ACT Aspire Summative Assessment. However, the number of students achieving proficiency in reading, math, and science is well below fifty percent.
- The following table outlines year over year proficiency from 2018 to 2019 on ACT Aspire Summative Assessment by subjects.

	Reading			English			Mathematics			Science		
Grade Level	2018	2019	Change	2018	2019	Change	2018	2019	Change	2018	2019	Change
ALL	26%	33%	+7	59%	59%	+0	38%	38%	+0	25%	25%	+0
3 rd	24%	31%	+7	61%	63%	+2	49%	48%	-1	19%	19%	+0
4 th	34%	33%	-1	68%	50%	-12	38%	40%	+2	30%	26%	-4
5 th	22%	33%	+11	52%	63%	+11	32%	28%	-4	23%	30%	+7

- The following table shows the number of students in third grade through fifth grade who receive additional services through Special Education and performed at *ready* or *exceeding* on the 2019 ACT Aspire Summative Assessment.

	Reading	English	Mathematics	Science
3 rd	7% (1 out of 14)	21% (3 out of 14)	14% (2 out of 14)	7%
4 th	14% (2 out of 14)	15% (2 out of 13)	14% (2 out of 14)	7%
5 th	0% (0 out of 7)	29% (2 out of 7)	14% (1 out of 7)	14%

- The following table compares the percentages of students performing at ready or exceeding in **reading** on the ACT Aspire Summative Assessment based on gender.

	Grade 3	Grade 4	Grade 5
Female	39%	43%	43%
Male	25%	24%	22%

- The following table outlines year over year percentage of students whose projected growth was met from spring of 2018 to spring of 2019 on NWEA Map Growth.

Grade Level	Math			Reading			Science		
	2018	2019	Change	2018	2019	Change	2018	2019	Change
Kindergarten	30%	42%	+12	39%	44%	+5			
1 st	45%	37%	-8	40%	34%	-6			
2 nd	26%	48%	+22	34%	32%	-2			
3 rd		21%			26%			44%	
4 th		38%			35%			31%	
5 th		20%			53%			51%	

Professional Development

- Professional development beginning summer of 2019 to provide teachers with training for *Heggerty Phonemic Awareness, Foundations, Just Words, Wilson Reading System, and Wit & Wisdom*.
- Professional development for 3-5 teachers beginning summer of 2019 for Reading Initiative Student Excellence (R.I.S.E.).
- PD for the following supplemental resources to support small group instruction and intervention/enrichment: Lexia Reading Core 5 beginning August 23, 2019, with a Goal Setting Conference Call & Accelerated Reader beginning September 2019 during common planning time.

Other Support

- Multi-site Math & Literacy Facilitators will participate in PLCs, provide professional development, and serve as co-teachers.

Evaluation: To monitor our progress toward achieving 10% growth over the previous year on ACT Aspire Summative Assessment & the NWEA Map Growth Assessment, we will use a continuous improvement cycle, *Plan, Do, & Check*. For a continuous cycle of inquiry, PLC teams will create Common Formative Assessments for math, administer unit assessments for literacy, and analyze data from the assessments two or more times each month to determine the proficiency levels of students. Interim assessments will be given quarterly. The literacy unit assessment, math CFA, & interim analysis will start September 2019 and end May 2020.

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

Title I funds will be used to employ an Academic Intervention Specialist (approximately \$85,000), cover the cost of supplemental instructional materials including computer software subscriptions and devices such as Lexia (approximately \$3,000), Brain Pop (approximately \$3,000), Moby Max (approximately \$3,000), Mystery Science (approximately \$750) iPads and chrome books (approximately \$20,000). and provide after school tutoring to students in grades third through fifth with below grade level performance on the ACT Aspire Summative Assessment (approximately \$35,000).

Focus Area 3: 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 *Heggerty Phonemic Awareness* for grades K-2 by providing intense one-on-one, small group, and/or whole group reading or phonics instruction within classrooms for an additional 90 minutes to 150 minutes each week.

- K-2 teachers will learn & implement *Heggerty Phonemic Awareness* for phonological awareness.
- K-3 teachers will learn & implement *Foundations* for decoding & encoding.
- Grades 4-5 teachers will learn & implement *Just Words* for Tier 2 intervention.
- The Reading Interventionist & Special Education Teachers will implement the *Wilson Reading System* for Dyslexia intervention.
- All K-5 teachers will learn & implement *Wit & Wisdom* for comprehension.
- 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 daily during literacy.
- All certified staff members will embrace a school-wide professional growth goal to learn & implement methods required by the Science of Reading when “pushing in” to classrooms and providing additional intense support to students performing below grade level for 90 minutes to 150 minutes each week.

Supporting Data:

- Only thirty-three (33%) percent of students school-wide performed at the *ready* or *exceeding* levels in reading on the 2019 Spring ACT Aspire Summative Assessment.
- Also, see Focus Area 2: Student Growth & Achievement.

Professional Development

- Professional development beginning summer 2019 to provide teachers with training for *Heggerty Phonemic Awareness*, *Foundations*, *Just Words*, *Wilson Reading System*, *Wit & Wisdom*, and 3-5 teachers begin the Reading Initiative Student Excellence (R.I.S.E.).
- Colleague visits for improved practice and accountability in September 2019 & October 2019.
- Weekly grade level lesson planning meetings starting August 6, 2019, and ending May 22, 2020.

Evaluation: To monitor our progress toward 100% of certified staff providing instruction to students using the new literacy program to provide intense support for an additional 90 minutes to 150 minutes weekly, we will use a continuous improvement cycle, *Plan, Do, & Check*. For a continuous cycle of inquiry, walk-through visits starting the week of September 9th, 2019, through May 2020 will be used to document the activities of certified staff members during “push-in” times on a weekly basis. Results from the STAR test and DSA will be analyzed quarterly to determine the impact of the extra support on students’ reading achievement.

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

Title I funds will be used to purchase additional materials and resources required to implement *Wilson Language Training*, *Wit and Wisdom*, and *Heggerty* (approximately \$2,000).

Focus Area 4: Student Discipline & Attendance

Goal: (1.) To reduce the frequency of students sent to time-out outside of the classroom or to the office by each teacher from 1 to 2 students daily or weekly to fewer than 2 students monthly & (2.) to monitor and reduce student absences and tardies during the 2019-2020 school year by:

1. Developing a School Wide Discipline Plan that details a school-wide behavior management system for student conduct during school hours including transitional times, before & after school, lunch, and recess with procedures, expectations, consequences, and rewards. Using a power point presentation, teachers will teach the plan for the first two weeks of school.
2. All certified teachers effectively and consistently utilizing a classroom and school wide management system with rules, consequences, routines, procedures, behavior intervention strategies, and our “House System” incentive program to sustain high student engagement and compliance with the system so that students remain inside classrooms to receive all instruction, remediation, and extension.
3. Teachers awarding “House” points to students for meeting school and classroom expectations and by awarding the “House” with the most points at the end of each quarter a special incentive field trip or other incentive.
4. Staff ensuring the delivery of meaningful and engaging whole group, small group, and one-on-one instruction.
5. Developing and implementing a Tardy Policy with incentives for zero absences and five or fewer tardies per quarter to begin August 20, 2019, and ending May 27, 2020.
6. Reviewing the Tardy Policy and the impact of *Chronic Absences* on student achievement at Open House.
7. Contacting parents for absences according to guidelines for truancy, and parents will be notified in writing or by phone upon the fourth unexcused tardy each quarter.
8. Making sure parents have a variety of ways to engage with students in the instructional program. Ways shall include classroom helpers, family night events, projects, Class Dojo, classroom newsletters, grade level Focus Walls, and Student Planners/Agenda Books.
9. Otter Creek will also utilize our parent facilitator as well as our PTA to coordinate parental and family engagement activities.

Supporting Data:

- Based on observational data, one to two students per every two teachers miss a significant amount of instructional time on daily to weekly basis due to being sent out of the classroom for offenses listed in the LRSD Student Handbook as Category One.
- During the 2018-2019 school year, 3 out of 26 (11.5%) classroom teachers & specialists reported sending 1 to 2 students to time-out outside of their classrooms or to the office on a daily basis, and 7 out of 25 (28%) classroom teachers & specialists reported sending 1 to 2 students to time-out outside of their classrooms or to the office on a weekly basis.
- A sampling of the average number of tardies accumulated during 2018-2019 was analyzed for April 2019. There were twenty-two school days last April from April 1st to April 30th. Students accumulated 609 tardies, an average of approximately twenty-eight tardies a day, during the twenty-two day period.

Professional Development

- Each year, one to two groups of teachers will engage in professional learning at the Ron Clark Academy (RCA) Two Day Training in Atlanta, Georgia.
- All staff will utilize *The Essential 55* by Ron Clark.
- Attendees to RCA will provide training to staff based on their experiences.
- All staff members will participate in initial and on-going training and discussions about strategies for children with challenging behaviors in the classroom through a book study.

Other Support

- LRSD Title 1 Office of Parent and Family Engagement
- LRSD Office of Alternative Learning Environment
- Support from various Behavioral Health Service Providers & Camp Pfeifer

Evaluation: To monitor our progress towards reducing the rate at which students are sent to time-out outside of the classroom or to the office, we will use a continuous improvement cycle, *Plan, Do, & Check*. For a continuous cycle of inquiry, a system to keep track of students sent out of class for behavior issues will be used by all teachers.

- After the first two weeks of school (starting August 26, 2019/ending May 27, 2020) teachers will use Reflection Sheets each time a student receives a time-out outside of the classroom.
- Teachers will complete Behavior Documents to make an office referral.
- Data will be compiled from the two forms and reported during Monthly Staff Meetings. While analyzing data, effective strategies used by teachers retaining all students in class weekly will be identified and shared with everyone.

To monitor our progress towards reducing the student absences and tardies, we will use a continuous improvement cycle, *Plan, Do, & Check*. For a continuous cycle of inquiry, eSchool will be used by teachers to maintain accurate records of absences and tardies.

- Each month, starting September 2019 and ending May 2020, reports will be generated to calculate absences and tardies by grade level and school wide on a monthly basis.

Please describe any costs required to implement your plans for STUDENT DISCIPLINE:

Title I funds will be used to cover the cost of incentive field trips (approximately \$3,000), professional development such as: The Ron Clark Academy Two-Day Training in Atlanta, GA (approximately \$15,000), and professional literature and other resources (approximately \$3,000).

SCHOOL IMPROVEMENT PLAN

PULASKI HEIGHTS

ELEMENTARY

2019-2020

Pulaski Heights Elementary
19-20 School Improvement Plan

Overview:

The following school improvement plan addresses 3 main goals: student achievement, effective instruction in math and literacy and leadership. Each of these goals is addressed with an action plan that includes, the task, needs, monitoring and cost, in addition to other information.

During the development of the school improvement plan, multiple stakeholders were included in the discussion. The school leadership team, parents and staff were all provided opportunities to participate in the development of the 19-20 plan. Upon invitation, a variety of stakeholders chose to be involved in the process, including parents and staff.

Numerous data sources were reviewed during the development of the school improvement plan. All relevant data is located directly behind the focus area and labeled for better user understanding. The format for this year's plan is altered from previous years as the team felt the layout was easier to follow and read.

Throughout this process the Pulaski Heights Elementary leadership team, staff and parents continue to focus on students. Each goal and action plan is developed with student achievement and success in mind. The plan will be updated throughout the year with data and progress reports.

Focus area 1: Student Achievement

By the 2020 NWEA spring assessment, all K-5 students will attain at least 1 years measureable growth in math and literacy.

SMART goal:

Action Plan		Needs			Monitoring		
Task 1	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
Increase achievement for students receiving special education by 1 years growth	Sept-Nov-March	Collaboration Time	0	Provide opportunities for special Ed teacher and classroom teacher to create necessary supports for students.	Classroom teacher/SPED teacher, administrator	Agendas, leadership meeting, lesson plans	Monthly
Task 2	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
Improve student achievement for economically disadvantaged students	Sept-Nov-March	Collaboration Time	0	Provide opportunities for interventionists and classroom teacher to create necessary supports for students.	Classroom teachers/leadership team members, administrator	NWEA Map Growth, DSA, agendas, minutes	Bi-monthly
		Academic Interventionist	80000/ Title 1	Provides interventions and accelerations to meet variety of learners needs.			
		Reading Teacher	LRSD	supplemental intervention to struggling readers and students with dyslexia markers			

Data: ADE My school info - long term goals, ACT Aspire Data for entire school

Notes/Comments:

Focus area 1: Task 1

ADE My school info – long term goal progress

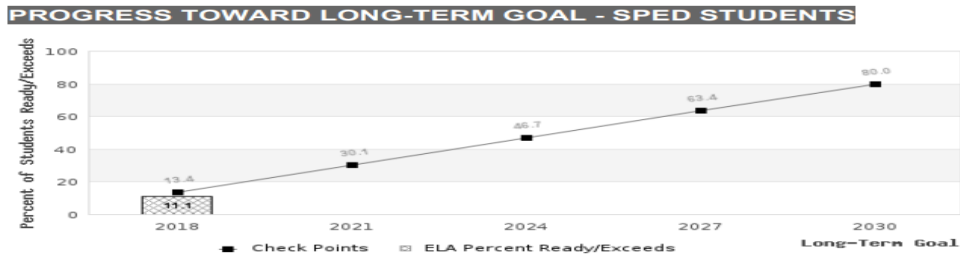


TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - SPED STUDENTS

	SCHOOL N	SCHOOL PROGRESS	EXPECTED PROGRESS
2018	18	11.1	13.40
2019			
2020			
2021			30.05
2022			
2023			
2024			46.70
2025			
2026			
2027			63.35
2028			
2029			
2030			>=80

Focus area 1: Task 2

ADE My school info – long term progress

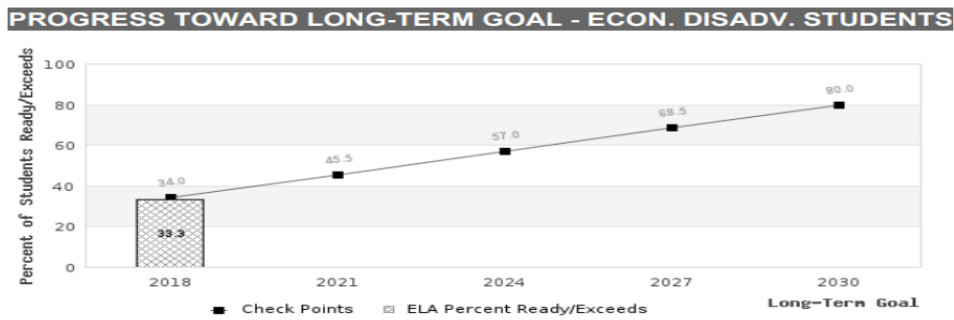


TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - ECON. DISADV. STUDENTS

	SCHOOL N	SCHOOL PROGRESS	EXPECTED PROGRESS
2018	78	33.3	34.04
2019			
2020			
2021			45.53
2022			
2023			
2024			57.02
2025			
2026			
2027			68.51
2028			
2029			
2030			>=80

Action Plan		Needs			Monitoring		
Task 3	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
Target 3rd - 5th grade students for interventions and teacher support	Sept – May with flexible grouping – rotate as needed	Academic Interventionist	80000/ Title 1	Provides additional support for learners who need acceleration or intervention.	Classroom teachers, academic interventionist, reading teacher, administration	NWEA Map Growth Assessments, LRSD end of Module assessments	Monthly
		Reading Teacher	LRSD	supplemental intervention to struggling readers and students with dyslexia markers			
Task 4	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
Acceleration/ Intervention groups – including dyslexic students, students with IEP and students identified as ETC.	1 specific student group alternating every 9 wks.	Academic Interventionist	80000/ Title 1	Provides additional support for learners who need acceleration or intervention.	Academic Interventionist, Reading Teacher, Leadership Team, additional staff	NWEA Map Growth, Map Reading, Rapid Naming, DSA Curriculum Assessments.	Monthly
		Reading Teacher	LRSD	supplemental intervention to struggling readers and students with dyslexia markers			
		Professional Development	LRSD	Science of Reading (SOR) training for teachers			
Data: NWEA MAP growth summary report, ACT Aspire Data 3rd - 5th grades							
Notes/Comments:							

Focus area 1: Task 3 and 4
 NWEA MAP growth summary report



Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
 District: LITTLE ROCK SCHOOL DISTRICT

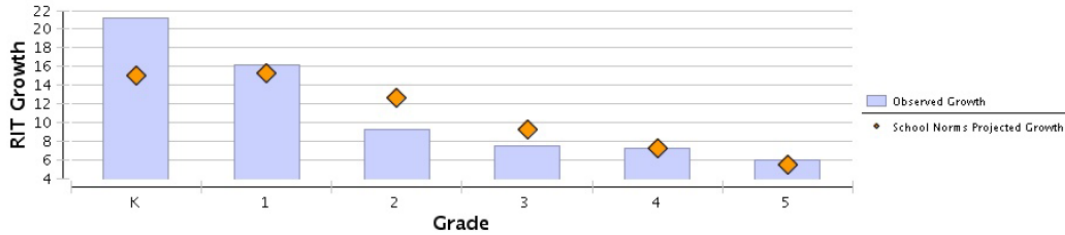
Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2018 - Spring 2019
 Weeks of Instruction: Start - 4 (Fall 2018)
 End - 28 (Spring 2019)
 Grouping: None
 Small Group Display: No

PULASKI HEIGHTS ELEM. SCHOOL

Reading

Grade (Spring 2019)	Growth Count†	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2018			Spring 2019			Observed Growth	Observed Growth SE	School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile			Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	38	140.1	9.1	44	161.2	13.0	82	21.2	1.6	15.0	2.47	99	38	28	74	81
1	40	167.6	14.2	88	183.7	15.8	89	16.1	1.0	15.3	0.35	64	40	24	60	61
2	44	182.8	17.3	90	192.0	16.8	75	9.3	1.1	12.6	-1.57	6	44	17	39	39
3	45	192.8	16.6	75	200.3	16.3	64	7.5	0.8	9.3	-1.06	14	45	22	49	45
4	42	196.9	18.8	42	204.2	16.5	43	7.3	1.3	7.2	0.08	53	42	21	50	49
5	53	208.7	15.0	68	214.7	16.2	71	6.0	1.2	5.5	0.34	63	53	30	57	58

Reading



Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
 District: LITTLE ROCK SCHOOL DISTRICT

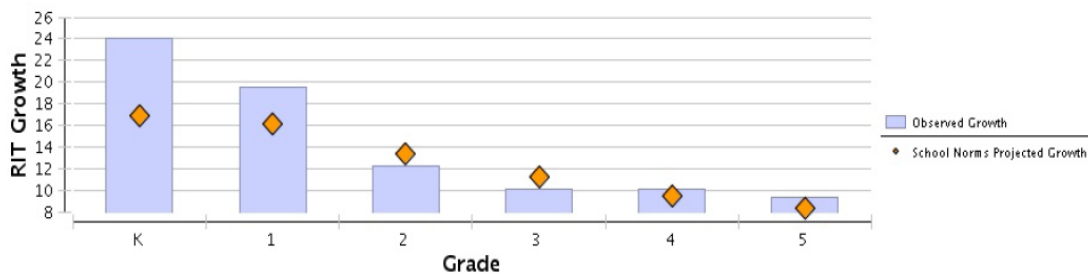
Norms Reference Data: 2015 Norms
 Growth Comparison Period: Fall 2018 - Spring 2019
 Weeks of Instruction: Start - 4 (Fall 2018)
 End - 28 (Spring 2019)
 Grouping: None
 Small Group Display: No

PULASKI HEIGHTS ELEM. SCHOOL

Mathematics

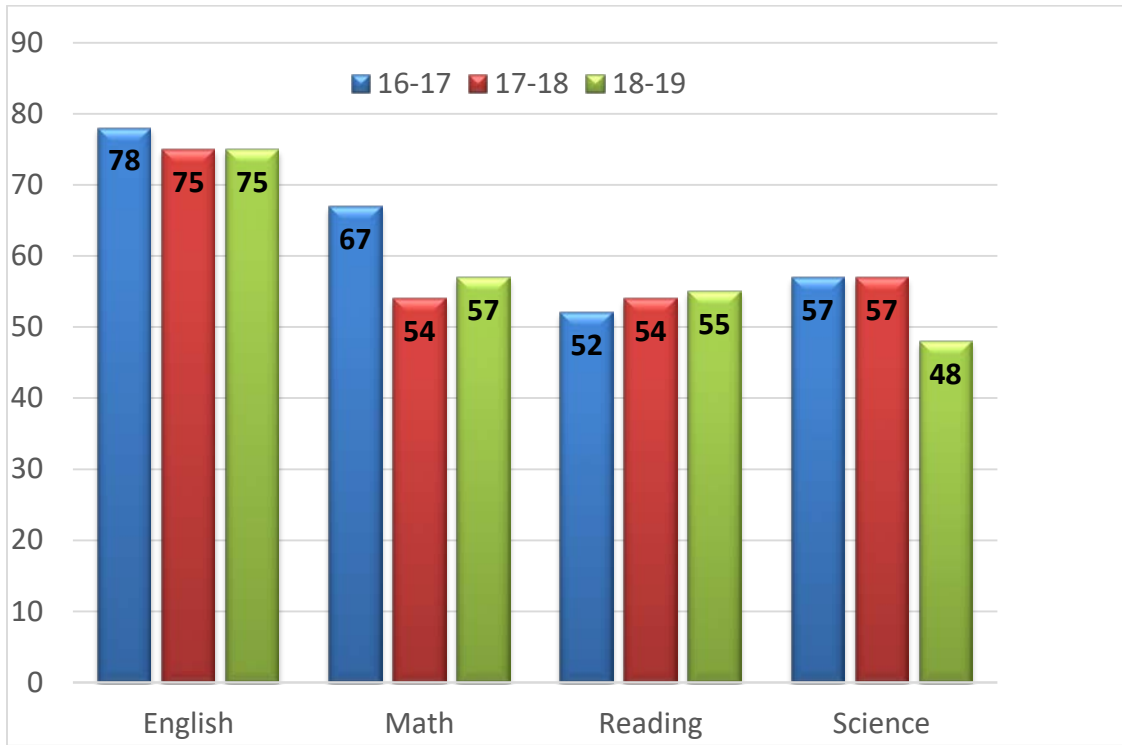
Grade (Spring 2019)	Growth Count†	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2018			Spring 2019			Observed Growth	Observed Growth SE	School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile			Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	38	138.2	11.1	40	162.1	12.3	80	24.0	1.5	16.9	2.92	99	38	30	79	86
1	40	168.6	15.9	86	188.1	15.3	94	19.5	1.1	16.1	1.34	91	40	29	73	73
2	44	182.6	13.4	84	194.9	15.0	77	12.3	1.1	13.4	-0.47	32	44	20	45	38
3	46	188.9	16.3	40	199.0	15.2	33	10.1	0.9	11.3	-0.63	26	46	23	50	44
4	42	195.4	13.4	14	205.6	13.9	18	10.1	0.8	9.5	0.39	65	42	28	67	53
5	53	208.0	14.1	31	217.3	15.9	37	9.3	0.9	8.3	0.47	68	53	29	55	53

Mathematics

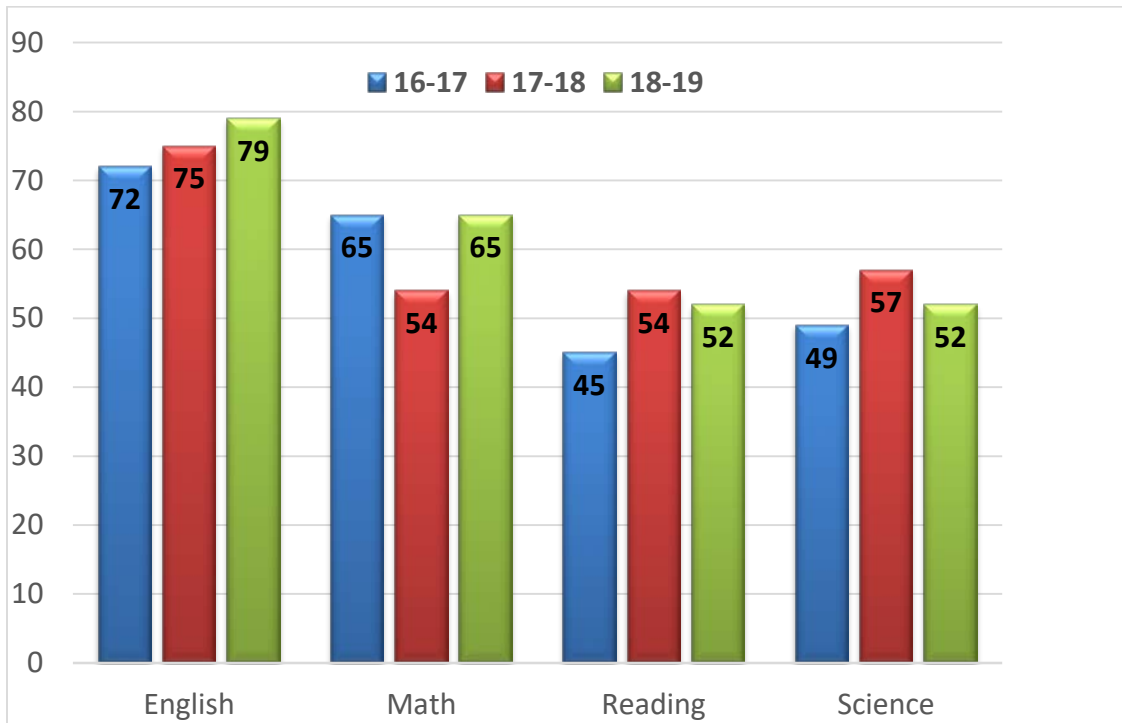


Focus Areas 1: Tasks 1-4

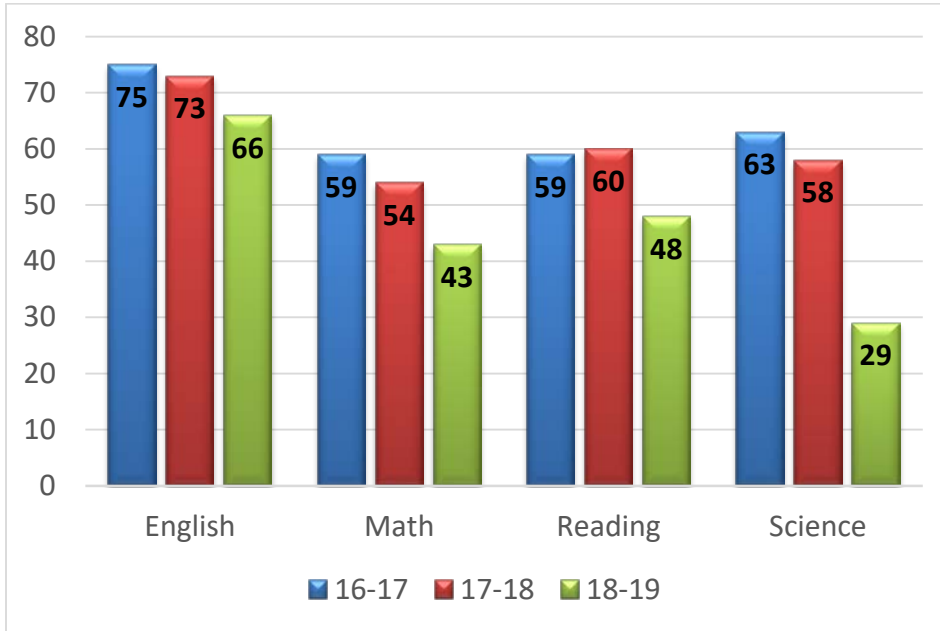
School wide ACT Aspire Data (3 years)



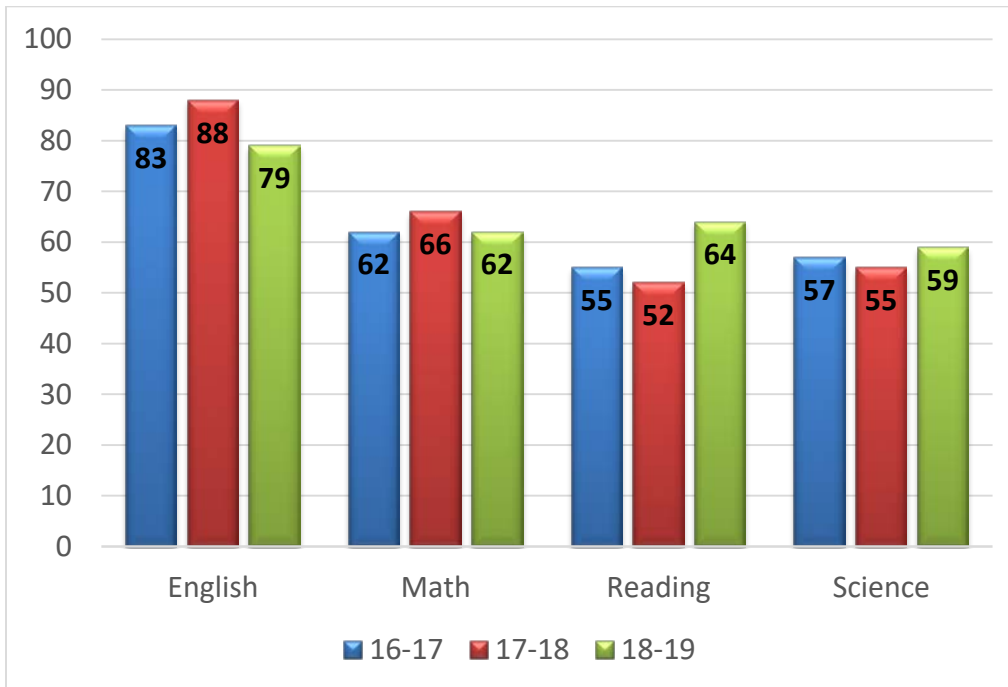
3rd grade ACT Aspire Scores (3 years)



4th grade ACT Aspire Scores (3 years)



5th grade ACT Aspire Scores (3 years)



Focus area 2a:

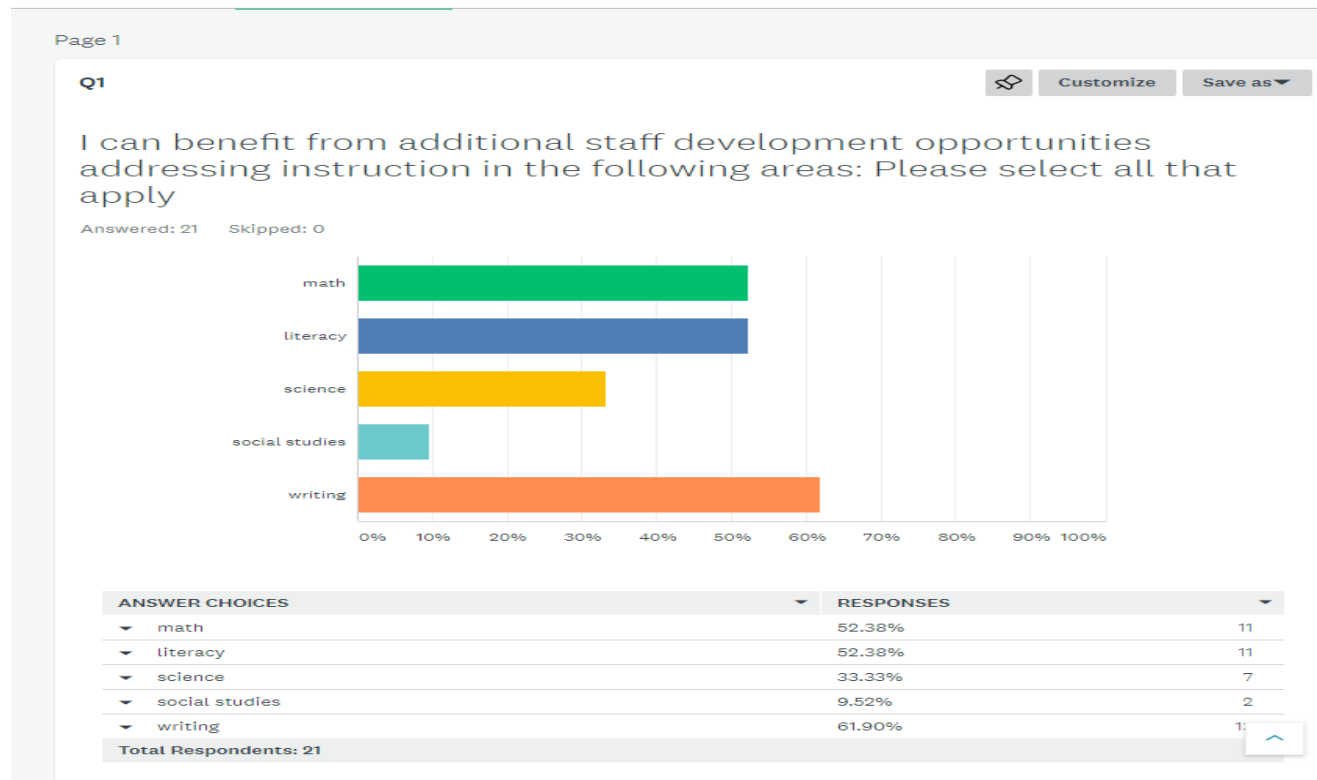
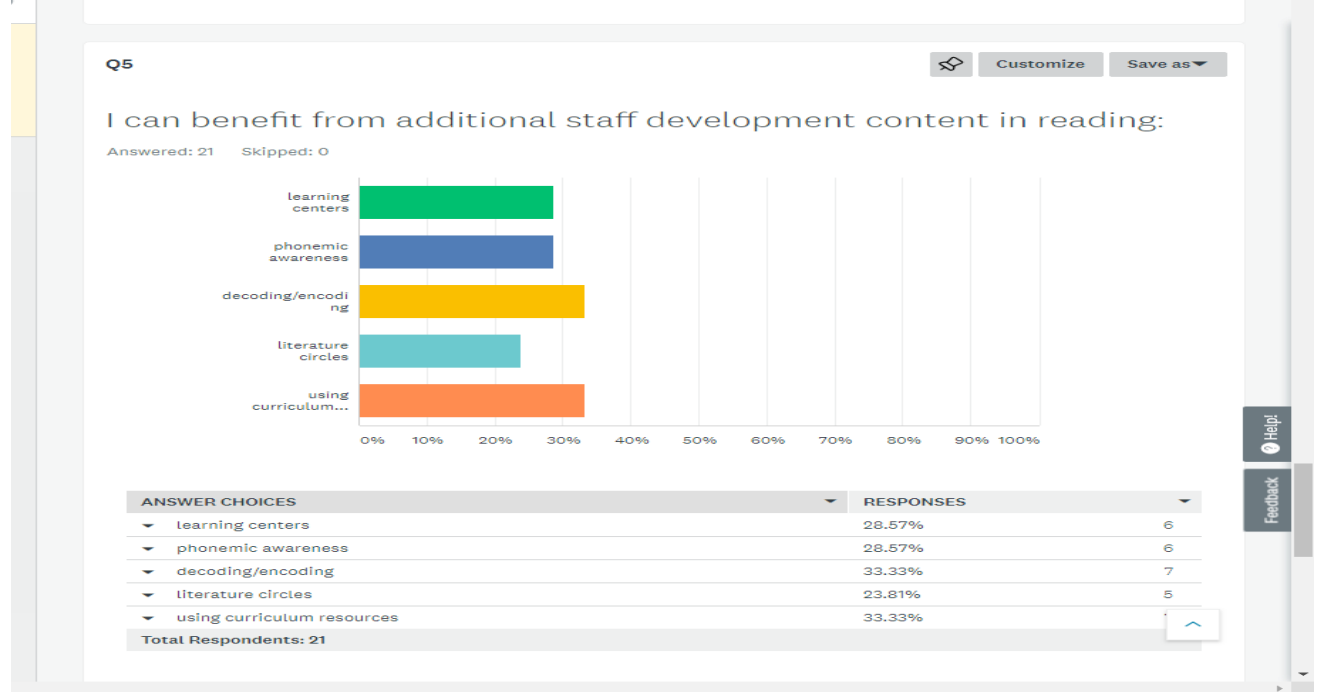
Effective Instruction

By September 1, all certified staff will implement research based instructional practices that support the science of reading daily with 100% fidelity.

SMART goal:

Action Plan		Needs			Monitoring		
Task 1	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
K-5 teachers will implement RISE strategies focusing on phonics core (Heggerty, Foundations and Just Words) and comprehension (Wit and Wisdom).	August – May, daily during literacy block	Literacy Facilitator	0	provide support for classroom teachers and facilitate PD as needed	Administration, classroom teachers, literacy facilitators	Observations, needs assessment, lesson plans	Daily
		Monthly Professional Development	0	Support teachers in implementing new curriculum materials	Administration, teachers, facilitators.	formal and informal observations, colleague visits	Daily
Task 2	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
All staff will implement research based strategies for interventions (Just Words, Foundations, Wilson Reading System) to support learning.	September – May – M-F during intervention block.	Literacy Facilitator	0	provide support for specialists and facilitate PD as needed	Administration, classroom teachers, facilitators	Observations, needs assessment, lesson plans	Daily
		Professional Development/ AR ideas	0	Science of Reading certification (RISE training)			
Data: Needs assessment staff survey							
Notes/Comments:							

Focus area 2a: Tasks 1 and 2
Staff survey



Focus area

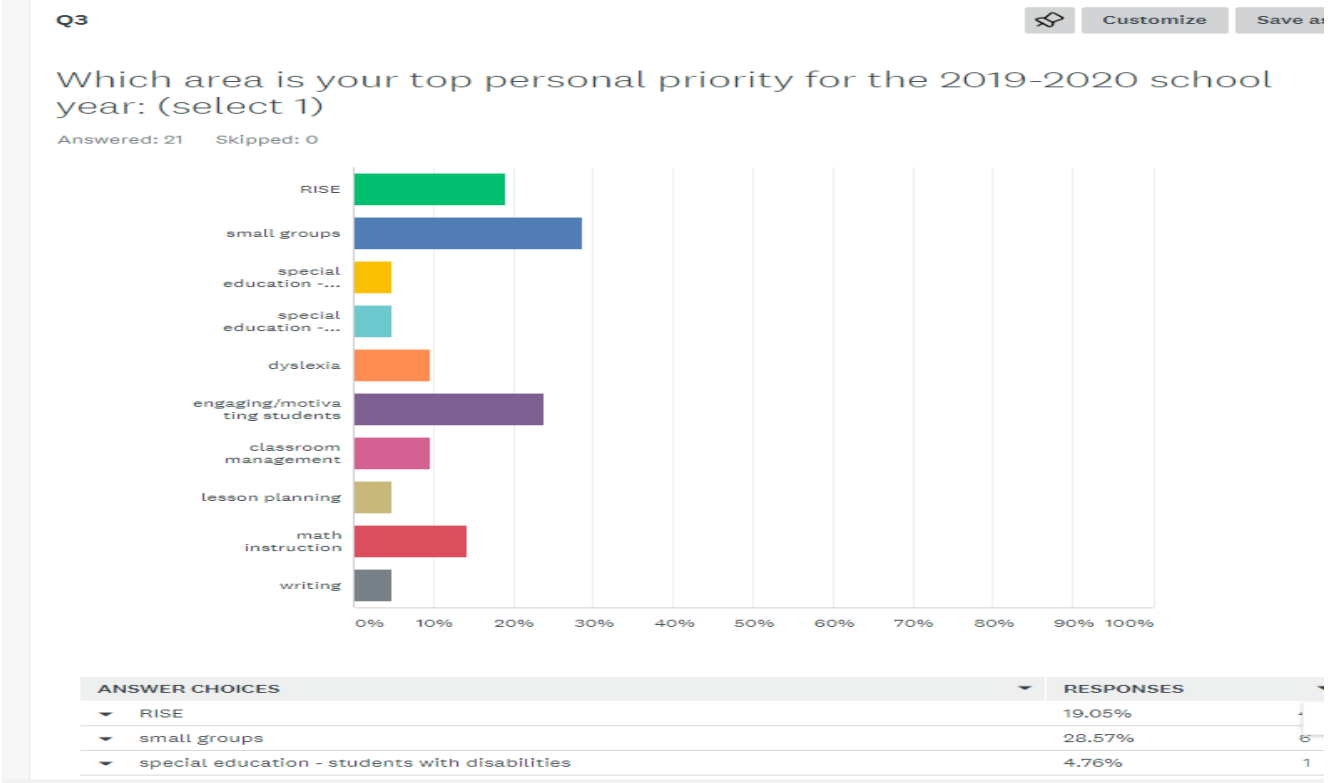
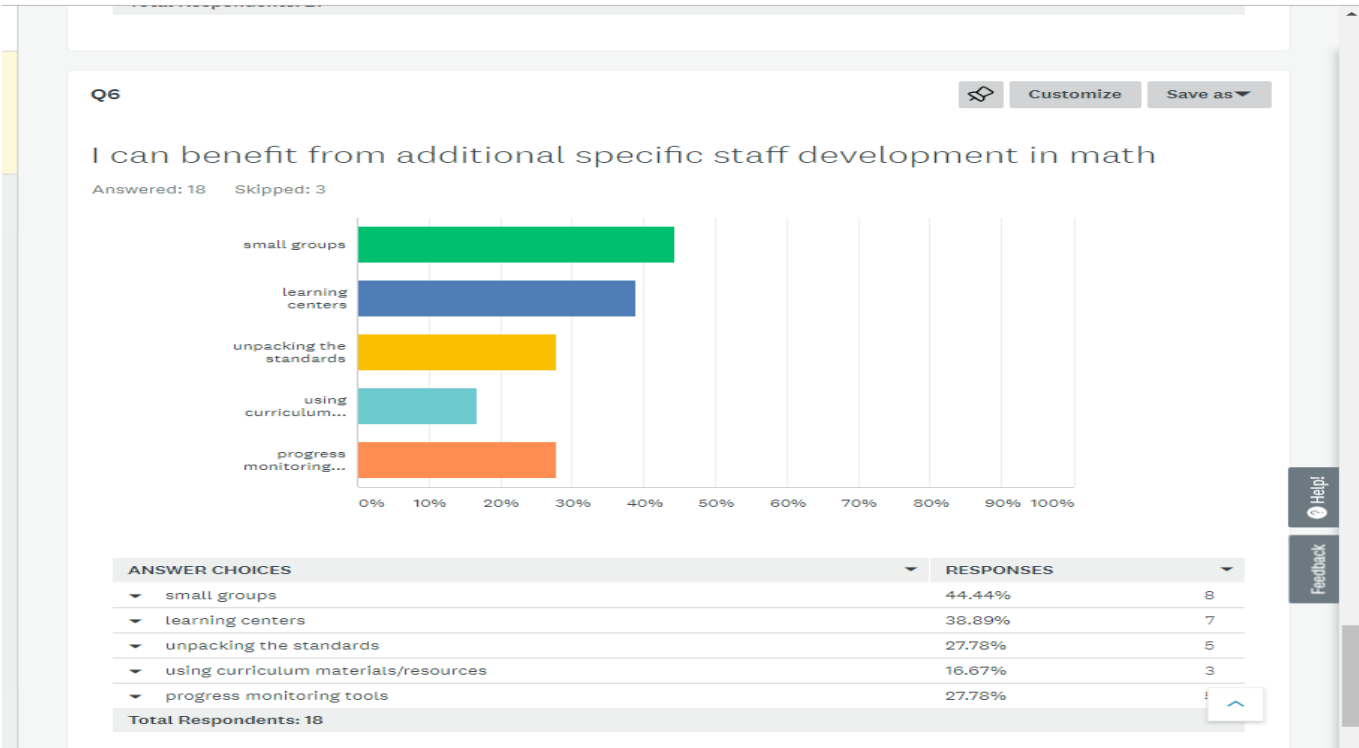
2b: Effective Instruction

SMART goal: All K-5 teachers will use research based practices to teach math daily with 100% fidelity

Action Plan		Needs			Monitoring		
Task 1	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
K-5 teachers will use math small groups to support differentiated learning.	Sept – May daily	Math facilitator	0	provide support for classroom teachers and facilitate PD as needed	Administration, classroom teachers, literacy facilitators	Observations, needs assessment, lesson plans	Daily
		Professional Development	0	Support teachers in implementing new curriculum materials	Administration, teachers, facilitators.	formal and informal observations, colleague visits	Daily
Task 2	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
Interventionists and other specialists will provide specific measureable support for teachers and students through interventions and accelerations.	September – May daily	Math Facilitator	0	provide support for specialists and facilitate PD as needed	Administration, classroom teachers, facilitators	Observations, needs assessment, lesson plans	Daily
		Math facilitator, various specialists	0	Support teachers in implementing sound instructional practices			
Data: Needs assessment staff survey							
Notes/Comments:							

Focus area 2b: Tasks 1 and 2

Staff survey



School Culture and

Focus area 3: Climate

SMART goal:

To monitor and reduce by 10% the number of chronically absent students from the 18-19 school year to the 19-20 school year.

Action Plan		Needs			Monitoring		
Task 1	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
Create and display an attendance report for parents, informing them of the daily attendance.	September 1 – May 27 Monday through Friday	Materials and supplies	0	N/A	Administration, classroom teachers, counselor and attendance secretary	Tardy slips, attendance charts, student GPS	Monthly
Task 2	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
Provide incentives to celebrate perfect attendance (panther palace rewards, honor roll, shout outs, bulletin board)	Sept – May Last Friday of each month – rotating celebrations	Materials and supplies	1500.00	Cost of rewards to incentivize students.	Administration, counselor, leadership team	Student GPS, tardy slips, attendance charts.	Monthly

Notes/Comments:

SCHOOL IMPROVEMENT PLAN
ROBERTS ELEMENTARY
2019-2020

Don R. Roberts Elementary

Mission

To encourage, engage, and equip students for educational and personal excellence in a diverse and global community

Vision

To be the leader in elementary public school education by helping all learners soar to their pinnacle of educational & personal excellence

Values

With our students, staff, and community at our core, we will:

Encourage innovation, creativity, and risk-taking

Celebrate a culture of belonging

Strive for the safest learning environment

Commit to identifying and eliminating barriers to educational achievement for all learners

Facilitate the equitable use of resources to meet the needs of all learners

Reflect on and implement best instructional and organizational practices

Committing to these values allows us to “Always Do The Right Thing!”

New Mission, Vision, and Values will drive every decision in our building.

These statements were created through teacher, staff, student, and community (PTA) input.

Continuous Cycle of Inquiry by Faculty and Other Stakeholders

This Roberts Elementary School Improvement Plan will be revisited quarterly to examine if we are following the plan, the success of the plan, and to discuss changes and revisions. Changes and modifications will be made as we complete parts of the plan and see the need for revisions.

This plan will be shared with stakeholders. We welcome their input, suggestions, questions, and other feedback. The plan will be posted on the LRSD website and Roberts website (robertseagles.org). This plan is a flexible document that will change as our needs change, and as we monitor the success of our goals.

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

Focus #1 CULTURE	Action Items		
<p>Goal Statement - Roberts Elementary leadership, staff, community, and students will create a dynamic, inclusive, and positive culture where all stakeholders feel a sense of pride and ownership in the school community.</p>	<p>Appreciative Inquiry</p>	<p>Principal and assistant principals will meet with various staff members as we review PGPs and plan for PGPs for 2019 - 2020 school year. Growth Mindset conversations will take place that will focus on areas of success and improvement for the upcoming school year.</p>	<p>August 2019 - May 2020</p>
	<p>Professional Development: Enneagram Book Club</p>	<p>The Enneagram refers to the nine different types or styles, with each representing a worldview and archetype that resonates with the way people think, feel and act in relation to the world, others and themselves. Staff will read assigned chapters of the Enneagram Book and have discussions about the different types and how we can all build on each other's strengths and help out in other areas.</p>	<p>September 2019 - April 2020</p>
	<p>Quarterly Off Campus Professional Development</p>	<p>There will be quarterly off campus professional development that will build into staff moral as well as professional growth.</p>	<p>August 2019 - May 2020</p>
	<p>Staff Twitter Chats</p>	<p>The leadership team will conduct staff wide Twitter chats for professional development. These virtual meetings will promote best practices and foster a collaborative environment outside the school hours. Chats will take place once a month. (Looking at making these chats focused around PLCs, Literacy, Social Emotional Wellness)</p>	<p>September 2019 - April 2020</p>
	<p>Swag Cart</p>	<p>The leadership implemented an "appreciation cart" in 2018 where they go around with items to boost morale, such as favorite drinks, sweets, snacks, supplies, etc. It has been used during meetings, birthday celebrations, and other times during the year. It will be continued to continuously boost moral.</p>	<p>August 2019 - May 2020</p>
	<p>Growing Staff Capacity through</p>	<p>This past summer, a group of 10 staff members attended the PLC Conference</p>	<p>August, 2019</p>

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

	implementation of PLCs	put on by Solution Tree. These staff members will present a staff development to help build administrator and teacher capacity in creating, implementing, and facilitating effective PLC culture in our building.	
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Focus #1 CULTURE	Action Items		
<p>Goal Statement - Roberts Elementary leadership, staff, community, and students will be to create a dynamic, inclusive, and positive culture where all stakeholders feel a sense of pride and ownership in the school community.</p>	<p>Roberts Family Conversations: Let's Talk About: _____</p>	<p>Counselors and Administration will work hand in hand in providing collaborative conversations with parents, community, staff, and families. These nights will run quarterly during the year and will cover various topics such as: mental health, social media, etc. A parent survey will be created and implemented to get parent input for possible topics.</p>	<p>September 2019 - April 2020</p>
	<p>Legacy Study</p>	<p>We will work with Dr. Kristin Mann, a history professor at UALR, to research and discover information about our namesake Dr. Don R. Roberts. This will be a multi disciplinary study that will culminate with a museum exhibit and a celebration of our 10 year anniversary as a school. The GT teachers will discuss creating a possible unit for grades 3-5 to help with this project.</p>	<p>August 2019 - May 2020</p>

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

Focus #2 Project Based Learning (Target 3 - 5)	Action Items		
<p>Goal Statement - To further expand and extend the learning of our students at Roberts Elementary we will increase 3rd-5th grade student experiences in project based learning initiatives.</p> <p><i>Our school data supports further implementation of this initiative. In grades 3-5 approximately 1/3 of our students are identified as gifted and talented. These students and students who participate in our EAST program have opportunities to engage in project based learning experiences through their school specific programs. Students' successes and gains from these experiences have been exhibited and are supported by high achievement in the classroom, students reflections on learning and on interim and summative tests. With our results to date with project based learning and guidance from research we seek to expand these experiences to all students in grades 3-5 at Roberts Elementary.</i></p>	<p>Development of Two PBL Units of Study</p>	<p>The goal is to have days where teachers are able to work as a team to determine an interdisciplinary PBL unit of study that best addresses specific standards of the various content areas in respective grade levels. We will try to utilize Title 1 Funds to days where teachers will be able to look at new literacy adoptions to begin to build PBL units of studies from these new resources.</p>	<p>September 2019 - May 2020</p>
	<p>Maker Space</p>	<p>The goal of this space will be purposefully crafted to provide tools and resources that can be accessed by all teachers and classrooms to deepen student learning experiences and strengthen critical thinking, as well as problem solving. This will include a thorough understanding regarding the why of the makerspace and will include authentic learning experiences, as well as, attention to higher level questioning and depths of knowledge in the instructional design. The goal of this will be to further deepen critical thinking skills in students. We will explore a partnership with the Central Arkansas Library System and Thompson Library to get various maker space items on loan.</p>	<p>September 2019 - May 2020</p>
	<p>EAST in the classroom</p>	<p>To further student exposure to PBL experiences our successful student EAST program will expand on the existing EAST Night Out Event concept and include a classroom sharing component. This component will allow our EAST student leaders to share their experiences and the process they engage in to address project based learning. This sharing will provide students a peer model of the critical thinking and design process, as well as, opportunities for students to further learn from student solutions.</p> <p>***Additionally, EAST tryouts are now available before school and during school hours to provide equitable opportunities for all students to tryout. Also, every 3-5 classroom is touring the EAST classroom to get a feel for the learning experiences that take place in EAST. ***</p>	<p>August 2019 - May 2020</p>

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

Focus #2 Project Based Learning (Target 3 - 5)	Action Items		
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	<p>Growing Teacher Capacity PBL Staff Development</p>	<p>This past summer, a group of 13 staff members attended ISTE19, the national conference centered around the ISTE standards.</p> <p><i>ISTE (International Society for Technology in Edu.)</i></p> <p>This past summer, a group of 16 staff members attended the 8th Annual STEM Forum and Expo hosted by the NSTA (National Science Teachers Association).</p> <p>Teachers who attended these conferences will build teacher capacity in creating, implementing, and facilitating effective PBL opportunities for our students. These teachers will present professional</p>	<p>ISTE Staff Development October, 2019</p> <p>STEM Staff Development November, 2019</p>

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

		development to enhance the capacity of our entire staff.	
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Focus #3 Data Review	Action Items		
<p>Goal Statement - Teachers and staff will review data to identify ways for improvement in literacy and science as seen in the ACT Aspire and NWEA Map data, complete a root cause analysis, and formulate plans and strategies to strengthen those areas.</p>	<p>Review of ACT Aspire Data for grades 3-5 and NWEA Map Data for grades K-2</p>	<p>Administration will provide teachers with 2019 ACT Aspire Data and Spring 2019 NWEA Map Data. Information about various subpopulations and subjects will be presented.</p> <p><u>ACT Aspire:</u> On the 2019 ACT Aspire Test, there were gaps in student achievement between subpopulations. African American, Hispanic, IEP, Economically Disadvantaged, and English Language Learners had a larger number of students who were not ready. They were close or in need of support. About 1/3 of all Roberts' students in grades 3 – 5 are in need of support or close to proficiency in the subjects of reading and science.</p> <p><u>NWEA Map:</u> On the 2019 Spring NWEA Map Test there were gaps in student achievement between subpopulations. K - 2 African American students consistently had Math RIT scores that were on average 10 points lower than white students and 10 to 15 points lower than Asian students. K-2 African American students also scored below White and Asian students on the reading portion of the NWEA Map Growth Test. There was approximately a 10 to 20 point difference in RIT Reading scores for K and 1st African American students compared to White and Asian students. The gap is still large between Asian students and African American students and white students with at least an 11 to 15 point difference in 2nd grade literacy. However, 2nd grade African American Students scored closer to White students with only a 6 to 10 point difference. This shows teachers are closing the gap</p>	<p>August 2019</p>

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

	<p>Plans after review of data</p>	<p>between some of these 2nd grade students when compared to K and 1st students. There is still more work to be done in all grades K-2.</p> <ol style="list-style-type: none"> 1. Teachers will be given the test data for the students in their current classes so they can see which students are already in need of extra support and may participate in interventions. 2. The master schedule was modified to add 2nd grade students to the science teacher's schedule this school year. Teachers will meet with the science teacher to analyze which science skills/standards students need more support with this year. The science teacher will make a plan to include those skills in her weekly lessons in grades 2-5. 3. Teachers will identify several power standards that students need to improve to increase achievement. They will analyze the reasons why these students generally did not master these standards and create a plan with strategies to improve. 	
	<p>Data Days</p>	<p>Administration will provide each grade level one ½ day to analyze data from NWEA Map and plan for instruction that addresses the identified root causes. This concentrated time will allow for discussion and deep reflection about current practices and the implementation of new research based initiatives. Teachers will analyze issues with curriculum, assessment, and instruction. They will decide on several power standards that teachers and interventionists can focus on for the next semester.</p> <p>***Teachers reviewed data this past year, but it wasn't structured in data days. This is something we need to continue to process on how this could be most effective and how we will fund it moving forward if we</p>	<p>October 2019 - April 2020</p>

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

		don't have it embedded in the current instructional day. ***	
	PLCs	<p>With support from administration, teachers will work in PLCs to research best practices to support and undergird the identified instructional needs identified in the data. Teachers will discuss their successes and needs as they relate to meeting the needs of their students. They will discuss mandated district curriculum, district required assessments, instruction and student achievement.</p> <p>Classroom teachers have two hours of common planning time in their schedule each week. Other times for PLCs will be scheduled. All classroom teachers have 50 minutes at the end of the day that may be utilized for PLCs. Some teachers may volunteer to stay after school to work in their PLCs.</p> <p>Administrators will participate in weekly PLCs so they can provide suggestions and feedback. Administrators will conduct drop in classroom observations every two weeks to check and monitor instructional practices and implementation of initiatives and goals that were created in PLCs. They will evaluate strengths and weaknesses.</p> <p>*** A group of 10 staff attended the PLC Conference in St. Louis hosted by Solution Tree. This conference will help guide our implementation of the PLC process to fit the unique needs of Roberts.***</p>	September 2019 - May 2020
	PLC Book Study	<p>Staff will participate in a book study of Learning by Doing by DuFour, DuFour, Eaker, Many & Mattos, 3rd Ed. (2016).</p> <p>Groups of staff will sign up to present a chapter each month during staff meetings. Classroom teachers and specialists will read the assigned chapters each month before the staff meeting. The presentations</p>	September 2019 - May 2020

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

		will help with the correct implementation and knowledge of PLCs.	
	Staff Meetings	<p>Staff meetings will be focused on best practices and providing opportunities for all staff members to grow and develop.</p> <p>Staff Meetings this year will be targeted and specific to the needs in the building of teachers. There will be intentionality in the training provided and information delivered during these meetings. Teachers may request for specific topics or training during staff meetings. Sometimes staff meetings may consist of a general meeting and break out sessions for different groups to better meet teacher needs.</p>	August 2019 - May 2020

Focus #4 Literacy	Action Items		
<p>Goal Statements - To equip teachers and help build their capacity in providing research and evidence based literacy instruction to meet the diverse needs of all learners in our building.</p> <p>Our data shows the need for continued small group reading skill instruction to bridge the gap in sub populations as well as ensure continued growth of all students regardless of their instructional level.</p>	<p>RISE/Science of Reading Training and Implementation/New Literacy Materials Adoption</p>	<p>We will have continued Implementation for K - 2 Teachers as well as training for all 3 - 5 teachers to build capacity in the science of reading. Any new staff will register for Science of Reading training. Administrators will observe the instruction and implementation of the science of reading strategies in the classroom. Strategies will be taught using the new literacy adoption that includes Wit and Wisdom, Foundations, Just Words, and Heggerty. Teachers will be given feedback about areas they are doing well and areas that need improvement. Administrators will meet to evaluate the success of the literacy implementation by examining progressing monitoring and observations. They will also collect perceptual data from teachers. Professional development will be delivered to assist teachers in needed areas. Administrators, literacy facilitators, and classroom teachers will deliver the professional development in these areas.</p>	<p>August 2019 - May 2020</p>

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

		Part of the initial school based professional development this year will be about implementation of the science of reading.	
	Growing Teacher Capacity Through National Conferences	<p>We sent 12 staff members to Plain Talk About Literacy and Learning Conference in February. These staff members included K - 5 Teacher, Reading Specialists, Assistant Principals, SPED Teachers. Teachers were able to come back and provide information to other staff members. We plan on sending more teachers to this conference this winter.</p> <p>*** We are processing how to deliver information more effectively to whole staff from the teachers that experienced this training themselves. ***</p> <p>10 K - 2 Teachers attended the SDE National Conference for K-2! Teaching.</p>	January 2020
	Small Group Instruction	<p>Our data shows the need for continued small group reading skill instruction to bridge the gap in sub populations as well as ensure continued growth of all students regardless of their instructional level.</p> <p>All students in grades K-2 and above (if new to the district) will be administered beginning of the year digital phonics screeners required by the district. Additional screeners may be given for more data. Teachers will plan small group literacy skill instruction from the results of these screeners. The success of the small group literacy skill instruction will be checked with formative assessments.</p>	August 2019 - May 2020

Focus #4 Literacy	Action Items		
Goal Statements - To equip teachers and help build their capacity in providing research and evidence based literacy	Interventions	We will continue implementation of research based interventions that focus on student deficit areas in phonological awareness, phonics, fluency, and vocabulary.	September 2019 - May 2020

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

<p>instruction to meet the diverse needs of all learners in our building.</p> <p>Our data shows the need for continued small group reading instruction to bridge the gap in sub populations as well as ensure continued growth of all students regardless of their instructional level.</p>		<p>A school wide intervention time was built into the master schedule this school year. 1:35-2:25 p.m. is open for interventions. Teachers will use preliminary literacy data in addition to NWEA Map data to group students that need specific interventions.</p> <p>Groups will be assigned an interventionist that can best meet their needs and is capable of working with small groups of students on specific deficits. Interventionists will be trained and given specific guidance if needed. Interventionists will participate in professional development so they can successfully provide interventions. This professional development may be given during the school day in the form of small group instruction, teacher observation and modeling, or one on one instruction.</p> <p>Students in intervention groups will be progress monitored every two weeks to analyze if interventions are improving student learning. Interventions that are not working will be modified. PLCs will be utilized to focus on specific power standards and how interventionists can work with small groups to increase proficiency of those standards. Classroom teachers and specialists will use research based progress monitoring tools or will create formative assessments. They will instruct any non certified staff who provide interventions in the use of these tools. Each person that provides interventions will have an intervention notebook. Informal meetings will be held to monitor and check the success of the interventions.</p>	
	<p>After School Program: CAMP CREATE</p>	<p>Our afterschool program, Camp Create, targets 4th and 5th grade students who show deficits in reading as evidenced by 2019 ACT Aspire scores.</p> <p>The program will meet twice per week for two hours. The first hour will be devoted to strategy instruction in reading</p>	<p>October 2019 - April 2020</p>

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

		comprehension, and the second hour will focus on clubs that build background knowledge.	
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Focus #5 Attendance	Action Items		
<p>Goal Statement- To ensure that students come to school on time and do not miss valuable instruction in the classroom.</p>	<p>Motivators and reminders for fewer tardies</p>	<p>We will display a daily poster that highlights the number of students present, tardy, and absent each day. We will keep track of this data and look for trends in school tardiness. We will also send out positive messages through parent link to remind parents to bring their children to school on time. The parent link calls will also serve as a reminder for the school hours and start time. Teachers will refer any students with excessive tardies to the office so administration can call parents and schedule a conference to determine the issue that is causing the excessive tardiness. The parent and administrator will design a solution to improve on time arrival.</p>	<p>September 2019- May 2019</p>

Don R. Roberts Elementary

Mission

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Values

With our students, staff, and community at our core, we will:

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

Encourage innovation, creativity, and risk taking
Celebrate a culture of belonging
Strive for the safest learning environment
Commit to identifying and eliminating barriers to educational achievement for all learners
Facilitate the equitable use of resources to meet the needs of all learners
Reflect on and implement best instructional and organizational practices

Committing to these values allows us to "Always Do The Right Thing!"

New Mission, Vision, and Values will drive every decision in our building. These statements were created through teacher, staff, and community (PTA) input. Before the end of the school year, the administration would like Student Council to provide input before we have our FINAL version of our revised Mission Statement, Vision statement, and newly created Values.

SCHOOL IMPROVEMENT PLAN
ROCKEFELLER ELEMENTARY
2019-2020

2019 -2020

Rockefeller Elementary School

Current Reality

Student Achievement- *There is a need for teachers to model and provide instruction on metacognitive processes and strategies in order to assist students with problem solving and perseverance. Professional development will be needed for teachers to learn to be effective when assisting students using this process during times of student academic and/or emotional difficulties.*

Effective Instruction- *There are needs for continued professional development including but not limited to the areas of Science of Reading and RISE acquisition and implementation, lesson planning, data analysis, small group instruction, differentiation and tiered instruction in order to meet the needs of all students working at, above or below grade level.*

Leadership- *Changes are needed at this time in teacher leader practices to keep the focus on improvement in instruction and student achievement. A collaborative culture that shares both strengths and weaknesses must be established in order to meet the common goal of student growth with the effective implementation of Professional Learning Communities (PLC).*

Discipline and Culture/Climate- *At this time, staff needs to improve on interacting with students managerially and socially as well as instructionally in a way that the child perceives is consistent and fair. Student's need opportunities to practice social skills learned through development of character education, PBIS implementation and interaction of social and cognitive skills.*

Parental Involvement- *At this time, parental involvement is low. Both students and parents have concern that staff does share an understanding of the families or community beyond the school ground.*

Focus Area 1: Student Achievement

<p>Goal: <i>Improve student achievement through teaching/modeling metacognition processes/strategies and promoting social emotional competency in all content areas by increasing students' mastery to 50% ready on ACT Aspire.</i></p>	<p>Implementation:</p> <ul style="list-style-type: none"> • lesson planning will reflect teaching/modeling of metacognition <ul style="list-style-type: none"> ▪ Science of Reading ▪ essential questions ▪ think-alouds ▪ modeling ▪ problem solving ▪ rotation/centers • student grouping will demonstrate teacher's knowledge of students based on data/needs • collaboration logs will reflect discussion focused on student needs and effective strategies • RTI process will allow for referral/small group intervention (academic, social/emotional/behavioral support) • Peer, leadership and district walk-throughs with checklist /protocols with feedback • model classroom lessons with literacy and math facilitators 	<p>Professional Development:</p> <ul style="list-style-type: none"> • Science of Reading/R.I.S.E. training • Wit and Wisdom • Wilson Foundations • Just Words • Heggerty(phonemic awareness) • Wilson's Systems Dyslexia Intervention Tier III • <i>Students- The Energy Bus for Kids</i> by Jon Gordon • <i>Staff- Cornerstone: Classroom Management That Makes Teaching More Effective, Efficient, and Enjoyable</i> by Angela Powell ▪ Other PD as determined by needs assessment may include but not limited to additional work on the: <ul style="list-style-type: none"> ▪ classroom management strategies ▪ differentiation of instruction ▪ metacognition ▪ imagery ▪ effective questioning ▪ self-monitoring strategies 	<p>Evaluation: Evidence of</p> <ul style="list-style-type: none"> ▪ Summative Discipline Data ▪ Summative Achievement Data ▪ walk-through/ observational checklists ▪ lesson plans ▪ Survey Feedback ▪ classroom artifacts ▪ student work /conferences ▪ RTI logs/SBIT referral data ▪ feedback from outside agencies
<p>SE01- The school promotes social/emotional competency in school rituals routines, such as morning announcements, awards assemblies, hallway and classroom wall displays and student competitions.</p> <p>SE02- All staff teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.</p> <p>MET01- All teachers teach and model the metacognitive process and specific learning strategies and techniques.</p> <p>MET05- All teachers build students' metacognitive skills by providing students with processes for determining their own mastery of learning tasks.</p> <p>SE03- All staff establish classroom norms for personal responsibility, cooperation, and concern for others.</p> <p>SE04- All staff are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.</p>			
<p>Timeline: <i>By end of first quarter, rituals and routines will be established and observable in order for teachers and students to focus on effective instructional practices to include metacognition.</i> August 6, 2019- October 31, 2019</p>			
<p>Other Needs/Resources (Barriers): Professional development on Metacognition PD on Science of Reading, data analysis (review)/grouping, learning Centers/Small Group Instruct. Funds to bring in outside presenter Establish Model Classrooms- staffing/coverage</p>			

Focus Area 2: Effective Instruction

Goal: *Implement a tiered instructional system that aligns instructional methods with student needs across all tiers of Literacy by using the knowledge of the Science of Reading (SOR) to improve to students literacy to 50% ready or above on ACT Aspire summative assessments.*

IIID02- The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers in Phonemic Awareness(PA), Phonics, vocabulary, fluency, comprehension & writing..

IIIA07-All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre/post tests and other ongoing methods of assessment.

IIIA05- All teachers maintain a record of each student’s mastery of specific learning objectives Phonemic Awareness (PA), Phonics, vocabulary, fluency, comprehension & writing.

IIIA05-All teachers will create a lesson plan using essential lesson planning components and congruence in order to deliver well-aligned explicit, systematic instruction to students (PA), Phonics, vocabulary, fluency, comprehension & writing.

IIID01-School implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.

IIID03 The school’s tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.

IIID04 The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers of (PA, Phonics, vocabulary, fluency, comprehension & writing).

Timeline:

By the end of the second quarter-(August- 6- December 20, 2019) teachers will deliver evidence-based instruction that aligns with student needs across all tiers which will be reflected in both classroom artifacts and student work.

Other Needs/Resources (Barriers):

PD needs assessment/PD Plan to identifying available resources for Science of Reading, differentiating/tiered instruction, math, PLC and effective lesson planning.

Consistent time to meet both horizontally and vertically to analyze data both small group/school-wide.

Implementation:

- Lesson planning will reflect
 - evidence-based instruction
 - differentiated assignments
 - time for reteach/small group instruction
- Student grouping will demonstrate teacher’s knowledge of students based on data/needs
- Collaboration logs will reflect discussion focused on student needs and effective strategies
- Data wall will reflect student growth
- RTI process will allow for referral/small group intervention (academic, social/emotional/behavioral support)
- Peer, leadership and district walk-through checklist will provide feedback
- Implement Sound Walls
- PD/Model classroom lessons with literacy facilitators will focus on differentiation /tiered explicit (SOR) instruction: Heggerty
Wit and Wisdom
Just Words
Wilson’s Tier 3
Foundations

Professional Development:

- SOR /R.I.S.E. training
- Wit and Wisdom
- Wilson Foundations
- Just Words
- Heggerty(phonemic awareness)
- Wilson’s Intervention
- RTI/PBIS Process
- SBIT Process
- Lesson Planning
- Other PD as determined by needs assessment may include but not limited to:
 - Sound walls and word walls
 - Anchor charts (graphic summary) graphic organizers, mind maps, etc.
 - individual student conferencing and feedback
 - teaching reading and writing strategies vs. content

Evaluation:

Evidence of

- Focused walk-throughs/ observational checklists and feedback
 - lesson plans with evidence of planning for differentiated instruction
 - Evidence of classroom artifacts student work /conferences
 - summative student achievement data
 - PLC collaborative logs and agendas
 - Evidence PD sign in sheets with staff completion of Heggerty
Wit and Wisdom
Just Words
Wilson’s Tier 3
Foundations
 - RTI logs/ referral data
SBIT logs

Updates on Focus Area 2: Effective Instruction

Date	Updates:	Next Steps/Person(s) Responsible

Focus Area 3: Leadership			
<p>Goal: Principal builds the building leadership capacity in order to keep the focus on improvement in instruction and student achievement by ensuring a professional learning community (PLC) process is in place 75% of time each month.</p>	<p>Implementation:</p> <ul style="list-style-type: none"> • PLC- agendas, collaboration logs • Classroom schedules will reflect bell to bell teaching • Classroom displays will include mission/vision • Teachers will lead/ • participate in school committees/Leadership • Staff mtg. agendas will reflect teacher sharing/leading/input • Lesson planning will reflect evidence-based instruction • Student grouping will demonstrate teacher’s knowledge of students based on data/needs • Collaboration logs will reflect discussion that supports the school’s improvement focus • Focused Peer, leadership team walk-throughs with feedback • Model classroom lessons with literacy and math facilitators 	<p>Professional Development:</p> <ul style="list-style-type: none"> • Professional Learning Communities(PLC) • R.I.S.E. training • Achieve Team Training • SPDG/RTI Support and training for small group instruction • TESS • Data Disaggregation 	<p>Evaluation:</p> <p>Evidence of</p> <ul style="list-style-type: none"> ▪ schedules ▪ walk-through/observational checklists ▪ lesson plans ▪ classroom artifacts ▪ committee agendas ▪ collaboration logs and agendas from PLC’s ▪ TESS summative evaluations ▪ TESS informal, feedback, next steps ▪ Evidence and artifacts of PGP’s
<p>IE01- The principal ensures everyone understands the school’s written mission and goals, (short term and long term) and their roles in meeting the goals.</p> <p>IE04-Principal ensures teachers maximize the time available for instruction daily by observing for instruction from bell to bell.</p> <p>IE02- Principal develops the leadership capacity of others in the school by encourage participation on PLC’s, Leadership team, committees and task forces.</p> <p>IE03-Principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.</p> <p>IE06- Principal keeps a focus on instructional improvement and student learning outcomes by regular examination of data toward their goals. A foundation for a practice-changing culture to benefit student learning is built.</p> <p>IE06 Principal provides teachers with clear, ongoing evaluation and feedback of their pedagogical strengths and weakness based on multiple sources of data consistent with TESS, PGP’s and student achievement goals.(formals, informal, walk-throughs, observation checklists, etc.</p>			
<p>Timeline: <i>August 13- May 30, 2020, teachers and administrator will work collaboratively with all staff sharing instructional strengths and areas for growth and draw on the strengths/skills of colleagues to achieve long and short term goals as outlined by the school’s vision and mission statements, school improvement plan, PGP’s and student outcome goals..</i></p>			
<p>Other Needs/Resources (Barriers): Consistent time to meet both horizontally and vertically to analyze data both small group/school-wide PD on effective instructional practices, TESS, and Science of Reading (SOR) and data disaggregation. Complete PD Plan for the implementation of Science of Reading (SOR) components</p>			

Focus Area 4: Discipline and Culture/Climate			
<p>Goal: All staff will interact instructionally, managerially and socially in a manner that is encouraging and supports the school community of students with feedback and praise.</p>	<p>Implementation:</p> <ul style="list-style-type: none"> School will provide a shared calendar that outlines opportunities and events for staff, students, and parents Teachers will use the Little Wrangler Camp to establish rituals and routines that will be practiced and enforced with fidelity Staff will use PBIS measures and practices to create a culture of positive behavior support Rituals and routines will be evident by staff, students, parents, and visitors Students will feel their teachers know about their lives both in and out of school and that they care. 	<p>Professional Development:</p> <ul style="list-style-type: none"> LRSD District Handbook Parent and Student Handbook Little Wrangler Camp Wrangler STARs Handbook Expectations Achieve Team Training SPDG continued Training SBIT Referral Process Refresher LRSD HIB Process Character Education Volunteers in Public Schools (VIPS) Field Trip Planning 	<p>Evaluation:</p> <p>Evidence of</p> <ul style="list-style-type: none"> Walk through/observational/checklists Calendar of Events Student survey feedback Annual Perceptual Surveys Quarterly Discipline Data Student's Interest Surveys Previous Year Discipline Data
<p>IIIA31- All staff interact instructionally with students (explaining, checking, giving feedback) in a proactive, fair and clear manner.</p> <p>IIIA32-All teachers interact positively with students limiting the amount of time students are away from learning (reinforcing rules, procedures and consequences).</p> <p>IIIA33- All staff will interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family) developing character, leadership and social skills.</p> <p>IIIA30-All staff will encourage students to help each other with their work, provide opportunities through (<i>out of school venues, fieldtrips to museums, culminating activities, conferences, national capitol, etc.</i>) to model and practice using character traits, language development, social and leadership skills learned and reinforced daily.</p> <p>IIIA34-All staff will verbally praise students and create a climate of mutual respect.</p>			
<p>Timeline:</p> <p><i>August 12- May 27, 2020 (first six weeks of school and throughout the year), teachers will establish, reinforce rules/procedures, provide feedback/checks for understanding as well as interact socially to understand, reach, and teach the whole child.</i></p>			
<p>Other Needs/Resources (Barriers):</p> <p>Professional Development on Integrating a mindset and language that honor and respect students in order to build a positive student-teacher relationship.</p> <p>Funds/Educational opportunities/Parental Involvement to support student's exposure to new experiences that broaden their horizons, build background knowledge, culminate learning for students of lower socio-economic backgrounds who may not have been exposed.</p>			

Focus Area 5: Parental Involvement

Goal: Due to a 39 % increase in absenteeism and missed instructional time in 2018-2019. The school will provide guidance for teachers and parents (families) that focus on high expectations for both academic achievement, attendance and behavior.

FE08- Professional Development programs for teachers include assistance in working effectively with families to improve student attendance by 50%, and decrease discipline by 50%.

FE09-The school provides parents (families) with practical guidance to maintain regular and supportive verbal interactions with their children.

FE12- The school provides parents (families) with practical guidance to model and encourage respectful and responsible behaviors.

The school will encourage both students and teacher attendance daily by promoting Feet to the Seat Campaign for improved daily attendance to improve student achievement.

The school will implement Saturday School to serve as an alternative to out of school discipline and to make up missed instruction for students with chronic tardiness and early check-outs.

FE11-The school provides parents (families) with practical guidance to encourage their children’s regular reading habits at home. The school will enlist parental Involvement to support student’s exposure to new experiences that broaden their horizons, build background knowledge, culminate learning for students of lower socio-economic backgrounds who may not have been exposed to outside learning opportunities as sponsors, chaperone, etc.

Timeline:

By October 10, 2019, school will develop a plan that includes professional development opportunities for teachers and opportunities for parental involvement that will allow for school guidance on family support to meet academic and behavior goals.

Other Needs/Resources (Barriers):

Funds for incentives to encourage parental involvement
PD for parents and teachers that encourages engagement and collaboration.

Funds for resources to provide parenting classes and resources to assist student’s social, emotional and academic growth.

Implementation:

- School will provide a shared calendar that outlines opportunities and events for staff, students, and parents
- Teachers will lead/
- participate in school committees/PTA
- Staff mtg. agendas will reflect parental involvement opportunities
- VIPs will reflect an increase in parent volunteers
- Parental Involvement and Engagement Coordinator will engage parents with workshops/events
- Events/Committees/School processes will be more parent led/developed/run
- Implement Feet to the Seat Campaign for students and teachers
- Provide incentives for staff for perfect attendance
- Provide assembly and incentives for students with perfect and improved attendance
- Implement Saturday School to serve as an alternative to out of school discipline and to make up missed instruction for students with chronic tardiness and early check

Professional Development:

- Achieve Team Training
- Parental Involvement Workshops
- STRIVE
- New Beginnings
- “The Benefits of Field Trips for Children”
- Volunteers in Public Schools (VIPs)
- Feet to the Seat Campaign
- Saturday School Implementation

Evaluation:

Evidence of

- VIPS sign-in sheets
- Observation
- Committee agendas
- Calendar of Events
- Weekly attendance data from eFinance for staff
- Weekly attendance for students from eSchool
- Saturday School number of attendees
- Survey of Saturday School Implementation

SCHOOL IMPROVEMENT PLAN
ROMINE ELEMENTARY
2019-2020

Romine Elementary School
2019-20 School Improvement Plan

Focus Area: Effective Instructional Practice

GOAL: Romine Elementary School will use the Grade Level Team PLC meetings to collaborate about and prepare to implement a tiered instructional system in literacy that aligns instructional methods with student needs across all tiers of instructional strategies.

CURRENT WORK/PRACTICE: Romine Elementary School assesses each student at Romine Elementary School 3 times a year through district interim assessments. The Leadership Team reviews the results and analyzes strengths and weaknesses. The Leadership Team analyzes math and literacy data provided by the math and literacy facilitators 2 times a month. A tiered system is in place with Tier I and Tier II students receiving interventions from classroom teachers and Tier III receiving intervention support from classroom teachers, the reading interventionist, and certified specialists.

A paraprofessional is designated to the grade level hallways and allowed to support the classroom teacher during the phonic block to ensure that skills that are missing have and will be gained by the next testing window. Teachers will keep data and it will be analyzed weekly to see if students need to be shifted so that all students get what is needed to move to the next academic level.

Dyslexia interventions and reading interventions are provided to the students that meet the criteria identified by the state and LRSD. The interventions are provided by the specialist in the building and the special education teachers trained as well. The students will be served the amount of time identified needed for each individual child. The intervention plans and progress are viewed monthly by RTI Committee, Administration, and grade level teams. The students' progress will determine next steps to continue growth or have work to achieve progress.

RTI Meetings are held two times a month, or when needed to allow teachers to bring the students that are not having success to a group to determine next steps to help student achieve. The committee consists of teachers, administration, and parents of the students being discussed at the meeting. The committee meets and keeps time and discusses the student, barriers, and supports for the student and what needs to be tried next for success.

DATA: Based on student achievement data, along with selected school improvement indicators grade level PLC team meetings will become teacher lead and data driven.

INDICATORS:

- IID02 The school tests each student at least three times each year to determine progress toward standards based objectives
- IID07 The Leadership Team Monitors school level student learning data

SUPPORT/BARRIERS/PROFESSIONAL DEVELOPMENT: The grade level PLC Team will systemically review the results of interim assessments to make adjustments. The teams will develop instructional plans using curriculum guides, team collaboration, differentiate assignments and individualize instructional plans for students that need support. Professional development plan will be followed and will be provided for teachers to improve their skills in working with at risk students and teaching reading.

EVALUATION: We will monitor our implementation by following the Professional Growth Plan developed by Romine Leadership Team and evaluated quarterly through collection of agendas, sign-in sheets, team meeting minutes, lesson plans, informal and formal observations by administrator who will provide regular feedback and student data discussions.

2019-20 Professional Development ACTION PLAN

Team Name: Romine Elementary School

SMART Goal or Objective: By May 2020, there will be a 10% increase in literacy scores due to improved literacy instruction provided to Romine students served, from August 2019 through June 2020.

Strategy: Behavioral Strategy Support through SPED Dept., and PLC concentration on Behavior Management and PBIS for 2019-20 school year.

Task (begin with a verb)	Specific Person(s) Responsible	Resources Needed	Evidence of Completion	Begin Date	End Date
Attend and complete K-2 A.D.E. R.I.S.E. Initiative Training for those not trained	Team members not trained 2019-2020	R.I.S.E. Materials	Sign in Sheets for District Agendas	August 2019	May 2020
Attend and complete 3-5 A.D.E. R.I.S.E. Initiative Training	3 rd grade 4 th grade 5 th grade team members	R.I.S.E. Materials	Sign in Sheets for District Agendas	August 2019	May 2020
Implement the K-5 District Literacy Programs: *Wilson Reading System *Fundations *Heggarty *Wit and Wisdom *Just Words	K-5 Teachers will receive appropriate training for their grade level for literacy instruction.	Literacy Training provided by the district	Sign in Sheets	July 2019	May 2020
Apply Dyslexia Training	J. Gaither E. Cranford C. Jordan C. Jones M. Thomas	Dyslexia Training for students served	Sign In Sheets and observations	July 2019	May 2020
Attend Learning the Foundation for Romine August 6, 2019	Principal	Computer SMART Board Teacher IPADS	Sign in sheets Agenda Learning Materials	July 2019	August 2019
Prepare for Weekly Team Meetings/Data/Small Group Interventions/Remediation Discussion	Principal ADE Rep Literacy Facilitator	Documentation Form Data Form for Student tracking	Student Data Agenda Notes kept from meetings	August 2019	May 2020
Execute Weekly observations/debriefing with teachers on	Principal ADE Rep Literacy Facilitator	Documentation Form	Student Data Agenda	August 2019	May 2020

explicit instruction in literacy block.		Data Form for Student tracking	Notes kept from meetings		
Provide Monthly Technology Professional Development after school	Ms. Sloan	SMART Board Computer Video PowerPoint	Sign in sheets Agenda List of Learning Materials on Agenda	August 2019	May 2020
Conduct Lexia Implementation Training with New Teachers/Staff	Ms. Jordan	SMART Board Computer Video PowerPoint	Sign in sheets Agenda List of Learning Materials on Agenda	August 2019	August 2019
Supply Mental Health Counselor behavioral strategies at each staff meeting.	Behavior Health Consultants	Resources from behavioral therapist. ALA Agenda Template	Sign in sheets Agenda List of Learning Materials on Agenda Reflection sheets	August 2019	May 2020
Present and prepare Lexia Data Collection	Ms. Sloan Ms. Jordan	SMART Board w/ Computer Video Lexia Presenter via Zoom	Sign in sheets Agenda List of Learning Materials Reflection sheets	Sept 2019	Sept 2019
Facilitate Lexia Success Matrix	Ms. Jordan	Computer Video Webinar	List of Learning Materials Reflection sheets	October 2019	October 2019
Share Lexia Data Module On Site	Ms. Jordan	SMART Board w/ Computer Video Webinar	Sign in sheets Agenda List of Learning Materials on Agenda Reflection sheets	October 2019	October 2019
Administer Lexia Para Professional Training for Additional Support in Classrooms	Ms. Jordan	SMART Board w/ Computer Video	Sign in sheets Agenda List of Learning Materials on Agenda	October 2019	October 2019

			Reflection sheets		
Share PBIS strategies and newsletter information to staff monthly in staff meetings	Mr. Westin	SMART Board w/ Computer Video	Sign in sheets Agenda List of Learning Materials on Agenda Reflection sheets	August 2019	May 2020
Implement Solution Tree Consultation on Proper PLC Time	Romine Staff	Documentation of Professional Development /Collaboration on next steps in classrooms	Sign in sheets Agenda List of Learning Materials on Agenda Reflection sheets	August 2019	May 2020
Attend PLC Institute with Solution Tree	Principal and 4 staff members	Documented 36 hours of professional development materials	Sign in sheets Agenda List of Learning Materials on Agenda Reflection sheets	September 2019	March 2020

FOCUS AREA: STUDENT ACHIEVEMENT

GOAL: Improve yearly growth of each student at Romine by 10% through effective teaching using productive processes/strategies and promoting social emotional behavioral competency in all content areas taught.

CURRENT WORK/PRACTICE: Romine Elementary School grade level PLC teams currently meet weekly to discuss instructional data. Data for Literacy is analyzed through district interims, such as SMI, Go Math unit assessments, LRSD Literacy Program Assessments, NWEA Interim reports, NWEA Skills reports, ACT Aspire (3rd-5th grade students), IEP goals met for special education students, Dibels, ESL information, and Lexia growth information on students served throughout the past school years. Grade level PLC teams are given research based strategies for whole group instructions, small group instruction, progress monitoring, and ongoing weekly. Classroom teachers organized data folders to assess students' progress during PLC time.

DATA: The Leadership team will look at data from multiple sources, such as progress monitoring, formal assessments, discipline reports, RTI Committee reports, and anything else help us have a clear picture of students served at Romine Elementary and what we can do to serve them to full capacity. Literacy data will be analyzed at each grade level, each class, and observe each individual student levels to determine trends. Students identified as unresponsive to instructional changes will be grouped by similar levels for additional support in intervention groups in the regular classroom and provided support in additional ways to gain skills. This system of data collection, analysis, and frequent monitoring strengthens the teacher’s ability to diagnose student challenges and recognize progress across the classrooms and the building as a whole.

Grade	Achievement							Growth		
	Fall Math/ Reading Mean RIT Score	Winter Math/ Reading Mean RIT Score	Spring Math/ Reading Mean RIT Score	Winter Percentile for Achievement	Winter Descriptor for Achievement	Spring Percentile for Achievement	Spring Descriptor for Achievement	Fall to Winter Observed Growth in Points	Conditional Growth Percentile	Descriptor for Growth
2 nd Math	171.4	175.4	176.7	7	LOW	7	LOW	4.1	1	LOW
2 nd Reading	166.2	171.6	171.1	5	LOW	.1	LOW	5.5	2	LOW
3 rd Math	180.8	186.8	191.0	6	LOW	6	LOW	6.1	58	AVG
3 rd Reading	177.7	180.9	187.1	2	LOW	7	LOW	3.2	1	LOW
4 th Math	189.2	192.6	194.9	1	LOW	2	LOW	3.3	10	LOW
4 th Reading	184	186.7	188.7	1	LOW	1	LOW	2.7	1	LOW
5 th Math	197.6	202.1	204.8	3	LOW	3	LOW	4.5	75	HIAVG
5 th Reading	195.3	194.4	199.5	1	LOW	5	LOW	-0.9	1	LOW

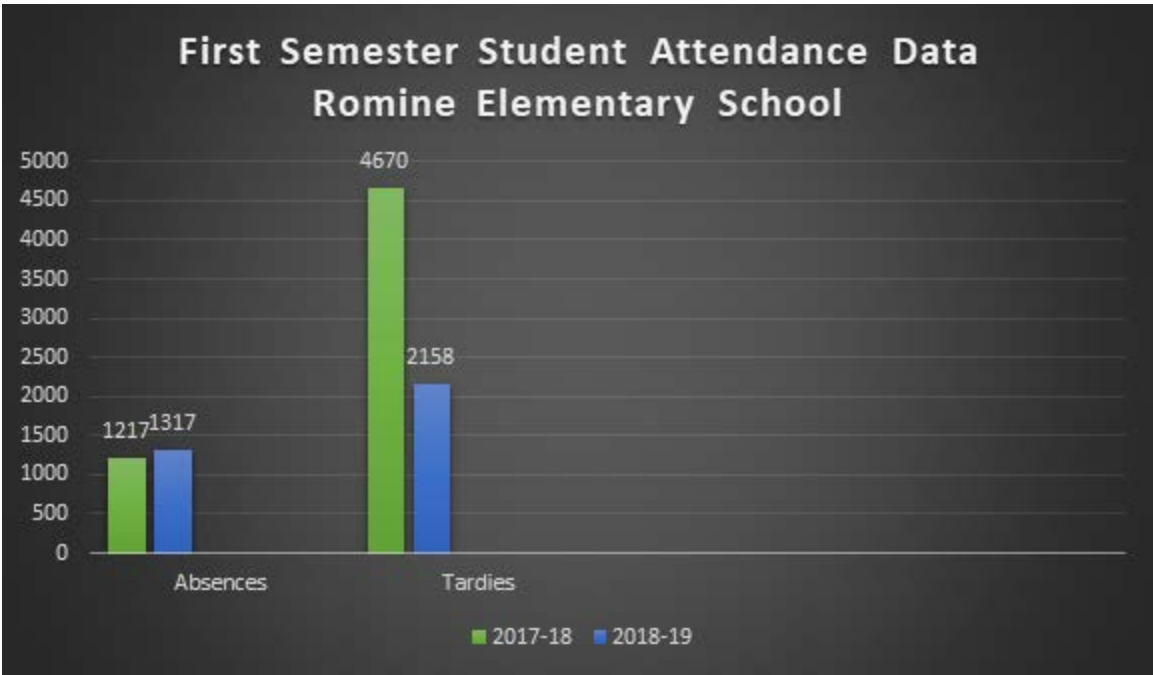
INDICATOR(S):

- IIID04 The school implements a system wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.

SUPPORTS/BARRIERS/PROFESSIONAL DEVELOPMENT: Grade Level PLC teams will continue to meet weekly to collaborate around instructional data. Training will be provided to school staff to fully understand and use instructional data. All staff members will be included in the trainings on various instructional approaches. Opportunities to create shared practices and materials that can be used at each tier will be shared in each team PLC meeting. Grade level teams will utilize data (behavior and academic) provided by the Leadership Team to effectively monitor student progress and make good instructional decisions.

All paraprofessional supports go into the third grade classrooms daily for 30 minutes. This daily extra support is to focus on bubble students in the area of need, whether it be literacy or math, which is designated by teacher, on data collected. The students’ data that will be collected and reviewed will be conducted in PLC weekly with literacy and math facilitator.

All special teachers have been given an intervention schedule to work with students in 3rd through 5th grades daily on their free times to allow for additional support in the classrooms.



EVALUATION: The Romine Leadership team will monitor strategies used and discussed student data regularly at each grade level. The Leadership Team will evaluate by viewing grade level PLC team agendas, committee minutes, sign in sheets, professional development surveys, student growth data, other data sources, formal and informal observations by administrator who will provide regular feedback to each grade level.

2019-20 Student Achievement ACTION PLAN

Team Name: Romine Elementary

ALA Performance Area(s): Shaping Cultural for Learning

SMART Goal or Objective: By May 2019, there will be an increased understanding of importance of school attendance effects student academics as measured by a 10% decrease in discipline referrals, and 10% decrease of student tardies and absenteeism from August 2019 through June 2020.

Specific Person(s) Responsible	Resources Needed	Evidence of Completion	Begin Date	End Date
Grade Level Teachers L. Jordan	Letters Notes Class Dojo Posts	Letters Notes Class Dojo Posts	August 2019	May 2020

T. Scott				
Grade Level Teachers L. Jordan B. Hamby	Teacher IPADS Sound System Cafeteria Teacher No Tardy List	FB Posts Class Dojo Posts	August 2019	May 2020
Grade Level Teachers Activity Teachers L. Jordan	PBIS Materials	Pictures Agendas PBIS Behavior Matrix	August 2019	May 20, 2020
Principal L. Jordan	PBIS Behavior Matrix	Observation Pictures	August 2019	May 20, 2020
Romine Staff	Fliers	Fliers Pictures FB Posts	Sept 2019	Sept 2019
Principal	Letters	Letters with Date	Sept 2019	May 20, 2020
Principal	Letters	Letters with Date	Sept 2019	May 20, 2020
Romine Staff L. Jordan	Class Dojo Posts	Class Dojo Posts	Sept 2019	May 2020
Romine Staff L. Jordan	Class Dojo Posts	Class Dojo Posts	Sept 2019	May 2020
Romine Staff	Staffing for supervision Megaphone Walkie Talkie	Class Dojo Posts Observation Pictures	Sept 2019	May 2020
Romine Staff Leadership Team	Bulletin Board Letters Notes Class Dojo Posts Website	Monthly Posts on Website Facebook Class Dojo	August 2019	May 2020

	Recognition			
Romine Staff Leadership Team	Daily Attendance Bulletin Board	Monthly Posts on Class Dojo, Website, and Facebook	August 2019	May 2020
Romine Staff	Staffing for supervision Megaphone Walkie Talkie	Class Dojo Posts Observation Pictures	Sept 2019	May 2020
Romine Staff	Staffing for supervision Megaphone Walkie Talkie	Class Dojo Posts Observation Pictures	Sept 2019	May 2020
Romine Staff Students	Bulletin Board/Walls throughout the Building for Words Posted	Class Dojo Posts Observation/Facebook/Twitter Posts/Pictures Agendas/Action Plan Canvases for Teachers Professional Development	Sept 2019	May 2020
Romine Staff and Students	Staffing for Supervision Walkie Talkies Popcorn Popcorn Popper	Class Dojo Posts Observation/Facebook/Twitter Posts/Pictures	Sept 2019	May 2020

**Chronic Absenteeism Campaign
School Activities**

Month	Attendance Awareness Effort	Audience
September	Community Walk	All Stakeholders
October	Attendance Recognition Awards	Students and parents
October	Sent Home Attendance Bookmarks	
Monthly	Social Media Posts on Attendance Awareness Twitter, Facebook, Class Dojo Attend to Achieve	Parents and Student
Monthly Each Friday	No Tardy Turn Up Party	Students
Monthly	Class Dojo Weekly Blasts	Parents and Student
Weekly	Secretary Calls and Letter	Parents and Students
Quarterly	Positive Phone calls and messages	Parents and Student
Daily	Sign in Carpool for Tardy awareness	Parents and Student
Daily	Car Pool Banner from attendance works	Parents and Student
January 2020	Leadership Team	Parents and Student

	Make phone calls beginning at 2nd Absence	
January 2020	Attendance Award Monthly to the class with the most perfect attendance and no tardies with Movie and Popcorn at the end of the month	Students
January 2020	Parents of class with recognition will be put in raffle for \$25 Gift Certificate give away	Parents
January 2020	Attendance reports will be pulled weekly to see what percentages are for each class	Students
January 2020	Daily recognition sheet will be posted outside classrooms to identify classes daily that met the goal of 100%. The percentage will be posted daily.	Parents and students

SCHOOL IMPROVEMENT PLAN
STEPHENS ELEMENTARY
2019-2020



Believe. Achieve. Succeed

Our mission is to prepare Safe, Thoughtful, Accountable, and Respectful lifelong learners for college and/or career readiness.

Plan Development Team:

❖ Principal	❖ Academic Interventionist	❖ Classroom Teachers
❖ Assistant Principal	❖ Library Media Specialist	❖ Parents
❖ Gifted & Talented Specialist	❖ Speech Pathologist	❖ Reading Intervention Teacher

Stephens will focus on the first three levels of Marzano's High Reliability School Framework.



Focus Area 1: Effective Instructional Practices

PLAN (*HRS Effective Teaching in Every Classroom*)

Goal: Effective instructional practices will be used by all teachers. Teachers will choose evidence-based instructional practices and incorporate theoretical models guided by coaching support. All teachers will demonstrate effective implementation of at least four instructional strategies that will be monitored and evaluated on a quarterly basis.

Action Steps: DO

- Peer observations- Observe, debrief, reflective feedback
- TESS Observations- Informal Observation
- Ensure that all teachers Kindergarten-5th Grade attend RISE Training.
- Support teacher attendance at Extending Children Mathematics (ECM) and Cognitive Guided Instruction (CGI) training.
- Self-Assessment
- Utilize weekly Leadership Team Meetings to examine common formative assessment, analyze observation data structure and modify intervention, progress monitoring and plan appropriate professional development.
- Leadership Team Focus walks to analyze effective instructional practices.
- Design protocol for peer observations (Self-Assessment/ Reflective Feedback)
- Team teaching and model lesson facilitated by the multi-site with follow-up teach by teacher.

Evaluation: CHECK

TESS Observation Results

- Analyzed quarterly to determine if evidence of the evidence-based strategies are present.

Professional Growth Plan focus and progress

- Will be established by 9/12 and reviewed at mid-year to determine effectiveness in supporting the overarching mission of Stephens Elementary and the key elements of this goal.

Focus Area 2: Student Achievement and Growth

Current Reality:

Math

81% of our 3rd Grade students scored below the ACT readiness range in justification and explanation.

75% of our 4th Grade students scored below the ACT readiness range in justification and explanation.

73% of our 5th Grade students scored below the ACT readiness range in justification and explanation.

Literacy

86% of our 3rd Grade students scored below proficient.

85% of our 4th Grade students scored below proficient.

78% of our 5th Grade students scored below proficient.

PLAN (*HRS-Guaranteed Viable Curriculum*)

Goal: The emphasis in this area is to positively impact and improve student growth and achievement by focusing on **Stephens Five Star Curriculum** through the implementation of the science of reading (RISE) and core math instruction.

Stephens Five Star Curriculum (Guaranteed Viable Curriculum)

1. **Foundational Reading Skills (Language Comprehension/Word Recognition)**
2. **Writing**
3. **Close Reading Skills**
4. **Math Fact Efficiency**
5. **Justification and Explanation of mathematical concepts/problems**

Literacy Action Plan

1. **Foundational Reading Skills (Language Comprehension/Word Recognition) – Heggerty, Wilson Phonics (FUNdations and Just Words)**
2. **Writing – Wit and Wisdom**

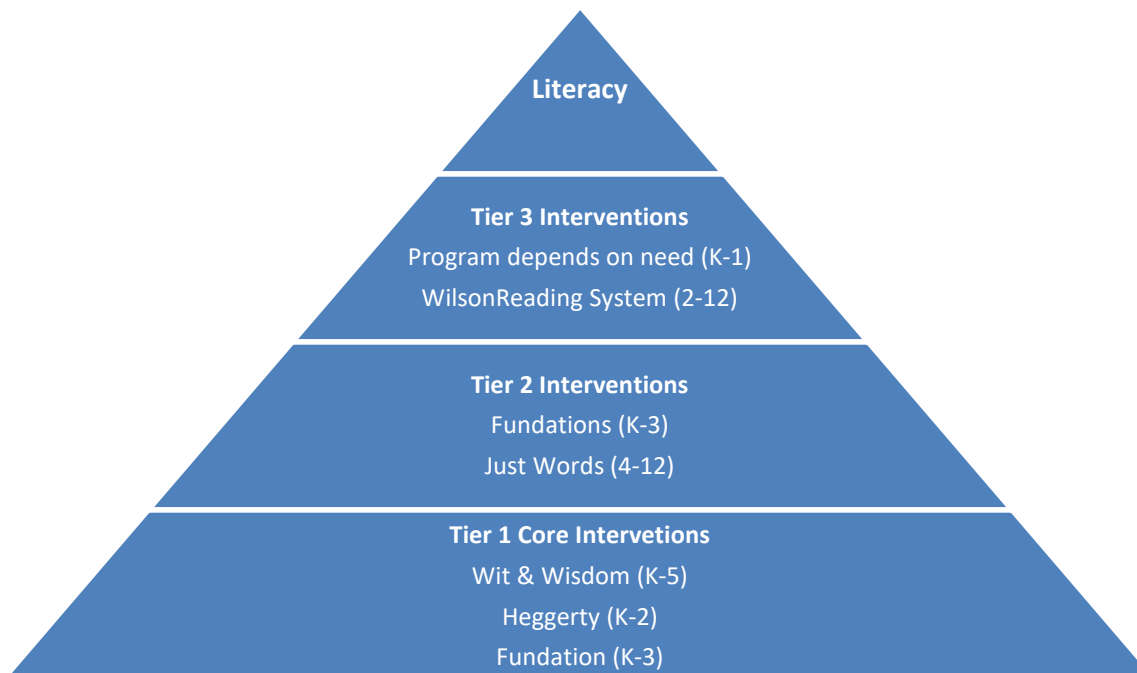
3. Close Reading Skills – Wit and Wisdom, Wilson Phonics (FUNdations and Just Words)

Math Action Plan

- 4. Math Fact Efficiency**
- 5. Justification and Explanation of mathematical concepts and problems**

Action Steps: DO

- Weekly Progress Monitoring Literacy/Math (Students- In Need of Support)
- Rise Training will be provided by the district’s Literacy Department.
- ECM/CGI (Math) Training will be provided for K-5th Grade teachers.
- Coaching support in Literacy and Math will be provided for all teachers.
- Biweekly PLC Meetings will be guided by the Math/Literacy Multi-Site Facilitators to provide resources and best practices.
- Monthly PLC Meetings will be held with classroom teachers and specialists for Data Analysis and Intervention Planning.
- After-school programing to address literacy deficits (Foundations & Heggerty)
- Quarterly Peer-to-Peer Observations with debriefing sessions to calibrate curriculum implementation
- Lexia implementation for primary students



Tier 1 supports will be provided by the classroom teacher daily.

Tier 2 Interventions will be provided daily by the classroom teacher and Academic Interventionist.

Tier 3 Interventions will be provided on a daily basis by reading intervention teacher and resources teachers.

Evaluation: CHECK

TESS – use of insight reports, feedback/notes

NWEA Quarterly Assessment – use data to track growth

BOY/ EOY Assessment will be used to determine growth

WADE Assessment administers by reading interventionist (End of the Year)

PAST

1 m

Profession Growth Plan – regular conversations in collaborative teams to monitor goal progress

Common Formative Assessments – Given on a per unit basis to establish skill mastery

Lexia- Monthly data analysis session

Focus Area 3: School Wide Culture

Current Reality:

Last year our average daily attendance rate was 89.84 %.

Discipline data reflects 213 suspensions.

PLAN (HRS- Safe, Supportive & Collaborative Culture)

Goal 1: Ensure that Stephens Elementary has a safe, supportive, and collaborative culture.

Goal 2: Establish consistent incentives to address chronic absenteeism and tardiness. We will increase our attendance average to 95%.

Goal 3: Strengthen systems for supporting student behavior and social emotional well-being.

Action Steps: DO

- Implementation of High Reliability Level 1
 - PLC book study on High Reliability Schools
 - Quarterly fidelity checks by Solution Tree Coach
- After-school Literacy Lab to support teachers learning the of science of reading
- Use of Solution Tree Coaching
 - Professional Learning Community support
- Utilize system for providing daily behavior incentive for all students
 - Star coins (school currency) will be distributed for positive behavior
- Establish a system for students/teachers to access school amenities related to PBIS
 - Google calendar established for securing date and time
 - Key access provided by all certified staff
 - Partnership support established and maintained through our Parent Engagement Coordinator
- Super Star School – Lesson implemented weekly in all classrooms
 - Lesson drafted by PBIS Team/Coach
- Use attendance data to provide weekly and monthly incentives for students.
 - “Don’t be tardy for the party” (Quarterly)
 - “Don’t Absent minded celebration” (Quarterly)
 - Weekly/Monthly Incentives for students
- Social Emotional Training through PATHS for all staff to address students with trauma
 - Sponsored by the City of Little Rock through Mr. Michael Drake

Evaluation: CHECK

Office Referral Data: Analyzed quarterly to address HRS Level 1 implementation

Stephens STAR Matrix: Used to guide daily behavior incentive

Super Star School: Students’ model school-wide behavioral expectations on at least a monthly basis or more if needed. Frequency is dependent on discipline referrals and lesson implementation.

Attendance Committee: Analyze tardies and absences weekly to establish trend data

Social Emotional Learning: Quarterly fidelity checks

SCHOOL IMPROVEMENT PLAN
TERRY ELEMENTARY
2019-2020

2019 – 2020
Terry Elementary School
Current Reality

Leadership- Terry Elementary practices 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. Our master schedule reflects adequate time for various building level teams to meet regularly. Currently, our Leadership Team meets regularly with the goal of improving instructional practices, as well as, increasing engagement with families and community stakeholders. We have assessed multiple indicators of effective practice to develop, implement, and monitor team structure.

Effective Instruction- Terry Elementary 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, or in our professional learning communities (PLC’s), our instructional staff will continue to refine and implement selected evidence 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 (including CGI strategies), research-based RTI strategies (explicit planning and teaching of whole group/small group instruction), project based learning with a STEM integrated focus, and personalized learning paths via an online math/literacy learning platform. Our expectation is that 100% of our classroom teachers will use these selected strategies daily with fidelity.

Our instructional teams also focused on providing small group differentiated instruction utilizing curriculum resources in response to student achievement on common formative assessments administered three times a year to identify the instructional strengths/needs of our students. Our goal is to continue that practice. The district’s selection of NWEA as an intermittent assessment tool that is aligned with state standards will aide in the ability of our instructional teams to plan instruction that both aligns with the curriculum requirements and students’ instructional needs.

As an instructional leadership team, we have identified indicators of effectiveness in the categories of Curriculum, Assessment and Instructional Planning, Classroom Instruction, and Student-Focused Learning to improve our practices. We will use a continuous improvement cycle (Plan>>Do>>Check) to implement practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring those practices will be developed as we plan.

Student Achievement- Terry Elementary will continue to use the team structure to ensure sound instructional practices support student achievement. During our instructional grade level team planning or in professional learning communities (PLC’s) the instructional staff will continue to plan, implement, analyze, and refine selected evidence based strategies that have been listed previously with the goal of improving adult practices that support student achievement and growth. In keeping with the team structure, our leadership team has determined that both our students and teachers need to focus on the practice of making data driven decisions; therefore, both teachers and students will record, track, and analyze data sets to drive instructional decisions and create academic growth goals for our students.

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, math, and science are:

- Improve the Overall ESSA Index Score by 10 points (72.2 C to 82.2 A)
- 90% of all students in 1-3rd grade will be reading on or above grade level by the end of the 19-20 school year
- 80% of all student in 4-5th grade will be reading on or above grade level by the end of the 19-20 school year.
- 100% of all students (K – 5th grades) will show growth on the NWEA assessment in both reading and math
 - K-2nd grade students met the growth goal in both reading and math on the Spring NWEA summative assessment.
- Increase by 10 percentage points on the English, reading, writing, and math sections of the ACT Aspire
- Increase by 15 percentage points on the science section of the ACT Aspire
 - 3-5th grade students doubled their growth toward their growth goal on the NWEA spring Science assessment. ACT Aspire scores show a 14% growth when comparing 17-18 SY's 3rd and 4th graders to 18-19 SY's 4th grade and 5th grade scores.
- Upon analyzing the 18-19 ACT Aspire data, there is an identifiable gap in achievement between student's identified as having an IEP versus students that do not as compared to the school-wide performance at specific grade levels. Implementing actions outlined in the plan to address the gap between student sub-population will reduce the performance gap by 10% .
 - 3rd grade (IEP students) in Reading scored 100% In Need of Support, in Math 70% scored Close or In Need of Support.
 - 4th grade (IEP students) in Reading scored 91% Close or In Need of Support, in Math 100% Close or In Need of Support.

Discipline and Culture- Staff and students at Terry Elementary will continue to use the team structure to support the improvement of school culture. The reading/analysis of the book The Energy Bus will continue this fall and lead the staff on a reflective process to more clearly define the team's goals/efforts to work towards building and maintaining a safe and nurturing school culture that supports student achievement and growth. Students will be introduced to the seven principles of The Energy Bus in the 19-20 school year. Preschool teachers and some specialists have been trained in Conscious Discipline. Additional staff members will be trained in the 19-20 school year. Furthermore, our goal is that by continuing to increase project based learning with STEM focused lessons that our students will attend daily, arrive on time, and remain engaged in instructional activities, thus reducing disciplinary infractions/sanctions.

Parental Involvement- Terry Elementary views parents as partners within our school community. We believe that student learning and school culture benefit tremendously when parents are fully aware in support of the school's mission and vision. Our leadership team currently has two parent representatives that serve an integral role in developing our School Improvement Plan. Currently, we have an active PTA. The PTA provides support to our school and parents in a variety of ways (i.e. Meet and Greet, Multicultural Night, sponsoring a Yearbook, Sweetheart Dance, Field Day, staff appreciation). As a result of the PTA involvement and encouraging the active engagement of our parents and partners, Terry Elementary increased our volunteer hours from an average of 20+ hours per student for the 17-18 school year to 100+ hours per student for the 18-19 school year. This is five times as many hours per pupil. Our expectation is that 100% of our staff will join PTA and that our volunteer hours for the 19-20 school year will be able to maintain our volunteer hours per student.

Focus Area 1: Leadership**Goal:** Build leadership capacity that support student achievement.

Actions:	Implementation:	Professional Development:	Evaluation:
<p>*Teachers are organized into grade-level, grade-level cluster, or subject-area instructional teams.</p> <p>*Collaborative teams will meet regularly (twice a month or more for 45 minutes each meeting) to analyze student achievement data to determine future instructional plans and student support.</p> <p>*The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including</p> <p>*Professional development for the whole faculty includes assessment of strengths and areas in need of improvement based on data collected via EdREflect observations of indicators of effective teaching.</p> <p>*Develop a PD plan for the 19-20 SY that is: aligned with the literacy needs of students and that is based on the science of reading.</p>	<ul style="list-style-type: none"> • Classroom schedules will reflect instructional focus from bell to bell • Lesson planning will reflect data driven instruction • Student grouping will be based on test data • Teachers identify and provide interventions for students showing characteristics of dyslexia • Literacy/Math facilitators will model effective teaching practices • Review school-wide data on a continuous basis • Implement PD plan for the 19-20 SY that is: aligned with the literacy needs of students and that is based on the science of reading. 	<ul style="list-style-type: none"> • Book Study- Poverty Mindset • R.I.S.E. Training for new staff and those who changed grade levels • CGI & ECM Training • STEM Instructional Strategies • RTI Support and Training for small group instruction and effective classroom centers • Dyslexia Interventions • Data Driven Decision Making • Literacy Curriculum Training: Heggerty, Foundations, Wit & Wisdom, Just Words 	<ul style="list-style-type: none"> • Instructional Schedules • Lesson Plans • Checklists • Classroom Artifacts • Committee Agendas • Collaboration Logs • Professional Development Agendas/ Sign-in Sheets • Staff Feedback Surveys • Ongoing evaluation of the following data: <ul style="list-style-type: none"> ○ NWEA Interim ○ Progress Monitoring ○ Informal Evaluations ○ Classroom Observation with meaningful teacher feedback.
<p>Timeline: Beginning August 26th, teachers will work collaboratively to complete the actions above. Actions will be completed by the end of the 2019-2020 school year.</p>			<ul style="list-style-type: none"> • Updated student assessment data used to determine grouping

<p>Other Needs/Resources (Barriers): ----PD on effective instructional practices. -Consistent time to analyze school data. -Support in implementing R.I.S.E strategies and new literacy adoption.</p>			
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<p>Focus Area 2: Effective Instructional Practice /Student Achievement</p>			
<p>Goal: To improve instructional practice that supports student achievement.</p>			
<p>Actions:</p>	<p>Implementation:</p>	<p>Professional Development:</p>	<p>Evaluation:</p>
<p>*Instructional teams use student data to plan instruction and interventions. *The school tests each student at least three times each year to determine growth towards mastery of standards- based objectives. *All teachers follow the curriculum map to strengthen reading instructional practices by using the knowledge and practices of the Science of Reading. *All teachers maintain a record of each student’s mastery of specific learning objectives. *The school’s tiered instructional system identifies students’ specific and aligns appropriate interventions. *IEP students will receive interventions in the Science of Reading and Heggerty from trained certified staff members.</p>	<ul style="list-style-type: none"> • Lesson planning will reflect the following: <ul style="list-style-type: none"> ○ Evidence-based instruction ○ Differentiated Assignments ○ Time for small group instruction to allow for intervention ○ Lexia & Imagine Learning Implementation ○ Implementation of RISE training using Wit & Wisdom K-5, Fundations K-3, Heggerty K-2, Just Words 4-5. • Student grouping will be evidence-based to identify need of support quarterly. • Data binders (teacher/student) will reflect updated goals and growth following each NWEA interim. 	<ul style="list-style-type: none"> ● Book Study- Energy Bus • CGI & ECM Training • Lexia • Imagine Learning • STEM Instructional Strategies • STEM Data Collection and Analysis • RTI Support and Training for small group instruction and effective classroom centers • NWEA Interim Data Reports • Data Driven Decision Making • R.I.S.E. Training (recalibration) • Additional R.I.S.E. training for teachers who changed grade levels or are new to the district. • Adopted Literacy Curriculum Training • Dyslexia Intervention 	<ul style="list-style-type: none"> • Schedules • EdReflect Informal/Formal Data • Lesson Plans • Checklists • Classroom Artifacts • RTI & SBIT Referral Data • Teacher/Student Data Binders • Student ISR’s • Student Growth Data from Lexia & Imagine Learning • Student work/conferences • Assessment/Screener Data: NWEA, DSA, Dyslexia, Rapid Word Naming, ACT Aspire

<p>Timeline: Beginning September 30th, deliver evidence based instruction that aligns with student needs across all tiers. Actions will be completed by the end of the 2019-2020 school year.</p>	<ul style="list-style-type: none"> • RTI process will allow for referral/small group interventions • Literacy/Math facilitators will model effective teaching practices • School-wide intervention block will begin in mid-September and continue until the end of the school year. • Students will be assessed via screeners on a quarterly basis to monitor the effectiveness of the interventions. • Intervention teacher hourly approx. 20 hours per week. <ul style="list-style-type: none"> ○ Work with student Tier II intervention groups k-2 ○ Data analysis to identify students for intervention ○ Collect intervention resources and train teachers in their use. • Collaborative team planning will include time for teachers to collectively analyze data and share intervention ideas • Instructional support provided by a certified Instructional Technology Specialist 		
<p>Other Needs/Resources (Barriers): -PD on identifying and utilizing resources for differentiating/tiered instruction. -Consistent time to meet both horizontally and vertically to analyze school data. -PD on creating, maintaining, and analyzing data sets. - PD and support for teachers to observe model lessons/instructional practices. -Funds to replace outdated iPads for use in K-1 classrooms for the 19-20 SY.</p>			

Focus Area 3: Student Discipline/ School Culture

Goal: To improve school culture that supports student growth and achievement.

Actions:	Implementation:	Professional Development:	Evaluation:
<p>* 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.</p> <p>* All teachers are attentive to students' emotional states, guide, student in managing their emotions, and arrange for supports and interventions when necessary.</p> <p>*All teachers use a variety of instructional modes (whole-class, small group, computer –based, individual, homework).</p> <p>*All teachers encourage students to help each other with their work.</p> <p>*Decrease chronic student absenteeism and truancy.</p>	<ul style="list-style-type: none">• Student/staff handbook to outline expectations and responsibilities.• School will provide a calendar and frequent notifications that outline opportunities for parents/students.• School-wide discipline committee will review school rules, procedures, and discipline plan quarterly.• Plan and deliver quarterly incentives for students who are present and on-time.• Follow the district Chronic Absenteeism “Feet to the Seat” campaign tiered interventions.• Rituals and routines will be evident by the staff, students, parents, and visitors. Students will display school pride and respect for self and others.• School-wide announcements will be streamed live through AR	<ul style="list-style-type: none">• Book Study: Energy Bus• Positive Behavioral Interventions & Supports Training• Conscious Discipline• Classroom Management• Self Regulation	<ul style="list-style-type: none">• Calendar of Events• Programs from assemblies, awards, competitions• Discipline Data• Student/parent/staff survey feedback• Absenteeism/Truancy Data• Walk Through Observations• Agenda and programs from assemblies, competitions, award ceremonies• Student/Parent Inventories/Surveys

	<p>Sandbox to increase student access.</p> <ul style="list-style-type: none"> • Recognition ceremonies that highlight student achievement. 		
Timeline:			
Beginning August 13th, teachers will establish, reinforce rules/procedures, provide feedback/check for understanding and interact with students to connect on a personal level to address the needs of students. Actions will be completed by the end of the 2019-2020 school year.			
Other Needs/Resources (Barriers): - --Funds to support incentives for attendance and citizenship. -PD on self-monitoring strategies. -Funds to bring in outside presenter/expert.			

Focus Area 4: Parent Involvement			
Goal: To improve engagement practices that support student achievement.			
Actions:	Implementation:	Professional Development:	Evaluation:
<p>Timeline: By October 18th,, the school will develop a plan that outlines a variety of opportunities for parental involvement via communication, events, providing information and resources for the school year to support their efforts to monitor their students' academic and social progress. Teachers and administrators will work to reach 100% parent membership on Class Dojo.</p>	<ul style="list-style-type: none"> • School will provide a calendar and frequent notifications that outline opportunities for parents/students. • Teachers will lead/participate in school committees (PTA) and at parent involvement events. • Leadership Team will include parental voice (parent representative). 	<ul style="list-style-type: none"> • Book Study: The Energy Bus • Parent Involvement Workshops <ul style="list-style-type: none"> ○ Parenting Classes ○ Community Resources/Support • Effective Communication Strategies 	<ul style="list-style-type: none"> • VIPS sign-in Sheets • Programs/Agendas from Meetings and Events • Calendar of Events • Parent Survey Results • Stats from Communication Tools/Platforms Used

<p>-Literacy and STEM events for families will be scheduled and planned by the Leadership Team. Actions will be completed by the end of the 2019-2020 school year. Other Needs/Resources (Barriers): --- -Funds for incentives to support parental involvement. -PD for parents and teachers that promote engagement and collaboration. -Funds for resources to provide to parents.</p>	<ul style="list-style-type: none"> • VIPS will reflect a continued increase in parental engagement via hours documented. • Parental Involvement Coordinator will engage parents with workshops/events • Needs assessment will be created/distributed to parents • Social Media platforms (Class Dojo, website, Facebook, Twitter) will be used to disseminate information about school events, academic support and general information. 		
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SCHOOL IMPROVEMENT PLAN
WAKEFIELD ELEMENTARY
2019-2020

Wakefield Elementary

School Improvement Plan

FOCUS AREA 1: Effective Instructional Practice

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

In analyzing ACT Aspire data, Reading was our greatest area of concern. The data revealed only 26% of our students reached ACT Aspire Ready or Exceeding level over the course of the last three years. In 2019, 49% of our students were scored as “In Need of Support.”

Students Scoring “In Need of Support”

3rd Grade	47 out of 99 students
4th Grade	30 out of 80 students
5th Grade	51 out of 84 students

Wakefield Elementary will continue to implement quality, research based tier I instruction through Wit and Wisdom, Wilson Phonics, and Heggerty. Teachers will meet weekly in Professional Learning Communities (PLC) to analyze common formative assessments and student work to determine if the instruction was effective, rigorous, and relevant. This information will guide teachers in determining their next steps for planning future lessons. Furthermore, teachers will meet regularly after school for vertical planning, providing teachers the opportunity to operationalize language, study the relationships within the standards from grade to grade, and develop school wide practices to create consistency within the literacy block.

Students who scored in the category of “in need of support” will meet with their classroom teacher for tier II small group intervention. Two academic intervention specialists and an ESL interventionist will provide additional literacy support within the classroom. Students who are in need of tier III interventions will meet with the academic intervention specialists or the reading teachers to receive tier III interventions, using Wilson Reading System. Teachers and specialists will meet regularly to evaluate the fidelity of the interventions provided, and monitor student progress (Aug. 13-Oct.10;

Oct. 14-Dec. 20; Jan. 7-March 13; March 16-May 27). Should interventions prove inadequate, the team will discuss how to modify and differentiate the intervention plan.

Intervention Evaluation

- October 10, 2019
- December 20, 2019
- March 13, 2020
- May 27, 2020

Professional Development

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

Additional Resources

- Part-time literacy interventionists
- Partnership with Pulaski Heights United Methodist Church (tutors)
- Lexia

Evaluation

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

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

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

In accordance with Act 1603, all 3-5 teachers and all new or untrained K-2 teachers will participate in R.I.S.E training between the dates of August 13, 2019 and May 28, 2020. Teachers and all literacy support staff will attend six days of training during the 2019-2020 school year. Wakefield will provide teachers with additional support in implementing R.I.S.E. through weekly PLCs and regular meetings with the Academic Intervention Specialists and the Reading Teacher. In addition, grade level teams will align their professional growth plans with the R.I.S.E. initiative.

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

Professional Development

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

Additional Resources

- Part-time literacy interventionists
- Partnership with Pulaski Heights United Methodist Church (tutors)
- Lexia

Evaluation

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

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

FOCUS AREA 2: School Culture

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

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

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

According to the 2018-2019 Student Attendance Data, 42 students were absent ten days or more in the first semester. One hundred and forty-two students were absent 5 days or more.

Beginning September 2, 2019 and ending May 22, 2020, Wakefield Elementary will implement an incentive program to encourage students to attend school regularly and to be on time. In order to meet our goals, teachers will create weekly incentives to encourage attendance. Monthly schoolwide incentives will be held for students who have no more than 1 absence per month. Excessive tardies and/or absences will result in an attendance conference with the teacher and administrator. The counselor will work with parents to create an attendance and/or tardy improvement plan. Teachers will be responsible for collecting monthly attendance reports from e-School, which will be used to monitor the attendance goals. The PBIS Leadership team will review the quarterly attendance reports at monthly meetings to determine the current progress in reaching our goals.

Additional Resources

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

Evaluation

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

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

We will meet quarterly on October 10, 2019, December 20, 2019, March 13, 2020, and May 27, 2020 to monitor progress towards student attendance and tardy goals.

Literacy Plan

Every student will receive effective Tier I core literacy instruction from high-quality researched based curricula and instructional strategies aligned to the Arkansas State Standards. All teachers have been or will be trained in the science of reading (R.I.S.E.), dyslexia and ESL training. Teachers will participate in district wide PD to receive further training in Heggerty, Wilson, and Wit & Wisdom to give high quality, differentiated, core instruction. In addition, Academic Intervention Specialists will work with teachers to implement the district's new phonemic awareness, phonics, and comprehension curriculum. Teachers and specialists will work collaboratively in monthly PLCs to improve teaching skills and the academic performance of students. Data will be used to inform instruction and make adjustments in instruction to meet student needs. To promote continued growth, teachers will participate in colleague visits, and coaches will model when necessary. Debriefs and reflections will occur after each visit. Students will be identified based on data gathered through student performance, classroom assessments, and teacher observations. Identified students will receive Tier II focused small group interventions in the core reading elements. Teachers will use Foundations or Just Words to address students with similar inadequacies in literacy three to five times per week for 30 minutes. In addition, support staff such as the Reading Teacher and Academic Intervention Specialists, will provide reading and/or dyslexia intervention. Language support will be provided for ELLs by an ESOL interventionist. Ongoing assessments of students' strengths and needs will occur on a frequent basis. Additionally, 40 volunteers from Pulaski Heights United Methodist Church will work with identified students to reinforce literacy skills.

Students who are not making adequate growth with Tier II interventions will be referred to the School Based Intervention Team (SBIT) in order to be placed with the Reading Teacher or Academic Intervention Specialist to receive Tier III targeted interventions. Interventionists will assess students using the WADE and the PAST. Once the developmental levels are determined, strategic interventions are available to provide intense, individualized instruction to small groups of 1-3 students, five days a week for 30 minutes. Through ongoing assessments of student learning, the interventionists will

be able to monitor student growth and determine if Tier III interventions should be continued.

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

SCHOOL IMPROVEMENT PLAN
WASHINGTON ELEMENTARY
2019-2020



Comprehensive Needs Assessment 2019-2020

BOOKER T. WASHINGTON ELEMENTARY SCHOOL

| 2700 SOUTH MAIN STREET, LITTLE ROCK, AR 72206 PHONE: 501-447-6700

Comprehensive Needs Assessment

Booker T. Washington Elementary School
2019-2020

Note: This is a living document. As new data is analyzed, the Leadership Team will make any necessary adjustments or modifications to this plan to reach our intended targets.

Focus Area 1: Achievement

Goal: To improve core instructional practices that support student achievement and growth in Reading through the implementation of the Reading Initiative for Student Excellence (R.I.S.E.) in grades Kindergarten – 5th.

Progress Toward Long-Term Goal for Academic Achievement: By 2030, 80% of students will score ready or exceeding on the summative assessment in literacy at Booker T. Washington. By 2022, 52% of students are expected to score ready or exceeding on the summative assessment.

By the end of the 2019 school year, 50% of students will score ready or exceeding on the summative assessment. Our goal is to have 40% (60 students in third – fifth grade) of the students move from close to ready and maintain the other 10% (15 students) of students that performed at proficiency on the 2018-2019 summative assessment.

Current Status:

- 1. Booker T. Washington 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 the various building level teams to meet weekly 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 using the Professional Learning Communities model. ***A Professional Learning Community (PLC) is:***

*An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is **continuous job-embedded learning for educators**.*

Research has indicated that “if a student moves from the classroom of an effective teacher to that of an ineffective one, their achievement gains are typically negated

(Kane & Staiger, 2008; Sanders & Rivers 1996). Conversely, if a student is placed in the classrooms of effective teachers in consecutive academic years, their achievement is far more likely to accelerate. Further, teachers are more effective when their peers are more effective; indeed, teachers consistently report that peers have the greatest impact on their practice. Consequently, it is the collective community of teachers, led by the principal, that is key to promoting school wide learning. In fact, empirical research shows that among the many individual in-school factors that influence student achievement, two stand out. Teacher impact is the single most important factor, accounting for 33% of school-level variation in achievement, closely followed by the influence of the principal at 25%. A host of other school-level factors, some of which cannot be adequately measured, account for the balance of 42%.”

2. The Little Rock School District (LRSD) has implemented a new literacy curriculum in elementary. The curriculum utilizes Heggerty, Wit and Wisdom, and The Wilson collection (Foundations, Just Words, Wilson Reading Series) as resources to improve and enrich student learning for all students. Teachers will utilize these resources with fidelity.
3. Teachers teaching grades k-2 have attended the six days of R.I.S.E. training and those teaching grades 3-5 completed the first three days in the summer, 2019.

Action Steps:

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.

1. Training will be provided to support the implementation of the Professional Learning Communities Approach with support of Solution Tree and the Arkansas Department of Education.
2. Booker T. Washington will use team structures to *support student achievement* through the use of *sound instructional practices*. During our instructional team planning time by grade level and 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* strategies presented in R.I.S.E., Kagan, Blended Instructional Models, Gradual Release Model . . .).
3. Teachers will use the LRSD curriculum and resources to plan instruction, implement engaging lessons, and assess student learning.
4. Teachers will use strategies that reinforce the Science of Reading (SoR) to increase their depth of knowledge for teachers in the area of phonics and phonological awareness and how that knowledge impacts fluency, vocabulary, comprehension and writing. Strategies may include but are not limited to those learned during R.I.S.E. training.
5. Teachers in grades 3-5 will need to attend the remaining days of R.I.S.E. All teachers that have not attended R.I.S.E. training will need to attend the make-up sessions.
6. Teachers will create Common Formative Assessments (CFAs) and analyze the results to make data-driven decision related to next steps for intervention or enrichment.

7. Teachers will use supplemental programs (Lexia Core 5, etc.) to bridge the gaps in literacy.
8. Interventionist will work with teachers to provide targeted support for students. The Reading Specialist will provide training for interventionists.
9. The Reading Specialist will provide training to teachers of evidence-based strategies to improve student learning for those displaying Dyslexia characteristics.
10. Teachers that did not attend Heggerty or Wilson training in the summer of 2019, will be trained during the first semester of school.
11. Administration and teachers will visit schools who have fully implemented Wit and Wisdom with fidelity.
12. Continue the implementation of Lexia Core 5 at all grade levels.
13. Conduct formal and informal observations and document on EdReflect.

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 – Assessing student learning frequently with standards-based assessments

- **IID02:** The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (September, January/February, March/April)
- **IID07:** The *School Leadership Team* monitors school-level student learning data; ACT Aspire, NWEA, CFAs, Dyslexia Screeners, etc. (Meet twice a month)
- **IID08:** *Instructional Teams* use student learning data (ACT Aspire, NWEA, CFAs, Dyslexia Screeners, etc.) to assess strengths and weaknesses of the curriculum and instructional strategies.
- **IID09:** *Instructional Teams* use student data (ACT Aspire, NWEA, CFAs, Dyslexia Screeners, etc.) to plan instruction.
- **IID10:** *Instructional Teams* use student learning data (ACT Aspire, NWEA, CFAs, Dyslexia Screeners, etc.) to identify students in need of instructional support or enhancement.

Classroom Instruction – Expect and monitor sound instruction in a variety of modes-preparation

- **IIA01:** All teachers develop weekly lesson plans based on aligned units of instruction.

Classroom Instruction – Expect and monitor sound instruction in a variety of modes-student-directed small group and independent work

- **IIA31:** All teachers interact instructionally with students (explaining, checking, giving feedback).
- **IIA32:** All teachers interact managerially with students (reinforcing rules, procedures).
- **IIA33:** All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family.)

Professional Development:

During the 2019-2020 school year, we will continue to use the 1003a grant to support on-going professional development at Booker T. Washington.

- Solution Tree will provide school-wide training and instructional coaching using the Professional Learning Communities process. “Learning by Doing” book will be purchased for all certified staff to support the implementation of professional learning communities at Booker T. Washington.
- Solution Tree Training Dates:

Saturday, September 7, 2019	Thursday, January 30, 2020
Friday, September 20, 2019	Thursday, February 27, 2020
Wednesday, October 23, 2019	Thursday, March 12, 2020
Thursday, January 16, 2020 (SLT)	Thursday, May 7, 2020
- NWEA Assessment Training
- Lexia Core 5 Training
- Kagan Training
- Professional Development Planning Sessions (After-School/Saturdays)
- Professional Text will be purchased to support teacher growth
- Crossett College Visit – Wilson collection
 - 1st visit – Hotel Accommodations \$400, Per Diem \$440, and Mileage \$289
 - 2nd visit – Hotel Accommodations \$400, Per Diem \$440, and Mileage \$289

Other Professional Development:

- On-going training provided by the district in support of the new literacy resources and assessment training
- R.I.S.E professional development
- Kagan recalibration training

Evaluation:

Our expectation is that at least 90% of the teachers in k-5 will use the selected strategies daily and with fidelity. The leadership team and instructional team will review multiple sources of data to evaluate the effectiveness of the strategies to improve student learning. The goal will be monitored using formal and informal observations in EdReflect by administration, peer-to-peer visits, and instructional walk-throughs with the leadership team. Also, we will review lesson plans, progress monitoring assessments, CFAs, etc. to ensure the implementation of the strategies and other items listed in the plan.

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

- Title I funds will be used to sustain a Technology Specialist (approximately \$70,000)
 - The Technology Specialist provides technology classes one hour a week per class. Students are taught how to use technology devices to support their learning and use web-based programs such as Lexia as a supplemental resource. The Technology Specialist is the Lexia Support Facilitator who ensures the supplemental resource is implemented and used as intended. The data is reviewed and shared with the leadership team to make data-driven decisions. The technology specialist in conjunction with the Library Media Specialist collaborates and ensures school events and information is up-to-date on our social media platforms. The Technology Specialist co-ordinate the duties and responsibilities of the testing coordinator. All state and district level assessments are provided on-line using an electronic device such as computer, laptop, iPad, etc.
- Lexia Core 5 (Literacy Web-based Program, approximately \$9,000)
- Field Trips Buses for 14 classes (approximately \$4000)

READING

In reviewing the latest data from ACT Aspire Spring 2019, 68% of our 3rd-5th grade students performed at the ***In Need of Support*** category in Reading. African American students represent 95% of the school population. 10% of the current, 2019-2020 school year, student population in fourth and fifth grade combined were proficient in literacy. Based on the data, it appears as if curriculum has not been fully implemented with fidelity in literacy and across all content areas for all demographics.

Goals:

1. 50% of students in 1st-3rd grade will demonstrate proficiency in reading fluency and 75% of students in 1st-3rd grade will demonstrate growth in fluency in grade level text *by the end of the 2019 – 2020 school year.*

2. 50% of students in 4th and 5th grade will demonstrate proficiency in reading comprehension in grade level text and 75% of the students will show growth *by the end of the 2019-2020 school year.*

2017 - 2018 • Accountability At-a-Glance • Washington Magnet Elem. School

Contact Information

Washington Magnet Elem. School | Little Rock School District

Principal: Aleta Branch | Superintendent: Mike Poore

2700 S. Main Street Little Rock, AR 72206-

<http://www.lrsd.org> | (501) 447-6700

Student Information

Grades	PK - 5	Total Enrollment	348
Black	93.10 %	English Learners	1.15 %
Hispanic	2.01 %	Low-Income	88.79 %
White	2.30 %	Special Education	5.17 %

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

State Accountability	54.09	Public School Rating	F	Rating Scale	A = 79.26 and Above B = 72.17 - 79.25 C = 64.98 - 72.16 D = 58.09 - 64.97 F = 0.00 - 58.08
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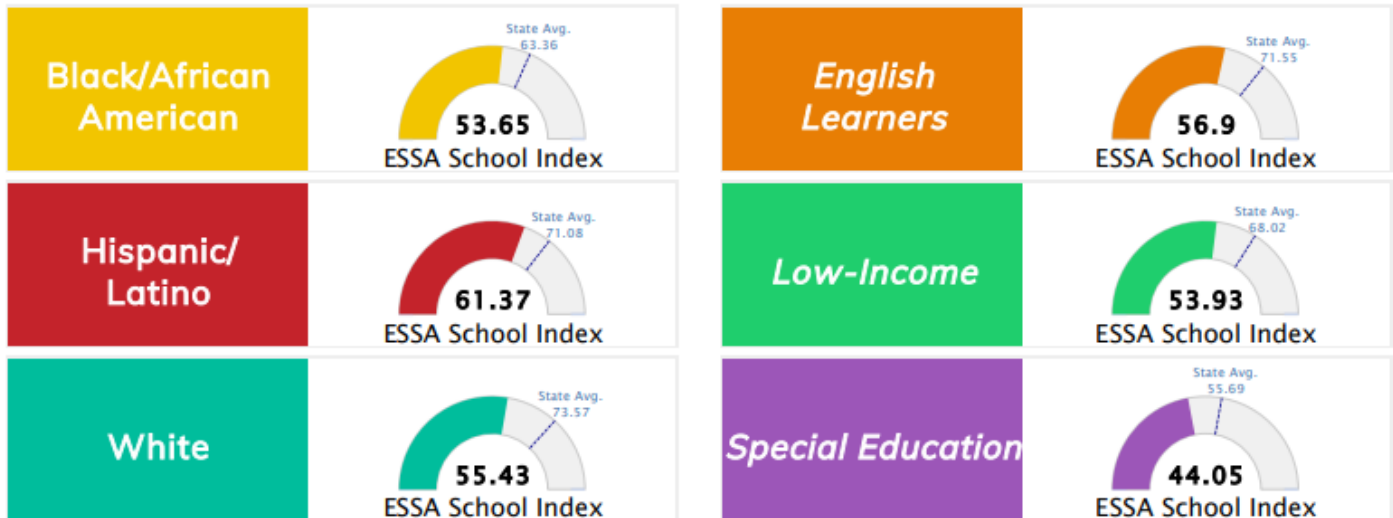
* Alternative Education (AE) program students included in attendance zone for school rating

[Learn More about Public School Rating](#)

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



Graph represents where scores fall in comparison to state averages. For more information about the Every Student Succeeds Act and the ESSA School Index, visit arkansased.gov.



Note: Full color represents score

ACT Aspire Data Trends

Map Growth Yearly Summary



Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
District: LITTLE ROCK SCHOOL DISTRICT

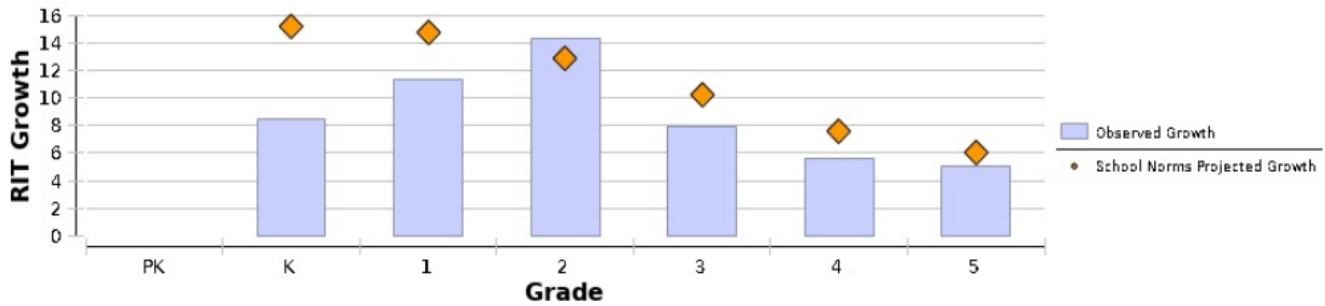
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Spring 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 28 (Spring 2019)

Grouping: None
Small Group Display: No

WASHINGTON

Grade (Spring 2019)	Growth Count	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	52	138.8	7.2	35	147.2	12.2	7	8.5	1.4	15.2	-2.74	1	52	9	17	18
1	50	151.7	11.0	6	163.0	13.8	2	11.3	1.1	14.7	-1.43	8	50	13	26	25
2	36	162.7	11.5	3	177.0	15.6	6	14.3	2.1	12.9	0.64	74	36	19	53	51
3	38	175.3	15.1	3	183.2	15.8	1	7.9	1.1	10.2	-1.33	9	38	9	24	29
4	52	182.8	14.2	1	188.3	15.2	1	5.6	1.2	7.6	-1.48	7	52	20	38	26
5	43	192.5	18.5	2	197.6	14.0	1	5.1	1.7	6.0	-0.56	29	43	14	33	33

Reading



Evaluation Notes

Focus Area 2: School Culture with a focus on Student Attendance and Discipline

Goals: To monitor and reduce the number of students identified as Chronic Absent *from the 2018-2019 school year to the 2019-2020 school year*. To establish and maintain a restorative justice environment that limits the amount of office referrals.

*90% of students will be at school *on a daily basis every week*.

*90% of students will be on time *for school each day every week*.

Current Status:

Given the diversity of gender, race and social economic status to some degree at **Booker T. Washington 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. 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 goal this year is to reduce the percent of students identified as Chronic Absent from 2018-2019 school year to the 2019-2020 school year. Attendance will continue to be a focus for the 2019-2020 as we continue to eliminate chronic absenteeism as a barrier to learning.

Action Steps:

1. We will ensure that we have 100% parent and teacher participation in at least two formal parent teacher conferences during the school year with one occurring each semester.
2. Teachers will continue to utilize Classroom Dojo as a means to communicate students' academic and behavior progress. Communication folders (k-5) and Student Planners (3rd-5th) will be used as tools for transmitting information about students' learning between school and home.
3. There were no forms of disciplinary data available from the 2018-2019 school year. Positive Behavioral Interventions and Supports along with Restorative Justice will be implemented and data will be collected during the 2019-2020 school year to determine its effectiveness. On-going professional development will be provided by the LRSD and outside agencies.
4. Students in grades 3-5 will have the opportunity to participate in First Friday Clubs. The focus will be to provide an area of interest to motivate and empower students as they increase their knowledge and skills related to the club of their interest. Student clubs will participate in local, state, and national training and educational tours.

5. PBIS Rewards
6. Honor Roll Assemblies
7. Community Walk “Feet to Seat” – (District Initiative)
8. Our counselor contacts students and parents after 5 unexcused absences are documented.
9. Counselor conducts focus lessons on tardiness and attendance in the classrooms.

Professional Development:

- Classroom Management Support
- Class Dojo Training
- Restorative Justice Training
- Staff training on Behavioral Health Issues / IEP / MDRs / Behavior Plans
- Professional text will be purchased for professional development to support these goals.
- Others as needed

Other Support:

- School PBIS Coach and District RTI Coach will provide assistance with building capacity as it relates to implementing school-wide behavior systems.

Evaluation:

- Conduct formal and informal observations
- Administer culture and climate surveys to students, families, and staff of BTW
- Monitor classroom and school discipline strategies, analyze, and evaluate the effectiveness of the Site Based Intervention Strategies
- Continue to monitor student discipline referrals, absentee and tardy reports
- If most of our discipline referrals happen during recess, we will develop a plan to address how the recess is structured.
- If most of the office referrals are happening in one particular classroom, we will develop a plan to address how classroom management is addressed in the classroom as well as restorative justice practices.

Focus Area 3: Parent Engagement

Goal(s): To increase parent engagement by utilizing multiple outlets in an effort to connect our school to our parents and community. Our social media followers will improve *from the 2018-2019 school year to the 2019-2020.*

Booker T. Washington Elementary School views parents as partners within our school community. We believe that student learning and the school culture benefits tremendously when parents are fully aware and in support of our mission, vision and beliefs associated with teaching and learning. Booker T. Washington will use multiple ways to effectively communicate with parents and the community.

Current Status:

Booker T. Washington Elementary School currently utilizes Facebook, Twitter, Instagram ParentLink, Class Dojo, School Newsletters and Memos as a means to connect to our parents and community.

1. Our social media platforms are used to push out parent information for upcoming school and district events. We also upload videos and photos on our pages of student activities as well as parent events hosted at our school. We have about 40 followers on Facebook, 13 on Instagram, and Twitter is the newest platform which started with zero followers. These platforms are monitored and maintained by Kimberley Washington, Technology Specialist, and Betty Larry, Library Media Specialist.
2. Class Dojo is a communication app used between school and home. Parents and the teacher are able to communicate with one another in a text format and share photos and videos. Parents are able to keep up with their child's behavior at school. Students receive points for adhering to the expectations, and parents are able to see the points students receive or those that have been take away for negative behavior through the use of the app. Class Dojo will be used by 100% of the classroom teachers, K-5.
3. Parent Link is another way we connect our school to our parents. We create weekly/monthly messages to push out information regarding our school events, such as, Parent Nights, Parenting Partners Information, and District Information. With our parent link system, we can reach over 70% of our parents/guardians with important information.

4. School Newsletters and Memos are used to inform parents of events, safety concerns, etc. (Monthly Calendar of Events)
5. The School Marque and Website is also tools that are used to inform parents.

Based on observations from parent events, we have noticed low participation in student/parent events such as Back-to-School Bash, Open House, Parent/Teacher Conferences, etc. Parents are communicating less with teachers which has caused a decrease in student performance, attendance at school, and an increase in behavior issues. In addition to a decrease in appropriate parental communication, we have seen an increase with inappropriate parental communication with the teacher and school.

To address the current reality, our four-point approach will be: 1. Create a mobile-first parental strategy,-2. Encourage parent created content, 3. Embrace social media and 4. Conduct a parent and student surveys.

Action Steps:

1. Create a mobile-first parental strategy
 - Parenting Partners (Cost minimal – supported by Title I District)
 - Increase Facebook and Instagram followers from approximately 40 to 200 during the 2019-2020 school year
 - Maintain a school Facebook, Instagram, and Twitter Account
 - All classroom teachers will create a Class Dojo page and encourage 100% participation from parents
 - Streamline content across all Social Media Outlets
 - Create a Social Media Committee to meet and plan strategic content/resources to connect more to our parents
 - Professional Development on how to best utilize the social media platforms
 - Parent Facilitator(s) will attend conferences to how to best increase parental engagement
2. Encourage parent/student created content
 - Parent Surveys to determine what information parents need, best means of communication (which social media outlets they have access to)
 - Student Surveys to determine students' interests and stwhat information students need
3. Technology training for parents (Cost Minimal – supported by Title 1 Funds) (\$2,500.00)

- Quarterly Computer Literacy Nights for Parents with the focus on:
 - establishing email accounts for parents who do not have access to email/Gmail
 - access to home Wi-Fi
- How to access attachments/documents online, access websites such as:
 - Facebook
 - Instagram
 - Twitter
 - Class Dojo
 - LRSD website/Gateway
 - HAC

Evaluation:

We will monitor our implementation regularly and will evaluate our Parent and Family Engagement Plan Annually. We will analyze the parent participation in events such as: Open House, Parent Teacher Conference Days, and other school events that provide information about our instructional program. We will measure the impact of our social media approach by monitoring the number of views, comments, likes, and joins we have during the course of the school year. We conduct an annual parental and student survey.

Other Needed Support tied to specific Barriers: Parental Involvement

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

- Childcare for Adult sessions \$600
- Refreshments for Parent Nights \$400
- General Supplies and Material (printer, ink, white copy paper, etc.) \$750
- Television used to communicate events and information between school and home \$500.00
- Conference Fees and travel for Parent Facilitator(s) \$250.00

SCHOOL IMPROVEMENT PLAN
WATSON ELEMENTARY
2019-2020

Watson Elementary
2019-2020 School Improvement Plan

Principal: Ms. Stephanie Walker

Assistant Principal: Ms. Morgan Ealy

Mission: Watson Elementary provides students with academic and social development empowering all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.



S*afety* **O***wnership* **A***ttitude* **R***espect*

2019-2020 Watson Elementary School Improvement Plan

School Positions	Name	Email Address
Principal	Stephanie Walker	<i>stephanie.walker@lrsd.org</i>
Assistant Principal	Morgan Ealy	<i>morgan.ealy@lrsd.org</i>
Counselor	Eileen McMurray	<i>eileen.mcmurray@lrsd.org</i>
Media Specialist	Carol Jackson	<i>carol.jackson@lrd.org</i>
Behavior Specialist	Chris Carrigan	<i>chris.carrigan@lrsd.org</i>
Teacher	Javonne Parker	<i>javonne.parker@lrsd.org</i>
Teacher	Ashtin Boykin	<i>ashtin.boykin@lrsd.org</i>
Teacher	LaDina Brister	<i>ladina.brister@lrsd.org</i>
Teacher	Ronisha Johnson	<i>ronisha.johnson@lrsd.org</i>
Teacher	Kristy Alexander	<i>kristy.alexander@lrsd.org</i>
Teacher	Christy Jenkins	<i>christy.jenkins-strong@lrsd.org</i>

Vision Statement

Little School District: Creating Excellence for Tomrrow

Watson Elementary: For our student to become lifelong learners, independent thinkers, and are prepared to arrive at adulthood ready to live as positive, responsible, and productive citizens

Mission Statement

District: “The misson of the Little Rock School District is to equip all students with the skills and knowledge to realize their aspirations, think critically and indepently, learn continuously, and face the future as productive contributing citizens. This mission is accomplished through open access to divers, innovative and challenging curriculum in a secure environment with a staff dedicated to excellence and empowered with the trust and support of our community.”

School: Watson Elementary provides students with academic and social development empowering all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

Our Core Values

Ssafety

We will:

- establish and maintain a safe school and learning environment for our students, staff, stakeholders, and partners.
- exhibit respect & take responsibility for all safety practices

Ownership

We will:

- take ownership/responsibility of our behavior as individuals
- have the courage to think and act independently
- demonstrate problem solving and decision-making skills
- be reliable and trustworthy

Attitude

We will:

- act honorably under all circumstances, even when it is to the disadvantage of the self
- use positive words
- always stay positive and exercise intelligent ways to view problems, challenges and obstacles.

Respect

We will:

- believe in the inherent dignity of all people
- celebrate individuality
- value and appreciate diversity
- honor self and others through words and actions
- show respect for the school buildings, facilities and surrounding environment

Focus Area: Effective Instructional Practice

<p>Watson Elementary School Data:</p>	<p>Based on the 2019 Spring NWEA/MAP, data, 75% of Watson's 3rd through 5th graders are "projected" (ACT Aspire) to be in need of support; 25% being close or ready. [Final results will be ready this summer.] Based on the spring 2019 NWEA/MAP Data, 36% of students met their projected growth from Winter to Spring. Watson's student median growth percentile is 41% from winter to spring. Our core reading instruction must remain constant with strengthening and enhancing with a focus on the implementation of Tier II teaching which includes K-2 RISE encoding and decoding initiatives, small reading groups, and individualized explicit instruction as needed on systematic and consistent basis.</p>
<p>Goal #1: K-3 RISE Encoding and Decoding Initiatives, and Writing</p>	<p>For the 2019-2020 school year, all K-2 students at Watson Elementary will make measurable growth on the NWEA interim assessments by increasing their RIT scores in foundational skills, vocabulary, and reading comprehension by 5 growth points per interim. Scores will increase as a result of systematic and explicit implementation of RISE components of phonemic and phonological awareness. As a result, on the spring NWEA assessment, 70% of students will meet their growth goals.</p> <p>To improve instructional practices that support student achievement, K-2 teachers will continue to use the team structure to ensure <i>sound instructional practices to support student achievement</i>. Currently, our master schedule reflects adequate time for instructional team planning (grade level, content discipline/department). The following will take place.</p> <ol style="list-style-type: none"> 1. <i>Implement Wit and Wisdom, Foundations, and Heggerty (K-2) as our core literacy program. [August 26, 2019- May 27, 2020]</i> 2. <i>Our focus will begin on Tier 1-Whole group instruction and providing services for students who have already been identified in need of Tier 3 intervention. After the administering of prescreeners and BOY interim assessments, teachers will begin to implement Tier 2 small group instruction. [Beginning September-October 2019]</i> 3. <i>Continue to implement selected evidenced based strategies that have proven effective in our core content areas such as (RISE, Kagan, SIOP strategies, Small Group Instruction/ Workshop Model) [August 26, 2019- May 27, 2020]</i> 4. <i>Workstations will be set up utilizing the Daily Five Framework. Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading. The five components of reading will be embedded within the framework. [Phonemic Awareness, Phonics, Fluency, Vocabulary, & Comprehension] [Implement August 27, 2019; Monitor Sept. 3, 2019 – May 27, 2020]</i>
<p>Measurement:</p>	<p>Watson Elementary will make measurable growth on the NWEA interim assessments by increasing their RIT scores in foundational skills, vocabulary, and reading comprehension by 5 growth points per interim. Scores will increase as a result of systematic and explicit implementation of RISE components of phonemic and phonological awareness. As a result, on the spring NWEA assessment, 70% of students will meet their growth</p>

Watson Elementary School

<p>Indicators:</p>	<p>IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level</p> <p>IID11 Instructional Teams review the results of unit pre/post-tests 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.</p> <p>IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction and assessment.</p> <p>IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction.</p> <p>IIIA05 All teachers maintain a record of each student’s mastery of specific learning objectives.</p> <p>IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</p> <p>IIIB06 All teachers systematically report to parents the student’s mastery of specific standards-based objectives.</p> <p>IID02 The school implements tiered instructional system that allows teachers to deliver evidence-based instructional aligned with the individual needs of students across all tiers.</p> <p>IID03 The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected as assigned to students and sow fidelity will be monitored.</p> <p>IID04 The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.</p>
<p>Professional Development/ Supports & Costs</p>	<ul style="list-style-type: none"> ● Professional Development and materials will be provided to improve the alignment of Tier 2 with Tier 1 Core instruction. ● On-going training to use the district selected assessment instrument (NWEA Map) for progress monitoring our students and as an intermittent assessment ● On-going training to use the Science of Reading for RISE and use the rsources from Heggerty, Foundations, Just Words, and Wit and Wisdom ● Provide support to grade level teams or content teams to support their understanding of aligned instructional units ● In order to provide staff with high quality, on-going job embedded and differentiated Literacy professional development and teacher coaching, we will use funds to hire the consultant firm Moncrief-One Team– Reading PD sessions and follow-up Teachers will also receive Pre-School (Before August 2019) <ul style="list-style-type: none"> ● Teachers will attend a 5-day Literacy Professional Development Series July 29-August 2, 2019 offered by Moncrief- One Team (Takisha Moncrief). (\$12,075.00) ● Teachers will be paid stipends to attend vertical teaming pre-school (Before August 2019) Literacy planning and to view and plan with new Reading book adoption materials-2 Days –August August 1st and 2nd (\$6,900.00/\$1,575.00 Consultant)

Watson Elementary School

	<ul style="list-style-type: none"> • Ongoing PD support during the school year, with increasing time on task and full utilization of the literacy block from Moncrief One Team Literacy Instructional Support. (\$25,200.00-15 days) <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Increase in teacher utilization of high yield, research-based instructional strategies • Increased levels of data-driven engagement and differentiated tasks aligned to standards • Use of “Name & Explain” technique to confirm retention, skill mastery, and transfer of knowledge. <p>Intended Outcomes (Overall):</p> <ul style="list-style-type: none"> • Increase teachers’ content knowledge and application of RISE initiative training • Increase time on task and full utilization of the literacy block • Increase comprehensive engagement involving all Reading components; Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary
<p>Evaluation:</p>	<ul style="list-style-type: none"> • We will monitor our implementation regularly w/Indistar Indicators (Wise Ways) • TESS Formal and Informal Observations w/ reflective feedback. –Domain 1-Planning and Preparation and Domain 3-Instruction • Focus walks will be conducted in the first 9 weeks. These walks will center around the implantation of Foundations and Heggerty. • Student progress monitoring, Common Formative Assesments, and interim assessment results (NWEA & WRAP BOY, MOY, & EOY) Data will be analyzed & discuss in instructional team, leadership team, & SBIT meetings – [PLC’s]
<p>Goal #2:</p> <p>4-5 Small Group Instruction and Reciprocal</p>	<p>By January 2020, 100% of 3rd -5th grade teachers will consistently implement research-based instructional and engagement practices to improve student achievement. (Small Group Instruction, Reciprocal Reading, ESL & SIOP Strategies)</p> <p>To improve instructional practices that support student achievement. Watson Elementary will stay constant with the team structure to ensure <i>sound instructional practices to support student achievement</i>. 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 such as (SIOP strategies, Small Group Instruction & Reciprocal Reading)</p> <ul style="list-style-type: none"> • <i>Implement Wit and Wisdom, Foundations, and Heggerty (K-2) as our core literacy program. [August 26, 2019- May 27, 2020]</i> • <i>Our focus will begin on Tier 1-Whole group instruction and providing services for students who have already been identified in need of Tier 3 intervention. After the administering of prescreeners and BOY interim assessments, teachers will begin to implement Tier 2 small group instruction. [Beginning September-October 2019]</i>

<p>Reading, and Writing</p>	<ul style="list-style-type: none"> • Continue to implement selected evidenced based strategies that have proven effective in our core content areas such as (RISE, Kagan, SIOP strategies, Small Group Instruction/ Workshop Model) [August 26, 2019- May 27, 2020] • Workstations will be set up utilizing the Daily Five Framework. Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading. The five components of reading will be embedded within the framework. [Phonemic Awareness, Phonics, Fluency, Vocabulary, & Comprehension] [Implement August 27, 2019; Monitor Sept. 3, 2019 – May 27, 2020]
<p>Measurement</p>	<ul style="list-style-type: none"> • By the end of the 2nd quarter (December 2019), we will see academic growth varying from 5% to 10 % by progress monitoring, NWEA Map Growth (Math & Literacy).
<p>Indicators</p>	<p>IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level</p> <p>IID11 Instructional Teams review the results of unit pre/post-tests 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.</p> <p>IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction and assessment.</p> <p>IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction.</p> <p>IIIA05 All teachers maintain a record of each student’s mastery of specific learning objectives.</p> <p>IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</p> <p>IIIB06 All teachers systematically report to parents the student’s mastery of specific standards-based objectives.</p> <p>IIID02 The school implements tiered instructional system that allows teachers to deliver evidence-based instructional aligned with the individual needs of students across all tiers.</p> <p>IIID03 The school’s tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected as assigned to students and sow fidelity will be monitored.</p> <p>IIID04 The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.</p>

<p>Professional Development School Supports & Costs</p>	<ul style="list-style-type: none"> • Professional Development and materials will be provided to improve the alignment of Tier 2 with Tier 1 Core instruction. • On-going training to use the district selected assessment instrument (NWEA Map) for progress monitoring our students and as an intermittent assessment • On-going training to use the Science of Reading for RISE and use the resources from Heggerty, Foundations, Just Words, and Wit and Wisdom • Provide support to grade level teams or content teams to support their understanding of aligned instructional units • In order to provide staff with high quality, on-going job embedded and differentiated Literacy professional development; we will use funds to hire the consultant firm Moncrief-One Team– Reading PD sessions and follow-up Teachers will also receive Pre-School (Before August 2019) <ul style="list-style-type: none"> • Teachers will attend a 5-day Literacy Professional Development Series July 29-August 2, 2019 offered by Moncrief- One Team (Takisha Moncrief). (\$12,075.00) • Teachers will be paid stipends to attend vertical teaming pre-school (Before August 2019) Literacy planning and to view and plan with new Reading book adoption materials-2 Days –August August 1st and 2nd (\$6,900.00/\$1,575.00 Consultant) • Materials and Supplies to support Universal Classroom Design for a Literacy rich environment.[Ex. Tools 4 Reading Kits- \$3,500.00] • Ongoing PD support during the school year, with increasing time on task and full utilization of the literacy block from Moncrief One Team Literacy Instructional Support. (\$25,200.00-15 days) <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Increase in teacher utilization of high yield, research-based instructional strategies • Increased levels of data-driven engagement and differentiated tasks aligned to standards • Use of “Name & Explain” technique to confirm retention, skill mastery, and transfer of knowledge. <p>Intended Outcomes (Overall):</p> <ul style="list-style-type: none"> • Increase teachers’ content knowledge and application of RISE initiative training • Increase time on task and full utilization of the literacy block • Increase comprehensive engagement involving all Reading components; Phonemic Awareness, • Phonics, Fluency, Comprehension, & Vocabulary
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Watson Elementary School

<p>Evaluation:</p>	<ul style="list-style-type: none"> • We will monitor our implementation regularly w/Indistar Indicators (Wise Ways) • TESS Formal and Informal Observations w/ reflective feedback. –Domain 1-Planning and Preparation and Domain 3-Instruction • Focus walks will be conducted in the first 9 weeks. These walks will center around the implementation of Wit & Wisdom. • Student progress monitoring, Common Formative Assesstments, and interim assessment results (NWEA & WRAP BOY, MOY, & EOY) Data will be analyzed & discuss in instructional team, leadership team, & SBIT meetings – [PLC's]
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Focus Area : Student Discipline/School Culture

<p>Data:</p>	<p>In addition to the data results and compared achievement gap between our African American, Hispanic, and White students, 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 Watson 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. 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 reports, we have identified areas of growth and areas that need improvement. Watson's Tiered Fidelity Inventory indicated that 65% of both teachers and students knew and understood all of the four PBIS expectations, Safety, Ownership, Attitude, and Respect. According to Watson's SAS, 68% of teachers felt that rewards consistently exists for meeting expected student behaviors in non-classroom settings. 70% of our students have confirmed that they have received acknowledgements for good behavior. According to our GPS discipline data, the greatest concern is cafeteria and playground social interactions. Due to the high rate of aggression, physical altercations, the socioeconomic and emotional barriers that our students face, specialized assistance Tier II Intervention training is needed for both students and educators to address social, behavioral, and academic needs. Second to our greatest concerns is classroom disruptions. (mainly repeat offenders) We see and understand that great need to cultivate a school culture of leadership through student leadership opportunities, setting and achieving goals, and celebrating successes.</p>

<p>Goal # 3:</p> <p>PBIS and Leader in Me Connection</p>	<p>By Spring of 2020, 80% of students at Watson Elementary School will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe school climate as assessed by a variety of measurement tools such as positive referrals, discipline, attendance records, and surveys.</p> <p>Tier II PBIS Interventions</p> <p>To empower students to embrace learning, achieve their personal best and build their emotional, social and physical well-being, decrease the number of classroom interruptions and discipline referrals. Our desire is to address the “whole child”. Our focus for this year will continue include the incorporation and execution of a proactive, team-based framework for creating and sustaining a safe and effective school. Emphasis was placed on the prevention of problem behavior, development of pre-social skills, and the use of data-based problem solving for addressing existing behavior concerns. [Positive Behavioral Interventions & Support] -- (PBIS) Watson’s rituals and routines will be taught and incorporated in classrooms with fidelity. A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. Watson’s Schoolwide PBIS plan will be rolled out with teachers receiving lesson plans containing interventions and strategies that are implemented to teach and reinforce these expectations.</p>
<p>Measurement:</p>	<ul style="list-style-type: none"> • By the end of the 1st 6 weeks of school, teachers will have explicitly taught ritual, routines and the PBIS expectations to their students. [August 13, 2019 – Sept. 27, 2019] • By the end of the second quarter, we should have a 10% decrease in classroom interruptions, student referrals and suspensions. [September 24, 2019 – December 20, 2019] • By the end of 3rd quarter, Spring of 2020, students at Watson Elementary will have a 25% decrease in classroom interruptions, student referrals and suspensions. [December 20, 2019 – March 13, 2020] • Parent, Student, and Teacher Surveys [September 5, 2019] • GPS/ Data Collection will be used to enter discipline data, analyzed by teachers and leadership team. [August 13, 2019 – May 27, 2020] • TESS Evaluation Tool w/reflective feedback to monitor teacher effectiveness in Domain 2: The Classroom Environment [August 26, 2019 – May 27, 2020]
<p>Indicator:</p>	<ul style="list-style-type: none"> • IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. [Work Stations] • IIIC02 Transitions between instructional modes are brief and orderly.

Watson Elementary School

	<ul style="list-style-type: none"> ● IIIC04 Students raise hands or otherwise signal before speaking. ● IIIC08 All teachers display classroom norms and procedures in the classroom. ● IIIC09 All teachers correct students who do not follow classroom rules and procedures. ● IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them. [PBIS] ● IIIC11 All teachers conduct an occasional "behavior check." [CLASS MEETINGS- AM/PM]
<p>Professional Development & Support:</p>	<ul style="list-style-type: none"> ● Professional Development -Restorative Justice to be provided for ALL school staff. Trainings for all staff will be broken down into manageable portions during staff meetings. ● Professional Development –PBIS Responding to Problem Behavior in Schools-Tier II Intervention Training- “Check-In Check-Out” ● “Leader in Me” training and implementation] – a whole school transformation process focused on student leadership. During this first year, we will immerse students and staff in an environment that will portray a focus on leadership, and to establish many student leadership roles in the school. ● Quarterly PD provided by Mental Health Agencies (PAT Center and Life Strategies) during staff meetings to assist teachers on how to incorporate effective discipline strategies within the classroom. ● School Wide Book Study: <u>Culturally Responsive Education & the Brain</u> by Zaretta Hammond
<p>Costs:</p>	<ul style="list-style-type: none"> ● After-School Program: \$40,000 ● PBIS Student Incentives for good behavior [\$5,000] ● Leader In Me PD, Coaching, Materials, etc... [\$38,657.00] ● Stipends for PD LIM \$6,000.00 ● Behavior Interventionist Position- [\$34, 000.00] ● Bilingual Home/School Advisor- [\$35, 000.00] ● Materials to support Watson’s Poster Maker supplies for this year. [\$5,000.00]
<p>Evaluation:</p>	<ul style="list-style-type: none"> ● We will monitor our implementation regularly through Indistar (Indicators) ● Focus Walks and Classroom Walk-throughs ● TESS Formal and Informal Observations w/ reflective feedback. Domain 2-The Classroom Environment ● Student progress monitoring and interim assessment results. We will monitor our implementation regularly utilizing the TFI Tiered Fidelity Inventory and will evaluate data results. ● GPS Data Collection Tool will be used to enter discipline data, analyzed by instructional team, leadership team, & SBIT – [PLC’s]. Discipline data will be shared quarterly with staff. Next steps and an action plan for next steps will be taken.

Focus Area : Student Attendance	
Data:	To reduce the number of students arriving late for class as well as decreasing the number of students who miss five or more days of school during Fall Semester by 50%. Increase parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available. Reward students who achieve perfect (no absences) or near perfect (less than 2 absences) attendance each semester.
Goal # 3: Improve daily student attendance	<p>By Spring of 2020, 80% of students at Watson Elementary School will arrive on time and stay during the duration of the school day as assessed by daily attendance records.</p> <p>To improve daily attendance Watson Elementary School will do the following:</p> <ul style="list-style-type: none"> • Display weekly data in front entry window [August 26, 2019 – May 27, 2020] • Daily parent calls for tardies or absences sent by Eschool [August 13, 2019 – May 27, 2020] • Discussion during Open House of 'Feet to the Seat' [September 5, 2019] • Agenda item during Parent Engagement nights [Monthly; September 2019 – May 2020]
Measurement:	<ul style="list-style-type: none"> • Watson Elementary will make measurable growth on the NWEA Interim Assessment and ACT Aspire Assessment by decreasing the number of tardies, absences and early checkouts of students. Growth will occur due to an increase in time at school and in class.
Indicator:	<ul style="list-style-type: none"> • IIB01 All teachers maintain a file of communication with parents regarding attendance through TAC
Professional Development & Support:	<ul style="list-style-type: none"> • Professional Development –During monthly PLC meetings Chronic absenteeism will be an agenda item in an effort to view research and collaboratively plan ways to reduce Chronic Absenteeism. • School Wide Book Study: <u>Culturally Responsive Education & the Brain</u> by Zaretta Hammond • School Wide Article: <u>Increasing Student Attendance: Strategies from Research and Practices</u> by Northwest Regional Educational Library
Costs:	<ul style="list-style-type: none"> • Materials to support Watson's Poster Maker supplies for this year. [\$5,000.00]
Evaluation:	<ul style="list-style-type: none"> • Registrar will update weekly data for parents and administration and display the information in the front entry window • GPS Data Collection Tool will be used to analyze attendance data. Discipline data will be shared quarterly with staff. Next steps and an action plan for next steps will be taken.

SCHOOL IMPROVEMENT PLAN
WESTERN HILLS ELEMENTARY
2019-2020

Provide explicit and systematic phonics instruction to all K-3 students	District PD on newly adopted Phonics Curriculum: Foundations	Foundations Curriculum Decodable Texts to reinforce phonics instruction	Cost paid by LRSD and \$5,000	August 2019	Weekly	Sign-In Sheets, Agendas, Notes, Lesson Plans, Informal/Formal Observations in www.edreflect.com	LRSD Curriculum & Instruction Department, Literacy Multi-Site Facilitator, S. Smith	
Provide instruction in comprehension and vocabulary to all K-5 students using Wit & Wisdom	District PD on newly adopted Reading Curriculum: Wit & Wisdom and monthly PD with Literacy Facilitator	Wit & Wisdom Curriculum	Cost paid by LRSD	August 2019	Bi-Weekly	Sign-In Sheets, Agendas, Notes, Lesson Plans, Informal/Formal Observations in www.edreflect.com	LRSD Curriculum & Instruction Department, S. Smith	
Provide phonemic awareness instruction to all K-2 students	District PD on Heggerty Phonemic Awareness Instruction	Heggerty	Cost paid by LRSD	August 2019	Weekly	Sign-In Sheets, Agendas, Notes, Lesson Plans, Informal/Formal Observations in www.edreflect.com	LRSD Curriculum & Instruction Department, S. Smith	
Provide Tier II phonics intervention to 4th & 5th Grade students	Wilson: Just Words Intervention Program	Just Words Intervention	Cost paid by LRSD	August 2019-May 2019	Weekly /Monthly	Data collected by teachers, Pre/Post Assessments	A. Swift, L. Holcomb, S. Montgomery	
Provide intervention to Tier III 2nd-5th grade students	Wilson Reading System PD	Wilson Reading System	Cost paid by LRSD	August 2019	Weekly /Monthly	Data collected by teachers, Pre/Post Assessments	A. Swift & J. Carlin	
School-wide PGP Goal addressing literacy instruction and student achievement	Collaboration time focused on writing PGP goals and September & October Staff meeting on www.edreflect.com	www.edreflect.com	NA	October 2019	Quarterly	PGP Progress & Data Conferences with Principal	Classroom Teachers, Literacy Facilitator, and S. Smith	

GOAL #2: Eighty percent of students will meet their individual growth goal on the 2019-2020 NWEA Map Growth Assessment for Math

Evidence Based Intervention	Professional Learning Needed	Resources/Materials Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitoring	Person(s) Responsible	Reflection
Calendar Math instruction for 10 minutes/3 days per week	Review of Calendar Math Instruction with Math Multi-Site Facilitator	Calendar Math Materials & Smartboard Lessons	\$2,500	September 2019	Monthly	Observations in www.edreflect.com, Assessments	S. Smith, A. Saine, & Teachers	
Number Talks will be incorporated into the math block 2 days per week for 10 minutes	Number Talks Modeling & Co-Teaching w/ Math Facilitator	Number Talks by Sherry Parrish	\$1,000	Oct-19	Bi-Weekly	Lesson Plans, Informal Observations in	A. Saine, S. Smith	
K-5th students will use MobyMax (computer-based program) to provide support/intervention to students at their instructional level.	Ms. Wirzfeld (5th Grade Teacher) will provide pad as needed to new staff members. Data will be reviewed at Monthly Data Meetings.	Purchase school wide subscription to MobyMax	\$5,000	Sep-19	Monthly	Lesson Progress, Data Reports	K. Wirzfeld, S. Smith, A. Saine	

FOCUS AREA: School Culture

Our behavioral data indicates that we have a select number of tier 2 and tier 3 problem behaviors from repeat offenders that impact our learning environment. The charts below show that that most problem behavior referrals came from four families (see attachment G). The second chart shows the number of repeat offenders with their percentages of behavior referrals from August -March, the other 33% percent of the chart represents the remaining student's school-wide that received behavior referrals for major behavior infractions (see attachment H). Disrespect was the major problem behavior. Our youngest students in grades k-2 represented 66% of behavior referrals.(See attachment I). Mental health challenges are responsible for most behavior challenges; these students need support in learning appropriate coping skills. Our staff also needs strategies and techniques to support de-escalation. Staff input indicates the need for a behavioral interventionist that can support our staff in creating a behavioral program and specific interventions for these students and others as needed.

Students will set goals and monitor their academic and behavior progress using our SOAR standards (self-control, on-task, acts responsibly, respectful). We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. We will analyze our school's discipline and attendance reports and identify areas of growth and areas that need improvement and develop a plan to address these areas. We will target repeat offenders to support them through restorative justice and work with them to set and meet improvement goals.

We will have decided to focus our efforts on PBIS and teaching appropriate behaviors, setting behavior goals, and rewarding students that meet the learning targets. We will continue to utilize Class Dojo as a tool to consistently track behavior. We will continue to use our school store to support positive behavior goals, support some aspects of the curriculum, and reward school attendance. We will also add incremental behavior incentives that students can work toward for behavior/attendance. We will continue to encourage parents to join Class Dojo as a communication tool and to share our positive school story. Lines of communication will remain open so that we can build relationships with parents and students that allow us to support one another as we work together for a positive school climate. Parents and community partners will be invited to be part of our community through a variety of outreach activities. We will continue to build upon some of these activities: Class Dojo, school events, PTA, volunteer opportunities, school committees, and other activities that support collaborative efforts. We will continue to work on creating a positive school culture using PBIS. We will also address our attendance concerns (see attachment J). and severe behavior challenges with our Tier II PBIS (Leadership/SBIT) team.

Parent communication is a critical element to increase partnerships in learning. We will communicate growth by sharing results of the interim assessments and progress monitoring as needed. We will increase positive communication with parents through Class Dojo and phone contacts. We need parents to partner with us when discipline issues cause disruptions. We plan to work with parents to help them realize the importance of parent conferences as a partnership tool in supporting their child so that parent attendance increases at these important meetings. We want parents to begin with the classroom teacher as the first step in addressing concerns. Using Class Dojo as the communication channel, we will message parents/students about the importance of attendance, academic goals, and behavior expectations. We will also share information through our digital newsletter and social media.

Goal: Increase positive student behavior by reducing office behavior referrals and behavior write-ups by 50% by the end of the 2019-20 school year.

Action	Professional Learning Needed	Resources/Materials Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitoring	Person(s) Responsible	Reflection
School-wide and classroom routines and procedures will be taught, modeled, and practiced with every student in all settings.	PBIS implementation team will revise behavior matrix	PBIS Tier I expectations and criteria	State funded PD	Aug. 13-Sept.13th	Monthly	Observations in common areas	PBIS Team & classroom teachers	
Classroom meetings will be held daily to promote teacher/student awareness that will include rituals and routines, classroom norm/expectations, and team building.	PD/Discussions/Modeling Possible Book Study: <u>The Morning Meeting Book</u>	<u>The Morning Meeting Book</u> by Carol Davis, Roxann Kriete <u>80 Morning Meeting Ideas</u> by Susan Rozar	\$500	October 2019	Quarterly	Observations, Meeting Log w/ topics	Classroom teachers	
Classroom teachers will teach PBIS lesson plans repeatedly throughout the school year.	Review lessons and choose appropriate ones to review with students	https://www.pbis.org/training/staff/student	NA	Aug. 13-Sept.13th	Monthly	Observations in common areas	PBIS Team & classroom teachers	
A PBIS kickoff assembly will be held at the beginning of the school year to motivate students to follow procedures and use good	NA	Props & video for assembly	\$200	Aug. 30, 2019	Monthly	Observation in common areas, # of behavior referrals	Jerica Moore Jones	
PBIS Tier I will be consistently implemented by giving DOJO points for stated criteria and appropriate behaviors in all settings.	Refresher course on using Class Dojo	Class Dojo App on phones & I pads for K-5th Grade	NA	Aug. 30, 2019	Weekly/ Monthly	Monitoring the Class Dojo App	Katherine Wirzfeld	

PBIS Tier I incentives such as the DOJO store, assemblies, and activities will be implemented weekly, bi-weekly, and quarterly.	NA	Incentive items from Oriental Trading and other stores	\$2,000	10th December 20th, & March 15th, & May 30th	Bi-Weekly/ Monthly/ Quarterly	# of students participating during incentive celebrations	Sarah Burns Feather Linn	
risk” students and develop behavior interventions. Criteria will be based on minor classroom infractions, major classroom infractions, absences, tardies, in-school suspensions, out of school suspensions, HIBs, and non-medication nurse visits.	PBIS Team (SBIT) will attend training provided by Arkansas State	Data tracker using E-school	NA	SBIT will meet once per month (2nd Thursday of each month)	Monthly	Behavior Data from E-school Teacher Anecdotal notes Class Dojo Data	Dr. McCarroll Sarah Burns Andrea Brooks Ford Amy Kennedy	
Staff members will receive trainings in the following areas: Tier I positive behavioral interventions and supports, de-escalation, avoidance of power struggles, cultural diversity, criteria for Dojo, Tier II interventions.	PD provided by Behavior Interventionist	NA	Salary for Jerica Moore Jones	Monthly Staff Meetings/Data Meetings	Monthly	# of behavior referrals to office # of students attending incentive celebrations Agendas/Notes from PD sessions Observations of teachers using de-escalation	Jerica Moore Jones SBIT Team	
Goal 2: To decrease the number of chronically absent or tardy students by 20%.								
Action	Professional Learning Needed	Resources/Materials Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitoring	Person(s) Responsible	Reflection
Attendance Poster-informing parents and students of daily attendance rate, # of tardies, and early check-outs	PD on using Student GPS	Poster, tardy slips, log-info for Student GPS	NA	September 2019	Bi-Weekly/ Monthly	Student GPS, Attendance Logs, Tardy Slips	A. Wells & PBIS Team	
Incentive events to celebrate perfect attendance (i.e. Shout-outs, Jeans Passes, Field Trip, etc.)	NA	Class Dojo Store, Incentive activities	\$1,000	October, January, March, & June	Quarterly	Student GPS, Attendance Logs, Tardy Slips	A. Brooks Ford, S. Burns, J. Moore Jones	
Parent Commitment Form-(Ex: Commitment form to inform parents of school, teacher, student, and parent commitment to ensure a successful year)	NA	Paper for fliers, SMORE Newsletter, Parent Link	\$500	September 2019- Open House	NA	NA	Leadership Team	

Focus Areas: Student Achievement

Goal #1: Literacy & #2: Math

Attachment A: 2019 NWEA Map Data



Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
District: LITTLE ROCK SCHOOL DISTRICT

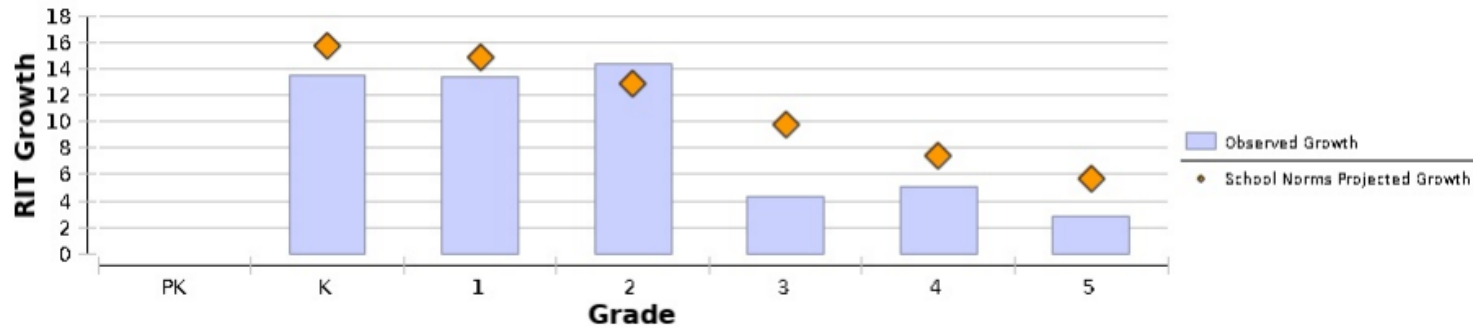
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Spring 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 28 (Spring 2019)
Grouping: None
Small Group Display: No

WEST HILLS

Reading

Grade (Spring 2019)	Growth Count†	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	38	134.8	6.7	15	148.3	10.5	9	13.5	1.5	15.7	-0.88	19	38	16	42	32
1	44	155.8	12.6	20	169.0	13.9	15	13.3	1.5	14.9	-0.70	24	44	19	43	43
2	54	165.8	16.4	8	180.1	13.1	14	14.3	1.4	12.9	0.67	75	54	28	52	53
3	44	182.9	12.9	21	187.2	11.6	5	4.3	1.0	9.8	-3.19	1	44	6	14	22
4	42	190.7	17.2	12	195.8	17.3	7	5.1	0.9	7.4	-1.59	6	42	15	36	29
5	46	200.1	13.7	19	202.9	14.4	9	2.8	1.0	5.7	-1.93	3	46	14	30	33

Reading



Attachment 1A: Western Hills Math NWEA Growth Data



Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
District: LITTLE ROCK SCHOOL DISTRICT

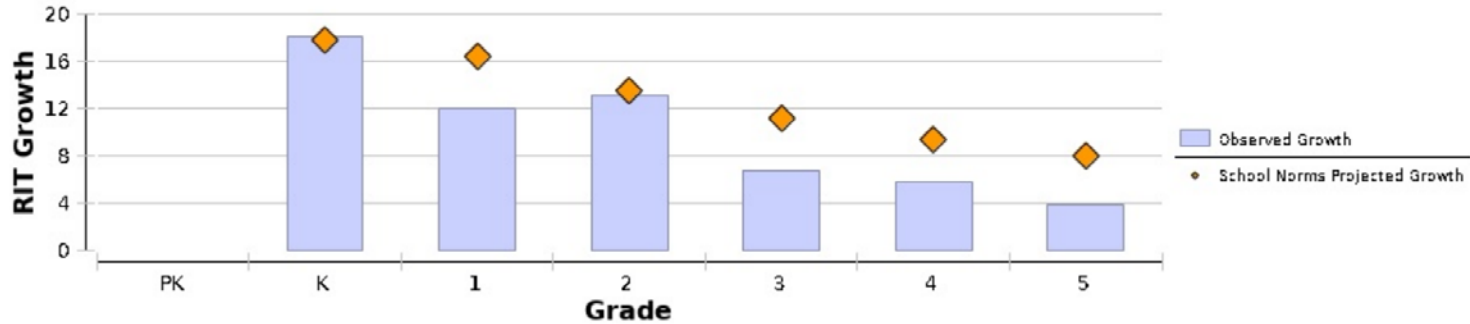
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Spring 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 28 (Spring 2019)
Grouping: None
Small Group Display: No

WEST HILLS

Mathematics

Grade (Spring 2019)	Growth Count†	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	38	133.1	8.8	16	151.1	12.9	19	18.0	1.8	17.7	0.12	55	38	20	53	48		
1	42	160.0	12.8	34	171.9	13.7	14	11.9	1.1	16.3	-1.72	4	42	8	19	24		
2	54	171.5	12.7	18	184.6	11.3	18	13.1	0.9	13.5	-0.18	43	54	26	48	46		
3	44	183.3	10.0	11	189.9	12.1	3	6.7	1.0	11.1	-2.41	1	44	10	23	24		
4	42	194.3	14.6	11	200.0	14.3	4	5.8	0.7	9.4	-1.95	3	42	10	24	20		
5	46	205.1	10.3	18	208.9	9.7	8	3.8	0.8	8.0	-1.88	3	46	10	22	18		

Mathematics



Attachment B: 2019 ACT Aspire Data



SUMMATIVE Assessed Apr 15, 2019 - Apr 30, 2019

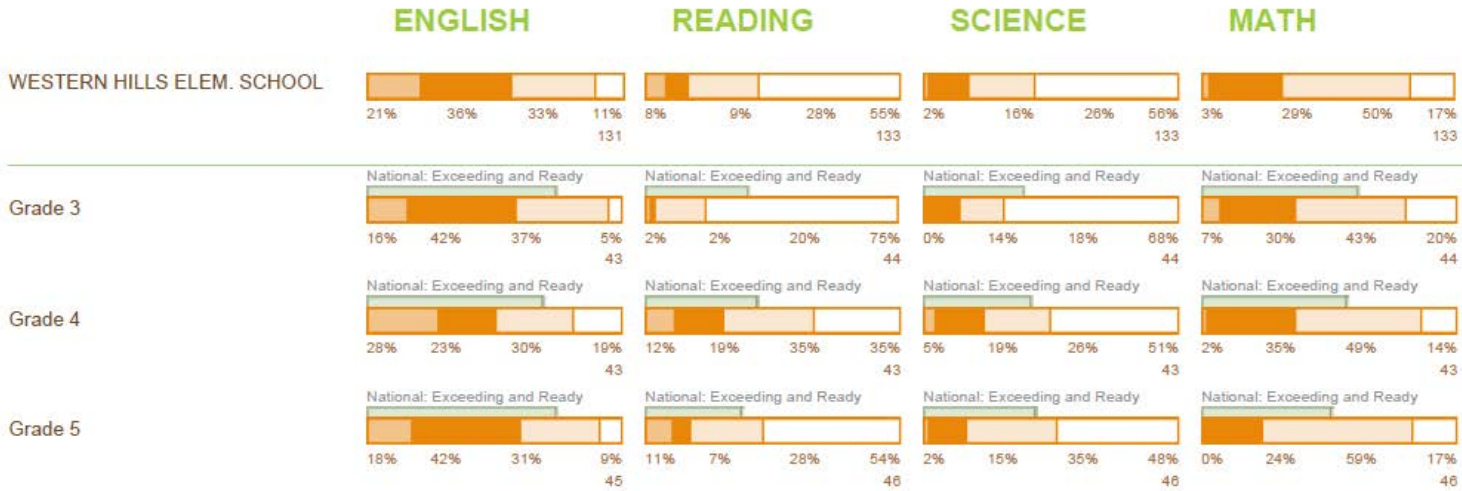
WESTERN HILLS ELEM. SCHOOL

LITTLE ROCK SCHOOL DISTRICT,
School ID: 6001029

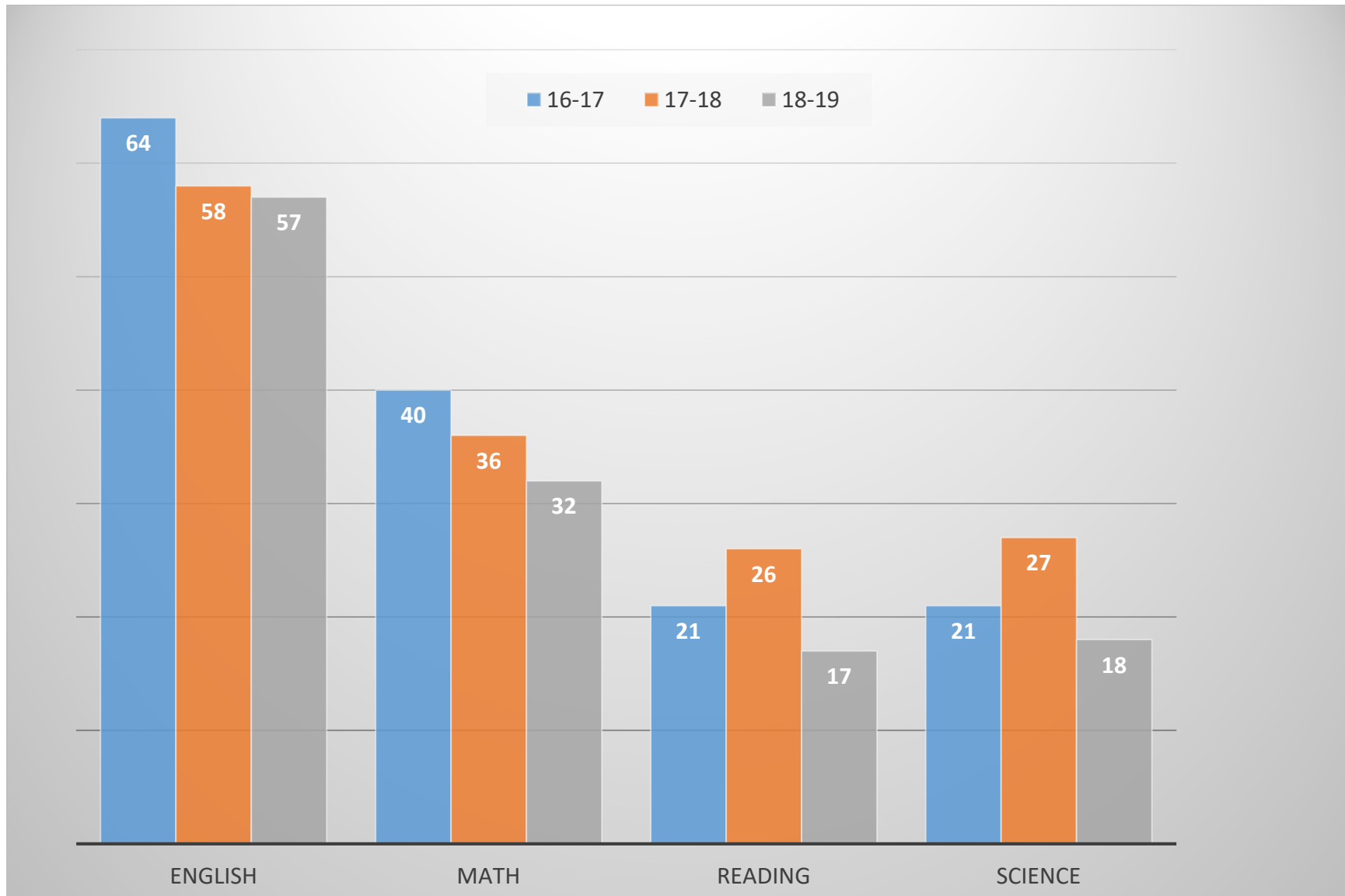
Subject Proficiency by Grade Level

Page 1 of 1

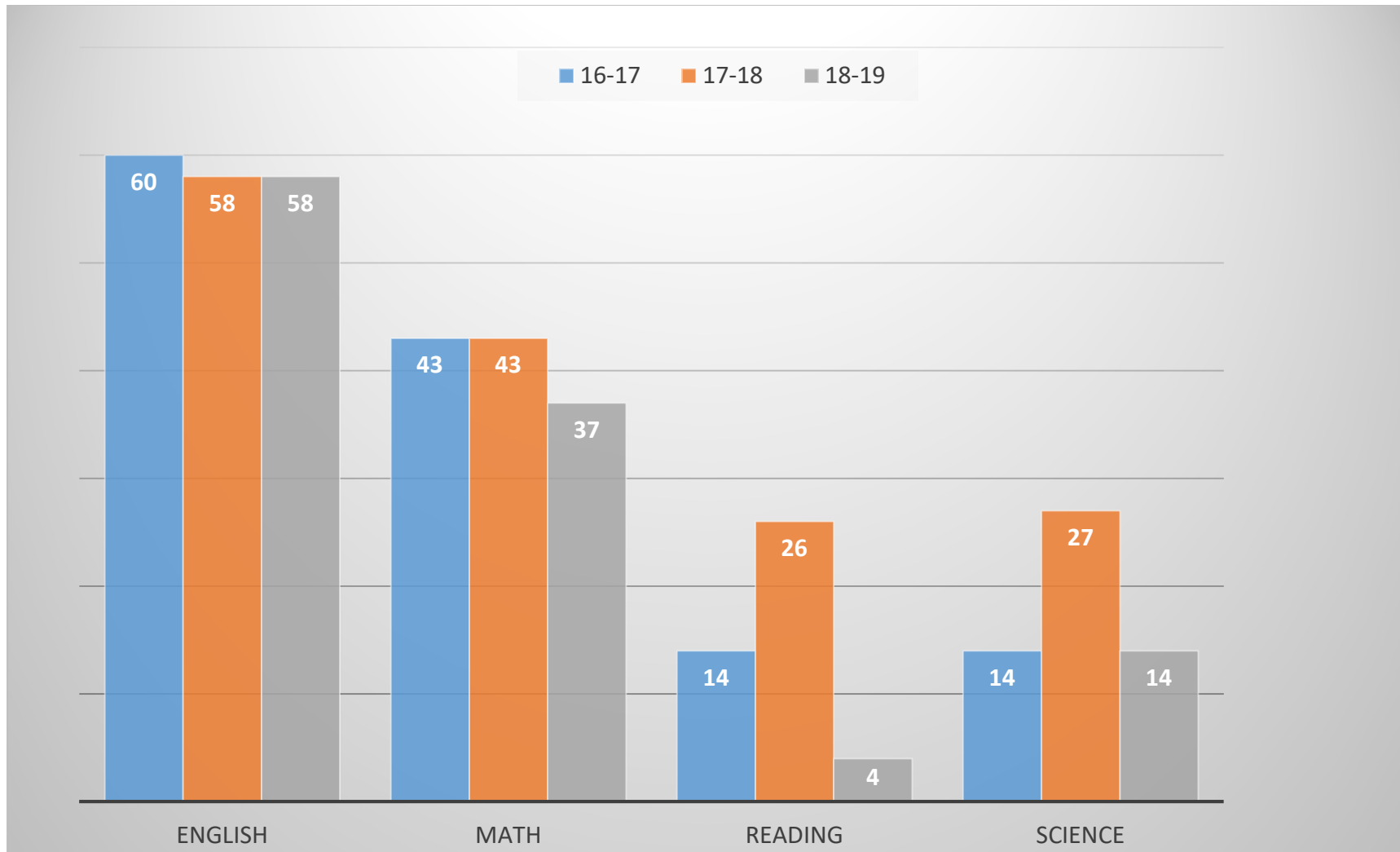
How can decisions be informed based upon grade level subject proficiencies?



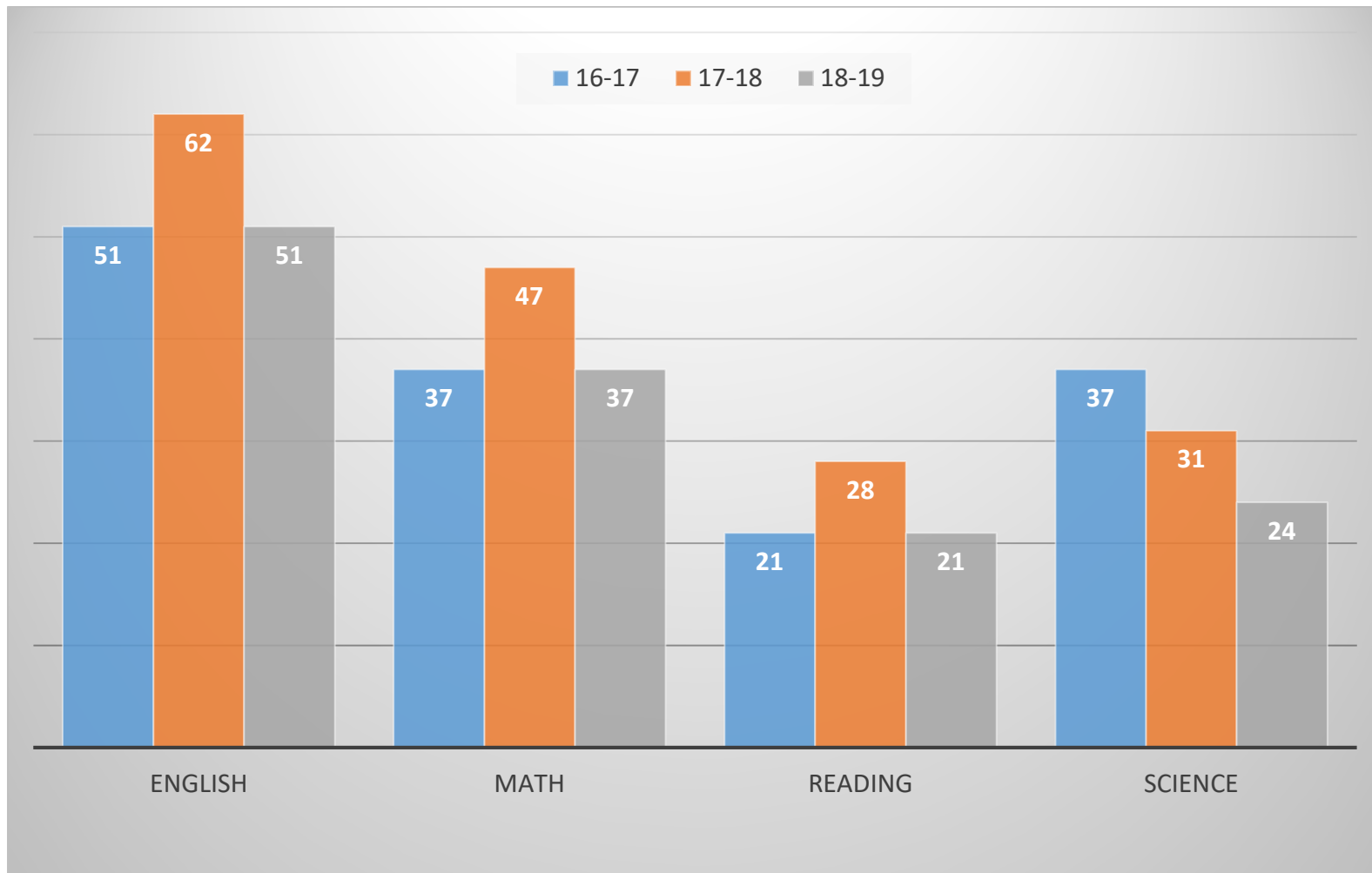
Attachment C: 2016-2019 ACT Aspire Data-Western Hills Elementary School-Wide



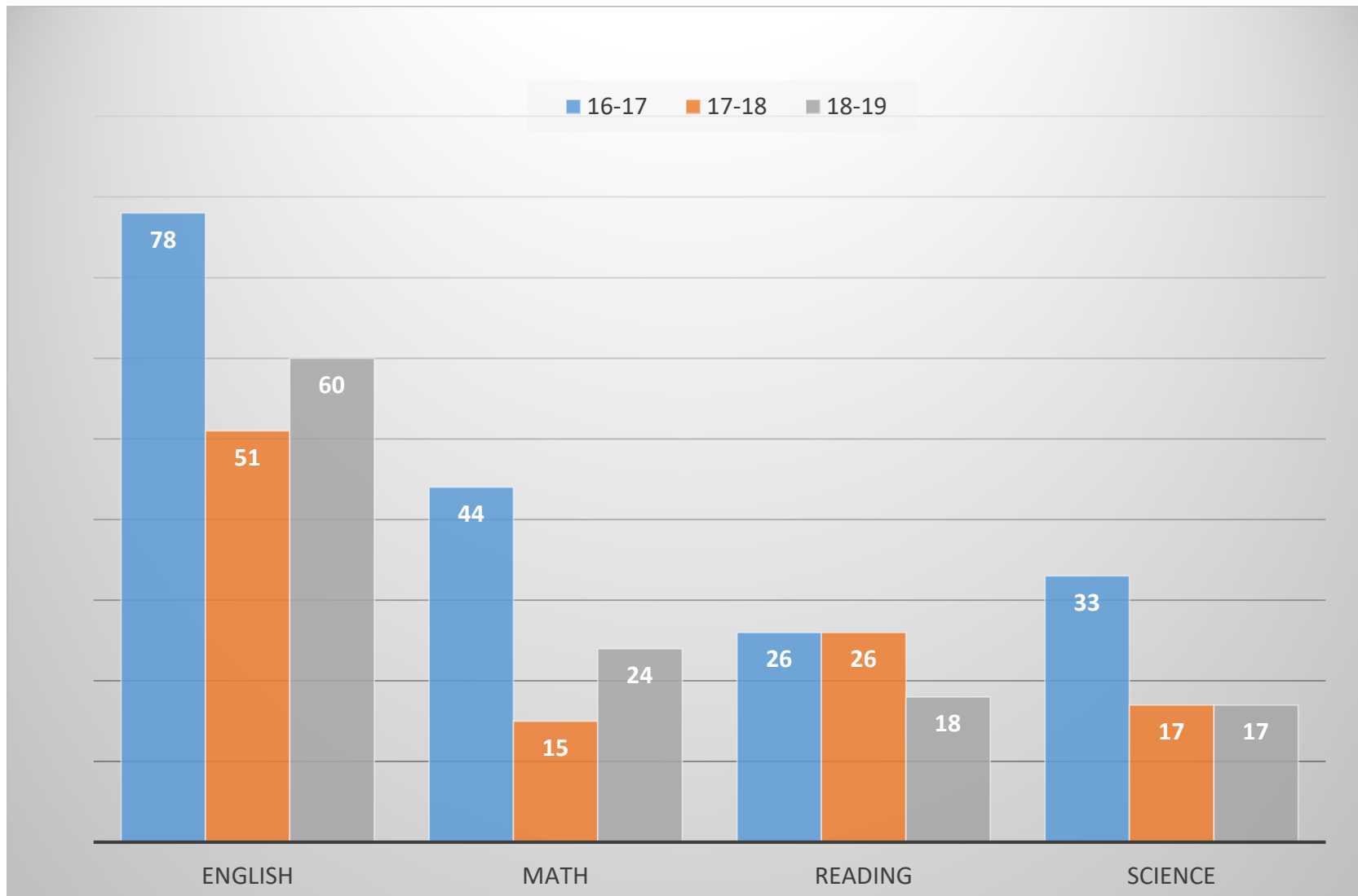
Attachment D: 3rd Grade- ACT Aspire Data (3-Year Trend)



Attachment E: 4th Grade ACT Aspire Data (3-Year Trend)



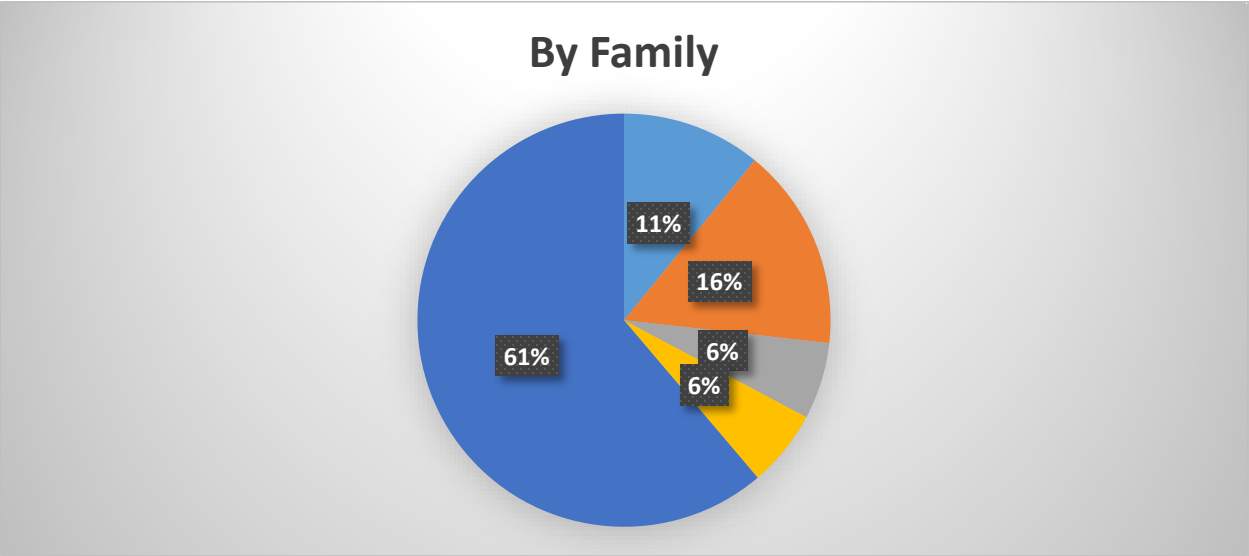
Attachment F: 5th Grade ACT Aspire Data (3-Year Trend)



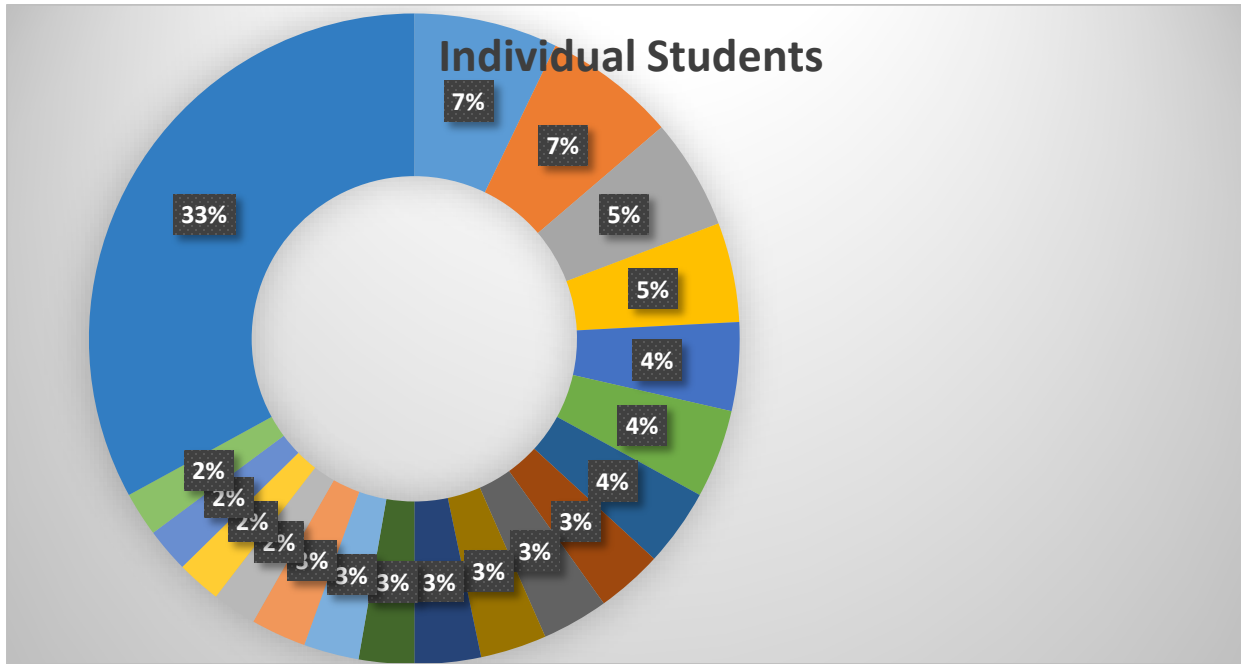
Focus Area: School Culture

Goal #1: Student Behavior

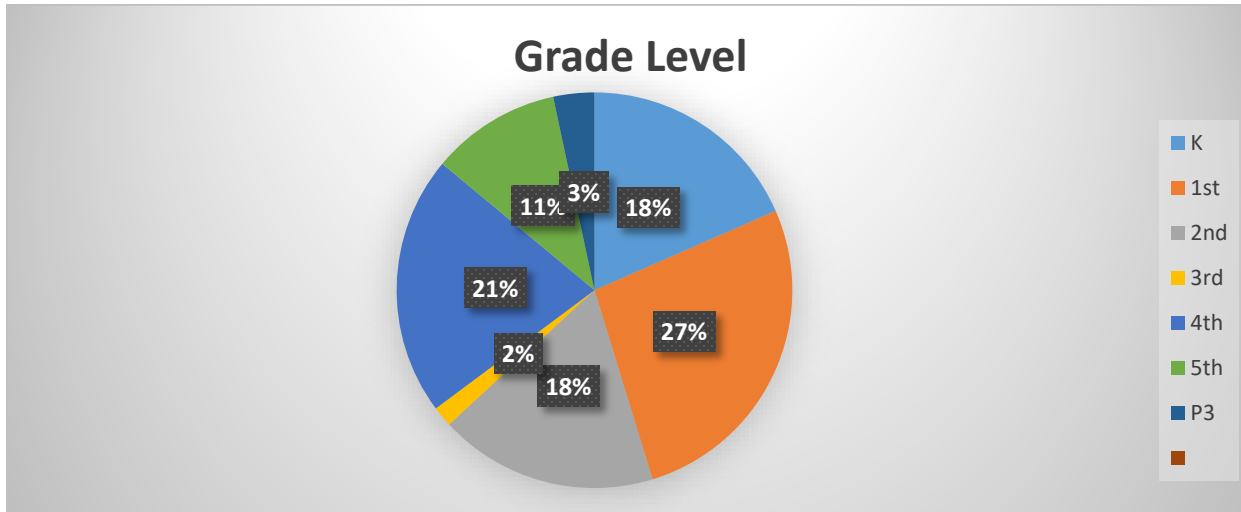
Attachment G:



Attachment H:



Attachment I:



Goal 2: Student Attendance

Attachment J: 2018 Student Attendance Data

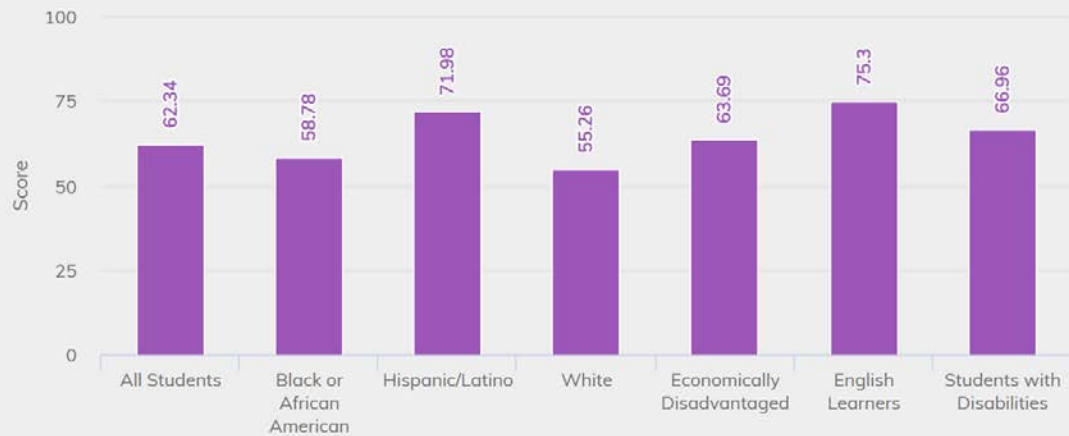
Student Engagement Points Table

Score: $(189.5 / 304) * 100 = 62.34$

Total Students	304
Total # Points Possible	304
Total # Points Earned	189.5
Points Per Student	
Student at low risk (absent less than 5% of time enrolled)	1.0 Point
Student at moderate risk (absent 5% to less than 10% of days enrolled)	0.5 Points
Student at high risk (absent 10% or more of days enrolled)	0.0 Points

Percent of Points Earned for Student Engagement

Chart Data



Focus Areas: Student Achievement

Goal #1: Literacy & #2: Math

Attachment A: 2019 NWEA Map Data



Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
District: LITTLE ROCK SCHOOL DISTRICT

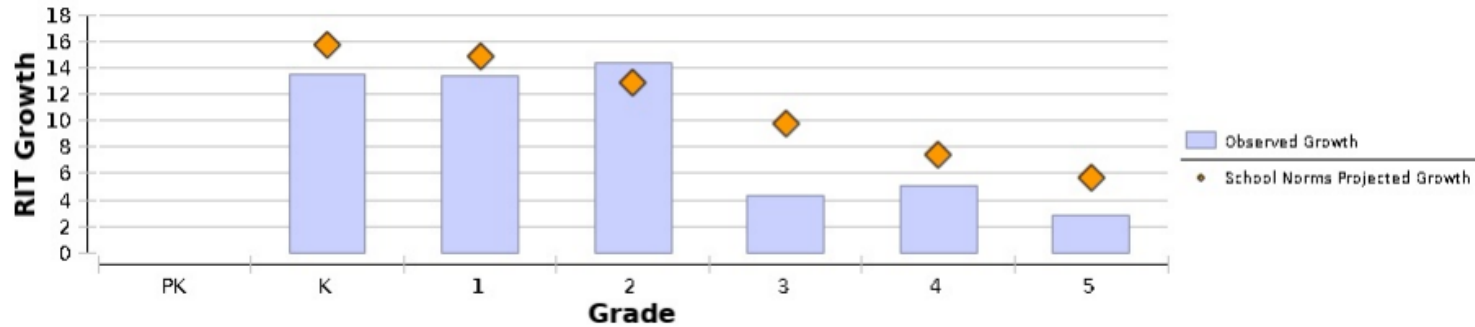
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Spring 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 28 (Spring 2019)
Grouping: None
Small Group Display: No

WEST HILLS

Reading

Grade (Spring 2019)	Growth Count†	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	38	134.8	6.7	15	148.3	10.5	9	13.5	1.5	15.7	-0.88	19	38	16	42	32
1	44	155.8	12.6	20	169.0	13.9	15	13.3	1.5	14.9	-0.70	24	44	19	43	43
2	54	165.8	16.4	8	180.1	13.1	14	14.3	1.4	12.9	0.67	75	54	28	52	53
3	44	182.9	12.9	21	187.2	11.6	5	4.3	1.0	9.8	-3.19	1	44	6	14	22
4	42	190.7	17.2	12	195.8	17.3	7	5.1	0.9	7.4	-1.59	6	42	15	36	29
5	46	200.1	13.7	19	202.9	14.4	9	2.8	1.0	5.7	-1.93	3	46	14	30	33

Reading



Attachment 1A: Western Hills Math NWEA Growth Data



Student Growth Summary Report

Aggregate by School

Term: Spring 2018-2019
District: LITTLE ROCK SCHOOL DISTRICT

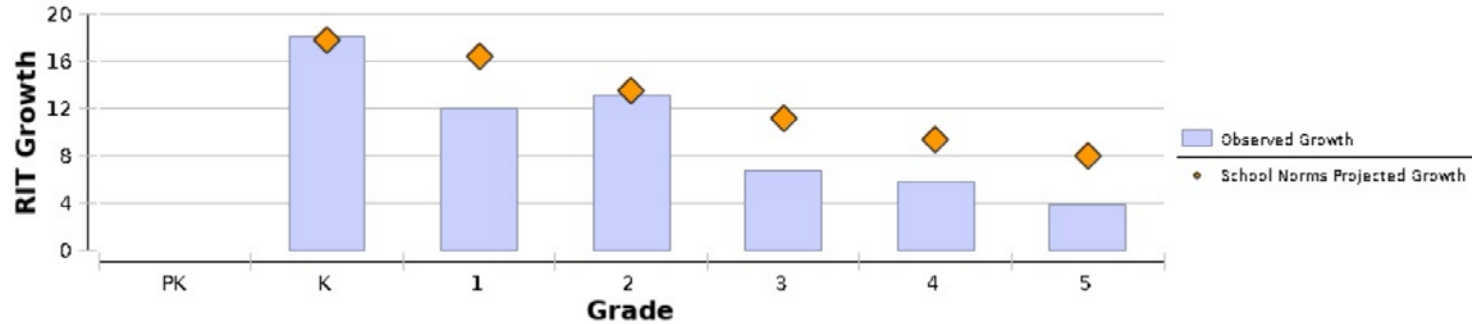
Norms Reference Data: 2015 Norms
Growth Comparison Period: Fall 2018 - Spring 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 28 (Spring 2019)
Grouping: None
Small Group Display: No

WEST HILLS

Mathematics

Grade (Spring 2019)	Growth Count†	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	38	133.1	8.8	16	151.1	12.9	19	18.0	1.8	17.7	0.12	55	38	20	53	48		
1	42	160.0	12.8	34	171.9	13.7	14	11.9	1.1	16.3	-1.72	4	42	8	19	24		
2	54	171.5	12.7	18	184.6	11.3	18	13.1	0.9	13.5	-0.18	43	54	26	48	46		
3	44	183.3	10.0	11	189.9	12.1	3	6.7	1.0	11.1	-2.41	1	44	10	23	24		
4	42	194.3	14.6	11	200.0	14.3	4	5.8	0.7	9.4	-1.95	3	42	10	24	20		
5	46	205.1	10.3	18	208.9	9.7	8	3.8	0.8	8.0	-1.88	3	46	10	22	18		

Mathematics



Attachment B: 2019 ACT Aspire Data



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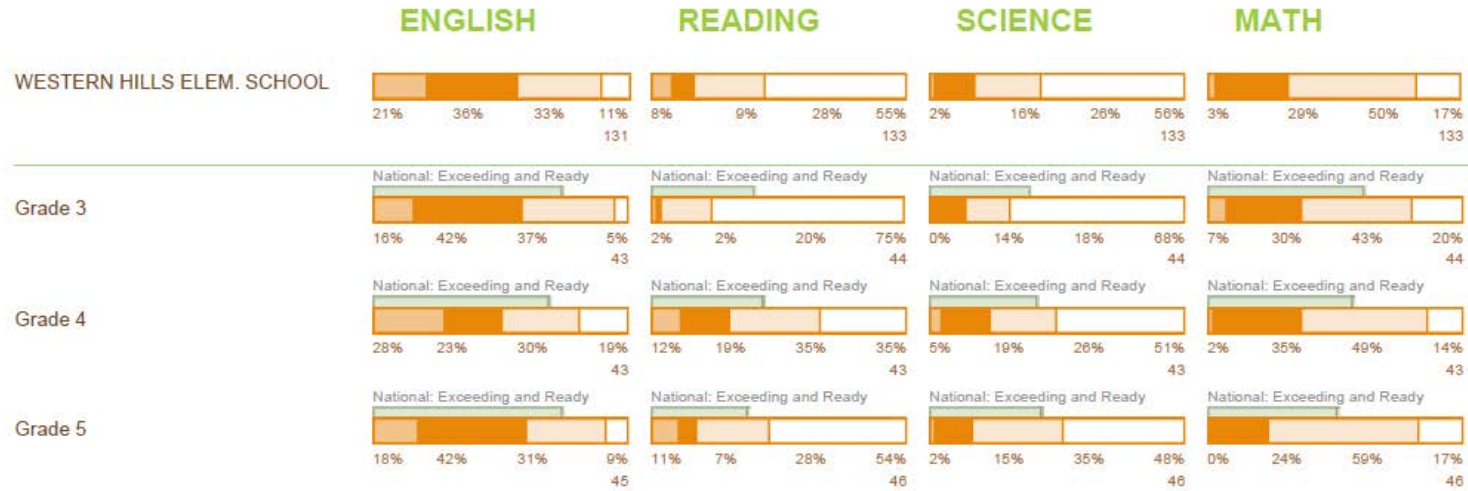
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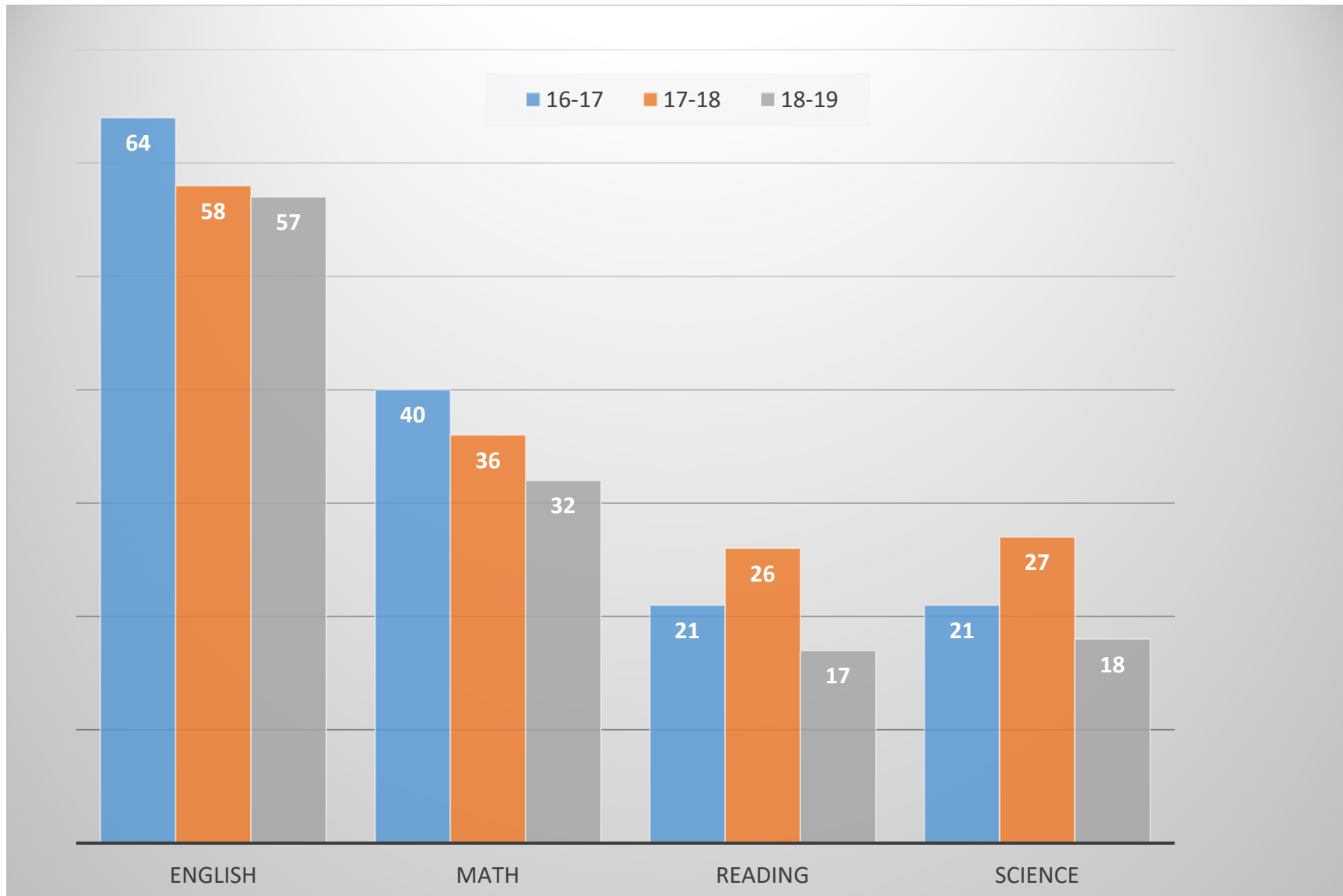
Subject Proficiency by Grade Level

Page 1 of 1

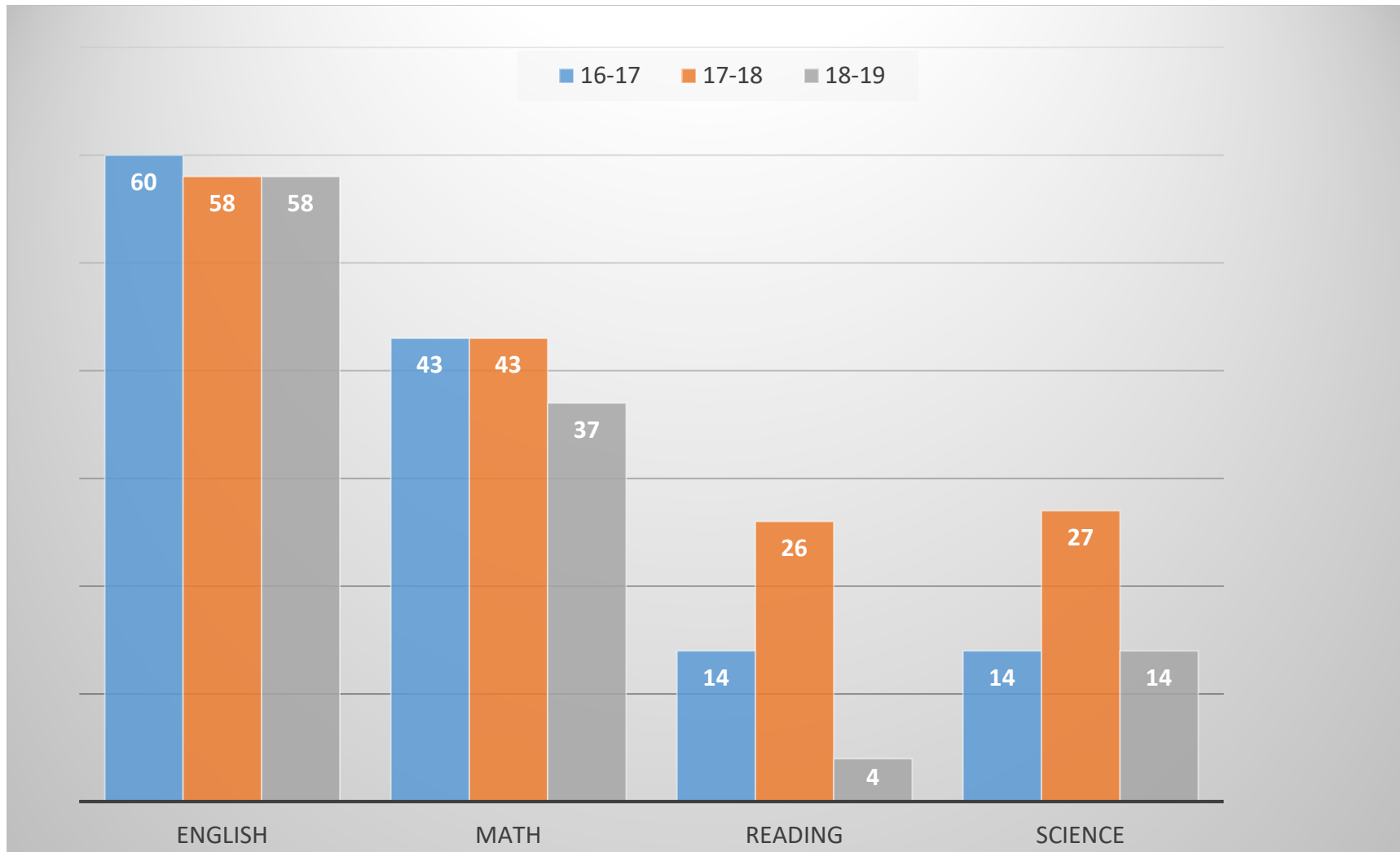
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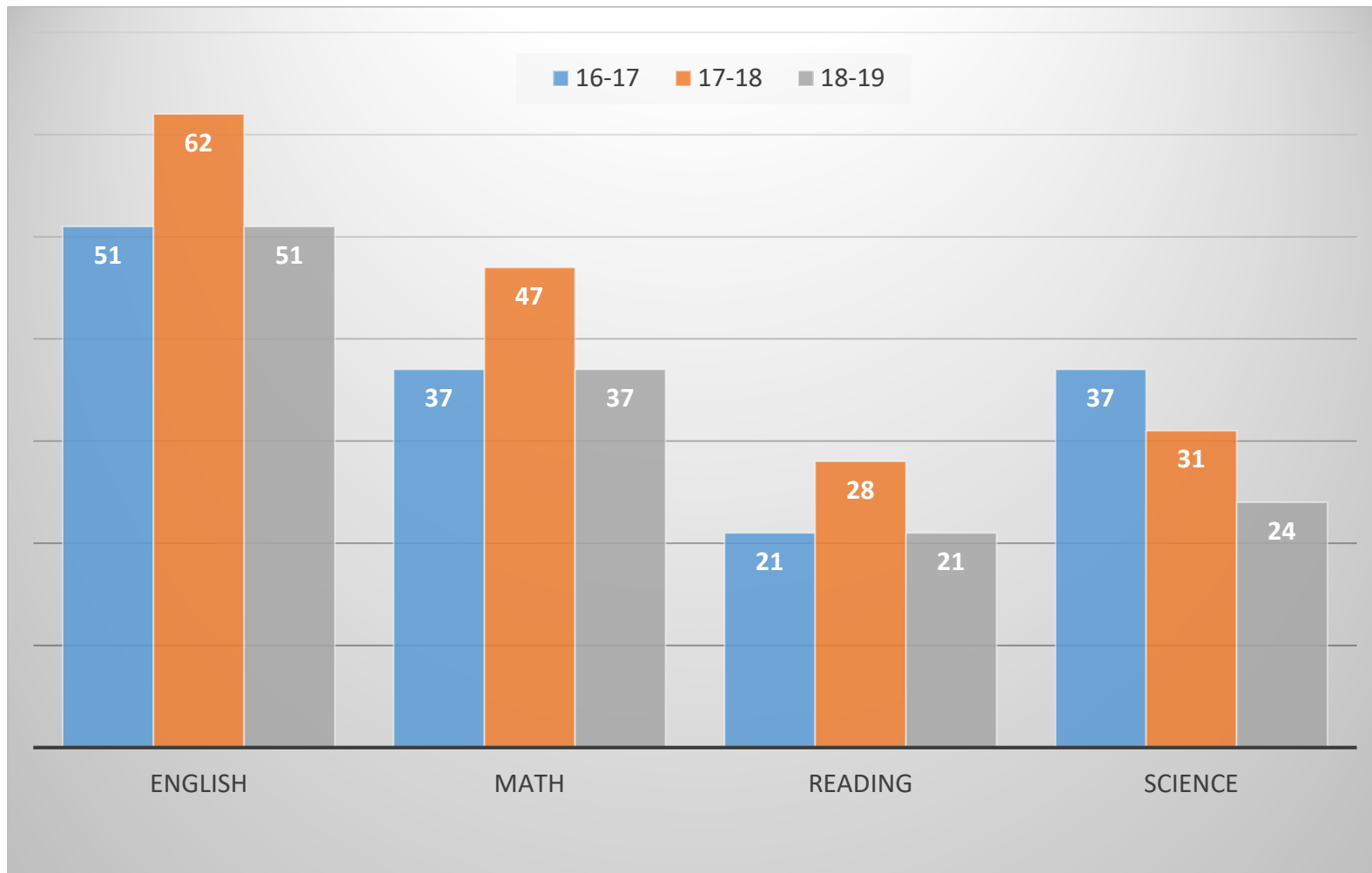
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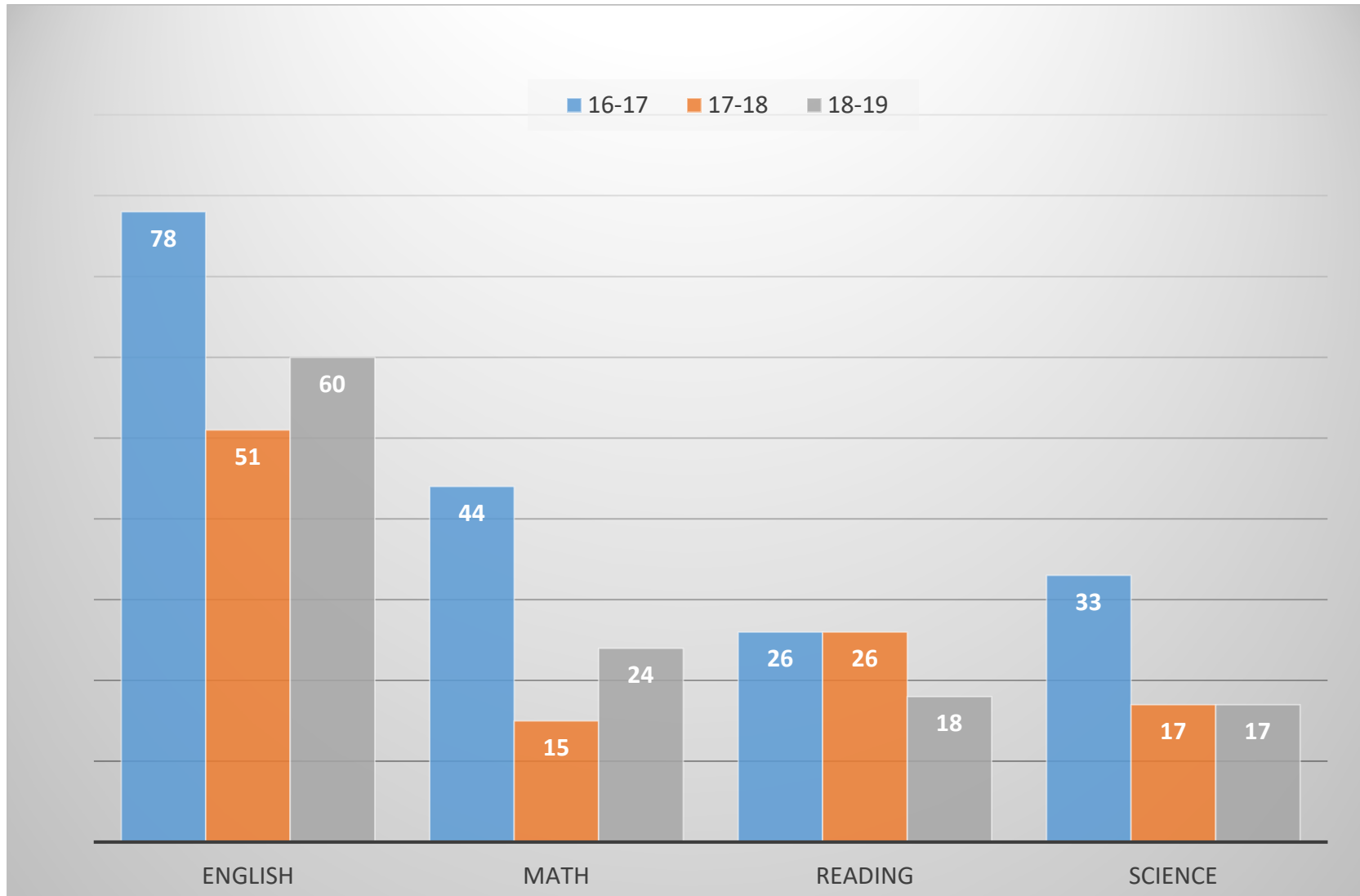
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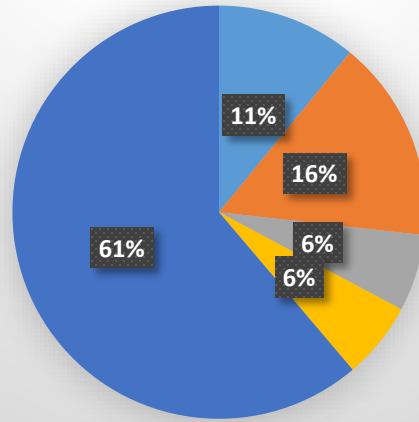


Focus Area: School Culture

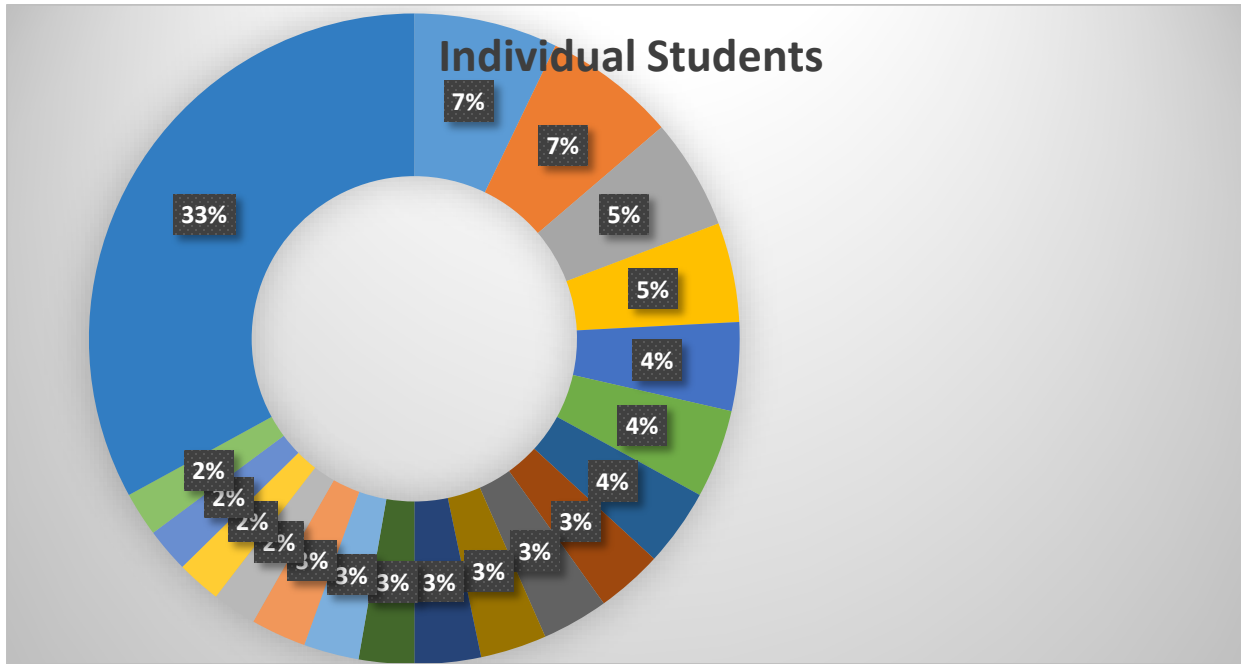
Goal #1: Student Behavior

Attachment G:

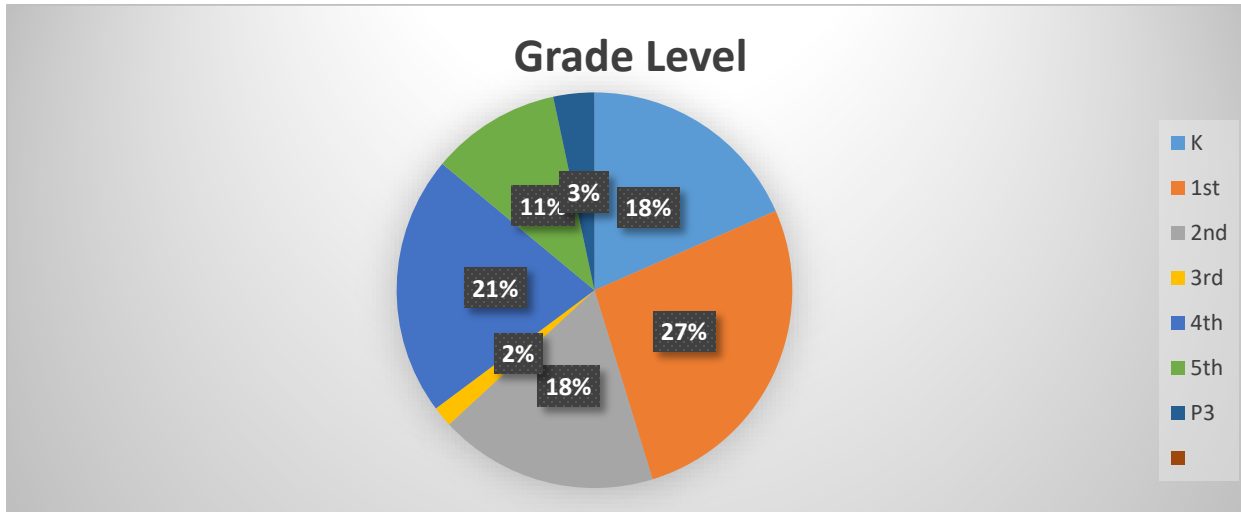
By Family



Attachment H:



Attachment I:



Goal 2: Student Attendance

Attachment J: 2018 Student Attendance Data

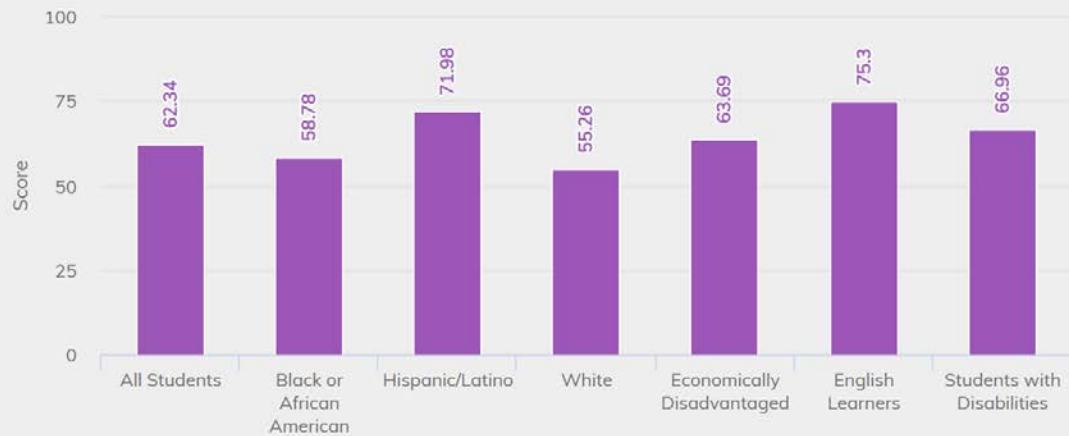
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Percent of Points Earned for Student Engagement

Chart Data



SCHOOL IMPROVEMENT PLAN

WILLIAMS MAGNET

ELEMENTARY

2019-2020

Williams Magnet School

2019-2020 School Improvement Plan

FOCUS AREA: School Culture & Climate (see attachment A)

GOAL #1: Increase percent of students meeting daily attendance rate of 95%

Action	Professional Learning Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitoring	Person(s) Responsible	Reflection/Check
Attendance Poster-informing parents and students of daily attendance rate, # of tardies, and early check-outs. Materials from the Feet to the Seat campaign and Attendanceworks.org will be utilized.	N/A	\$0	August 2019- June 2020	Monthly/ Quarterly	Student GPS, Attendance Logs, Tardy Slips	Green, Kuhn	
Incentive events to celebrate perfect attendance (i.e. Shout-outs, Jeans Passes, Field Trip, etc.)	N/A	\$2,500	October, January, March, & June	Quarterly	Student GPS, Attendance Logs, Tardy Slips	Kuhn	
Parent Commitment Form-(Ex: Commitment form to inform parents of school, teacher, student, and parent commitment to ensure a successful year)	N/A	\$0	August 2019			Leadership Team	

GOAL #2: Improve school culture to increase teacher attendance by 25%

Action	Professional Learning Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitoring	Person(s) Responsible	Reflection/Check
Establish & maintain schoolwide norms & routines for common areas with acronym (SOAR, EAGLES)	N/A	\$0	August 2019	August 2019	Posters in common areas	All faculty and staff	
Teach schoolwide established norms & routines and implement PBIS rewards system based on schoolwide norms and character ed.	N/A	\$1,000 (low figure)	August 2019	Quarterly	Number of referrals in common areas, observation	All faculty and staff	
Establish a character education committee and implement in classrooms with recognition for students exhibiting those character traits	N/A	\$0-PTA Budget Item	August 2019	Monthly	Monthly recognition certificates, # of referrals, teacher observations	Kuhn, PTA	
Establish an assembly committee to plan activities to showcase student achievement, clubs, & etc.	N/A	\$0	August 2019	Quarterly	Quarterly Assemblies	Assembly Committee	
To improve adult practices, a book study on Dealing with Poverty & Diversity will be completed in order to close achievement gap within our subpopulations. Professional development will be provided as a continuation of the study.	Culturally Responsive Teaching by Zaretta Hammond, and PD by Dr. Lloyd Sain	\$5,000	August 2019	June 2020		Green	
Provide opportunities to improve staff morale through team building activities	N/A	\$2,000	August 2019	Monthly	Climate survey (fall semester & spring semester)	Leadership Team, All faculty & staff	

FOCUS AREA: Student Achievement (see attachment B)

GOAL #1: By the NWEA spring assessment, all K-5 students will attain at least 1 years measureable growth in math and literacy

Action	Professional Learning Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitoring	Person(s) Responsible	Reflection/Check
Data PLC to review NWEA data and progress monitoring of skill attainment to determine intervention groups.	PLC to review growth goals/webinars to understand reports	\$0	Aug. 2019-June 2020	Monthly	Data folders, NWEA Map Data	Green, Dr. Evans, Classroom Teachers, Multi-site facilitators	
Use MAP Skills, Map Profile Report, Learning Continuum to determine student needs	PLC devoted to using MAP Skills	\$0	Aug. 2019-June 2020	August, October, December, March	NWEA Map Skills reports	Green, Classroom Teachers, Dr. Evans	
Afterschool Tutoring Program for identified students	N/A	\$40,000	October 2019 - March 2020	Semester (Fall & Spring)	NWEA Data Reports, Reading Levels, etc.	Classroom Teacher	

GOAL #2: Student achievement on the ACT Aspire will increase by 3% in math and literacy.

Action	Professional Learning Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitoring	Person(s) Responsible	Reflection/Check
Using a variety of assessments, students deficits will be identified and addressed through differentiated instruction and intervention practices.	Data Meetings and PLCs		August 2019	August 2019-June 2020	SMI reports, NWEA reports, Map Skills Reports, etc.	Classroom Teachers, Multi-Site Facilitators, Green	
Provide PD on differentiated instruction	Differentiated Instruction	\$5,000	September 2019	June 2020	Lesson Plans, Agendas/Minutes, Sign-In Sheets	Green	

FOCUS AREA: Effective Instruction (See attachment c)

GOAL #1: Literacy- To increase the number of students by 3% reading on grade level by June 2020.

Evidence Based Intervention	Professional Learning Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitoring	Person(s) Responsible	Reflection/Check
K-5 teachers will implement reading instructional practices gained through RISE professional development on the science of reading	3rd-5th Grade Day 3-5 RISE Training/ Refresher course for K-2nd grade teacher	\$0	August 2019- June 2020	Daily	Lesson plans, informal/formal observations, PLC agendas/minutes	Classroom teachers, literacy facilitator, Green,	
K-5 will implement newly adopted literacy/reading curriculum: Wit and Wisdom, Foundations, Hegerty	District PD on newly adopted Phonics Curriculum: Foundations, Hegerty		August 2019		Sign-In Sheets, Agendas, Notes	LRSD Curriculum & Instruction Department	
K-5 teachers will continue implementation of small group instruction daily to increase reading comprehension, decoding skills, & writing	Newly adopted Literacy programs: Wit & Wisdom, Foundations, Hegerty, Just Words	\$5,000	August 2019	Daily	Lesson plans, informal/formal observations, PLC agendas/minutes, data wall	Literacy facilitator, classroom teachers, Green, & Dr. Evans	
Implement Step Up to Writing for supplementary writing and grammar instruction	Step Up to Writing PD (webinar/face-to-face)	\$5,000	August 2019	Weekly	Lesson Plans, PLC Agendas/minutes	Step Up to Writing Consultant, Green	

Purchase Lexia Core5-Supplemental computer based program to work on students deficits in the area of reading	Lexia Core5 webinar/pd	\$14,000	August 2019	Weekly/ Monthly	My Lexia Reports	Davis, Latch, Franks, Classroom Teachers	
Purchase Reading A-Z decodable text for supplemental reading materials to use in intervention and afterschool	N/A	\$2,000	August 2019	Quarterly	NWEA Growth Reports	Staff and Admin	
To develop essential standards for each grade level (what is essential for students to master in each grade) Continue work that was initiated in June 2019	Vertical Teaming	\$2,500	September 2019	Quarterly	Agendas/minutes, lesson plans, CFA's, NWEA Data	Green, Classroom Teachers	
PLCs will meet bi-monthly to examine student work, discuss instructional strategies, and review data	N/A	\$0	September 2019	Monthly	Agendas/Minutes	Dr. Evans and Green	

GOAL #2: Math-To increase growth by 3% as measured by state assessments

Evidence Based Intervention	Professional Learning Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitor	Person(s) Responsible	Reflection/Check
To develop essential standards for each grade level (what is essential for students to master in each grade)	Vertical Teaming	\$2,500	May 2019	Quarterly	Agendas/minutes, lesson plans, CFA's, NWEA Data	Agendas/minutes, lesson plans, CFA's, NWEA Data	
To implement small group instruction through enrichment and intervention during math workshop	N/A	N/A	September 2019	Daily	Lesson plans, observations,	Classroom teachers, admin	
Purchase Reflex -supplemental math fact fluency program to increase student fact fluency	N/A	\$4,000	October 2019	Monthly	Reflex reports	Classroom teachers	
PLCs will meet bi-monthly to examine student work, discuss instructional strategies, and review data	N/A	\$0	September 2019	Monthly	Agendas/Minutes	Dr. Evans and Green	

Student Attendance

WILLIAMS MAGNET ELEM. SCHOOL

School Information
Academic Dashboard
Operational Dashboard
Dashboard Usage
Discipline Charts

Overview
Attendance and Discipline
State Assessments
Local Assessments
Grades and Credits

Attendance and Discipline

Jump to subcategory: [Attendance](#) | [Discipline](#)

ATTENDANCE	METRIC VALUE <small>(% of students)</small>	TREND	SCHOOL GOAL	DIFFERENCE FROM GOAL	STUDENT ATTAINMENT <small>(# meeting student goal)</small>	DETAILS
Daily Attendance Rate (Through April 26, 2019)						
<small>% of students meeting attendance rate threshold of 95% during the specified time frame</small>						
■ Last Four Weeks	51.8 %	▲	95.0 %	-37.1 %	258 of 442	More ▾
■ Last Eight Weeks	58.2 %	▼	95.0 %	-36.8 %	262 of 442	More ▾
■ Semester to Date	69.9 %		95.0 %	-25.1 %	309 of 442	More ▾
■ Prior Semester	77.8 %		95.0 %	-17.2 %	344 of 442	More ▾
■ Year to Date	74.4 %		95.0 %	-20.6 %	329 of 442	More ▾

Teacher/Staff Attendance

Williams Traditional Magnet Studies School

Building Summary 2018-2019

Day	#	%
Monday	119	16.6
Tuesday	137	19.3
Wednesday	133	18.7
Thursday	160	22.5
Friday	161	22.7

	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
0	1	3	3	3	2	4	3	0	3	1	0	0	23
0	2	1	5	1	1	2	2	2	2	1	0	0	17
0	0	0	2	0	1	2	3	1	0	0	0	0	9
0	1	2	5	2	0	3	2	1	3	0	0	0	19
0	0	1	3	0	1	1	2	1	1	0	0	0	10
0	3	6	3	4	2	4	2	4	2	0	0	0	30
0	0	1	3	0	0	0	0	0	0	0	0	0	4
0	1	2	1	0	1	2	1	2	3	0	0	0	13
0	0	1	2	2	0	2	2	0	3	0	0	0	12
0	0	0	0	0	0	0	0	0	19	3	0	0	22
0	1	2	1	1	0	3	2	0	2	1	0	0	13
0	2	3	5	5	0	2	2	2	0	0	0	0	21
0	2	2	4	4	1	4	3	2	0	0	0	0	22
0	2	2	3	5	0	2	2	3	1	0	0	0	20
0	1	2	4	0	0	4	3	1	0	0	0	0	15
0	1	3	1	0	0	2	0	3	0	0	0	0	10
0	0	0	2	7	1	0	7	3	1	0	0	0	21
0	0	4	4	0	1	6	3	0	2	0	0	0	20
0	0	4	4	0	1	6	3	0	2	0	0	0	20
0	2	0	0	1	0	1	4	0	1	0	0	0	9
0	1	1	1	3	0	1	1	0	2	0	0	0	10
0	0	1	3	0	1	1	1	2	3	0	0	0	12
0	0	2	3	3	1	3	1	0	6	0	0	0	19
0	0	0	2	9	0	0	1	1	0	1	0	0	14
0	0	3	0	1	1	2	0	1	2	2	0	0	12
0	0	0	1	8	1	3	0	0	1	0	0	0	6
0	1	1	4	1	0	1	4	0	0	1	0	0	13
0	1	3	4	2	1	1	4	4	2	0	0	0	22
0	0	1	2	1	0	3	2	2	2	1	0	0	14
0	1	4	2	2	0	1	5	1	1	0	0	0	17
0	0	5	2	1	2	3	1	2	2	1	0	0	19
0	3	1	2	2	2	1	1	0	0	0	0	0	12
0	0	2	4	4	1	1	1	5	4	0	0	0	22
0	1	2	4	2	1	1	3	1	1	0	0	0	16
0	3	19	21	2	0	0	1	3	0	0	0	0	49
0	0	2	1	0	2	4	4	0	0	3	0	0	16
0	2	3	2	2	0	1	1	1	0	0	0	0	12
0	0	0	3	0	1	0	0	0	0	0	0	0	4
0	0	1	2	2	1	20	20	16	7	0	0	0	69
0	0	3	2	2	1	0	3	5	1	0	0	0	17
0	0	1	2	1	0	2	1	4	0	0	0	0	11
0	0	2	2	0	0	1	6	2	0	1	0	0	14
0	32	92	120	75	27	94	104	75	76	15	0	0	710

WMS-School Climate Survey

What is one thing that we can improve on?

22 responses

School climate

consistency. Sometimes we let behaviors slide

staff moral

lately I feel staff morale and relationships. However, I do not have this issue with my own team

Building a school-wide community - relationships from one grade-level to the next.

Attendance/tardy

Deciding what is most important for our students and sticking to it from the top down.

Attendance and tardies

Clear student expectations/routines/systems and FOLLOW THROUGH!!!!

Motivating students to be on time to school and on task.

Working as a TEAM HOLISTICALLY, and not thinking of ourselves isolated to "our classroom"

consistency- discipline, dress code

What is one thing that we can improve on?

22 responses

consistency- discipline, dress code

following through and backing others up

Behavior/ lack of respect from students

I'm not sure about the way that some teachers handle students, especially related to discipline. I am SO TIRED of hearing, "They won't do this They won't do that." "Parents - blah, blah, blah." At some point we all need to look in the mirror and figure out what WE can do differently to help the situation. And if we can't come up with an idea, we should ask colleagues for help.

Compartmentalizing the PD.

Being open to new strategies/ideas for our students learning.

Tecnology for MAPS.

Vertical teaming

Getting everyone to buy in to the fact we are all working together

Providing supports for students who are consistent behavior problems.

I think as a whole, our staff could benefit from some team building activities. I feel like my grade level is an

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Getting everyone to buy in to the fact we are all working together

Providing supports for students who are consistent behavior problems.

I think as a whole, our staff could benefit from some team building activities. I feel like my grade level is an amazing team. We are all on the same page and work well together. We don't see other grade level people much. It would be good for us to get to know one another a little more.

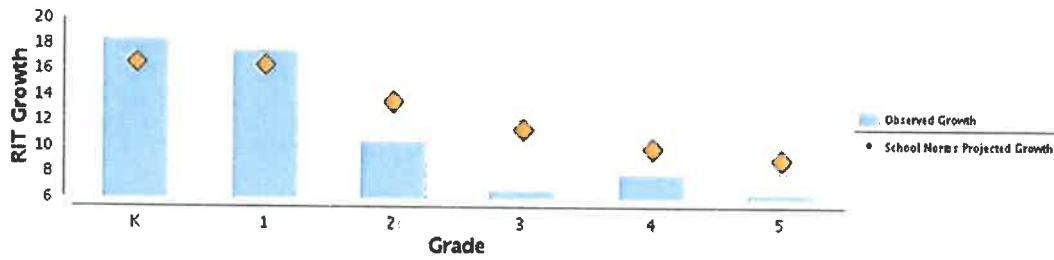
NWEA Map Growth Data-Math

WILLIAMS MAGNET ELEM. SCHOOL

Mathematics

Grade (Spring 2018)	Growth Count	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	
K	56	140.7	12.8	54	159.0	14.4	64	18.3	1.1	16.5	0.76	77	56	35	63	57	
1	84	150.7	13.7	38	172.1	13.5	48	17.4	0.9	16.3	0.44	67	84	49	58	59	
2	77	178.1	12.1	45	186.5	12.9	27	10.4	0.8	13.8	-1.34	9	77	24	31	28	
3	57	191.2	10.4	55	197.8	11.0	27	6.6	0.7	11.4	-2.53	1	57	15	25	25	
4	70	200.4	13.7	40	208.2	12.7	29	7.9	1.0	9.9	-1.09	14	70	23	35	30	
5	60	215.3	14.8	75	222.8	16.1	53	6.3	0.7	9.0	-1.21	11	60	21	31	35	

Mathematics



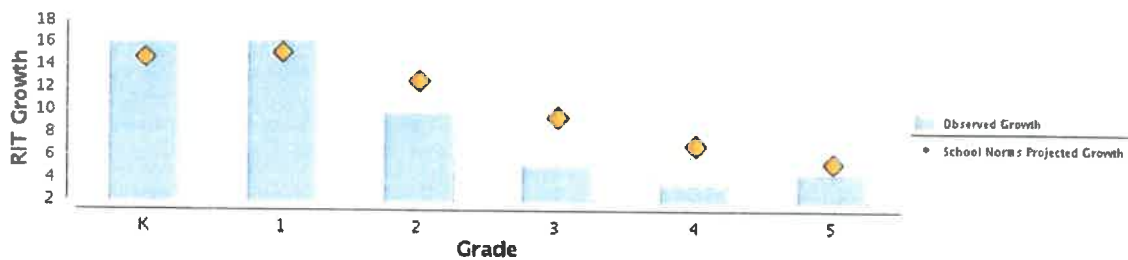
NWEA Map Growth Data-Reading

WILLIAMS MAGNET ELEM. SCHOOL

Reading

Grade (Spring 2018)	Growth Count	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	
K	85	142.8	11.1	61	156.9	14.6	70	16.1	1.4	14.7	0.89	72	55	28	61	57	
1	85	161.3	13.3	34	177.6	13.0	61	16.2	1.2	15.1	0.48	69	85	48	66	53	
2	73	177.2	15.6	65	187.0	15.2	47	9.8	1.1	12.7	-1.34	9	73	32	44	34	
3	56	190.1	16.9	61	195.2	13.6	34	5.1	1.4	9.5	-2.63	1	56	15	27	19	
4	88	202.9	14.2	77	206.2	13.3	55	3.4	0.9	7.0	-2.80	1	88	24	35	33	
5	89	211.0	14.2	80	215.4	13.1	75	4.4	0.9	6.4	-0.87	25	89	34	49	45	

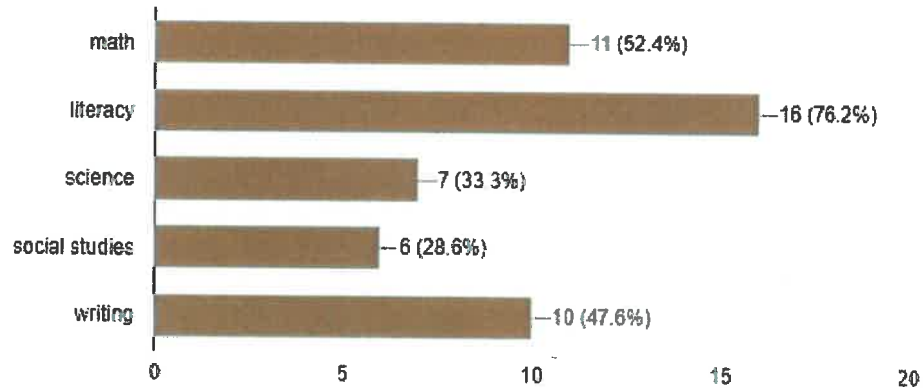
Reading



PD Survey

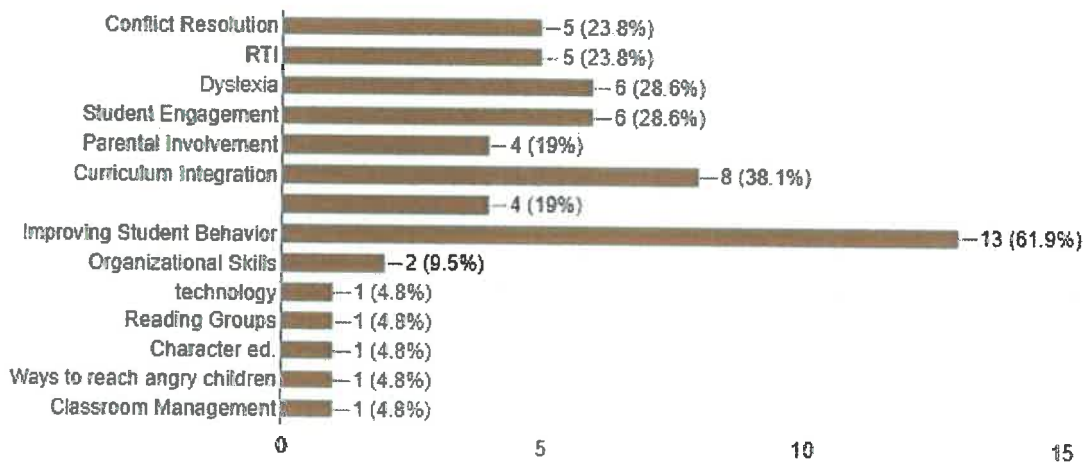
I can benefit from additional staff development opportunities addressing instruction in the following areas: Please select all that apply:

27 responses



I can benefit from additional staff development opportunities in the following areas: (select only 3)

21 responses



TESS Strengths & Opportunities

Strengths & Opportunities

Where are my learner's areas of strength? Where are my learner's opportunities for growth?

FILTER BY

School Year

2018-2019

RUBRIC

AR Educator Rubric

ACTIVITIES

6 of 6

OBSERVERS

1 of 1

LEARNERS

27 of 27

SCHOOLS

1 of 1

DATE RANGE

Nov 2, 2018 - Apr 17, 2019

DISTRIBUTION OF RATING LEVELS

SORT BY

Indicator code

ratings

SHOWING

Highly Effective

Highly Effective

Effective

Progressing

Ineffective

Click to see learners' names

