



LITTLE ROCK

SCHOOL DISTRICT

SCHOOL IMPROVEMENT PLANS

Middle Schools

2019-2020

SCHOOL IMPROVEMENT PLAN

Cloverdale

2019-2020

Cloverdale Middle School Improvement Plan (Draft)

Mission: The students of Cloverdale Middle School are our most valuable resource and strength. Cloverdale Middle School is dedicated to ensuring all students grow in the following areas: culture, use of critical skills and knowledge, being mindful, and student wellness and involvement.

Vision: One band, one sound!

Core Values: Engagement Collaboration Inclusion Mindfulness Respect Leadership

SMART Goal - School Climate and Culture			
School: Cloverdale Middle School	Team: School Improvement Leadership Team (SILT)	Leader: Wanda Ruffins	
Data (according to My School Info): In 2017-18, there were 476 disciplinary actions that excluded students from school; student engagement points were 336/639 based on student absenteeism.			
Strategies: Provide a safe and collaborative environment; Use restorative and mindfulness practices as the foundation for improving the climate and culture at Cloverdale; Utilize data that measures progress and informs cultural decisions; Provide additional support for every student falling below behavior expectations; Align resources for classroom support; and Provide professional development of evidence-based teaching strategies. Quarterly Review of data from strategies and action steps will be monitored by School Improvement Team and feedback given to those responsible for implementation.			
Measures:			
Lagging Indicators: Monthly incident reports show the number of times students were removed from classes for causing a disruption; Surveys of faculty, staff, and students indicate that the school is safe and orderly; and Professional Learning Communities (PLCs) artifacts of practice.			
Leading Indicators: Teachers have formal roles in the decision-making process regarding school initiatives; Faculty, staff, and students perceive the school to be a safe and orderly environment; Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.			
SMART Goal: By Spring of 2020, students at Cloverdale Middle will consistently demonstrate behaviors that reflect a respectful, responsible, and safe school climate with a 10% reduction in student suspensions and chronic absenteeism.			
Rationale: Students must be taught skills and behaviors necessary to become successful and socially responsible citizens. A school setting should be organized in such a way that promotes positive behavior from all students. A safe and collaborative environment helps improve safety for all students and staff. All Cloverdale staff must adopt the philosophy that every child who comes through our doors are "All Our Students". All staff will be responsible for fostering and creating a positive climate and culture that aligns with this goal.			

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Tier One Interventions (ALL)					
Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support	
Establish school-wide rituals and routines and make them visible	Administrators Teachers Success Coach Students	Rituals and routines established by August 15, 2019 Signage: ordered by Aug 20, 2019; posted by September, 2019 School-wide rituals and routines developed by entire staff August 2,	Observations of student behaviors in common areas Increase positive results from climate survey SILT data walks	Planning session for roll-out with students	
Restorative Practices	Administrators Success Coach Teachers Students	Training begins May 30th-31st to continue through PLC Restorative Practice Strategies will be used with students beginning August 12, 2019	Decreased student referrals Increase of desired student behaviors Quarterly climate survey results	Job-embedded Restorative Practices PD	
Mindfulness practices with students and adults Meditation space for adults	Administrators Success Coach SILT Teachers Students	PD began April, 2019 Ongoing July, 2019	Decrease in student referrals Attendance records (student and teacher) Quarterly climate survey results	Mindfulness/meditation/yoga PD	
Grade Level Assemblies to address: <ul style="list-style-type: none"> anti bullying school-wide rituals and routines 	Administrators Success Coach SILT Teachers Students	August, 2019 Ongoing	Quick data collection Quarterly climate survey results	Monthly anti-bullying sessions	
Increase student engagement in the learning process using technology	Administrators Teachers Facilitators	PD begins June 2019	SILT Data Walks Lesson Plan Review through Collaboration	Ipad PD App PD Google Suite PD	
High functioning Grade-Level	Administrators	July, 2019	PLCs have written goals and	PD - through High Reliability	

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and Content Professional Learning Communities(PLCs)	Data Teams in place	Teachers		August 2, 2019 - HRS - PLC/Data Teams focus Ongoing		monitor progress Common Assessments and Student Achievement and Growth analyzed by PLCs Collect and review minutes, notes, progress towards goals	Schools (HRS) PLC/Data Team 5 person team to analyze data and make recommendations to improve instruction in content areas
Tier Two Interventions (Some)							
Strategies & Action Steps		Who is Responsible		Target Date or Timeline		Evidence of Effectiveness	
"Cool Down" area in each class Use of Buddy Room (Another Classroom)		Teachers Administrators Students		August 2019 Ongoing		Photocircle Edreflect Informal Observations	
Meet with Success Coach and teacher team to establish Behavior Contract		Success Coach Administrators Students Teachers		August 2019 Ongoing		Behavior referral reduction	
Establish a Tech Cafe in the cafeteria classroom for schoolwide use		Administration Teachers Students		July 2019 Ongoing		Climate survey results Student engagement with I-pads -usage reports	
						VILS - Ipad/App PD	
Tier Three Interventions (Few)							
Strategies & Action Steps		Who is Responsible		Target Date or Timeline		Evidence of Effectiveness	
SBIT Team Meeting to establish individual student behavior plan		Grade-level Teaming PLC Members		August, 2019 Ongoing		Behavior referral reduction Increase of positive home-school communication	
City Year Behavior and Attendance Focus Groups		City Year Team Leader Assistant Principal Grade-level PLC members		October, 2019		Behavior referral reduction Increase of positive home-school communication	
SBIT Team Meeting referral		Grade-Level PLC members		September, 2019		Low referral rate	
						Protected time in master schedule to identify students in need as a team	
						Protected time in master	

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Core Values:	Engagement	Collaboration	Inclusion	Mindfulness	Respect	Leadership	schedule to address the needs of students
to Student Services		Success Coach Administrators					

SMART Goal - Reading

School: Cloverdale Middle School

Team: CMS SILT

Leader: Wanda Ruffins

Data: Data (according to My School Info): In 2017-18 on the Reading ACT Aspire, there were 321 students In Need of Support; 99 student Close; 48 students Ready; 17 students Exceeding

Strategies: Improve the quality of universal instruction in all classrooms; Implement RISE strategies; Incorporate focused note taking (AVID), and Utilize SIOP lesson plan template campus-wide; Utilize assessment data that measures progress and informs instructional decisions; Provide additional instructional support for every student falling below achievement expectations; Provide professional development of evidence-based teaching strategies.

Measures:

Lagging Indicators: Improvement in individual scores in reading, math, and science as indicated by interim and summative assessments; Increased number of students moving up in level of achievement; Increased enrollment and success in advanced courses; Increased numbers of students prepared for success moving to high school.

Leading Indicators: Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans; Predominant instructional practices throughout the school are known and monitored; Teachers are provided with clear, ongoing feedback on their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

SMART Goal: By July 2020, the number of students who are Close, Ready, and Exceeding for ELA (Reading) will exceed the number of students in the Need of Support categories on the ACT Aspire.

Rationale: We believe that when all teachers continually monitor student achievement, adjust instruction through intentionally planned interventions, and teach essential standards, all students will be challenged to perform at their highest level in reading.

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Strategies & Action Steps		Who is Responsible			Target Date/Timeline				
Utilize the science of reading strategies schoolwide. Reading Initiative for Student Excellence Strategies- (R.I.S.E) implemented campus wide Increase the number of teachers who have RISE (Day 1-4) training by 10		Teachers Administrators Instructional Facilitators			R.I.S.E. DAY 1 (June 3, 2019) R.I.S.E. DAY 2 (June 6, 2019) R.I.S.E. DAY 3-6 (by June 15, 2020)		Lesson plans SILT Data Walks Informal Observations		
		Teachers Administrators AVID Site Coordinator			June, 2019 August, 2019		Lesson Plans SILT Data Walks Formative assessment results		
		Teachers Students Instructional Facilitator VILs Coach			May, 2019 Ongoing		Usage reports SILT Data walks Informational observation Lesson Plan Review through Collaboration		
Technology Integration- Verizon Innovation Learning Schools (VILS) with students using one-to-one electronic devices. Electronic-based interventions: Writing- Criterion Writing Math- ST Math and Imagine Math Reading- Lexia PowerUP		Teachers ESOL Facilitator			Checkpoints: Aug 31; Oct 15; Dec 1, 2019; Jan 2; Feb 18; Mar 15; April 15, 2020		SILT Datawalks Lesson Plans Informal Observations		
Sheltered Instruction Observation Protocol (SIOP) utilized by all teachers using the Lesson Plan Template.							Book Study: Making Content Comprehensible for English Learners		

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Reading 180 and System 44 will be offered daily 7:30-8:30a.m. to all students.				
Flex Schedule-Intervention Days/Enrichment Days- two school days per week allotted for essential Common Core Standards' related skills.	Teachers Student Achievement Admin Instructional Facilitators	Weekly beginning August, 2019 Ongoing	Formative assessment data Student Data reflections	Job-embedded PD: Data reflections Edreflect Evidence-based strategies
Tier 1 Core Instruction My Perspectives 6-12				
Tier Two Interventions (Some)				
Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
Academic Intervention Planner- Teaming PLC interventioncentral.org	Grade-level PLC members Instructional Facilitators Student Achievement Admin	September, 2019 Ongoing	Formative I results Student data reflections Student academic improvement plans	NWEA PD Student data analysis Teacher data analysis
Tier 2 Interventions Just Words 4-12 Strategic Reading Course for "Close" or "In Need of Support" students	Student Achievement Admin Data Team Intervention Teachers	August, 2019 Ongoing	Intervention data reports NWEA Map Interim Assessment Data	Intervention Program PD
Tier Three Interventions (Few)				
Strategies & Action Steps	Who is Responsible	Target Date or Timeline	Evidence of Effectiveness	Professional Dev. & Support
SBIT Team meeting to establish an Academic Improvement Plan	Grade Level Team Leaders Teachers	September, 2019 Ongoing	Decreased referral rates Increased student achievement	Designated time in the master schedule for teams to meet and plan to provide support for students

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Tier 3 Interventions Wilson Reading System 2-12 Dyslexic students enrolled in Wilson Reading Course	Dyslexia Coordinator 504 Coordinator SBIT Team Student Achievement Admin. Classroom Teacher	August, 2019 Ongoing	Formative Assessments Progress in Lexia	Intervention Program PD 5 sections (courses) offered in master schedule			
English Language Development (ELD) class for Level 1 students	ESOL Facilitator ELD Teacher ESOL Coordinator Student Achievement Admin.	Students identified by Sept 1 Classes formed by Sept 15	ELPA21 Scores and Lexia Growth Progress in Lexia	LexiaCore 5 Support PD 3 sections (courses) offered			
SBIT meeting to refer students to Special Services	Grade-Level PLC members Student Achievement Admin. Grade-level PLC members	August, 2019 Ongoing	Decreased referral rate Increased student achievement	Designated time in the master schedule for teams to meet and plan to provide support for students			
Students with special needs/ dyslexia enrolled in strategic reading class	SPED Department Chair Dyslexia Coordinator Student Achievement Admin.	August, 2019 Ongoing	Formative Assessments	Intervention Program PD 6 sections (courses) offered			

SCHOOL IMPROVEMENT PLAN

Dunbar

2019-2020

Dunbar Magnet Middle School

2019 – 2020 School Improvement Plan

Mission Statement:

The Dunbar Magnet Middle School faculty and staff are committed to doing whatever it takes to prepare students to become critical thinkers, creative learners, and responsible citizens in a diverse environment. The needs of our diverse student population will be met by offering a rigorous, integrated curriculum in all subject areas. Ultimately, students will develop awareness, understanding, and appreciation of various global issues, cultures, and languages. We strive to produce students who think globally and lead locally.

Continuously improving our professional practice and enhancing student achievement is our top priority. Reflecting on the 2018-2019 school year, our school's achievement data is as follows:

Overall Literacy Proficiency – 37.5%

Reading Proficiency – 21%

English Proficiency – 54%

Science Proficiency – 17%

Mathematics Proficiency – 20%

As we look to improve our school wide readiness, the following targeted strategic goals have been identified for the 2019 – 2020 school year. Each goal centers on our school pillars of instruction, academic success, and school culture. Our goals are to:

- 1) **Create a stronger academic environment by implementing the PLC-model building-wide. Focusing on learning through data-driven instruction supported by best-practices in teaching, we will create a collaborative culture to ensure all students are able to achieve their academic goals.**
 - a) Our master schedule will be designed to ensure that every teacher is on a collaborative team.
 - b) During our initial faculty meeting of the academic year, collaborative teams will be trained on how to structure their PLCs in order to maximize outcomes for students. This training will center on goal-setting for PLCs, planning, and the following questions:
 - i) What do we want students to learn?
 - ii) How do we know if they have learned it?
 - iii) What do we do when they don't learn it?
 - iv) What do we do when they have learned it?
 - c) During the September faculty meeting, all collaborative teams will present their goals and discuss how their team's goals align with our school's mission and vision.
 - d) By the end of the first semester, all PLC teams and teachers will be able to demonstrate the ways in which they use data in order to drive their instruction and contribute to student success. In addition, all teachers will implement AVID and Kagan strategies in order to drive engagement and achievement.
 - e) We will monitor this goal throughout the year and will revise as needed.

2) Improve student achievement by building content knowledge in math and literacy.

- a) Increase proficiency by 15% on the summative ACT Aspire in math and literacy with a focus on reading and writing across all disciplines:

	2018-2019		2019-2020	
Literacy Proficiency	37.5%		52.5%	
Mathematics Proficiency	20%		35%	

	2018-2019	2019-2020		2018-2019	2019-2020
6 th Grade Literacy	35%	50%	6 th Grade Mathematics	34.5%	49.5%
7 th Grade Literacy	34.5%	49.5%	7 th Grade Mathematics	16%	31%
8 th Grade Literacy	44%	59%	8 th Grade Mathematics	24%	39%

- b) All students will be provided regular opportunities to practice and master grade level reading and writing skills with Tier 1 instructions by implementing RISE strategies.
- c) Document and monitor core (Tier 1) instruction, targeted Tier 2, and Tier 3 support to identified students utilizing Just Words and Wilson Reading System. Data will be collecting and analyzed from pre- and post-assessments to target growth and enhance effectiveness.
- d) Ensure that we maximize student enrollment in the Strategic Reading (Just Words and Wilson Writing System) and Math 180 classes to support students in need of Tier 2 interventions.
- e) Analyze data from MAP interim assessments to identify individual student growth and deficit areas and work with students to create targeted individual growth goals reflective of their own needs.
- f) Identify students with content weakness in math, science, reading and writing during the first quarter and offer targeted support, including before and after-school tutoring (primarily through the 21st Century grant), reading and writing across the curriculum, and collaborative school-wide intervention strategies to increase their skill.
- g) We will monitor this goal throughout the year and revise as needed in order to maximize our targeted outcomes.

3) Build a stronger school culture through increased staff attendance, decreased student absenteeism, decreased disciplinary sanctions, and improved communication among all stakeholders.

- a) Decrease student absenteeism by 10% and staff non-work-related absenteeism by 15%.
- b) Strengthen our overall school climate, creating an environment where students are poised for success and supported in their efforts.
- c) Identify opportunities to incorporate regular recognition of success and ways to celebrate our students, staff, and parents for their positive contributions to our school.
- d) Develop a parent and staff involvement committee that will work in consort with our school leadership to maximize family and staff involvement in our school events and activities. We will modify our existing school leadership team structure to include a more diverse representation of our staff and representation from parents.

- e) Develop a School Magnet Committee that is comprised of various stakeholders (including staff, students, community partners, and parents) charged with developing a yearly plan to increase the effectiveness of our magnet program and evaluate our progress. In addition, this committee will identify targeted areas for improvement in the areas of our instructional program, school climate and culture, and community engagement in order to create and enhance student outcomes unique to our program.
- f) Training will be provided to our leadership team to enhance its effectiveness. We will develop a system of regularly reporting leadership ideas and minutes, and incorporate more diverse ways of communicating our student and school-wide successes with the community at large.
- g) We will monitor this goal throughout the year and revise our practices as needed in order to maximize our outcomes.

SCHOOL IMPROVEMENT PLAN

Forest Heights STEM

2019-2020

Forest Heights STEM Academy

Comprehensive Needs Assessment & Plan Overview

2019-2020

Focus Area 1: Leadership

Goal: Improve staff practices that improve student academic achievement

Forest Height STEM Academy will continue to implement a collaborative team approach to enhance our building leadership for all stakeholders. We have assessed multiple indicators of effective practice to develop, implement and monitor team structure. As an instructional leadership team, we have identified areas that need improvement. Each area of need is aligned to an appropriate indicator of effectiveness.

Possible Indicators of Effectiveness:

- IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
- 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, and professional development.
- ID12: Instructional Teams meet regularly (once a week or more for 45 minutes each meeting) to conduct business.

Professional Development

We will regularly monitor and address the professional development needs of our faculty, staff and students. We will continue the implementation of this through weekly PLCs, monthly team and faculty meetings.

Possible Barriers

Please describe any costs required to implement your plans for LEADERSHIP:
Academic Resources for leadership team: \$5,600 (\$800/device x 7 members = \$5,600)

Focus Area 2: Effective Instructional Practices

Goal: Improve instructional practices that will impact school growth

Instructional teams will continue to implement the use of district and building curriculum and assessments in order to effectively progress monitor student achievement with the guidance of the instructional leadership team, including the math and literacy facilitators. 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. 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. Science instruction will be supported by Pearson Interactive AR Edition for students in grades 6-8. K-5 teachers will be trained in Project Lead the Way units to support the STEM initiative and aligned science standards. Additionally, a science lab will be utilized for school-wide use in order to further our STEM initiatives and improve our science scores. 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

- **Science**

- Based on our data trends, our student growth and achievement goals for science are:
 - increasing the overall growth percentage of students who score Ready or Exceeding on the 2019-20 ACT Aspire Summative science assessment as compared to the previous year
- To determine those areas in science that are most challenging to our students we analyzed:
 - ACT Aspire Summative results for science (2018 and 2019)

Possible Indicators of Effectiveness:

- IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction.
- 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.
- IIIA21: All teachers re-teach following questioning.
- IIIA31: All teachers interact instructionally with students (explaining, checking, giving feedback).
- 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.
- IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
- IID06: Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.

Professional Development

- Ongoing professional development will be provided by the building math and literacy instructional facilitators focusing on planning, assessment, and research-based strategies in the areas of STEM and core content.
- Ongoing professional development will be provided by the STEM coordinator focusing on inquiry based learning and science education in the areas of STEM and core content.
- Provide support to grade level teams or content teams to support their understanding of aligned instructional units via implementing a model classroom.

- In order to provide staff with high quality, on-going job embedded and differentiated professional development (IF11), we will use Title I funds to support a Math and Literacy facilitator.
- Required R.I.S.E. (Reading Initiative for Student Excellence) will be provided to 6th grade English teachers
- NCTM Annual Conference

Possible Barriers

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

Funds for voluntary R.I.S.E. training: (2-day initial training @ 6 hrs./day x \$25/hr. x 10 staff members = \$3,000 **note:** evening training would be broken into 3 hr. segments)

Personnel Costs: \$160,000.00 – math and literacy instructional facilitators

CGI/ECM training fee: \$5,500.00 – cycle year teachers

NCTM annual conference: \$3,500.00

Science Texts grades 6-8: \$35,000

Stipend pay for K-5 teachers: \$10,000

Focus Area 3: Student Growth and Achievement

Goal: Improve instructional practices that will impact individual student achievement

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 enrichments and interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals. Student technology (chrome books) will be integrated for 3rd grade use to prepare for technology based assessments.

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**
 - Based on our data trends, our student growth and achievement goals for literacy are:
 - increasing the overall growth percentage of students who score Ready or Exceeding on the 2019-20 ACT Aspire Summative ELA assessment as compared to the previous year
 - To determine those areas in literacy that are most challenging to our students we analyzed:
 - State required reading and Dyslexia screener data (2019)
 - ACT Aspire Summative results reading and English (2018 and 2019)

- **Math**

- Based on our data trends, our student growth and achievement goals for math are:
 - increasing the overall growth percentage of students who score Ready or Exceeding on the 2019-20 ACT Aspire Summative math assessment as compared to the previous year
- To determine those areas in math that are most challenging to our students we analyzed:
 - HMM Math Inventory scores
 - ACT Aspire Summative results for math (2018 and 2019)

Possible Indicators of Effectiveness:

- CC01: All teachers reinforce elements of mastered knowledge that can be retained in memory through recitation, review, questioning and inclusion in subsequent assignments.
- MTV01: All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.

Professional Development

- Specific content support
- Classroom management support
- Research-based, high yield strategies implementation
- Continuing growth mindset PD will be available throughout the school year
- Continuing periodic blended learning PD will be available throughout the school year

Possible Barriers

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

Student Chromebooks: \$7,800 (78 devices x \$300 = \$7,800)

Chromebook carts: \$1,500 (3 carts x \$500 = \$1,500)

Lexia: \$15,000

Math 180: \$75,000

Focus Area 4: School Culture and Student Discipline

Goal: to improve staff practices that support student achievement, and social/ emotional growth.

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 Forest Heights STEM Academy, 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.

Possible Indicators of Effectiveness:

- IIIA27: All teachers verbally praise students.
- IIIA33: All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).
- IE10: The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
- IE11: The principal provides incentives for teacher and student accomplishment.
- IE13: The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.
- CL12: All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.
- MTV01: All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.
- 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.
- SE04: All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

Professional Development:

- Classroom management support
- PBIS

Other Needed Support tied to specific Barriers: None

Evaluation: We will monitor our implementation and evaluate PBIS through our School Based Intervention Team

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

Focus Area 5: Parent and Family Engagement

Goal: Improve opportunities for parents to engage in the academic and social welfare of their children.

Forest Heights STEM Academy 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. We encourage two-way communication through multiple modes (parent meetings, ParentLink, school website, school app, and school signage). 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.

Possible Indicators of Effectiveness:

- FE01: Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations.
- FE05: The “ongoing conversation” between school personnel and parents (families) is candid, supportive, and flows in both directions.
- FE06: The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).
- FE07: The school's website has a parent (family) section that includes information on home support for learning, announcements, parent activities/resources, and procedures on how families may post items.
- FE11: The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home.

Other Needed Support tied to specific Barriers: None

Evaluation: We will monitor our implementation regularly (SMART) and will evaluate our Parent and Family Engagement Plan Annually.

Professional Development

- Parenting Partners
- National Network of Partnership Schools
- School-wide website and app training

Possible Barriers

Please describe any costs required to implement your plans for PARENT AND FAMILY ENGAGEMENT:

Parenting Partners: Cost minimal – supported by Title I District

National Network of Partnership Schools: \$400.00 (membership fee)

Parent-Student Summer Engagement Packet: \$1,000.00

Parental communication Displays: \$2,000.00

STEM night: \$4,000.00

Parent information nights: \$500.00

Flyers for family reading and math initiatives (bedtime math and reading): \$200.00

FHSA school app: \$5,500

SCHOOL IMPROVEMENT PLAN

Henderson

2019-2020

● Little Rock School District – Henderson Middle School

School Improvement Plan Summary 2019-2020

Action Plans 2019-2020

Vision	Goals and Strategies
Attendance	<p>BUILDING GOAL:</p> <ul style="list-style-type: none"> By June of 2020, HMS will attain an average daily attendance rate of 85%. <p>STRATEGIES (Lead Measures):</p> <ul style="list-style-type: none"> Develop a system of accountability for supporting moderate, chronic and severe absenteeism Ensure staff understand system created Follow-up on the system created Monthly follow up at staff faculty meeting and leadership meetings Student celebration of those showing growth based on last year's data and monthly reviews
Academics	<p>BUILDING GOAL:</p> <ul style="list-style-type: none"> 5% growth on the ACT Aspire Summative Literacy, Math, and Science assessments for the school-wide, grade-levels, subgroups, and individual students as compared to the previous year's results. At least 70% of students will reach or exceed their RIT growth goal on the NWEA Math, Literacy, and Science assessments. At least 70% of students will reach mastery (70% or better) on their Essential Skills Assessment (ESA) for every subject area. <p>STRATEGIES (Lead Measures):</p> <ul style="list-style-type: none"> Design, implement, and assess a comprehensive school-wide plan to address most significant LEARNING GAPS for ALL students Utilize faculty meetings, PLCs, and collaborations to use NWEA MAP Growth results Conduct Quarterly Data Meetings w/ a focus on Big Rocks
Behavioral	<p>BUILDING GOAL:</p> <p>On or before June 1, 2020, the mean score of each of the 8 indicators of the HMS Climate Survey will be greater than 3.5.</p> <p>STRATEGIES (Lead Measures):</p> <ul style="list-style-type: none"> PBIS School-Wide Teaching School-Wide Restorative Training School-Wide Training of SBIT Protocols Utilizing PBIS Incentive Protocols Implementation of Tier 2 Check In Check Out SBIT usage for T2 students for academics and behavioral support
Parental Engagement	<p>BUILDING GOAL:</p> <p>By June 2020, HMS will increase parent/teacher conference, open house, and family engagement nights attendance by 25% from 2019-20 data.</p> <p>STRATEGIES (Lead Measures):</p> <ul style="list-style-type: none"> Communicate and Advertise Open House and Parent Teacher Conferences Develop a standard parent communication logs for teachers Collaborate on creating a quarterly teacher newsletter to engage families School-wide monthly parent engagement newsletter delivered and posted to school webpage

Please describe any costs required to implement your plans for 2019-2020 School Year.

<u>Academics:</u> <ul style="list-style-type: none"> • PLC professional development • Technology training • Intervention training • Writing PD including Step Up to Writing • SPED and ISOL training including Elevations • MTSS training • Additional Chromebooks and carts • Headphones for classrooms (5 per teacher) 	\$35,000
<u>Behavioral:</u> <ul style="list-style-type: none"> • PBIS/MTSS training • Restorative Practices training • SPED law training • SBIT training 	\$15,000
<u>Parental Engagement:</u> <ul style="list-style-type: none"> • Staff PD on newsletters and school web page • Staff training on the use of agendas • Refresher on Student-led conferences • HAC training for parents • Communication with community partners • Translators • Computer for Parent Center 	\$15,000
After School Program Homework Help Tiered 2 Bubble Students (Tuesday-Thursday 3:45pm-5:00pm)	\$10,000
<u>Attendance:</u> <ul style="list-style-type: none"> • Training for Attendance Task Force • eSchool attendance data training • Communication, advisory letters, and newsletters • Incentives for student attendance 	\$5,000
Approximately Total Activities Cost	\$80,000

2019-2020 Henderson School Action Plans

Vision	Goal	Action	Resources and PD	Progress Monitoring	Accomplishment Date(s)
<p>Academics</p> <p>HMS will function as a <u>professional learning community</u> in order to provide high levels of learning for ALL students. As a Staff we will:</p> <ul style="list-style-type: none"> • Train staff on PLC process • Essential skills will be developed • Assess essential skills on a regular basis • Chart essential skills progress • Have targeted intervention and enrichment 	<ul style="list-style-type: none"> • At least 5% growth on the ACT Aspire Summative English, Math, Reading, Science, and Writing assessments will be reached for the whole school, grade-levels, subgroups, and individual students as compared to the previous year's results. ○ At least 70% of students will reach or exceed their RJT growth goal on the NWEA Math, Reading, and Science assessments. ○ At least 70% of students will reach mastery (70% or better) on their Essential Skills Assessment (ESA) for every subject area. ○ All subjects will incorporate writing into their curriculum at least once a week and student work 	<p>I. Provide comprehensive and on-going training on the PLC process</p> <p>A. School-wide use of the PLC process will be implemented by all subject areas using tinyurl.com/hmsplc</p> <p>B. Leadership team will <u>monitor and support PLC</u> process continuously</p> <p>C. Ongoing training on the Science of Reading was provided during the summer & continuous R.L.S.E. Training of various learning sessions will be provided throughout the school year.</p> <p>II. Develop an Intervention Team of 4-6 teachers including Instructional Facilitators to plan and implement school-wide intervention and enrichment</p> <p>A. The team will develop the school-wide plan for providing interventions/ enrichments and receive a stipend for their work</p> <p>B. The team will develop interventions / enrichments based on the data from the ACT, NWEA, and ESAs</p> <p>C. The master schedule has been created to provide Tier II Interventions implementing the Just Words curriculum in Strategic Reading classes and</p>	<p>I. PLC professional development</p> <p>II. Technology training</p> <p>III. Tier II/ Tier III Intervention training</p> <p>IV. Writing PD including Step Up to Writing</p> <p>V. SPED and ESOL training including Ellevations</p> <p>VI. MTSS training</p> <p>VII. Additional Chromebooks and carts</p> <p>VIII. Headphones for classrooms (5 per teacher)</p>	<p>I. All teachers are expected to complete:</p> <p>A. at least one (1) cycle of the PLC process during the 1st quarter of the 2019-20 school year</p> <p>B. at least two (2) cycles of the PLC process in the 2nd quarter and two (2) in the 3rd quarter of the 2019-20 school year</p> <p>C. at least one (1) cycle of the PLC process during the 4th quarter of the 2019-20 school year</p> <p>II. At least monthly all or a portion of the Leadership meeting will be devoted to analyzing and creating next steps from ESA data</p> <p>III. At least quarterly all or a portion of a faculty meeting will be devoted to analyzing and creating next steps from ACT/NWEA/ESA data</p> <p>IV. At least monthly all or a portion of the Leadership meeting will be devoted to examining student writing samples</p>	

2019-2020 Henderson School Action Plans

	products will be submitted to SILT monthly.	<p>Tier III Interventions implementing Wilson Reading Systems curriculum within the Special Education Department.</p> <p>D. The Instructional Facilitator will provide Tier II (Just Words) training school-wide for blended learning through our English and Social Studies Department.</p> <p>III. Leadership team will plan and implement a goal setting and incentive system for ESAs, NWEA, and ACT</p> <p>IV. Faculty will follow <u>HMS Writing Plan</u> (under development)</p>			
<p><u>Behavior</u></p> <p>HMS will function as a <u>professional learning community</u> in order to provide a safe supportive and orderly culture for ALL students.</p>	<p>On or before June 1, 2020, the mean score of each of the 8 indicators of the HMS Climate Survey will be greater than 3.5.</p>	<p>I. Teachers will review LRSD guidelines in reference to student behavior</p> <p>A. Hire a PBIS/MTSS Coordinator</p> <p>1. Teachers will be trained on PBIS/Restorative Practices and SBIT at the beginning of the year to be revisited quarterly.</p> <p>2. Training will be provided to staff in order for them to understand the needs of</p>	<p>I. PBIS/MTSS training</p> <p>II. Restorative Practices training</p> <p>III. SPED law training</p> <p>IV. SBIT training</p>	<p>I. At the end of every quarter, the <u>HMS Climate Survey</u> will be given to as many students, parents / guardians, school staff, and administrators as possible.</p> <p>II. Leadership Team will review all pertinent behavioral data quarterly with a report from the PBIS/MTSS Coordinator</p> <p>III. Administrators will monitor expected</p>	

2019-2020 Henderson School Action Plans

<p><u>Attendance</u></p> <p>The HMS staff will be committed to fostering good relationships with students in order to improve learning, classroom culture, and student attendance.</p>		<p>504/IEP students.</p> <p>B. A Behavior Survey will be available to stakeholders before May 23, 2019 in order to seek input.</p> <p>C. Teachers will teach and model expected behaviors based upon the PD.</p> <p>D. Teachers will be able to provide data and a log of how they have supported students in reference to behavioral support of student.</p> <p>E. Teachers will fill out SBIT Referral forms with previous interventions provided in order for the school based team to develop next steps and actions plans to meet the needs of the student.</p> <p>F. Continue PBIS Store to provide incentives for following expected school behaviors.</p> <p>G. Continue Tier 2 student Check In/Check Out system.</p>		<p>behaviors through classroom walkthroughs. PBIS/MTSS Coordinator will send monthly reminders to submit any SBIT referrals and to provide support in that process.</p> <p>IV. Quarterly Review of Tier 2 Check In Check Out Data.</p>	
<p>By June of 2020, HMS will attain an average daily attendance rate of 85%.</p>	<p>Procedures for students who have chronic absenteeism (yearly):</p> <p>I. 2 days (without Notification to School) - Phone Call - Parent will receive a phone call from the school indicating that the student has missed two days of school. Counselor will meet with the student regarding their absences.</p> <p>II. 5 days- Phone Call and Letter - Parent will receive a phone call and letter from the school explaining that the student has missed five days of school and reminding the parent of the</p>	<p>I. Training for Attendance Task Force</p> <p>II. eSchool attendance data training</p> <p>III. Counselors, administrators, and teachers</p> <p>IV. Incentives for students attendance achievement</p>	<p>I. Attendance Secretary will provide a list of students with 5 or more absences to the Leadership Team to review monthly.</p> <p>II. Counselors will meet with the Grade Level Teams monthly to discuss student absenteeism and interventions.</p> <p>III. Data from Parent Meetings regarding absenteeism shared</p>		

2019-2020 Henderson School Action Plans

		<p>importance of regular school attendance. The parent will be encouraged to meet with the student's counselor to discuss attendance issues and resolutions.</p> <p>III. 7 Days- Phone Call, Certified Letter, and Meeting - Parent will receive a phone call from the school informing them that their son or daughter has missed seven days of school. A certified letter will be sent home from the school requiring that the parent meet with the school's principal and counselor to discuss supports that can be provided to facilitate improved attendance as part of an "attendance contract."</p> <p>IV. 10 Days- Home Visit – The school principal and counselor will conduct a home visit to the meet with the student's parents, assess barriers to school attendance, and develop a plan to improve the student's attendance.</p> <p>V. Referral to Truancy after 10 unresolved absences.</p> <p>VI. Creation of Attendance Task Force</p>		with Leadership Team quarterly.	
<p><u>Parent Engagement</u></p> <p>The HMS staff will be committed to fostering positive</p>	<p>By June 2020, HMS will increase parent/teacher conference, open house, and family engagement nights attendance by 25%</p>	<p>I. Advertisements of all Parental Engagement Events: A. Social Media 1. School Website 2. School Facebook 3. Monthly School Newsletters</p>	<p>I. Staff PD on newsletters and school web page II. Staff training on use of agendas III. Refresher on Student-led</p>	<p>I. Data from VIPS sign-in sheets for all parental engagement activities. II. Focus walks to ascertain the use of agenda books.</p>	

2019-2020 Henderson School Action Plans

relationships with students in order to improve learning and classroom culture.	from 2019-20 data.	<p>B. Parent Connect Calls</p> <p>C. Teacher/Student Communication and Incentives</p> <p>D. Flyer Distribution</p> <p>E. Updated Marquee</p> <p>F. Student Performances</p> <p>G. Refreshments provided</p> <p>H. Door Prizes provided</p> <p>II. Open House</p> <p>A. Grade Level Essential Meetings</p> <p>B. Classroom Visits</p> <p>C. Refreshments/Prizes</p> <p>D. Student Performances/Gallery Walk</p> <p>III. Parent/Teacher Conferences</p> <p>A. Student Led Conferences</p> <p>B. Translators needed</p> <p>C. Student Incentives for Participation</p> <p>1. PBIS Bucks</p> <p>2. Class Incentives</p> <p>IV. Technology Night</p> <p>V. Math & Literacy Nights (Title I)</p> <p>VI. Parent Institutes</p> <p>A. Alternative Location (West Central Community Center)</p> <p>VII. West Central Community Center Committee</p> <p>A. Joint efforts to engage Henderson Parents</p> <p>VIII. Henderson Parent Center Improvements</p> <p>A. Parent Computer Access</p> <p>IX. Student Planner/Agendas will be utilized by students and staff.</p>	<p>conferences</p> <p>IV. HAC training for parents</p> <p>V. Communication with community partners</p> <p>VI. Translators</p> <p>VII. Computer for Parent Center</p>	<p>III. The Leadership Team will review progress on parental involvement indicators quarterly.</p> <p>IV. Compare growth from previous year to current year on VIPs hours.</p>
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SCHOOL IMPROVEMENT PLAN

Mabelvale

2019-2020

Mabelvale Middle School

School Improvement Plan 2019-2020

Focus Area 1: Effective Instructional Practices Goal: to improve instructional practices that support student achievement in Literacy.

Current Reality & Data

- Added 90 Minute Block Scheduling - My Perspectives ELA Program
- Added a Tier II Dyslexia Interventionist- Just Words
- Added a Tier III Gifted/Talented - Wilson Reading System
- Added Grade Level Planning After-School Monthly
- Added Departmentalization Planning After School Monthly
- Added Professional Development During Faculty Meetings
- Added R.I.S.E. Training and the Science of Reading
- Continued a Student Achievement and Intervention Specialist
- Continued a Literacy/Math Facilitator
- 6th Grade - 27% met the Benchmark in Reading on the ACT Aspire Summative Assessment
- 7th Grade - 27% met the Benchmark in Reading on the ACT Aspire Summative Assessment
- 8th Grade - 28% met the Benchmark in Reading on the ACT Aspire Summative Assessment
- 6th Grade - 17% met the Benchmark in ELA (English, Reading, and Writing on the ACT Aspire Summative Assessment
- 7th Grade - 17% met the Benchmark in ELA (English, Reading and Writing on the ACT Aspire Summative Assessment
- 8th Grade - 24% met the Benchmark in ELA (English, Reading, and Writing on the ACT Aspire Summative Assessment

Action Plan	What projects will it take to get there?	Timeline	Who is Responsible	How will we know if it is successful?
Provide ninety minute block schedules to build Literacy capacity and to ensure Science of Reading, My Perspective, Wagan, AVID, and	Build the ninety-minute block schedule with A and B Days. Exact Path PLC's to analyze data	July August Ongoing	Eric Henderson Jennifer Nelson Stephen Fuller Phyllis McDonald Donna Cochran Sherri Green Elliott Johnson	Master Schedule, Lesson Plans, Informal and Summative Observations Program Evaluation

Blended Learning, Strategies are utilized to increase 15% growth on the ACT Aspire and reach 60% on the RIT growth goal	Monthly data meetings (content specific) Comprehensive Plan to address learning gaps			
Provide Tier II reading Interventions to student who demonstrated a need for mild to moderate reading intervention.	Hire a certified teacher and provide the appropriate training for Just Words Program.	Ongoing	Eric Henderson Jennifer Nelson Stephen Fuller Phyllis McDonald Donna Cochran Reading Teacher	Master Schedule, Lesson Plans, Informal and Summative Observations Act Aspire and NWEA Test Data
Provide a Tier III Gifted and Talented Interventionist	Hire a Gifted/Talented certified teacher to intervene with Literacy utilizing the Wilson Reading Program	Ongoing	Eric Henderson Jennifer Nelson Stephen Fuller Phyllis McDonald Donna Cochran Gifted and Talented Teacher	Master Schedule, Lesson Plans, Act Aspire and NWEA Test Data
Provide grade level team meetings to ensure that the Reading and Literacy Standards are being taught across the curriculum Ensuring that My Perspectives is implemented in Literacy.	Student Achievement and Interventions Specialist will facilitate meetings with staff	September November January March	Phyllis McDonald Donna Cochran Eric Henderson Jennifer Nelson Stephen Fuller	Agendas, sign-in sheets, lesson plans
The school provides all staff quality, ongoing, job embedded and differentiated professional development	Instructional Facilitator will conduct training and ensure all staff is trained in the Science of Reading	September December March	Donna Cochran Phyllis McDonald Jennifer Nelson Stephen Fuller Eric Henderson	R.I. S. E. certificates, agendas, sign-in sheets

Mabelvale Middle School will use the ninety-minute structure to ensure *sound instructional practices to support student achievement in Literacy*. My Perspectives ELA Program, Just Words, and Wilson Reading System will be used to promote higher achievement and develop the competencies needed for college and career readiness in Literacy. Teachers will receive professional development in the Science of Reading ongoing using multisensory decoding and spelling to improve student learning. Teachers will know and understand that students who do not learn to read will have difficulty mastering academic content. Teachers will attend Reading Initiative for Student Excellence (R.I.S.E.), Just Words, and Wilson Reading System professional development.

During our instructional monthly planning time by grade level, content discipline/department or in our professional learning communities (PLCs), our instructional staff will continue to refine and implement the following evidenced based strategies that have previously proven effective in our core content areas (Kagan, AVID, and blended learning) Our expectation is that at least 80% of our core content teachers will use blended learning, AVID strategies, and Kagan strategies weekly with fidelity.

Our instructional teams also focused on developing standards based units of instruction. These units helped us deliver instruction more uniformly by content or by grade level. Additionally, this strategy assisted us in identifying gaps in our curriculum. Our goal is to continue this practice. The District's Instructional Leadership Team will take the lead with assisting us with the implementation of the new assessment system, NWEA MAP.

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.

Mabelvale Middle School'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.

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 for each grade level to increase by 15 percentage points. We analyzed the Reading Inventory and Read 180 data to determine those areas in literacy that are most challenging to our students. We will NWEA interim assessment data, and Exact Path data to determine if students are progressing appropriately. Increase training and teacher effectiveness with practices listed in #1 to increase student reading, writing, and English scores.

School Level Data

Literacy

1. Screeners and assessments used to determine most challenging areas to students, subpops or grades

1. Wilson Reading Program
2. Just Words
3. MAP Growth Assessment
4. Exact Path data
5. Act Aspire Domains

2. How to determine when students are not progressing appropriately
 1. SRI
 2. MAP Growth Interim progress
 3. Act 940 reporting (twice per year)
 4. Interim Reports/ Report Cards

Literacy: In light of our student data, we will change from 45 minute class periods to a block schedule with 90 minute class periods improve student achievement and growth in Literacy.

Instructional practices, interventions, and supports to continue or begin to improve student achievement and growth in literacy:

1. My Perspectives
2. Just Words
3. Wilson Reading System
4. Step up to Writing
5. Depth of Knowledge level 3 questioning
6. Exact Path
7. Map Skills
8. Kagan activities
9. City Year small group tutoring
10. Failure lists correlated with CY (twice per year)
11. After school program with homework help
12. MAP Skills
13. Ellevation
14. Blended learning

The indicators of effective practice that we have identified are the following:

Curriculum, Assessment and Instructional Planning

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

IID11 Instructional Teams review the results of NWEA 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.

IIIC01: Units of instruction include specific learning activities aligned to objectives.

Classroom Instruction

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

IIIA09: All teachers clearly state the lesson’s topic, theme, and objectives.

IIIA13: All teachers explain directly and thoroughly.

IIIA11: All teachers use modeling, demonstration, and graphics.

IIIA03: All teachers use objectives –based unit pre-tests and post-tests

IIIA24: All teachers will encourage peer interaction

MMS chose PD based on results from the CW and NWEA MAP Interim Assessment.

Professional Development

Kagan Training Days 4 and 5

On-going training with NWEA to assist with progress monitoring our students and as an intermittent assessment

Content area PD for co-teaching

PD for blended learning using ipads (VIL grant)

RISE training

Dyslexia training

Possible Barrier

- Teachers that teach more than 1 grade level being able to collaborate effectively with each grade level they teach

Literacy: In light of our student data, we will change from 45 minute class periods to a block schedule with 90 minute class periods improve student achievement and growth in Literacy.

Instructional practices, interventions, and supports to continue or begin to improve student achievement and growth in literacy:

15. Step up to Writing

16. Depth of Knowledge level 3 questioning

17. Exact Path

The indicators of effective practice that we have identified are the following:

CC02: All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.

MTV01: All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.

MET02: All teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion.

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.

MMS chose PD based on results from the CW and NWEA MAP Interim Assessment.

- **Professional Development**

Exact Path Training
MAP Skills Training

- **Possible Barriers**

Competing with athletics and electives to draw and retain students

Please describe any costs required to implement your plans to improve instructional practices that support student achievement in Literacy and other disciplines:

- Kagan Training Days 4 and 5 = \$7200
- Instructional Facilitator \$80,000
- Student Achievement Intervention Specialist \$80,000
- Additional collaborative planning time each quarter: (Core content teachers) = \$11,600
- Go Figure Math \$1500
- NCTM conference \$1500
- RISE training and materials \$5000
- Dyslexia materials \$5000
- Kinesthetic learning manipulatives \$7500
- General Professional Development \$10,000

Focus Area 2: School Culture and Student Attendance: to improve culture and climate and improve student and teacher attendance

Current Reality & Data

- Teacher Attendance - Teachers missed 1,374 Days of Instruction due to Sick, Personal, FMLA, and Professional Leave
- Student Attendance - 1st Quarter 02 Students referred to Truancy
2nd Quarter 10 Students referred to Truancy
3rd Quarter 17 Students referred to Truancy
4th Quarter 34 Students referred to Truancy
- Student Discipline - 1st Quarter 020 Peer Mediation 80 Group Counseling 02 ALE Referrals
2nd Quarter 045 Peer Mediation 123 Group Counseling 09 ALE Referrals
3rd Quarter 195 Peer Mediation 114 Group Counseling 10 ALE Referrals
4th Quarter 008 Peer Mediation 119 Group Counseling 08 ALE Referrals

Action Plan	What projects will it take to get there?	Timeline	Who is Responsible	How will we know if it is successful?
Decrease student discipline infractions by 50%	Review discipline data and use Restorative Practices, Social Emotional Learning, SBIT Training and Protocols, and PBIS Strategies	Ongoing	Jennifer Nelson Stephen Fuller Certified Teachers	Eschool reports, Discipline Data Program Evaluation
Increase teacher attendance by monitoring and using an accountability system	Review teacher attendance data and give monthly report at faculty meetings and give recognition to teachers	Ongoing	Eric Henderson Jennifer Nelson Stephen Fuller Certified Teachers	Will Sub reports, Teacher Attendance Data
Increase student attendance to Average Daily Membership to 95%	Review student attendance data and recognize students for successful attendance quarterly.	Ongoing	Sherri Green Elliot Johnson Tory Smith Certified Teachers	Eschool reports, Attendance Data

Mabelvale Middle School seeks to improve the culture and climate on campus by engaging all stakeholders and building a positive rapport with students and families. We would like to continue encouraging and building a college and career readiness atmosphere at Mabelvale. The School Improvement Leadership Team hopes to decrease the number of discipline referrals by improving the student and teacher relationship. By decreasing the number of referrals that are written, students will decrease the amount of missed instructional time. Given the diversity of Mabelvale Middle, 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 social, emotional, and academic 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 attendance data showed a decrease in the average daily attendance for students throughout the year and an increase in the number of days that teachers were absent throughout the year. Discipline data also showed an increase in the number of referrals from quarter to quarter.

Our focus for this year will include:

- A college and career readiness atmosphere
- Decreasing the number of referrals written for students
- Mistakes are not punished as failures, but they are seen as opportunities to learn and grow for both students and educators (Restorative practices)
- Students are consistently held to high academic expectations, and a majority of students meet or exceed those expectations.
- Improving student-teacher rapport
- Social-emotional learning
- Selecting a curriculum to support teaching and learning appropriate behavior
- Improving student and teacher attendance

Possible Indicators might include the following:

IIIC01: Expect and monitor sound classroom management

IIIC08: All teachers display classroom rules and procedures in the classroom

IIIA33: All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

IIIC44 Students raise hands or otherwise signal before speaking.

IIIC05 All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).

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.

IIIC11 All teachers conduct an occasional "behavior check."

IIIC12 All teachers engage all students (e.g., encourage silent students to participate).

● **Professional Development**

Classroom management support
Social Emotional learning training and support

● **Possible Barriers**

Teacher buy-in
Student buy-in

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

Educational field trips and Attendance Incentives (2 trips/per grade level/ per quarter @ \$500/per trip)= \$12,000.00

Social Emotional Learning Training (52 staff x \$25/hour x 2 hours) = \$2600

Focus Area 3: Parent and Family Engagement: Goal: to increase parental/stakeholder involvement to support student learning

Current Reality & Data	
<ul style="list-style-type: none"> ➤ Parent Involvement Plan ➤ Parent Resource Center ➤ Student, Parent, Teacher Compact ➤ Parent Teacher Conferences ➤ Open House ➤ Annual Report to the Public ➤ Back to School Bash ➤ Literacy Family Night ➤ Little Rock School District Parent Leadership Workshop ➤ Parent Facilitator ➤ Grandparents Day - 38 Grandparents Attended ➤ Volunteers In Public Schools 	

Action Plan	What Projects will it take to get there?	Timeline	Who is Responsible	How we will know if it is successful?
Increase parental involvement by 40%	Advertise Open House, Parent Teacher Conferences, Math and Literacy Nights	Ongoing	Eric Henderson Jennifer Nelson Stephen Fuller Parent Coordinator	Sign-in sheets, Agendas, newsletters, Parent Communication Logs (positive) Program Evaluation
Work to integrate parent involvement strategies and activities in all programs	Involve parents to build and foster parent leadership capacity through workshops	Ongoing	Parent Coordinator Certified Teachers	Sign-in sheets, agendas, surveys, questionnaires

Mabelvale Middle 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.

Possible Indicators might include the following:

- **FE04:** The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students,

and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)

- **IIIB06:** All teachers systematically report to parents the student's mastery of specific standards-based objectives.

- **Possible Barriers**

Childcare

Convenient time for participation

Please describe any costs required to implement your plans for Parent and Family Engagement

- Parent Leadership Workshops \$2000
- Family Literacy Night \$2000

SCHOOL IMPROVEMENT PLAN

Mann

2019-2020

Mann Magnet School Improvement Plan

2019-20

Vision: Mann Magnet is a school "Where Performance Counts."

Mission: Our mission is to create an environment that actively engages all students in standards-based curriculum (with an emphasis on science and fine arts) using research-based reading strategies and technology, which results in high levels of student achievement and pride.

Goals: (1) To show growth by 5% in reading among all subgroups (with an emphasis among the African American subgroup).

(2) To actively participate in professional learning communities to implement standards-based instructional strategies, create assessments (Common Formative Assessments, Pre/Post Test, etc...), disaggregate data, differentiate lessons, and solicit parental and student involvement with the use of technology.

Core Function	Objective	Indicators	Action	Resources	Time Frame
School Leadership and Decision Making	School will create a leadership team, consist of all stakeholders (students, teachers, instructional facilitators, administrators, and parents) which will propose instructional	<ul style="list-style-type: none"> • Monthly minutes • Students' Recognition • Teachers' Recognition • Mission statements • Vision statements • Goals • Survey 	Leadership team will discuss standards-based instructional strategies, review data, plan future professional development, and establish a students' and teachers' incentives programs.	School data, Curriculum Standards, ADE Science of Reading Initiatives, Survey	August 2019 – May 2020

	decisions throughout the academic year.					
	School will implement professional learning communities (PLC) to enhance student achievement.	<ul style="list-style-type: none"> • Collaboration and team meetings • PLC – instructional, data-driven, etc. • Parental/ Student Students Nights Out 	Teachers will meet twice a week for collaboration and once a week for teaming. PLCs will be scheduled on standards-based instruction and data.	Common Formative Assessment, Student Report cards, ACT Aspire data, NWEA Interim Assessments	September 2019 – March 2020	
	Administrators will conduct classroom observations with reflective feedback to teachers.	<ul style="list-style-type: none"> • 8 to 12 observations per week (each administrator) • Feedback • Two-way communications between teachers and administrators 	Administration will create a biweekly schedule that will focus on domains 2 and 3 of Arkansas Teacher Excellence and Support System (TESS).	Laptop or iPad, Rubric – TESS,	August 2019 – May 2020	
Curriculum, Assessment, and Instructional Planning	Teachers will implement standards-based curriculum into daily lessons.	<ul style="list-style-type: none"> • CFAs, Pre/Post test • Units • Bell ringer • Graphic Organizers 	Teachers will review mastery of standards through CFAs, classroom observations, homework, and teacher made tests.	Standards, students' assignments, assessments	August 2019 – May 2020	

	All teachers will implement Tier 1 Core interventions within their content area.	<ul style="list-style-type: none"> • Lesson plans • Assessments: (teacher-made tests, observation, NWEA, CFA, etc.) PLC – Tier 1 Interventions 	Teachers will embed Tier 1 Core interventions based upon mastery of reading standards within their content.	Standards, Data (teacher made tests, CFAs, etc.), Student Report Cards	August 2019 – May 2020
	Leadership team will monitor students' growth in standards.	<ul style="list-style-type: none"> • NWEA Interim Assessments • CFAs • Attendance • Student Report Cards 	Leadership will disaggregate data to determine growth in student achievement.	NWEA Assessment, CFAs, Attendance report, Student Report Cards	August 2019 – May 2020
	Teachers will implement the Arkansas Department of Education (ADE) Science of Reading initiative into their content area.	<ul style="list-style-type: none"> • Morphology • Phonological Awareness • Decoding • Syllabication 	<p>By the end of 2019-20, all teachers and administrators will be trained on day 1, 2, and 3 of ADE R.I.S.E. initiative.</p> <p>By the end of 2019-20, all teachers and administrators will be trained on day 4 and 5 of ADE R.I.S.E. initiative.</p> <p>By the end of 1st quarter, identified students will be enrolled in Tier 2 intervention (Just Words) and Tier 3 intervention (Wilson Reading System 2-12) courses.</p>	<p>ADE R.I.S.E. trainers, Laptop, TESS rubric</p>	August 2019 – May 2020

			Administration will conduct observations to view the implementation of Science of Reading initiative.			
	Teachers will use student learning data to drive instruction and mastery of standards.	<ul style="list-style-type: none"> • ACT Aspire • NWEA Assessment • CFAs • Pre/Post • STAR Test Data 	Teachers will use student learning data to drive instruction and mastery of standards.	ACT Aspire, NWEA Assessment, CFAs, Pre/Post assessments, STAR Test data, Lesson Plans	August 2019 – May 2020	
	School will implement an after-school program with an emphasis on reading and math.	<ul style="list-style-type: none"> • After-school Program • ST Math training • ADE Science of Reading Initiative • Research-based Reading Strategies 	School will hold (2) two after-school programs in each semester not to exceed 10 weeks.	Novels, ST Math, Mentors, ELA and Math Standards	August 2019 – April 2020	
Family Engagement in a School Community	School will create an environment that will effectively communicate with parents and community on how to enhance student achievement.	<ul style="list-style-type: none"> • 6th Grade Academy (3-days) • 7th Grade Academy • 8th Grade Academy • Course Syllabi 	School will hold grade level academies to inform parents and students on rituals and routines, parent/student academic expectations, digital citizenship, and school wide expectations.	2018-19 ACT Aspire Data, 2018-19 Student Report Card, Surveys	July 2019 -- May 2020	

	School will implement a two-way communication system between all stakeholders.	<ul style="list-style-type: none"> • Remind App • Parent Link • Emails • Phone Calls • Website (LRSD) • Interim reports 	School will implement a school wide communication plan that will keep parents inform on academic progress, events, and pertinent information regarding school and student achievement.		July 2019 – May 2020
	School will host parents and students outing based on standards-based instructional curriculum and parents' role in education.	<ul style="list-style-type: none"> • STEAM Night Out • Literacy Night Out • Parenting Partners • EAST Night Out 	School will hold events that will inform parents on how to enhance student's learning.	School Calendar, Parent Coordinator,	August 2019 – May 2020

SCHOOL IMPROVEMENT PLAN

Pinnacle View

2019-2020

PINNACLE VI MIDDLE SCHOOL
School Improvement Plan – Revised Draft

Goal #1 – Literacy

SMART GOAL

Pinnacle View Middle School will implement the Science of Reading Initiative with 100% of sixth grade core teachers completing the Science of Reading initiative training (RISE) by May of 2020

CURRENT REALITY

Teachers are at various stages of completing the required RISE training. An accurate account of each certified sixth grade teacher's RISE training will be documented by September 1, 2019.

IDEAL STATE

All sixth grade teachers will complete RISE training and implement appropriate components in their planning and instruction.

PATH TO IMPLEMENTATION

Teachers will participate in RISE training provided by the district. Depending on their teaching assignment teachers will complete either the Proficiency Pathway or the Awareness Pathway, according to state law.
The literacy facilitator will train teachers as needed.

RESOURCES

Arkansas Department of Education representative.

Literacy Facilitator.

Tier 1 instructional resources for grades 6-9 will use My Perspectives.

Tier 2 instructional resources for grades 6-9 will use Just Words.

Tier 3 instructional resources for grades 6-9 will use Wilson Reading System.

PROGRESS MONITORING

Documentation of teacher training completion will be updated within one week of the end of the second and third academic quarters, as well as in May of the current school year.

For the 2021-2022 and 2022-2023 school years, the impact of the initiative on student achievement will be analyzed using reading assessment data.
The impact of training on teacher achievement will be analyzed using TESS evaluation data for the same school years.

Goal #2 – Community

SMART GOAL

Pinnacle View Middle School will increase interaction with business partners and community members actively contributing to educating the whole child through participation in academic, social and behavioral programs over the course of the next three years.

CURRENT REALITY

The school does not currently have an actively participating parent on the leadership team. Additionally, information about who PVMS's school business partners are and their interests in involvement in the school needs to be shared.

IDEAL STATE

Teachers consistently collect data on parent involvement. They are aware of school business partners and how their participation may be used to benefit students in their classrooms.

At least one parent actively participates on the school's leadership team. Community involvement data is regularly reviewed by the leadership team.

School business partners and other members of the community are consistently involved in contributing to Pinnacle View's academic, social, and behavioral programs.

PATH TO IMPLEMENTATION

Work with the school's currently established business partner, First Security, and document additional partnerships developed by teachers. Share information about other school business partners with teachers as partnerships are established.

Afford business partners the opportunity to set up booths three times during the coming school year: open house, fall parent conferences and spring parent conferences.

Solicit one nomination per teacher of a parent to serve on the leadership team by creating a Google Form survey to include both methods teachers utilize to communicate with parents and an item that allows teachers to nominate a parent to be on the leadership team. The parent should not be a staff member and should be selected by the leadership team from the nominees.

After the survey data has been collected, the leadership team will develop a data management system compatible with Community SMART goal to facilitate easy review of the data by the leadership team.

Modify goal as baseline data is collected and a plan is developed.

RESOURCES

Parent Involvement liaison

Dr. Pickering

PVMS teachers

Math Facilitator

*additional resources as deemed necessary with plan development

PROGRESS MONITORING

Review goal and progress monthly as evidenced by Leadership Team agendas and minutes.

Goal #3 - Attendance

SMART GOAL

Pinnacle View M.S. will decrease chronic absenteeism by 25% by the end of the current school year.

CURRENT REALITY

Attendance is recorded by teachers and maintained by an attendance secretary. The importance of accurately reporting attendance data has been shared with teachers. The degree of absenteeism for the current school year has yet to be determined. Chronic absenteeism came to the attention of administration toward the end of the 2018-19 school year. Many students who were chronically absent are expected to return to Pinnacle View for school this year.

IDEAL STATE

All teachers will accurately report attendance in a timely manner. The attendance secretary maintains accurate attendance data. Students track their attendance and become a partner in attendance accountability. No student is chronically absent.

PATH TO IMPLEMENTATION

Data to determine a baseline for absenteeism will be collected, documented and used to report our current reality at the October 16th leadership team meeting.

Subsequent data will be documented quarterly.

Students record absences during advisory every other Tuesday.

Discuss and identify absences with teachers during teaming.

Work with the incentive committee to create an incentive program to include family contact, administrative intervention and recognition of faculty who accurately and efficiently report absences as determined by the leadership team.

RESOURCES

teachers and administrators
attendance secretary
school business partners
counselors
incentive committee
PTSO representative, Amanda Peters

PROGRESS MONITORING

Share quarterly attendance reports at leadership team meetings.

Establish yearly goals that reflect a consistent decrease in absenteeism over the next three years.

SCHOOL IMPROVEMENT PLAN

Pulaski Heights

2019-2020

Pulaski Heights Middle School
Comprehensive Needs Assessment & Plan Overview
2019-2020

Focus Area 1: Leadership

Goal: Implement and maintain a professional learning community characterized by shared decision making and continuous improvement.

PHMS will create and maintain instructional leadership teams (*Academic Leadership Team & Internal Leadership Team*) for the purpose of accountability in insuring best Instructional practices. These practices will be used in classrooms, communicated to all stakeholders, and monitored regularly for the purpose of identifying and removing student achievement barriers. PHMS implements a school master schedule that allows for teacher-led horizontal instructional teams. Vertical collaborations within each discipline are scheduled to guide teaching efforts in consideration of next level requirement. School leadership works consistently with these collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data. School leadership consistently monitors instructional efforts to ensure quality and to offer actionable feedback for teachers.

School leadership will ensure the master schedule includes reading intervention classes for identified students who are In Need of Support on the ACT Aspire and all students identified with characteristics of dyslexia. Leadership will schedule students In Need of support in reading in Tier 2 and those with characteristics of dyslexia in Tier 3 reading intervention classes. Leadership will also ensure that all SPED students receive additional support in a reading and/or math intervention class in response to being designated as an In Need of Additional Targeted Support (SPED students identified as SLD in reading will be placed in a specific Tier 3 reading intervention class). School leadership will provide program specific PD opportunities for all teachers who are scheduled in an intervention class. Instructional Leaders employ an observation schedule to monitor intervention / enrichment classes and to provide teachers with relevant feedback.

PHMS School Leadership is committed to implementing the components of a Professional Learning Community. Scheduling will afford staff the opportunity to participate in core subject grade specific instructional teams. Facilitators and administration will participate in and monitor the progress of these teams. PHMS will continue to facilitate staff involvement through PLCs as determined by the school's Need Assessment. School leadership works collaboratively with teachers to determine and acquire the most impactful resources necessary for consistent school improvement. PHMS adheres to a Shared-Leadership philosophy in which teachers are encouraged and positioned to participate in leadership capacities. Agendas of these meetings will be maintained for procedural review and policy action.

School Leadership Teams and all relevant stakeholders will routinely review the components of the SIP to assess implementation and results in an effort to promote a continuous cycle of improvement and inquiry. The SIP is subject to periodic modifications and annual revision with an opportunity for stakeholder engagement and feedback. Documentation of all leadership / stakeholder efforts are maintained for reference.

Related Indicators (as stated in INDISTAR):

- ID07 A leadership team consisting of the principal, teachers who lead the Instructional Teams, and other key Professional staff meets regularly.
- ID11 Teachers are organized into grade-level cluster, or subject area teams.
- ID10 The leadership team(s) regularly look at school performance data and aggregated classroom data and uses that data to make decisions about school improvement.
- IE05 Principals participate actively with the school's teams.
- IE06 Principals monitor the work of the Instructional Teams and helps to keep them focused on instructional improvement.
- IE09 Principals challenge and monitor unsound teaching practices and supports the correction of them.
- IF02 The Leadership Team reviews the principals' summary reports of classroom observations and takes into account in planning professional development.

Professional Development

The PHMS Leadership Team(s) and staff will continue to research and implement the “best practices” determined through the most current trends related to high impact results oriented instructional practices. Teachers will receive training in the Tier 2 and Tier 3 intervention programs chosen by LRSD and ongoing support will be provided by the Literacy Facilitator. Teachers who will teach the math intervention classes will participate in program specific PD and ongoing support will be providing by the Math Facilitator.

Evaluation / Monitoring

To determine the implementation of this priority, the Instructional Leadership Teams will maintain and assess agendas and feedback from collaborative meetings, report on tasks assignments, deliberate informal / formal evaluations comments and ratings, and review data analysis efforts.

Possible Barrier

A possible barrier to the leadership efforts at PHMS would be teacher buy in as they are encouraged to accept more active and leadership roles outside of the classroom. Some teachers may be adverse the implementation of strategies learned through professional development opportunities. AP disciplinary duties and requirements affect their ability to participate in collaborative teaming and regular quality evaluations.

As PHMS more precisely implements the PLC process and the 3 big ideas, some staff may be uncomfortable with existing in a collaborative culture and being results oriented. A collaborative culture will necessitate the belief that we are collectively accountable for each child’s educational experience and not just those in a particular class. Being results oriented will require a shift in mind set; it’s not whether the content was taught rather it’s whether the content was learned.

NA

Focus Area 2: Effective Instructional Practices

Goal: to improve instructional practices that support student achievement

Pulaski Heights Middle School will continue to use the instructional team structure to ensure sound instructional practices to support student achievement. Curriculum and assessments adhere to state and district standards. 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 implementing Kagan Structures, initiation of a multi-tier reading intervention / enrichment structure, continuing Math 180, providing additional math intervention for the resource population, increasing the use of technology, implementing DOK questioning, implementing ACT Aspire tested skills, continuing the school wide reading initiative, utilizing our partnerships in education, implementing cross-curricular coaching, continue our GT course offerings, continuing the use of disciplinary literacy across content areas, using CFAs in the four core subject areas, bi-weekly collaboration for lesson planning, curriculum, data disaggregation, Criterion Writing, and the creation of CFAs. For Traditional Literacy classes, staff will modify instructional efforts to focus on essential reading comprehension skills. Science department teachers will facilitate the use of USA Prep to provide students greater experiences with data analysis. PHMS will also engage in Project Based Learning activities with our school partner Central Arkansas Water. Design and modeling, Automation and Robotics, and EAST will afford our students experience with STEM related courses. Instructional Leaders participate in the professional development of these research-based, high-yield instructional practices. Implementation of these practices is monitored 8-12 times a week by administrators using the TESS observation tool.

Our expectation is that all staff, with appropriate training, will implement standards based sound instructional practices on a weekly basis with fidelity. SPED resource students will receive comprehension instruction involving word-attack skills in reading and math

foundational skills in math. SPED students in inclusion and resource classes will receive an additional period of intervention instruction beginning in the 2019-2020 school year.

Related Indicators:

- IIA02- Units of instruction include standards-based objectives and criteria for mastery
- IIB01- Units of instruction include core subject common formative assessments to assess student mastery of standards-based objectives
- IIC02- Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.
- IID02- The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
- IIIA06- All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
- IIIA26- All teachers encourage students to check their own comprehension
- IIIA31- All teachers interact instructionally with students (explaining, checking, giving feedback).
- IIIA38- All teachers have documentation of the computer program's alignment with standards-based objectives.
- IIIC05- All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).
- 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

Professional Development

- On-going training in DOK, Criterion Writing, Disciplinary Literacy, Closing the Achievement Gap, LMS, and Eschool.
- On-going training to use the NWEA as an intermittent assessment and progress monitoring
- On-going training in morphology in linguistics, Co- Teaching training, Kagan, Arrive Math, Math 180, Tier 2 & Tier 3 Reading Intervention, and AVID professional development.
- In order to provide all staff with high quality, on-going job embedded and differentiated professional development we will use Title I funds to support a Math and Literacy facilitator.
- Staff will receive training for the reading and math intervention.

Evaluation / Monitoring

The PHMS Instructional Leadership teams will monitor the implementation of these research-based strategies through the practices of classroom observations, collaboration participation, lesson plan reviews, CFA results analysis, and student / teacher feedback.

Compliance evidence will consist of informal observation feedback from collaborations and classroom instruction. Novice teachers will receive annual evaluations; tenured teachers will receive career summative evaluations on a 4 year rotation.. Administrators will monitor appropriate lesson plan development, implementation, assessments, data analysis, and re-teaching efforts. Feedback to teachers will employ the rubric and use the language of the four domains of the Framework for Evaluation Instruction (Planning & Preparation, Classroom Environment, Instruction, & Professional Responsibilities).

Possible Barriers

- Teacher reluctance to change
- Teacher lack of classroom management
- Teacher lack of comfort with technology
- Parental support for SPED and TAGG populations.

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

- Title One funds for Automation & Robotics
- Title One funds for Instructional Facilitators
- Title One funds for additional technology
- Title One funds for Criterion Writing

Focus Area 3: Student Growth and Achievement

Goal: to improve core instructional practices that support student achievement and growth

Pulaski Heights Middle School's Leadership Team acts as the primary conduit of communication for our school community. 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 smart goals.

Student achievement goals are supported by sound fiscal and operational management procedures. Updated technology is routinely purchased to supplement classroom instruction. Operational and federal funding sources are used to facilitate professional learning opportunities for staff and instructional resources for students. Teachers are provided support with ongoing professional development pertaining to the use of technological resources.

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 learning outcomes for literacy, math, and science; we will decrease the percentage of students scoring *in need of support* by 3% annually in each grade level and subject, and a minimum of 50% of PHMS students at each grade level and in each assessed subject will demonstrate the equivalent of one year's growth on the Mean Growth Percentile Index. Likewise, we will increase the number of students scoring in the *ready / exceeding* range by 3% each year. We analyzed the NWEA Interim and ACT Aspire Summative tests, Star Reading, and Math Inventory to determine those areas in the core subjects that are most challenging to our students. Based on this knowledge our learning targets are mastering the integration of knowledge and ideas in literacy, justification in math, and data interpretation in science. These issues with standards and content (achievement gap) are most prevalent in our economically disadvantaged students, African American students, and our special needs students. After each NWEA interim we will monitor progress for the highlighted subgroups and will determine if progress is being made by growth in the data or if there seems to be a plateau in growth. Identified targeted interventions for the subgroups in the math and English classes are resource classes, tiered reading intervention classes, Math intervention and Math 180 classes. In addition to these tiered interventions, we also provide re-teaching, tutoring, small group instruction, small group pull out instruction, technology reinforcements, parent involvement, and counselor interventions.

We will monitor the ESSA growth of our SPED population. SPED students are typically 4 to 5 years below grade level with respect to reading and math. Additional instructional periods for this subgroup will focus on basic skills instruction and enable our student to score above the lowest 5% among middle schools on the ESSA Index for two consecutive years.

Related Indicators:

- CC0- All teachers include vocabulary development (general vocabulary and terms specific to the subject as learning objectives.
- MET03-All teachers teach methods of logic, syntheses, evaluation, and divergent thinking.
- MTV01-All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.
- SE01-The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, student competitions, and student self-awareness of academic progress.
- SE03-All teachers establish classroom norms for personal responsibility, cooperation, and concern for others.
- SE05-All teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.

Professional Development

- Specific content support
- High Reliability School Training (PLC)
- Kagan Cooperative Learning
- Classroom management support
- Understanding the Achievement Gap
- Co- Teaching
- Multi-Tiered Reading Intervention training.
- Student data interpretation
- DOK
- ACT Aspire tested skills
- Professional texts for specific content areas

Evaluation / Monitoring

PHMS will determine the effectiveness of instructional strategies and initiatives through frequent analysis of instructional data (CFAs, NWEA interim, math/reading inventory, STAR, etc.) and instructional team / classroom observations. The ACT Aspire Summative Assessment would serve as the main lagging indicator.

Possible Barriers

- Student apathy
- Student lack of foundational skills
- Instructional time constraints
- Lack of parental support

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

\$5000 from Title I

- Possible consultants on the achievement gap, reading strategies for middle school, classroom management, and interdisciplinary literacy.

Focus Area 4: School Culture and Student Discipline

Goal: To create and maintain a school culture that fosters student achievement and positive behavior

PHMS continues to demonstrate positive school culture. Teachers are generally happy as evidenced by the fact that attrition and transfer rates are low. Likewise, teacher absenteeism is among the lowest in comparison to other LRSD secondary schools. According to in-house accounting, PHMS has a 6.15% absentee rating. Teachers like being part of the PHMS; school pride is apparent. PHMS continues to remain a top choice for families seeking a safe, quality, educational experience. Many parents routinely support the school with their time and resources. The emphasis on building a Professional Learning Community demonstrates the staff's desire to foster and expand collaboratively and collegiality. Academics are valued by most staff and teachers have high expectations for student behavior and achievement. Good relations between administrators and teachers are present. Most importantly, all stakeholders continue to regard PHMS as a safe and orderly school environment.

To further promote school safety and security, fiscal resources are used to purchase security surveillance equipment and security communication devices.

Stakeholders have confidence that administration will address disciplinary matters with the responses that are merited. Pulaski Heights Middle School administrators are committed to adhering to the Student Handbook as it relates to disciplinary sanctions and consequences. *Student accountability is imperative to the climatic and cultural health of PHMS.* As administrators work diligently to consider alternative means of accountability (Restorative Justice), the balance of the individual rights and needs of a student must

be considered in view of the collective good of the school. Parents must continue to feel as though their students are in a safe environment; teachers must continue to feel as though their efforts / concerns are supported by administration.

In the recently performed High Reliability School survey, on a scale from 1 to 5 with a mean of 3.5 or above signifying agreement, PHMS received a cumulative mean of 4.16. With regards to adherence to the concepts of a Professional Learning Community using the same scale; PHMS received a mean score of 3.88 in agreement that teachers have a formal role in the decision-making process regarding school initiatives and a mean score of 3.92 in agreement that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instructions and the achievement of students.

Related Indicators

- IIIC08 All Teachers Display Classroom Rules 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
- IIIC11 All Teachers Conduct an Occasional Behavior Check

Professional Development

- Becoming a Professional Learning Community.
- Classroom Management

Evaluation / Monitoring

PHMS will monitor to determine if disciplinary dynamics improve as we consider and employ alternative interventions for inappropriate behaviors rather than more traditional approaches.

Possible Barriers

Research on Restorative Justice in major cities has not demonstrated it to be an effective strategy or practice. Teacher and administrative buy-in has not been conducive to full implementation. Additionally:

- No Restorative Justice model has been offered by the LRSD. Schools have been charged with self-development.
- Restorative Justice is based on the assumption that keeping disruptive students in the classroom will positively impact their achievement- no consideration has been given to the potential negative impact on the achievement for non-disruptive students or the impact on teacher moral, performance, and attendance (school climate issue).

The LRSD moved to a satellite ALE program which has impacted school climate by not *literally* changing the placement of students who chronically misbehave. Support and guidance for this program has been inconsistent. No solutions have been provided for SPED students who have exhausted their 10 days of allowable suspension. Additionally:

- Wrap-Around services necessary for the rehabilitation of ALE students does not exist for ALE satellite programs, nor does the ALE offer such support to schools.
- ALE administrators do not engage with ALE satellite students; rather the burden is placed on a reduced number of school-based administrators which effectively removes them from instructional responsibilities.

N/A

Focus Area 5: Literacy Plan

Goal: to improve Literacy for all students

Pulaski Heights Middle School views Literacy as a top priority for all students. We believe each student is capable of learning and can reach their full academic potential with the right instruction. Our Literacy Plan will serve as the foundation for ensuring all students improve their competencies in Literacy. In a continuation of existing practices, PHMS will adhere to this plan with fidelity while making adjustments if and when necessary.

Core Instruction- Strong core instruction is essential to improving literacy and student achievement. Leadership will maintain consistent observations of core classes to ensure literacy instruction is present. Instructional facilitators will support teachers in strengthening their content and pedagogy while maintaining open conversations about areas of need.

Across the Content Areas- Literacy will be taught in all classes including the related arts, physical education, career technical, and the foreign languages. All teachers will use strategies such as AVID Reading for Disciplinary Literacy, DOK questioning techniques, content specific informational writing and utilize opportunities to improve speaking and listening. Content area teachers will continue to receive training in these areas in order to improve student achievement.

Interventions- In addition to assessing core instruction for areas of intervention, PHMS has classes to address the needs of students who require tier 2 and tier 3 interventions. Strategic Reading is a tier 2 intervention class for identified students who scored In Need of Support or Close on the ACT Aspire summative assessment. Strategic Reading will use the Just Words program to help close the gaps in phonological awareness, decoding, spelling, and reading for those students. Literacy Enrichment is a tier 3 intervention class for students who have reading and spelling difficulties and who also may show characteristics of dyslexia. Students will receive these interventions every day until it has been determined that the necessary progress has been made to be exited.

Science of Reading- All teachers and administrative staff will participate in professional development about the Science of Reading (S.O.R). Teachers who are Special Education certified, are licensed to teach a 6th grade core class, or is an administrator will become proficient in the Science of Reading. Teachers will implement the knowledge learned from the training to enhance their core in intervention instruction. The enhanced instruction can include teaching syllable types, morphology, phonics, vocabulary, and specific reading comprehension techniques. All other teachers who are not required to meet proficiency will gain awareness in the Science of Reading. These teachers are also expected to implement knowledge learned from professional development to enhance their instruction. Administrators will also receive training to become Science of Reading Assessors to help staff maintain fidelity with S.O.R. practices.

Related Indicators NEED NEW INDICATORS

- **IF11** The school provides all staff high quality, ongoing ;job embedded and, and differentiated professional development.
- **IG01** The school monitors progress of the extended learning time programs and other strategies related to school improvement.
- **IIB04** Teachers individualize instruction based on pretest results to provide support for some students and enhanced learning opportunities for others.
- **IIIA07** All teachers differentiate assignments (individualize instruction) in response to individual student performance on pretest and other methods of assessment.

Evaluation: Administration and leadership teams will monitor our implementation regularly and will evaluate our progress toward interim and long term goals.

Professional Development

- NWEA assessments and MAP Skills
- R.I.S.E.
- Wilson Reading System and Just Words

Possible Barriers

- Time for professional development
- Uncommon planning periods
- Subpopulations of students being resistant to challenging instruction
- Teachers understanding that literacy is subject matter for all disciplines

Use of Title One Parent Involvement Budget