

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

**Otter Creek Elementary School**  
16000 Otter Creek Parkway, Little Rock, AR 72210  
**Comprehensive Needs Assessment & Plan Overview**  
**2019-2020**  
**(Revised 1-23-20)**

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

**School Information**

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

**Student Information**

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

**Our Mission**

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

**Our Vision**

We believe our mission will be accomplished through:

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

**Our Collective Commitments**

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

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Maintain a safe and engaging environment full of respect, collaboration, and independence.</li><li>• Work collaboratively and implement research, proven strategies.</li><li>• Hold high expectations for student achievement and character while including students in the process to make responsible choices for their lives and learning.</li><li>• Provide diverse, quality communication.</li><li>• Build positive relationships with all stakeholders.</li></ul> | <ul style="list-style-type: none"><li>• Monitor the achievement of students individually and use results to guide processes of continuous improvement.</li><li>• Make data-driven decisions.</li><li>• Accept responsibility for all students learning and reaching their potential.</li><li>• Treat all teachers, students, and staff as family.</li></ul> |
|---|---|

## **Focus Area 1: Leadership**

Goal: To facilitate authentic Professional Learning Communities (PLCs) with agendas & complete minutes as evidence of assessment data analysis & data-driven decisions for 85% of the weeks of school, for at least 45 minutes each meeting, and at a 90% attendance rate of members beginning August 26, 2019, and ending May 15, 2020.

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

### **Supporting Data:**

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

### **Professional Development**

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

### **Other Support**

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

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

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

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

## Focus Area 2: Student Growth and Achievement

Goals: (1.) To achieve 10% year over year growth or higher school-wide and in special education and male and female subgroups per each grade level third through fifth in reading, English, math, and science on the 2020 ACT Aspire Summative Assessments (2.) to achieve 10% year over year growth in the percentage of students in grades kindergarten through fifth who meet their growth goals in reading & math as projected by NWEA on the 2020 Spring Map Growth Spring Assessments.

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

### Supporting Data:

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

	Reading			English			Mathematics			Science		
Grade Level	2018	2019	Change	2018	2019	Change	2018	2019	Change	2018	2019	Change
ALL	26%	33%	+7	39%	45%	+6	38%	38%	+0	25%	25%	+0
3 <sup>rd</sup>	24%	31%	+7	41%	63%	+22	40%	40%	+0	19%	19%	+0
4 <sup>th</sup>	34%	33%	-1	68%	50%	-18	38%	40%	+2	30%	26%	-4
5 <sup>th</sup>	22%	33%	+11	52%	63%	+11	32%	28%	-4	23%	30%	+7

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

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

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

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

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

	Math			Reading			Science		
Grade Level	2018	2019	Change	2018	2019	Change	2018	2019	Change
Kindergarten	30%	42%	+12	39%	41%	+5			
1 <sup>st</sup>	45%	37%	-8	40%	34%	-6			
2 <sup>nd</sup>	26%	48%	+22	34%	32%	-2			
3 <sup>rd</sup>		21%			26%			44%	
4 <sup>th</sup>		38%			35%			31%	
5 <sup>th</sup>		20%			53%			51%	

### Professional Development

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

### Other Support

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

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

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

Title I funds will be used to employ an Academic Intervention Specialist (approximately \$85,000), cover the cost of supplemental instructional materials including computer software subscriptions and devices such as Lexia

(approximately \$3,000), Brain Pop (approximately \$3,000), Moby Max (approximately \$3,000), Mystery Science (approximately \$750) iPads and chrome books (approximately \$20,000). and provide after school tutoring to students in grades third through fifth with below grade level performance on the ACT Aspire Summative Assessment (approximately \$35,000).



### Focus Area 3: Literacy

Goal: For 100% of all certified staff members to make substantial contributions to the implementation of the Little Rock School District Elementary Literacy Curriculum by providing intense one-on-one, small group, and/or whole group reading or phonics instruction within classrooms for an additional 90 minutes to 150 minutes each week.

- K-2 teachers will learn & implement *Heggerty Phonemic Awareness* for phonological awareness.
- K-3 teachers will learn & implement *Foundations* for decoding & encoding.
- Grades 4-5 teachers will learn & implement *Just Words* for Tier 2 intervention.
- The Reading Interventionist & Special Education Teachers will implement the *Wilson Reading System* for Dyslexia intervention.
- All K-5 teachers will learn & implement *Wit & Wisdom* for comprehension.
- All certified staff members will utilize methods required by the Science of Reading.
- Classroom teachers and specialists will meet together in PLCs.
- Specialists will serve as “push-in” teachers for classroom teachers for 30 minutes or more daily during literacy.
- All certified staff members will embrace a school-wide professional growth goal to learn & implement methods required by the Science of Reading when “pushing in” to classrooms and providing additional intense support to students performing below grade level for 90 minutes to 150 minutes each week.

#### Supporting Data:

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

#### Professional Development

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

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

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

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



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## Focus Area 4: Student Discipline & Attendance

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

### Student Discipline – Part 1

1. Developing a School Wide Discipline Plan that details a school-wide behavior management system for student conduct during school hours including transitional times, before & after school, lunch, and recess with procedures, expectations, consequences, and rewards. Using a power point presentation, teachers will teach the plan for the first two weeks of school.
2. All certified teachers effectively and consistently utilizing a classroom and school wide management system with rules, consequences, routines, procedures, behavior intervention strategies, and our “House System” incentive program to sustain high student engagement and compliance with the system so that students remain inside classrooms to receive all instruction, remediation, and extension.
3. Teachers awarding “House” points to students for meeting school and classroom expectations and by awarding the “House” with the most points at the end of each quarter a special incentive field trip or other incentive.
4. Staff ensuring the delivery of meaningful and engaging whole group, small group, and one-on-one instruction.

### Attendance – Part 2

1. Developing and implementing a Tardy Policy with incentives for zero absences and five or fewer tardies per quarter to begin August 20, 2019, and ending May 27, 2020.
2. Reviewing the Tardy Policy and the impact of *Chronic Absences* on student achievement at Open House.
3. Establish an Attendance Task Force. Team members will contact parents for absences weekly. Parents will be notified in writing or by phone upon the fourth unexcused tardy each quarter. In addition, the team will collaborate with parent & family engagement coordinators, PTA, and Partners in Education to provide incentives for students.
4. Making sure parents have a variety of ways to engage with students in the instructional program. Ways shall include classroom helpers, family night events, projects, Class Dojo, classroom newsletters, grade level Focus Walls, and Student Planners/Agenda Books.
5. Otter Creek will also utilize our parent facilitator as well as our PTA to coordinate parental and family engagement activities.

### **Supporting Data:**

- Based on observational data, one to two students per every two teachers miss a significant amount of instructional time on daily to weekly basis due to being sent out of the classroom for offenses listed in the LRSD Student Handbook as Category One.
- During the 2018-2019 school year, 3 out of 26 (11.5%) classroom teachers & specialists reported sending 1 to 2 students to time-out outside of their classrooms or to the office on a daily basis, and 7 out of 25 (28%) classroom teachers & specialists reported sending 1 to 2 students to time-out outside of their classrooms or to the office on a weekly basis.

- A sampling of the average number of tardies accumulated during 2018-2019 was analyzed for April 2019. There were twenty-two school days last April from April 1<sup>st</sup> to April 30<sup>th</sup>. Students accumulated 609 tardies, an average of approximately twenty-eight tardies a day, during the twenty-two day period.

### Professional Development

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

### Other Support

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

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

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

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

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

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

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

Pulaski Heights Elementary  
19-20 School Improvement Plan

Overview:

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

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

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

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

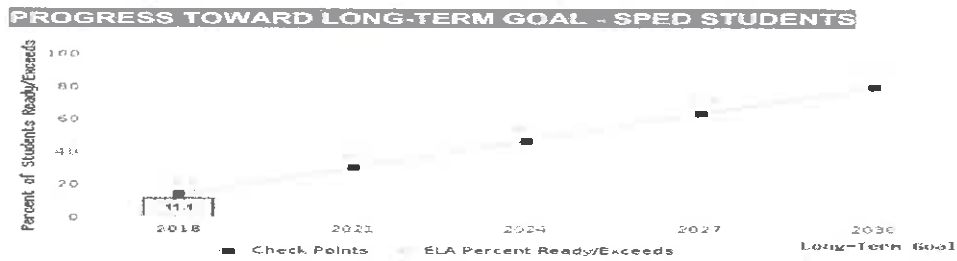
Focus area 1:	Student Achievement
SMART goal:	By the 2020 NWEA spring assessment, all K-5 students will attain at least 1 years measureable growth in math and literacy.

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

Notes/Comments:

## Focus area 1: Task 1

### ADE My school info – long term goal progress

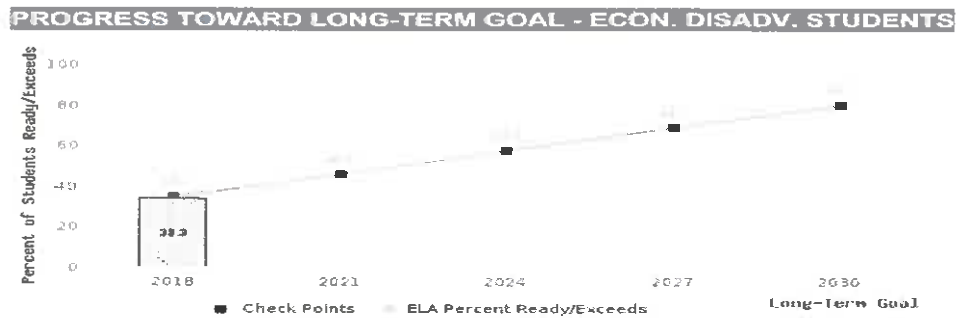


**TABLE OF SCHOOL PROGRESS TOWARD LONG-TERM GOAL - SPED STUDENTS**

Year	School Progress	School Progress	School Progress
2018	18	11.1	11.1
2019			
2020			
2021			30.06
2022			
2023			
2024			46.70
2025			
2026			
2027			63.36
2028			
2029			
2030			>=80

## Focus area 1: Task 2

### ADE My school info – long term progress



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

Year	School Progress	School Progress	School Progress
2018	28	33.3	34.04
2019			
2020			
2021			45.53
2022			
2023			
2024			57.02
2025			
2026			
2027			68.51
2028			
2029			
2030			>=80





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



Student Growth Summary Report

Aggregate by School

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

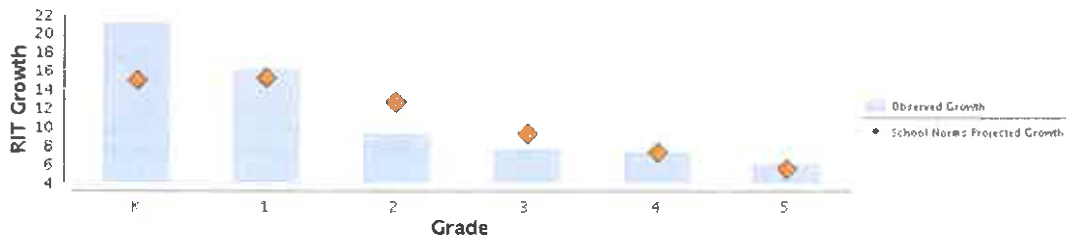
Norms Reference Data: 2015 Norms  
Growth Comparison Period: Fall 2018 - Spring 2019  
Weeks of Instruction: Start - 4 (Fall 2018)  
End - 25 (Spring 2019)  
Grouping: None  
Small Group Display: No

PULASKI HEIGHTS ELEM. SCHOOL

Reading

		Comparison Periods						Growth Evaluated Against								
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
Grade (Spring 2019)	Growth Count	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	38	140.1	9.1	44	161.2	13.0	82	21.2	1.6	15.0	2.47	92	38	28	74	81
1	40	137.6	14.2	88	183.7	15.0	89	46.1	1.0	19.3	0.33	64	40	24	66	81
2	44	132.8	17.3	90	192.0	16.6	76	59.2	1.1	12.6	-1.57	6	44	17	39	73
3	48	127.8	15.8	75	200.7	19.3	84	72.9	0.8	9.5	1.19	14	48	22	46	81
4	47	129.9	19.8	49	214.2	14.3	83	84.3	1.3	7.2	0.09	52	47	17	39	48
5	51	208.7	15.4	68	214.7	16.2	71	6.0	1.2	6.8	0.34	65	51	10	17	58

Reading



Student Growth Summary Report

Aggregate by School

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

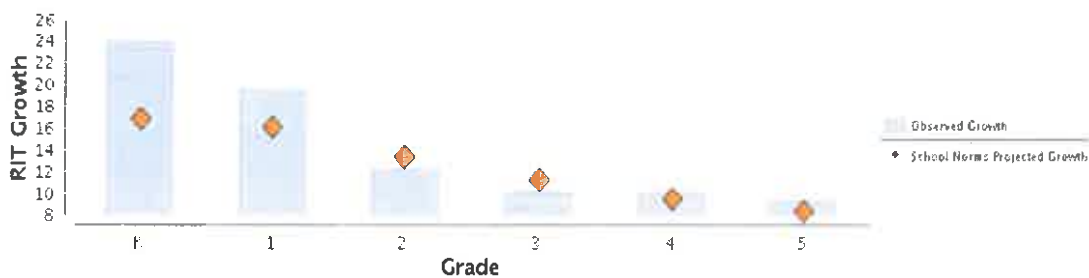
Norms Reference Data: 2015 Norms  
Growth Comparison Period: Fall 2018 - Spring 2019  
Weeks of Instruction: Start - 4 (Fall 2018)  
End - 26 (Spring 2019)  
Grouping: None  
Small Group Display: No

PULASKI HEIGHTS ELEM. SCHOOL

Mathematics

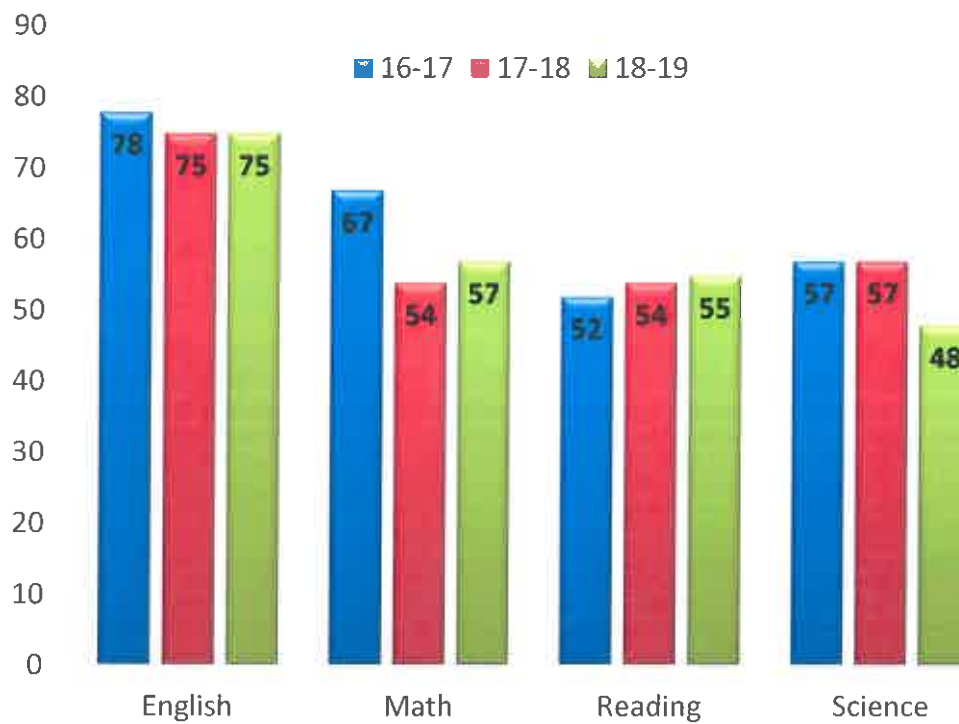
		Comparison Periods								Growth Evaluated Against						
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
Grade (Spring 2019)	Growth Count	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	38	138.2	11.1	40	162.1	12.3	86	24.0	1.5	16.9	2.92	59	38	36	79	86
1	40	168.6	15.9	86	188.1	15.3	94	19.5	1.1	16.1	1.34	91	40	29	73	73
2	44	162.6	13.4	84	194.9	15.0	77	32.3	1.1	13.4	-0.47	32	44	26	45	38
3	48	158.8	16.3	40	199.0	13.2	33	40.1	0.8	11.3	-0.51	25	48	17	39	44
4	49	155.4	13.8	18	201.6	13.9	18	46.1	0.8	9.5	0.19	61	49	23	46	81
5	53	206.9	14.1	31	217.3	15.9	37	9.3	0.9	8.3	0.47	66	53	29	55	53

Mathematics

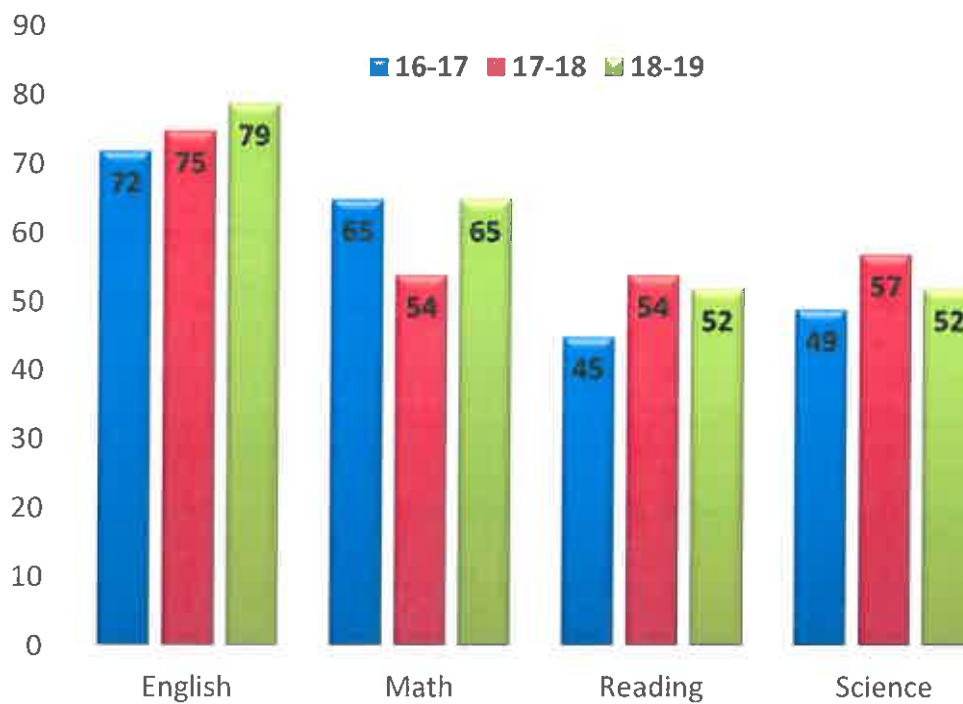


## Focus Areas 1: Tasks 1-4

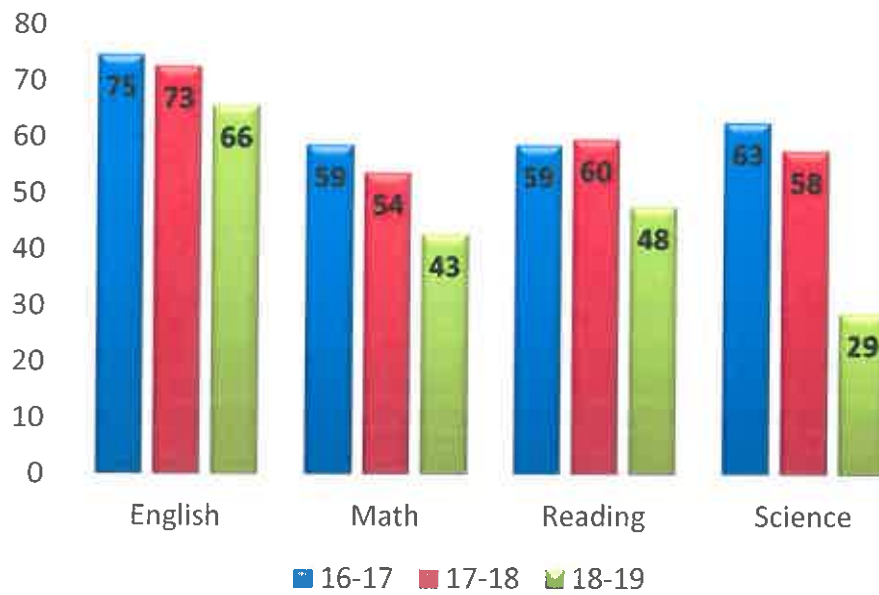
### School wide ACT Aspire Data (3 years)



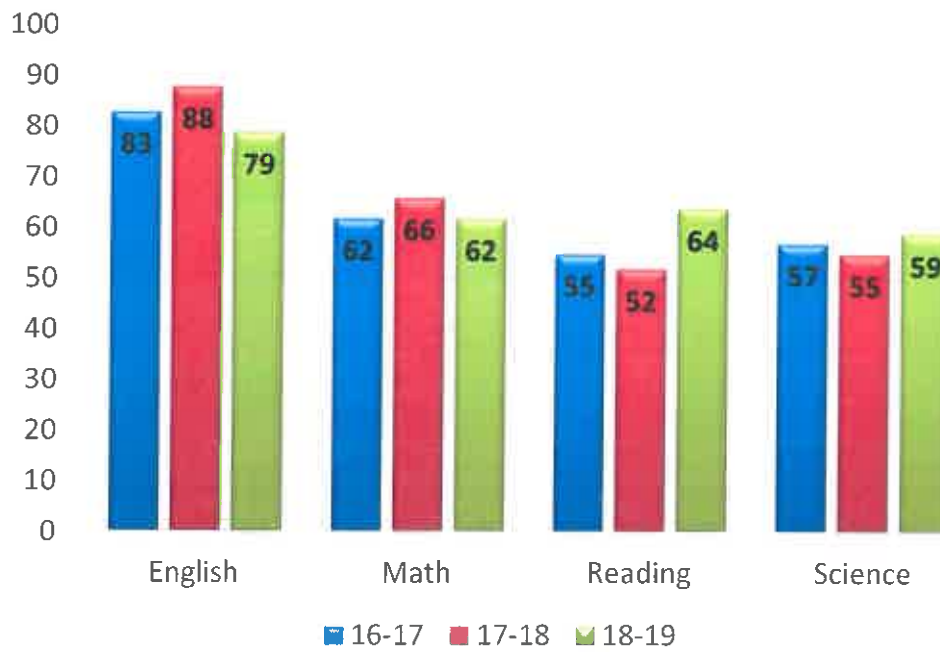
### 3<sup>rd</sup> grade ACT Aspire Scores (3 years)



4<sup>th</sup> grade ACT Aspire Scores (3 years)



5<sup>th</sup> grade ACT Aspire Scores (3 years)



## Focus area 2:

## Effective Instruction

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

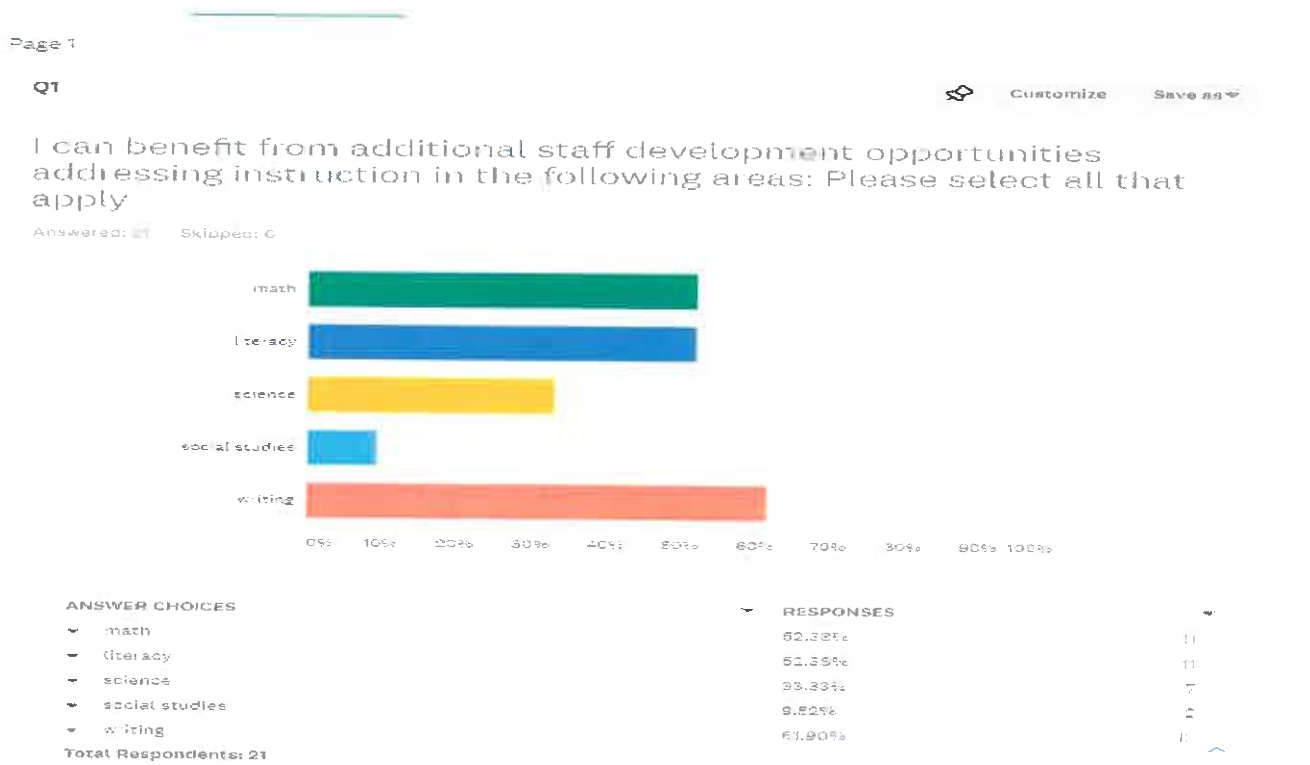
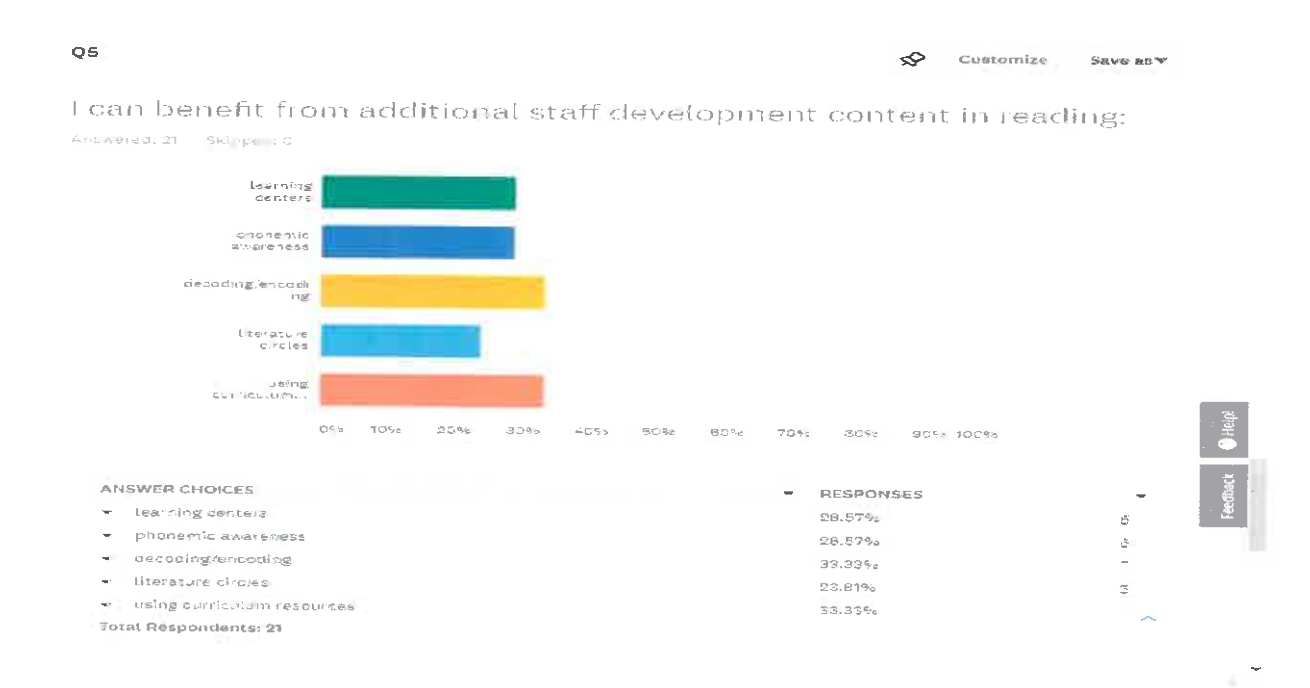
Action Plan		Needs		Monitoring			
Task 1	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
K-5 teachers will implement RISE strategies focusing on phonics core (Heggerty, Foundations and Just Words) and comprehension (Wit and Wisdom).	August – May, daily during literacy block	Literacy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

Data: Needs assessment staff survey

Notes/Comments:

## Focus area 2a: Tasks 1 and 2

### Staff survey





## Focus area 2: Effective Instruction - PLC

**SMART goal:** All certified staff will participate in effective PLC's weekly to improve instruction that supports student achievement.

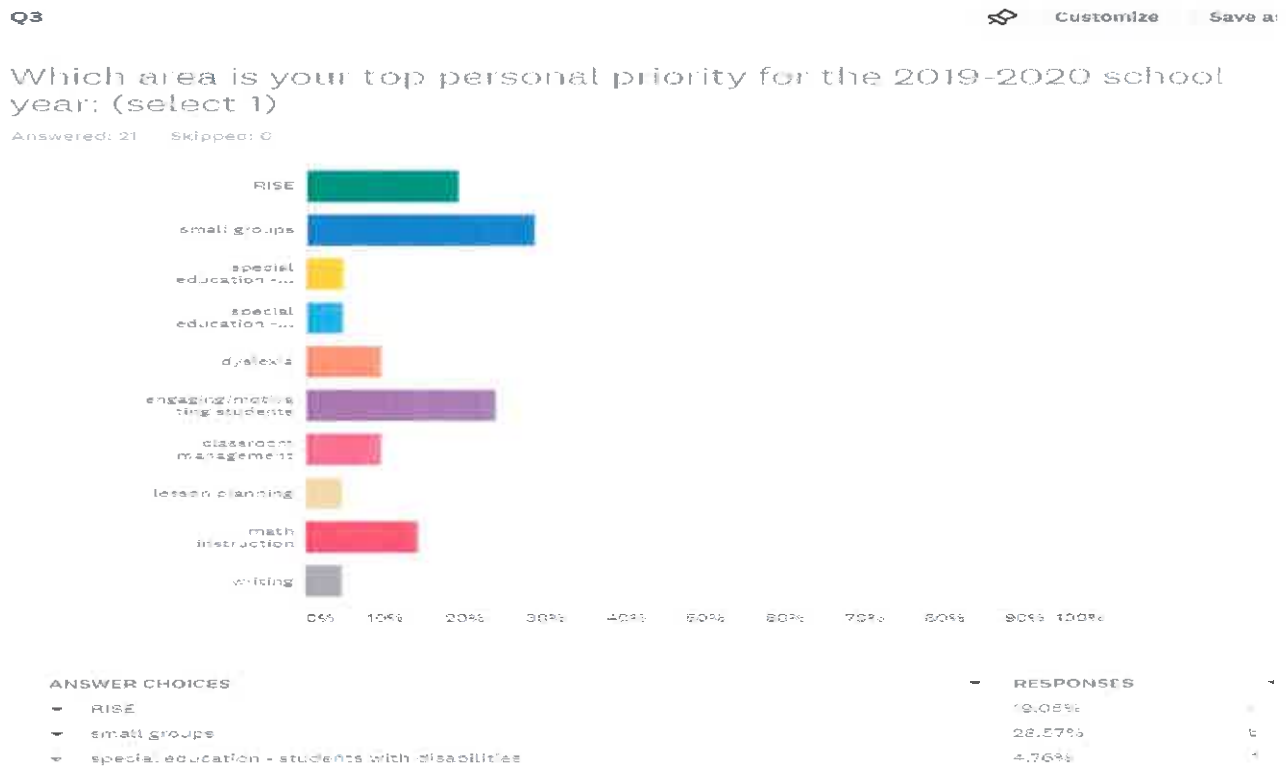
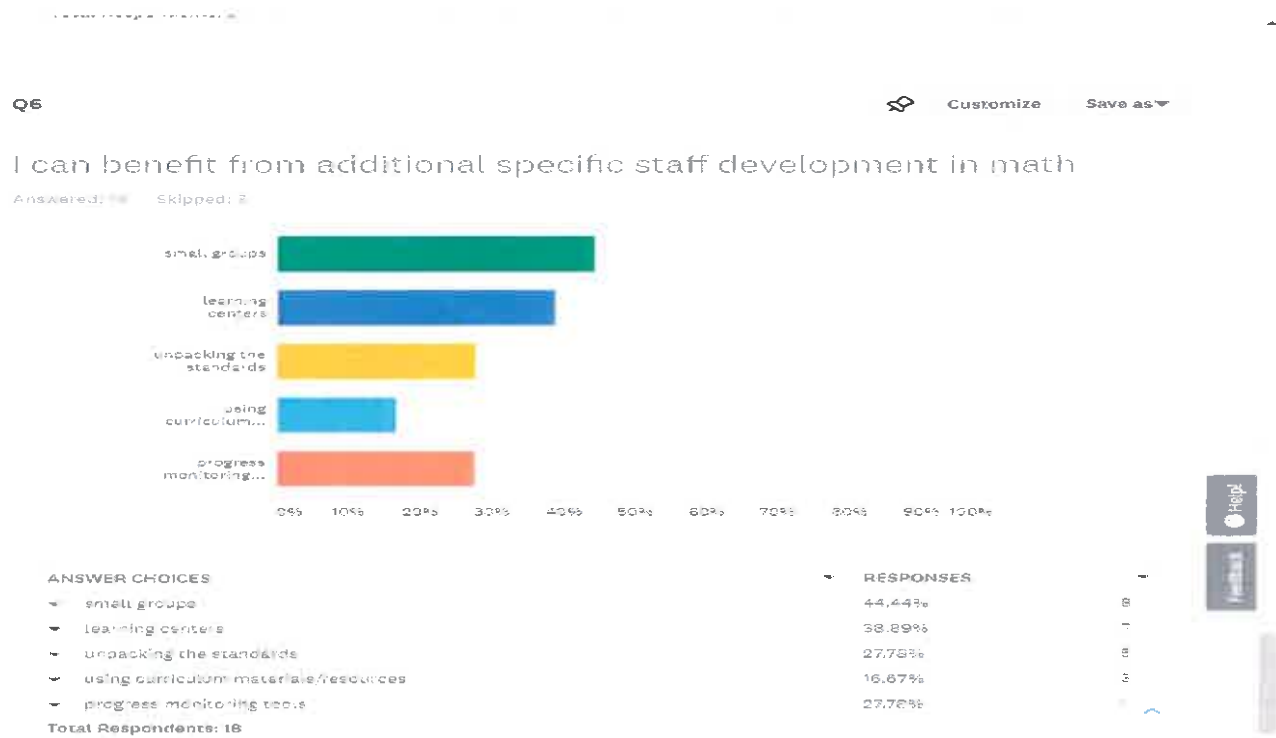
Action Plan		Needs		Monitoring		Frequency	
Task 1	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
Create a schedule where all K-5 teachers can meet weekly for PLC	August	Facilitator Support	0	provide support for classroom teachers and facilitate PD as needed	Administration	Agendas, schedules, observations	Weekly – on Wednesday
		Specialists	0	Provide the planning time necessary for PLC	Administration, teachers, facilitators.	Schedules, agendas	Daily
Task 2	Timeline	Needs	Cost/ Budget	Reason	Responsible party	Type	Frequency
Provide leadership team members to support the PLC and increase communication between teams	September – May daily	Leadership Team members	0	Share information between leadership team and PLC's.	Administration, classroom teachers, leadership team members, specialists	Agendas, Minutes, Leadership reporting form	Weekly – on Wednesday for PLC Bi-monthly – Friday's for leadership team.
Provide measureable support to teachers through professional development	September – May monthly	Academic Interventionist	80,000/ Title 2	Ensure teachers have instructional tools to appropriately address student needs.	Administration, Academic Interventionist	Agendas, survey's	Monthly

Data: Needs assessment staff survey

Notes/Comments:

## Focus area 2b: Tasks 1 and 2

### Staff survey



### School Culture and Climate

#### Focus area 3:

#### SMART goal:

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

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

Notes/Comments:

## **Don R. Roberts Elementary**

### **Mission**

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

### **Vision**

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

### **Values**

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

Encourage innovation, creativity, and risk-taking

Celebrate a culture of belonging

Strive for the safest learning environment

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

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

Reflect on and implement best instructional and organizational practices

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

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

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

### **Continuous Cycle of Inquiry by Faculty and Other Stakeholders**

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

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

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

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

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

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



## ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

Focus #2 Project Based Learning (Target 3 - 5)	Action Items		
<p><b>Goal Statement</b> - To further expand and extend the learning of our students at Roberts Elementary we will increase 3rd-5th grade student experiences in project based learning initiatives.</p> <p><i>Our school data supports further implementation of this initiative. In grades 3-5 approximately 1/3 of our students are identified as gifted and talented. These students and students who participate in our EAST program have opportunities to engage in project based learning experiences through their school specific programs. Students' successes and gains from these experiences have been exhibited and are supported by high achievement in the classroom, students reflections on learning and on interim and summative tests. With our results to date with project based learning and guidance from research we seek to expand these experiences to all students in grades 3-5 at Roberts Elementary.</i></p>	<p>Maker Space</p>	<p>The goal of this space will be purposefully crafted to provide tools and resources that can be accessed by all teachers and classrooms to deepen student learning experiences and strengthen critical thinking, as well as problem solving. This will include a thorough understanding regarding the why of the makerspace and will include authentic learning experiences, as well as, attention to higher level questioning and depths of knowledge in the instructional design. The goal of this will be to further deepen critical thinking skills in students. We will explore a partnership with the Central Arkansas Library System and Thompson Library to get various maker space items on loan.</p>	<p>January 2020 - May 2020</p>
	<p>EAST in the classroom</p>	<p>To further student exposure to PBL experiences our successful student EAST program will expand on the existing EAST Night Out Event concept and include a classroom sharing component. This component will allow our EAST student leaders to share their experiences and the process they engage in to address project based learning. This sharing will provide students a peer model of the critical thinking and design process, as well as, opportunities for students to further learn from student solutions.</p>	<p>August 2019 - May 2020</p>

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

Focus #2 Project Based Learning (Target 3 - 5)	Action Items		
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	Growing Teacher Capacity PBL Staff Development	<p>This past summer, a group of 13 staff members attended ISTE19, the national conference centered around the ISTE standards.</p> <p><i>ISTE (International Society for Technology in Edu.)</i></p> <p>This past summer, a group of 16 staff members attended the 8th Annual STEM Forum and Expo hosted by the NSTA (National Science Teachers Association).</p> <p>Teachers who attended these conferences will build teacher capacity in creating, implementing, and facilitating effective PBL opportunities for our students. These teachers will present professional development to enhance the capacity of our entire staff.</p>	<p>ISTE Staff Development February, 2020</p> <p>STEM Staff Development February, 2020</p>

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

Focus #3 Data Review	Action Items		
<p><b><u>Goal Statement -</u></b> Teachers and staff will review data to identify ways for improvement in literacy and science as seen in the ACT Aspire and NWEA Map data, complete a root cause analysis, and formulate plans and strategies to strengthen those areas.</p>	<p>Review of 2019 ACT Aspire Data for grades 3-5, 2019-2020 NWEA Map Data for grades K-5, 2019-2020 NWEA Fluency Data</p>	<p>Administration will provide teachers with 2019 ACT Aspire Data and Fall and Winter 2020 NWEA Map Data.</p> <p><u>ACT Aspire:</u> On the 2019 ACT Aspire Test, there were gaps in student achievement between subpopulations. African American, Hispanic, IEP, Economically Disadvantaged, and English Language Learners had a larger number of students who were not ready. They were close or in need of support. About 1/3 of all Roberts' students in grades 3 – 5 are in need of support or close to proficiency in the subjects of reading and science.</p> <p><b>2020 Data Updated below:</b> <u>NWEA Map Winter 2020 Test Results:</u> <b>Projected Proficiency Summary</b> According to the 2020 Winter NWEA Map Proficiency Summary Report between 4.5% and 8.5% of 3rd - 5th grade students are projected to be in need of support in math on the Spring ACT Aspire Test. 19.7% to 37.1% of students were expected to score close on the ACT Aspire. More students were projected to be in need of support in reading (14.4% - 19.1%) and less were projected to be close in reading (21.3% - 30.4%). <u>That is a total of at most 231 students who may score below ready in math and 251 students who may score below ready in reading.</u></p> <p><b>Student Growth Summary</b> Both K and 5th grade students met the expected school norms projected RIT growth in both reading and math. Grades 1-4 did not meet projected growth. However all grades had percentiles between 71 and 90. Students in 2nd grade math had the least amount of growth with a</p>	<p>November 2019-March 2020</p>

# ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

conditional growth percentile of 1. This compares to K which had a school conditional growth of 69. Students in grades 1-4 were closer to meeting projected growth in reading than in math. 1st grade has the largest gap.. 5th grade students met their growth (84) while grades 4 (1) and 3 (24) did not.

## Grade Report

Grade	Low/Low Average	Avg/HiAvg /Hi
K	40	118
1	35	159
2	41	103
3	34	135
4	27	140
5	38	133

Math: NWEA Winter 2020

Grade	Low/Low Average	Avg/HiAvg /Hi
K	30	128
1	34	159
2	33	112

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

		<table><tr><td>3</td><td>38</td><td>131</td></tr><tr><td>4</td><td>21</td><td>146</td></tr><tr><td>5</td><td>36</td><td>135</td></tr></table>	3	38	131	4	21	146	5	36	135
		3	38	131							
		4	21	146							
5	36	135									
<p>Reading: NWEA Winter 2020</p> <p>There were gaps in student achievement between subpopulations. There is still more work to be done in all grades.</p> <p>Fall and Spring Foundational Skills Fluency Test Data was compared. With each test the bar of expected proficiency is higher. Students are expected to master more skills. Students in all grades K-2 are making gains. Specifically in grades K and 2 there are fewer students below mastery with that grade level's expected higher standards.</p>											
Fall/Winter Fluency Data Comparison	<table><tr><th>Grade/Skills Expected to Mastery</th><th>Fall 2019</th><th>Winter 2020</th></tr><tr><td>K- Rhymes/Syllables Letters/Sounds Decodable CVC</td><td>72</td><td>23</td></tr><tr><td>1<sup>st</sup> — Rhymes/Syllables Initial Sounds Letters/Sounds Letters in Words</td><td>23</td><td>36</td></tr></table>	Grade/Skills Expected to Mastery	Fall 2019	Winter 2020	K- Rhymes/Syllables Letters/Sounds Decodable CVC	72	23	1 <sup>st</sup> — Rhymes/Syllables Initial Sounds Letters/Sounds Letters in Words	23	36	
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ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

		<table><tr><td>2<sup>nd</sup> All phonological and Phonemic Awareness Skills All Phonics and Word Recognition Skills</td><td>69</td><td>47</td></tr></table> <p>NWEA Fluency: Number of Students not meeting mastery for specific test date</p> <p>Plans after review of data</p> <ol style="list-style-type: none"><li>1. Teachers have reviewed the test data for the students in their current classes so they can see which students are still in need of extra support and must participate in interventions.</li><li>2. Teachers scheduled specific skills intervention groups to make sure skills are mastered.</li><li>3. Small group times are indicated on teacher schedules. Administration has copies of all teacher schedules and is making a concerted effort to observe small group skills instruction to provide feedback and monitor how deficit skills are being addressed.</li></ol>	2 <sup>nd</sup> All phonological and Phonemic Awareness Skills All Phonics and Word Recognition Skills	69	47	
2 <sup>nd</sup> All phonological and Phonemic Awareness Skills All Phonics and Word Recognition Skills	69	47				
	Data Days	Administration will provide each grade level one ½ day to analyze data from NWEA Map and plan for instruction that addresses the identified root causes. This concentrated time will allow for discussion and deep reflection about current practices and the implementation of new research based initiatives. Teachers will analyze issues with curriculum, assessment, and instruction. They will decide on several power standards that teachers and interventionists can focus on for the next semester.	January 2020			



ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

	PLCs	<p>With support from administration, teachers will work in PLCs to research best practices to support and undergird the identified instructional needs identified in the data. Teachers will discuss their successes and needs as they relate to meeting the needs of their students. They will discuss mandated district curriculum, district required assessments, instruction and student achievement.</p> <p>Classroom teachers have two hours of common planning time in their schedule each week. Other times for PLCs will be scheduled. All classroom teachers have 50 minutes at the end of the day that may be utilized for PLCs. Some teachers may volunteer to stay after school to work in their PLCs.</p> <p>Administrators participate in weekly PLCs so they can provide suggestions and feedback. Administrators conduct drop in classroom observations at least every two weeks to check and monitor instructional practices and implementation of initiatives and goals that were created in PLCs. They will evaluate strengths and weaknesses.</p>	September 2019 - May 2020
	PLC Book Study	<p>Staff are participating in a book study of Learning by Doing by DuFour, DuFour, Eaker, Many &amp; Mattos, 3rd Ed. (2016).</p> <p>Groups of staff will sign up to present a chapter each month during staff meetings. Classroom teachers and specialists will read the assigned chapters each month before the staff meeting. The presentations will help with the correct implementation and knowledge of PLCs.</p>	December 2019 - May 2020
	Staff Meetings	<p>Staff meetings will be focused on best practices and providing opportunities for all staff members to grow and develop.</p>	August 2019 - May 2020

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

		<p>Staff Meetings this year will be targeted and specific to the needs in the building of teachers. There will be intentionality in the training provided and information delivered during these meetings. Teachers may request for specific topics or training during staff meetings. Sometimes staff meetings may consist of a general meeting and break out sessions for different groups to better meet teacher needs.</p> <p>Staff in grades 3-5 will meet to discuss grade level standards and create a plan to make sure all standards are addressed by the ACT Aspire. They will analyze future Wit and Wisdom modules and EOM tests to make sure skills will be addressed. They will work backwards to ensure a plan to include all required standards by mid to late April</p>	January, 2020
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Focus #4 Literacy	Action Items		
<p><b>Goal Statements</b> - To equip teachers and help build their capacity in providing research and evidence based literacy instruction to meet the diverse needs of all learners in our building.</p> <p>Our data shows the need for continued small group reading skill instruction to bridge the gap in sub populations as well as ensure continued growth of all students regardless of their instructional level.</p>	RISE/Science of Reading Training and Implementation/New Literacy Materials Adoption	<p>We will have continued Implementation for K - 2 Teachers as well as training for all 3 - 5 teachers to build capacity in the science of reading. All staff that have not met requirements for Science of Reading training are registered for future training and actively working on completing the required staff development. Administrators will observe the instruction and implementation of the science of reading strategies in the classroom. Strategies will be taught using the new literacy adoption that includes Wit and Wisdom, Foundations, Just Words, and Heggerty. Teachers will be given feedback about areas they are doing well and areas that need improvement. Administrators will meet to evaluate the success of the literacy implementation by examining progressing monitoring and observations. They will also collect perceptual data from teachers. Professional development will be delivered</p>	August 2019 - May 2020

ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

		to assist teachers in needed areas. Administrators, literacy facilitators, and classroom teachers will deliver the professional development in these areas. Part of the initial school based professional development this year was about the implementation of the science of reading.	
	Growing Teacher Capacity Through National Conferences	<p>We sent 12 staff members to Plain Talk About Literacy and Learning Conference in February. These staff members included K - 5 Teacher, Reading Specialists, Assistant Principals, SPED Teachers. Teachers were able to come back and provide information to other staff members. We plan on sending more teachers to this conference this winter.</p> <p>*** We are processing how to deliver information more effectively to whole staff from the teachers that experienced this training themselves. ***</p> <p>10 K - 2 Teachers attended the SDE National Conference for K-2! Teaching.</p>	January 2020
	Small Group Instruction	<p>Our data shows the need for continued small group reading skill instruction to bridge the gap in sub populations as well as ensure continued growth of all students regardless of their instructional level.</p> <p>All students in grades K-2 and above (if new to the district) will be administered beginning of the year digital phonics screeners required by the district. Additional screeners may be given for more data. Teachers will plan small group literacy skill instruction from the results of these screeners. The success of the small group literacy skill instruction will be checked with formative assessments.</p>	August 2019 - May 2020
Focus #4 Literacy		Action Items	

# ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

<p><b>Goal Statements - To</b> equip teachers and help build their capacity in providing research and evidence based literacy instruction to meet the diverse needs of all learners in our building.</p> <p>Our data shows the need for continued small group reading instruction to bridge the gap in sub populations as well as ensure continued growth of all students regardless of their instructional level.</p>	<p><b>Interventions</b></p>	<p>We will continue implementation of research based interventions that focus on student deficit areas in phonological awareness, phonics, fluency, and vocabulary. A school wide intervention time was built into the master schedule this school year. 1:35-2:25 p.m. is open for interventions. Teachers will use preliminary literacy data in addition to NWEA Map data to group students that need specific interventions.</p> <p>Groups will be assigned an interventionist that can best meet their needs and is capable of working with small groups of students on specific deficits. Interventionists will be trained and given specific guidance if needed. Interventionists will participate in professional development so they can successfully provide interventions. This professional development may be given during the school day in the form of small group instruction, teacher observation and modeling, or one on one instruction.</p> <p>Students in intervention groups will be progress monitored every two weeks to analyze if interventions are improving student learning. Interventions that are not working will be modified. PLCs will be utilized to focus on specific power standards and how interventionists can work with small groups to increase proficiency of those standards. Classroom teachers and specialists will use research based progress monitoring tools or will create formative assessments. They will instruct any non certified staff who provide interventions in the use of these tools. Each person that provides interventions will have an intervention notebook. Informal meetings will be held to monitor and check the success of the interventions.</p>	<p>September 2019 - May 2020</p>
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<p><b>Focus #5 Attendance</b></p>	<p><b>Action Items</b></p>
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# ROBERTS ELEMENTARY SCHOOL IMPROVEMENT PLAN 2019 - 2020

<p><b>Goal Statement-</b> To ensure that students come to school on time and do not miss valuable instruction in the classroom.</p>	<p>Motivators and reminders for fewer tardies</p>	<p>We will display a daily poster that highlights the number of students present, tardy, and absent each day. We will keep track of this data and look for trends in school tardiness. We will also send out positive messages through parent link to remind parents to bring their children to school on time. 3rd - 5th grade students who have fewer than 2 tardies will receive a ribbon at the awards assembly each nine weeks. The parent link calls will also serve as a reminder for the school hours and start time. Teachers will refer any students with excessive tardies to the office so administration can call parents and schedule a conference to determine the issue that is causing the excessive tardiness. The parent and administrator will design a solution to improve on time arrival.</p>	<p>September 2019- May 2019</p>
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Committing to these values allows us to "Always Do The Right Thing!"

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

# 2019 -2020

## Rockefeller Elementary School

### School Improvement Plan

#### *Our Current Reality*

**Literacy Achievement-** *There is a need for teachers to model and provide instruction on metacognitive processes and strategies in order to assist students with problem solving and perseverance. Professional development will be needed for teachers to learn to be effective when assisting students using this process during times of student academic and/or emotional difficulties. There are needs for continued professional development including but not limited to the areas of Science of Reading and RISE acquisition and implementation, lesson planning, data analysis, small group instruction, differentiation and tiered instruction in order to meet the needs of all students working at, above or below grade level.*

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

**Culture & Climate-** *At this time, staff needs to improve on interacting with students managerially and socially as well as instructionally in a way that the child perceives is consistent and fair. Student's need opportunities to practice social skills learned through development of character education, PBIS implementation and interaction of social and cognitive skills. At this time, parental involvement is low. Both students and parents have concern that staff does share an understanding of the families or community beyond the school ground.*

## Focus Area 1: Literacy Achievement

**Goal: (Student Achievement)** *Improve student achievement through teaching/modeling metacognition processes/strategies and promoting social emotional competency in all content areas by increasing students' mastery to 50% ready on ACT Aspire and (Effective Instruction) implement a tiered instructional system that aligns instructional methods with student needs across all tiers of Literacy by using the knowledge of the Science of Reading (SOR) to improve students' literacy to 50% ready or above on ACT Aspire summative assessments.*

**SE01-** The school promotes social/emotional competency in school rituals routines, such as morning announcements, awards assemblies, hallway and classroom wall displays and student competitions.

**SE02-** All staff teaches and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.

**MET01-** All teachers teach and model the metacognitive process and specific learning strategies and techniques.

**MET05-** All teachers build students' metacognitive skills by providing students with processes for determining their own mastery of learning tasks.

**SE03-** All staff establishes classroom norms for personal responsibility, cooperation, and concern for others.

**SE04-** All staff are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

**IID02-** The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers in Phonemic Awareness (PA), Phonics, vocabulary, fluency, comprehension & writing.

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

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

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

**IID01-** School implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention.

**IID03-** The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.

**IID04-** The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers of (PA, Phonics, vocabulary, fluency, comprehension & writing).

### Timeline:

- By end of first quarter, rituals and routines will be established and observable in order for teachers and students to focus on effective instructional practices to include metacognition. (August 6, 2019- October 31, 2019)
- By the end of the second quarter, teachers will deliver evidence-based instruction that aligns with student needs across all tiers which will be reflected in both classroom artifacts and student work. (August- 6- December 20, 2019)

### Other Needs/Resources (Barriers):

- Professional development on Metacognition
- PD on Science of Reading, data analysis (review)/grouping, learning Centers/Small Group Instruct.
- Funds to bring in outside presenter
- Establish Model Classrooms- staffing/coverage
- PD needs assessment/PD Plan to identifying available resources for Science of Reading, differentiating/tiered instruction, math, PLC and effective lesson planning.
- Consistent time to meet both horizontally and vertically to analyze data both small group/school-wide



**Implementation:**

- lesson planning will reflect teaching/modeling of metacognition
- Science of Reading
- essential questions
- think-alouds
- modeling
- problem solving
- rotation/centers
- student grouping will demonstrate teacher's knowledge of students based on data/needs
- collaboration logs will reflect discussion focused on student needs and effective strategies
- RTI process will allow for referral/small group intervention (academic, social/emotional/behavioral support)
- Peer, leadership and district walk-throughs with checklist /protocols with feedback
- model classroom lessons with literacy and math facilitators
- Implement Sound Wall and Vowel Valleys
- D/Model classroom lessons with literacy facilitators will focus on differentiation /tiered explicit (SOR) instruction: Hegerty
- Wit and Wisdom
- Just Words
- Wilson's Tier 3
- Foundations
- ViPS and AR Reads Volunteers and other community partners
- SOS (Save One Student)
- Zero Hours
- Data Wall
- GPA: Student-Led Conferences
- Rise and Shine
- MacArthur Museum Reading Initiative

**Professional Development:**

- Staff- Cornerstone: Classroom Management That Makes Teaching More Effective, Efficient, and Enjoyable by Angela Powell.
- Science of Reading Assessor Training
- R.I.S.E. training
- Wit and Wisdom
- Foundations
- Just Words
- Hegerty (phonemic awareness)
- WRS Training
- Teaching reading and writing strategies vs. content
- Individual student conferencing and feedback
- Anchor charts (graphic summary) graphic organizers, mind maps, etc.
- Sound walls and word walls and vowel valleys
- Other PD as determined by needs assessment
- Wilson's Systems Dyslexia Intervention Tier III
- Students- The Energy Bus for Kids by Jon Gordon
- Other PD as determined by needs assessment may include but not limited to additional work on the:
  - classroom management strategies
  - differentiation of instruction
  - metacognition
  - imagery
  - effective questioning
  - self-monitoring strategies
  - RTI/PBIS Process
  - SBIT Process
  - Lesson Planning
  - Quaver SEL
  - Arkansas Literacy Conference

**Evaluation/Evidence:**

- Summative Discipline Data
- Summative Achievement Data
- walk-through/ observational checklists
- lesson plans
- Survey Feedback
- classroom artifacts
- student work /conferences
- RTI logs/SBIT
- referral data
- PLC collaborative
- logs and agendas
- Evidence PD sign in sheets
- with staff completion of
- Hegerty
- Wit and Wisdom
- Just Words
- Wilson's Tier 3
- Foundations
- Discipline Data
- Attendance Data
- Reading Tiered Fidelity Inventory
- Conference PD Documentation
- PD Transcript
- VIPS Database
- Physical and digital data walls
- NWEA scores
- GPA Student Goal Sheets
- Social media posts
- Lesson plans
- Schedule



## **Focus Area 2: Professional Learning Communities**

**Goal:** *Principal builds the building leadership capacity in order to keep the focus on improvement in instruction and student achievement by ensuring a professional learning community (PLC) process is in place 75% of time each month.*

**IE01-** The principal ensures everyone understands the school's written mission and goals, (short term and long term) and their roles in meeting the goals.

**IE04-**Principal ensures teachers maximize the time available for instruction daily by observing for instruction from bell to bell.

**IE02-** Principal develops the leadership capacity of others in the school by encouraging participation on PLC's, Leadership team, committees and task forces.

**IE03-**Principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of sound practices.

**IE06-** Principal keeps a focus on instructional improvement and student learning outcomes by regular examination of data toward their goals. A foundation for a practice-changing culture to benefit student learning is built.

**IE06** Principal provides teachers with clear, ongoing evaluation and feedback of their pedagogical strengths and weakness based on multiple sources of data consistent with TESS, PGP's and student achievement goals. (formal and informal, walk-throughs, observation checklists, etc).

### **Timeline:**

**August 13- May 30, 2020,** teachers and administrator will work collaboratively with all staff sharing instructional strengths and areas for growth and draw on the strengths/skills of colleagues to achieve long and short term goals as outlined by the school's vision and mission statements, school improvement plan, PGP's and student outcome goals.

### **Other Needs/Resources (Barriers):**

Consistent time to meet both horizontally and vertically to analyze data both small group/school-wide PD on effective instructional practices, TESS, and Science of Reading (SOR) and data disaggregation.

Complete PD Plan for the implementation of Science of Reading (SOR) components.

<p><b>Implementation:</b></p> <ul style="list-style-type: none"> <li>• PLC- agendas, collaboration logs</li> <li>• Classroom schedules will reflect bell to bell teaching</li> <li>• Classroom displays will include mission/vision</li> <li>• Teachers will lead/ participate in school committees/Leadership</li> <li>• Staff mtg. agendas will reflect teacher sharing/leading/input</li> <li>• Lesson planning will reflect evidence-based instruction</li> <li>• Student grouping will demonstrate teacher's knowledge of students based on data/needs</li> <li>• Collaboration logs will reflect discussion that supports the school's improvement focus</li> <li>• Focused Peer, leadership team walk-throughs with feedback</li> <li>• Model classroom lessons with literacy and math facilitators</li> </ul>	<p><b>Professional Development:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning Communities (PLC)</li> <li>• R.I.S.E. training</li> <li>• Achieve Team Training</li> <li>• SPDG/RTI Support and training for small group instruction</li> <li>• TESS</li> <li>• Data Disaggregation</li> <li>• PLC book study by leadership team</li> </ul>	<p><b>Evaluation/Evidence:</b></p> <ul style="list-style-type: none"> <li>• Schedules walk-through/ observational checklists</li> <li>• lesson plans</li> <li>• classroom artifacts</li> <li>• committee agendas</li> <li>• collaboration logs and agendas from PLC's</li> <li>• TESS summative evaluations</li> <li>• TESS informal, feedback, next steps</li> <li>• Evidence and artifacts of PGP's</li> <li>• Agendas</li> <li>• District Facilitator Calendar Invites</li> </ul>
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### Focus Area 3: Culture & Climate

**Goal:** All staff will interact instructionally, managerially and socially in a manner that is encouraging and supports the school community of students with feedback and praise. Due to a 39 % increase in absenteeism and missed instructional time in 2018-2019. The school will provide guidance for teachers and parents (families) that focus on high expectations for both academic achievement, attendance and behavior.

**IIIA31-** All staff interacts instructionally with students (explaining, checking, giving feedback) in a proactive, fair and clear manner.

**IIIA32-** All teachers interact positively with students limiting the amount of time students are away from learning (reinforcing rules, procedures and consequences).

**IIIA33-** All staff will interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family) developing character, leadership and social skills.

**IIIA30-** All staff will encourage students to help each other with their work, provide opportunities through (*out of school venues, fieldtrips to museums, culminating activities, conferences, national capitol, etc.*) to model and practice using character traits, language development, social and leadership skills learned and reinforced daily.

**IIIA34-** All staff will verbally praise students and create a climate of mutual respect.

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

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

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

*The school will encourage both students and teacher attendance daily by promoting Feet to the Seat Campaign for improved daily attendance to improve student achievement.*  
The school will implement Saturday School to serve as an alternative to out of school discipline and to make up missed instruction for students with chronic tardiness and early checkouts.

**FE11-** The school provides parents (families) with practical guidance to encourage their children's regular reading habits at home.

The school will enlist parental Involvement to support student's exposure to new experiences that broaden their horizons, build background knowledge, culminate learning for students of lower socio-economic backgrounds who may not have been exposed to outside learning opportunities as sponsors, chaperone, etc.

#### Timeline:

**August 12- May 27, 2020 (first six weeks of school and throughout the year), teachers will establish, reinforce rules/procedures, provide feedback/checks for understanding as well as interact socially to understand, reach, and teach the whole child.**

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

#### Other Needs/Resources (Barriers):

Professional Development on Integrating a mindset and language that honor and respect students in order to build a positive student-teacher relationship.

Funds/Educational opportunities/Parental Involvement to support student's exposure to new experiences that broaden their horizons, build background knowledge, culminate learning for students of lower socio-economic backgrounds who may not have been exposed.

Funds for incentives to encourage parental involvement

PD for parents and teachers that encourages engagement and collaboration.

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

Implementation:	Professional Development:	Evaluation/Evidence:
<ul style="list-style-type: none"> <li>School will provide a shared calendar that outlines opportunities and events for staff, students, and parents</li> <li>Teachers will use the Little Wrangler Camp to establish rituals and routines that will be practiced and enforced with fidelity</li> <li>Staff will use PBIS measures and practices to create a culture of positive behavior support</li> <li>Rituals and routines will be evident by staff, students, parents, and visitors</li> <li>Students will feel their teachers know about their lives both in and out of school and that they care.</li> <li>School will provide a shared calendar that outlines opportunities and events for staff, students, and parents</li> <li>Teachers will provide opportunities through <i>(out of school venues, fieldtrips to museums, culminating activities, conferences, national capitol, etc.)</i> to model and practice using character traits, language development, social and leadership skills learned and reinforced daily.</li> <li>Participate in school committees/PTA</li> <li>Staff mtg. agendas will reflect parental involvement opportunities</li> <li>VIPS will reflect an increase in parent volunteers</li> <li>Parental Involvement and Engagement Coordinator will engage parents with workshops/events</li> <li>Events/Committees/School processes will be more parent led/developed/run</li> <li>Implement Feet to the Seat Campaign for students and teachers</li> <li>Provide incentives for staff for perfect attendance</li> <li>Provide assembly and incentives for students with perfect and improved attendance</li> <li>Implement Saturday School to serve as an alternative to out of school discipline and to make up missed instruction for students with chronic tardiness and early check</li> <li>SOS (Save One Student)</li> <li>Zero Hours</li> </ul>	<ul style="list-style-type: none"> <li>LRSD District Handbook</li> <li>Parent and Student Handbook</li> <li>Little Wrangler Camp</li> <li>Wrangler STARs Handbook Expectations</li> <li>Achieve Team Training</li> <li>SPDG continued Training</li> <li>SBIT Referral Process Refresher</li> <li>LRSD HIB Process</li> <li>Character Education</li> <li>Volunteers in Public Schools (VIPS) Field Trip Planning</li> <li>Achieve Team Training</li> <li>Parental Involvement Workshops</li> <li>STRIVE</li> <li>New Beginnings</li> <li>“The Benefits of Field Trips for Children”</li> <li>Volunteers in Public Schools (VIPS)</li> <li>Feet to the Seat Campaign</li> <li>Saturday School Implementation</li> </ul>	<ul style="list-style-type: none"> <li>Walk through/ Observations/ checklists</li> <li>Calendar of Events</li> <li>Student survey feedback</li> <li>Annual Perceptual Surveys</li> <li>Quarterly Discipline Data</li> <li>Student’s Interest Surveys</li> <li>Previous Year</li> <li>Discipline Data</li> <li>VIPS sign-in sheets</li> <li>Observation</li> <li>Committee agendas</li> <li>Calendar of Events</li> <li>Weekly attendance data from eFinance for staff</li> <li>Weekly attendance for students from eSchool</li> <li>Saturday School number of attendees</li> <li>Survey of Saturday School Implementation</li> <li>Surveys</li> <li>3/20 Pledge</li> <li>Agenda</li> <li>Sign-in sheet</li> <li>Field trip permission slips</li> <li>Grade reports</li> </ul>

- |  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>● 3/20 Family Literacy Project</li> <li>● Rock Conference</li> <li>● Field Trips</li> </ul> |  |  |
|--|--|--|

## Updates on Focus Area 3: Culture & Climate

[illegible]




**Romine Elementary School**  
**2019-20 School Improvement Plan**

**Focus Area: Effective Instructional Practice**

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

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

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

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

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

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

**INDICATORS:**

- IIDO2 The school tests each student at least three times each year to determine progress toward standards based objectives
- IID07 The Leadership Team Monitors school level student learning data

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

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

## 2019-20 Professional Development ACTION PLAN

**Team Name:** Romine Elementary School

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

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

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

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

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

## **FOCUS AREA: STUDENT ACHIEVEMENT**

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

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

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

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

#### INDICATOR(S):

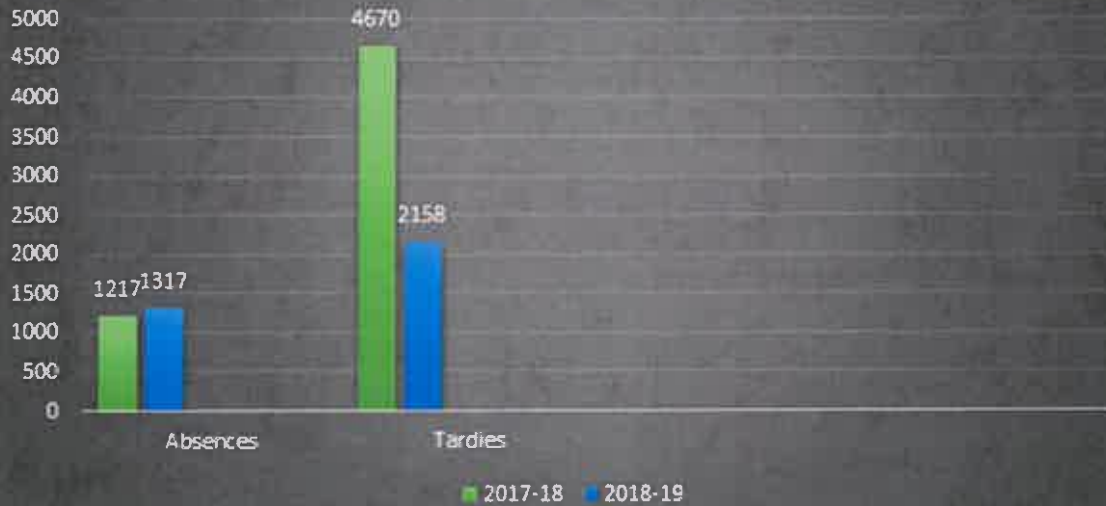
- IIID04 The school implements a system wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.

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

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

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

## First Semester Student Attendance Data Romine Elementary School



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

### 2019-20 Student Achievement ACTION PLAN

**Team Name:** Romine Elementary

**ALA Performance Area(s):** Shaping Cultural for Learning

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

Specific Person(s) Responsible	Resources Needed	Evidence of Completion	Begin Date	End Date
Grade Level Teachers Koehler T. Scott	Letters Notes Class Dojo Posts	Letters Notes Class Dojo Posts	August 2019	May 2020
Grade Level Teachers	Teacher IPADS/Laptops	FB Posts Class Dojo Posts	August 2019	May 2020

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

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

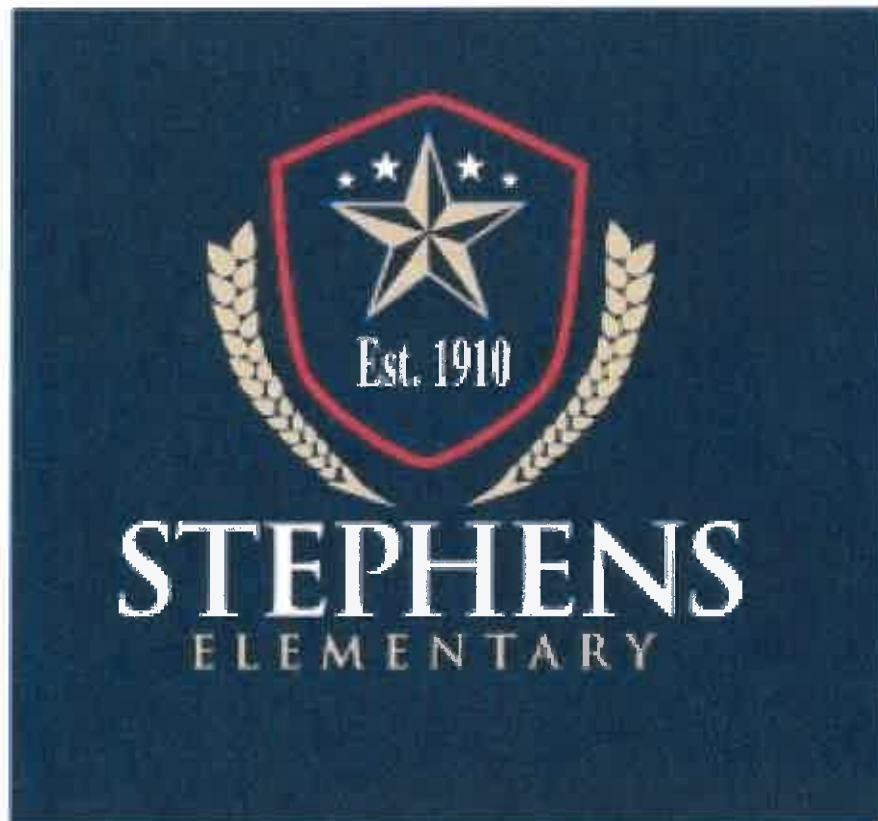
**Chronic Absenteeism Campaign  
School Activities**

Month	Attendance Awareness Effort	Audience
September	Community Walk	All Stakeholders
October	Attendance Recognition Awards	Students and parents
October	Sent Home Attendance Bookmarks	
Monthly	Social Media Posts on Attendance Awareness Twitter, Facebook, Class Dojo Attend to Achieve	Parents and Student
Monthly	Class Dojo Weekly Blasts	Parents and Student
Weekly	Secretary Calls and Letter	Parents and Students
Quarterly	Positive Phone calls and messages	Parents and Student
Daily	Sign in Carpool for Tardy awareness	Parents and Student
Daily	Car Pool Banner from attendance works	Parents and Student
January 2020	Leadership Team Make phone calls beginning at 2 <sup>nd</sup> Absence	Parents and Student
January 2020	Attendance Award Monthly to the class with the most perfect attendance and no tardies with Movie and Popcorn at the end of the month	Students
January 2020	Parents of class with recognition will be put in raffle for \$25 Gift Certificate give away	Parents



<b>January 2020</b>	<b>Attendance reports will be pulled weekly to see what percentages are for each class</b>	<b>Students</b>
<b>January 2020</b>	<b>Daily recognition sheet will be posted outside classrooms to identify classes daily that met the goal of 100%. The percentage will be posted daily.</b>	<b>Parents and students</b>

Our mission is to prepare safe, thoughtful, accountable, and respectful lifelong learners for college and/or career readiness.



Plan Development Team:

- |                                |                            |
|--------------------------------|----------------------------|
| ❖ Principal                    | ❖ Academic Interventionist |
| ❖ Assistant Principal          | ❖ Library Media Specialist |
| ❖ Gifted & Talented Specialist | ❖ Classroom Teachers       |
| ❖ Speech Pathologist           | ❖ Parents                  |

Stephens will focus on the first three levels of Marzano's High Reliability School Framework. Stephens adopted this framework to strengthen its Professional Learning Communities.



### Focus Area 1: Effective Instructional Practices

#### Goal:

#### PLAN

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

#### Action Steps:

#### DO

- Peer observations- Observe, debrief, reflective feedback
  - January 23, 2020- Team will focus on implementing an afterschool learning lab for teacher.
- TESS Observations- Informal Observation
- Ensure that all teachers Kindergarten-5<sup>th</sup> Grade attend RISE Training.
- Support teacher attendance at ECM and CGI training.
- Self-Assessment
- Utilize weekly Leadership Team Meetings to examine common formative assessment, analyze observation data structure and modify intervention, progress monitoring and plan appropriate professional development.
- Leadership Team Focus walks to analyze effective instructional practices.
- Design protocol for peer observations (Self-Assessment/ Reflective Feedback)
- Team teaching and model lesson facilitated by the multi-site with follow-up teach by teacher.

**Evaluation:**

**CHECK**

TESS Observation Results

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

Professional Growth Plan focus and progress

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

**Focus Area 2: Student Achievement and Growth**

***Stephens Five Star Curriculum (Guaranteed Viable Curriculum)***

- Foundational Reading Skills (Language Comprehension/Word Recognition)
- Writing
- Close Reading Skills
- Math Fact Efficiency
- Justification and Explanation of mathematical concepts/problems

**Goal:**

**PLAN**

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

***Stephens Five Star Curriculum (Guaranteed Viable Curriculum)***

- Foundational Reading Skills (Language Comprehension/Word Recognition) – Heggerty, Wilson Phonics (FUNdations and Just Words)
- Writing – Wit and Wisdom
- Close Reading Skills – Wit and Wisdom, Wilson Phonics (FUNdations and Just Words)
- Math Fact Efficiency
- Justification and Explanation of mathematical concepts/problems

**Action Steps:**

**DO**

Weekly Progress Monitoring Literacy/Math (Students- In Need of Support)

Rise Training will be provided by the district's Literacy Department for all K-5<sup>th</sup> Grade and Special Education teachers.

Resource teachers will teach daily lessons using the Wilson resource that supports the Science of Reading

ECM/CGI Training will be provided for K-5<sup>th</sup> Grade teachers.

School-Based Professional Development will have an emphasis on Literacy and Math.

Biweekly PLC Meetings will be guided by the Math/Literacy Multi-Site Facilitators to provide resources and best practices.

Monthly PLC Meetings will be held with classroom teachers and specialists for Data Analysis and Intervention Planning.

Peer-to-Peer Observations

Lexia Training

**Evaluation:**

**CHECK**

TESS – use of insight reports, feedback/notes

NWEA Quarterly Assessment – use data to track growth

BOY/ EOY Assessment

Profession Growth Plan – regular conversation in collaborative teams regards goal progress

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

**Focus Area 3: School Wide Culture and Buy-In**

**Goal:**

**PLAN**

**Ensure that Stephens Elementary has a safe, supportive, and collaborative culture.**

**Action Steps:**

**DO**

Implementation of High Reliability Level 1

Use of Solution Tree Coaching

Utilize system for providing daily behavior incentive for all students

Establish a system for students/teachers to access school amenities related to PBIS- Fully implemented.

Super Star School – Lesson implemented weekly in all classroom (PBIS)

- Use collaborative planning meetings to discuss/establish:
  - Spotlight visits
  - Four Essential Questions linked to PBIS
  - Common Formative Assessments for PBIS

**Evaluation**

**Check**

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

Stephens STAR Matrix – Used as daily behavior incentive

Super Star School – students' model for school Super Star School expectations on at least a monthly basis, more if needed. Dependent on discipline referrals and lesson implementation

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## 2019 – 2020 Terry Elementary School Current Reality

**Leadership-** Terry Elementary practices shared-decision making to improve adult practices that support student achievement. We will continue to implement a “team” structure to reflect distributive leadership in our school community. Our master schedule reflects adequate time for various building level teams to meet regularly. Currently, our Leadership Team meets regularly with the goal of improving instructional practices, as well as, increasing engagement with families and community stakeholders. We assess multiple indicators of effective practice to develop, implement, and monitor team structure. Leadership Team members have been trained in analyzing My School Info data, district Focus Walk tool, NWEA Map Data, and the supplemental literacy and math platform data sets.

**Effective Instruction-** Terry Elementary will continue to use the team structure to ensure sound instructional practices to support student achievement. During our instructional team planning time by grade level, content discipline/department, and in our professional learning communities (PLC’s), our instructional staff will continue to refine and implement selected evidence based strategies that have previously proven effective in our core content areas such as the R.I.S.E. strategies, best practices in literacy and math (including CGI strategies), research-based RTI strategies (explicit planning and teaching of whole group/small group instruction), project based learning with a STEAM integrated focus, and personalized learning paths via an online math/literacy learning platform. Our expectation is that 100% of our classroom teachers will use these selected strategies daily with fidelity.

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

As an instructional leadership team, we have identified indicators of effectiveness in the categories of Curriculum, Assessment and Instructional Planning, Classroom Instruction, and Student-Focused Learning to improve our practices. We use a continuous improvement cycle (Plan>>Do>>Check) to implement practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring those practices continue to develop as we plan. Peer observations are conducted on a quarterly basis to share best practices and identify/address areas for growth using the Focus Walk Data collected.

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

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

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- Overall ESSA Index Score was improved to .35 points away from a B. Our current score is a 71.82 C (B range was 72.17 – 79.25) Our goal is to earn a school rating of a B.
- 90% of all students in 1-3<sup>rd</sup> grade will be reading on or above grade level by the end of the 19-20 school year
- 80% of all student in 4-5<sup>th</sup> grade will be reading on or above grade level by the end of the 19-20 school year.
- 100% of all students (K – 5<sup>th</sup> grades) will show growth on the NWEA assessment in both reading and math
  - o K-2<sup>nd</sup> grade students met the growth goal in both reading and math on the Spring NWEA summative assessment.
  - o Interim data from Winter NWEA Map shows some students meeting their projected growth. Kindergarten 25%, First grade 32%, Second grade 31%, third grade 35%, fourth grade 48%, and fifth grade 40%.
  - o In math students were closer to their projected growth on the Winter 2019 NWEA. Kindergarten, 3rd, 4th, and 5th were close to projected growth.
  - o Historically, students show more growth on Fall and Spring NWEA assessments compared to the Winter assessment. Kindergarten showed the most growth as a grade level in Lexia.
- Increase by 10 percentage points on the English, reading, writing, and math sections of the ACT Aspire
- Increase by 15 percentage points on the science section of the ACT Aspire
  - o 3-5<sup>th</sup> grade students doubled their growth toward their growth goal on the NWEA spring Science assessment. ACT Aspire scores show a 14% growth when comparing 17-18 SY's 3<sup>rd</sup> and 4<sup>th</sup> graders to 18-19 SY's 4<sup>th</sup> grade and 5<sup>th</sup> grade scores. Comparing Fall to Winter NWEA 2019 Science scores, third grade had 48% met growth projection, fourth grade had 50%, and fifth grade 42%.
- Upon analyzing the 18-19 ACT Aspire data, there is an identifiable gap in achievement between student's identified as having an IEP versus students that do not as compared to the school-wide performance at specific grade levels. Implementing actions outlined in the plan to address the gap between student sub-population will reduce the performance gap by 10% .
  - o 3rd grade (IEP students) in Reading scored 100% In Need of Support, in Math 70% scored Close or In Need of Support.
  - o 4th grade (IEP students) in Reading scored 91% Close or In Need of Support, in Math 100% Close or In Need of Support.

**Discipline and Culture-** Staff and students at Terry Elementary continue to use the team structure to support the improvement of school culture. Staff have developed common area and grade expectations to support implementation of PBIS. Semester behavior incentives support PBIS for all K-5 students. Preschool teachers, support staff and some specialists have been trained in Conscious Discipline. Furthermore, our goal is that by continuing to increase project based learning with STEAM focused lessons that our students will attend daily, arrive on time, and remain engaged in instructional activities, thus reducing disciplinary infractions/sanctions. A staff member has been identified as a PBIS Coach and a team of teachers are in the process of completing the training.

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



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100+ hours per student for the 18-19 school year. This is five times as many hours per pupil. Our expectation is that 100% of our staff will join PTA and that our volunteer hours for the 19-20 school year will be able to maintain our volunteer hours per student.

Focus Area 1: Leadership			
Goal: Build leadership capacity that support student achievement.			
Actions:	Implementation:	Professional Development:	Evaluation:
<p>*Teachers are organized into grade-level clusters, or subject-area instructional teams.</p> <p>*Collaborative teams will meet regularly (twice a month or more for 45 minutes each meeting) to analyze student achievement data to determine future instructional plans and student support.</p> <p>*The principal spends at least 60% of his/her time working directly with teachers to improve instruction.</p> <p>*Professional development for the whole faculty includes assessment of strengths and areas in need of improvement based on data collected via EdReflect observations of indicators of effective teaching.</p> <p>*Monitor the PD plan for the 19-20 SY that is: aligned with the literacy needs of students and that is based on the science of reading.</p> <p><b>Timeline:</b></p> <p>*Beginning August 26th, teachers will work collaboratively to complete the actions above. Actions will be completed by the end of the 2019-2020 school year.</p>	<ul style="list-style-type: none"> <li>Classroom schedules will reflect instructional focus from bell to bell</li> <li>Lesson planning will reflect data driven instruction</li> <li>Student grouping will be based on test data</li> <li>Teachers identify and provide interventions for students showing characteristics of dyslexia</li> <li>Literacy facilitator will model effective teaching practices</li> <li>Leadership Team reviews school-wide data for all sources on a continuous basis</li> <li>Monitor PD plan for the 19-20 SY that is: aligned with the literacy needs of students and that is based on the science of reading.</li> <li>Additional Expectations for collaborative PLC Meetings: collaborative teams will create/submit an agenda for their PLC Meetings to include: 3 focus areas (one being data), next steps, and staff member</li> </ul>	<ul style="list-style-type: none"> <li>R.I.S.E. Training for new staff and those who changed grade levels</li> <li>R.I.S.E. Training for Specialists</li> <li>CGI &amp; ECM Training</li> <li>STEAM Instructional Strategies</li> <li>Professional Learning Community (PLC) training</li> <li>Dyslexia Interventions</li> <li>Data Driven Decision Making</li> <li>Literacy Curriculum Training: Heggerty, Foundations, Wit &amp; Wisdom, Just Words</li> <li>Focus Walk Tool</li> <li>Analyzing the My School Info Data</li> <li>Analyzing NWEA Map Data</li> <li>Analyzing ACT Aspire Data</li> <li>Analyzing Data of Supplemental Instructional Applications</li> </ul>	<ul style="list-style-type: none"> <li>Instructional Schedules</li> <li>Lesson Plans</li> <li>Checklists</li> <li>Classroom Artifacts</li> <li>PLC Agendas</li> <li>EdReflect Feedback</li> <li>Professional Development Agendas/ Sign-in Sheets</li> <li>Staff Feedback Surveys</li> <li>Ongoing evaluation of the following data: <ul style="list-style-type: none"> <li>NWEA Interim</li> <li>Progress Monitoring</li> <li>Informal Evaluations</li> <li>Classroom Observation with meaningful teacher feedback.</li> </ul> </li> <li>Updated student assessment data used to determine grouping</li> <li>Focus Walk Data</li> </ul>

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<p>*Beginning February 3rd, additional expectations for PLC meetings will be implemented.</p> <p><b>Other Needs/Resources (Barriers):</b></p> <ul style="list-style-type: none"><li>----PD on effective instructional practices.</li><li>-Consistent time to analyze school data.</li><li>-Support in implementing R.I.S.E strategies and new literacy adoption.</li></ul>	<p>responsibilities, a leadership team member will attend at least one of each grade level PLC meetings per month. Provide feedback via EdReflect and during the monthly Leadership Meeting.</p>		
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<p><b>Focus Area 2: Effective Instructional Practice /Student Achievement</b></p> <p><b>Goal:</b> To improve instructional practice that supports student achievement.</p>			
<p><b>Actions:</b></p>	<p><b>Implementation:</b></p>	<p><b>Professional Development:</b></p>	<p><b>Evaluation:</b></p>

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<p>*Instructional teams use student data to plan instruction and interventions.</p> <p>*The school tests each student at least three times each year to determine growth towards mastery of standards-based objectives.</p> <p>*All teachers follow the curriculum map to strengthen reading instructional practices by using the knowledge and practices of the Science of Reading.</p> <p>*All teachers maintain a record of each student's mastery of specific learning objectives.</p> <p>*The school's tiered instructional system identifies students' specific and aligns appropriate interventions.</p> <p>*IEP students will receive interventions in the Science of Reading and Heggerty from trained certified staff members.</p>	<ul style="list-style-type: none"> <li>Lesson planning will reflect the following:               <ul style="list-style-type: none"> <li>Evidence-based instruction</li> <li>Differentiated Assignments</li> <li>Time for small group instruction to allow for intervention</li> <li>Lexia &amp; Imagine Learning Implementation</li> <li>Implementation of RISE training using Wit &amp; Wisdom K-5, Foundations K-3, Heggerty K-2, Just Words 4-5.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Culturally Responsive Teaching</li> <li>CGI &amp; ECM Training</li> <li>Lexia</li> <li>Imagine Learning</li> <li>STEAM Instructional Strategies</li> <li>STEAM Data Collection and Analysis</li> <li>RTI Support and Training for small group instruction and effective classroom centers</li> <li>NWEA Interim Data Reports</li> <li>Data Driven Decision Making</li> <li>R.I.S.E. Training (recalibration)</li> <li>Additional R.I.S.E. training for teachers who changed grade levels or are new to the district.</li> <li>Adopted Literacy Curriculum Training</li> <li>Dyslexia Intervention</li> <li>Focus Walk Tool</li> </ul>	<ul style="list-style-type: none"> <li>Schedules</li> <li>EdReflect Informal/Formal Data</li> <li>Lesson Plans</li> <li>Checklists</li> <li>Classroom Artifacts</li> <li>RTI &amp; SBIT Referral Data</li> <li>Teacher/Student Data Binders</li> <li>Student ISR's</li> <li>Student Growth Data from Lexia &amp; Imagine Learning</li> <li>Student work/conferences</li> <li>Assessment/Screeners Data: NWEA, DSA, Dyslexia, Rapid Word Naming, ACT Aspire</li> <li>Focus Walk Data</li> </ul>
<p><b>Timeline:</b></p> <p>Beginning September 30th, deliver evidence based instruction that aligns with student needs across all tiers.</p> <p>Actions will be completed by the end of the 2019-2020 school year.</p>	<ul style="list-style-type: none"> <li>Student grouping will be evidence-based to identify need of support quarterly.</li> <li>Data binders (teacher/student) will reflect updated goals and growth following each NWEA interim.</li> </ul>		
<p><b>Other Needs/Resources (Barriers):</b></p> <p>PD on identifying and utilizing resources for differentiating/tiered instruction.</p> <p>Consistent time to meet both vertically to analyze school data.</p>	<ul style="list-style-type: none"> <li>RTI process will allow for referral/small group interventions</li> <li>Literacy facilitator will model effective teaching practices</li> <li>Students will be assessed via screeners on a quarterly basis to monitor the effectiveness of the interventions.</li> <li>Intervention teacher hourly approx. 20 hours per week.</li> </ul>		

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<ul style="list-style-type: none"> <li>- PD on creating, maintaining, and analyzing data sets.</li> <li>- PD and support for teachers to observe model lessons/instructional practices.</li> <li>- Funds to add additional iPads and a charging cart for use in K-1 classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>o Work with student Tier II intervention groups k-2.</li> <li>o Work with Tier III identified 3rd - 5th grade students.</li> <li>o Data analysis to identify students for intervention</li> <li>o Collect intervention resources and train teachers in their use.</li> <li>• Collaborative team planning will include time for teachers to collectively analyze data and share intervention ideas</li> <li>• Instructional support provided by a certified Instructional Technology Specialist</li> </ul>		
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### Focus Area 3: Student Discipline/ School Culture

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

Actions:	Implementation:	Professional Development:	Evaluation:
<p>* The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards, assemblies, hallway and classroom wall displays and student competitions.</p>	<ul style="list-style-type: none"> <li>• Student/staff handbook to outline expectations and responsibilities.</li> <li>• School will provide a calendar and frequent notifications that outline</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Behavioral Interventions &amp; Supports Training</li> <li>• Conscious Discipline</li> <li>• Classroom Management</li> </ul>	<ul style="list-style-type: none"> <li>• Calendar of Events</li> <li>• Programs from assemblies, awards, competitions</li> <li>• Discipline Data</li> <li>• Staff surveys/ feedback</li> <li>• Absenteeism/Truancy Data</li> <li>• Walk Through Observations</li> </ul>

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<p>*Implement and practice PBIS framework school-wide.</p> <p>* All teachers are attentive to students' emotional states, guide, student in managing their emotions, and arrange for supports and interventions when necessary.</p> <p>*All teachers use a variety of instructional modes (whole-class, small group, computer –based, individual, homework).</p> <p>*All teachers encourage students to help each other with their work.</p> <p>*Decrease chronic student absenteeism and truancy.</p>	<p>opportunities for parents/students.</p> <ul style="list-style-type: none"> <li>• School-wide discipline committee reviews school rules, procedures, and discipline plan quarterly.</li> <li>• Continue to deliver quarterly incentives for students who are present and on-time.</li> <li>• Follow the district Chronic Absenteeism “Feet to the Seat” campaign tiered interventions.</li> <li>• Rituals and routines will be evident by the staff, students, parents, and visitors. Students will display school pride and respect for self and others.</li> <li>• School-wide announcements will be streamed live through AR Sandbox to increase student access.</li> <li>• Recognition ceremonies that highlight student achievement.</li> <li>• Class incentives tied to the Energy Bus as PBIS rewards.</li> <li>• Plan and deliver incentives for student behavior beginning with twice yearly events.</li> <li>• Plan and deliver K-2 and 3-5 PBIS kick-off assemblies to teach</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Regulation</li> <li>• Social Emotional Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Agenda and programs from assemblies, competitions, award ceremonies</li> <li>• Student/Parent Inventories/Surveys</li> </ul>
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	common expectations which will be reinforced in the classrooms.		
<b>Timeline:</b> Beginning August 13th, teachers will establish, reinforce rules/procedures, provide feedback/check for understanding and interact with students to connect on a personal level to address the needs of students. Actions will be completed by the end of the 2019-2020 school year. Beginning in October 2019 staff will develop PBIS frameworks. Beginning in March 2020 students will begin PBIS training in common expectations.			
<b>Other Needs/Resources (Barriers):</b> - --Funds to support incentives for attendance and citizenship. --PD on self-monitoring strategies. --Funds to bring in outside presenter/expert.			

#### Focus Area 4: Parent Involvement

**Goal:** To improve engagement practices that support student achievement.

Actions:	Implementation:	Professional Development:	Evaluation:
<b>Timeline:</b> By October 1th, the school will develop a plan that outlines a variety of opportunities for parental involvement via communication, events, providing information and resources for the school year to support their efforts to monitor their students' academic and	<ul style="list-style-type: none"> <li>School will provide a calendar and frequent notifications that outline opportunities for parents/students.</li> <li>Teachers will lead/participate in school committees (PTA) and at parent involvement events.</li> </ul>	<ul style="list-style-type: none"> <li>Parent Involvement Workshops</li> <li>Parenting Classes</li> <li>Community Resources/Support</li> <li>Effective Communication Strategies</li> </ul>	<ul style="list-style-type: none"> <li>VIPS sign-in Sheets</li> <li>Programs/Agendas from Meetings and Events</li> <li>Calendar of Events</li> <li>Parent Survey Results</li> <li>Stats from Communication Tools/Platforms Used</li> </ul>

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<p>social progress. Teachers and administrators will work to reach 100% parent membership on Class Dojo.</p> <p>-Literacy and STEAM events for families will be scheduled and planned by the Leadership Team.</p> <p>Actions will be completed by the end of the 2019-2020 school year.</p> <p><b>Other Needs/Resources (Barriers):</b> ---</p> <p>-Funds for incentives to support parental involvement.</p> <p>-PD for parents and teachers that promote engagement and collaboration.</p> <p>-Funds for resources to provide to parents.</p>	<ul style="list-style-type: none"><li>• Leadership Team will include parental voice (parent representative).</li><li>• VIPS will reflect a continued increase in parental engagement via hours documented.</li><li>• Parental Involvement Coordinator will engage parents with workshops/events</li><li>• Needs assessment will be created/distributed to parents</li><li>• Social Media platforms (Class Dojo, website, Facebook, Twitter) will be used to disseminate information about school events, academic support and general information.</li></ul>		
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# Wakefield Elementary

## School Improvement Plan

### FOCUS AREA 1: Effective Instructional Practice

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

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

Students Scoring "In Need of Support"	
3 <sup>rd</sup> Grade	47 out of 99 students
4 <sup>th</sup> Grade	30 out of 80 students
5 <sup>th</sup> Grade	51 out of 84 students

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

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



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

To address the needs of students receiving Special Education services, teachers will adhere to each student's Individualized Education Plan. In addition, students will meet with the classroom teacher for tier II intervention. According to each IEP, students will meet with the Special Education teacher to address learning goals. IEPs will be evaluated yearly to ensure students are making progress, and changes will be made as needed (Aug. 13-Oct.10; Oct. 14-Dec. 20; Jan. 7-March 13; March 16-May 27).

#### Intervention Evaluation

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

#### Professional Development

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

#### Additional Resources

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

#### Evaluation

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

- common formative assessments

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

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

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

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

#### Professional Development

- R.I.S.E. training
- Professional Learning Communities
- Colleague visits
- Strength Based Training
- Foundations Coaching

#### Additional Resources

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

#### Evaluation

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

- NWEA interim

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

## FOCUS AREA 2: School Culture

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

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

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

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

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

## Additional Resources

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

## Evaluation

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

- Monthly attendance reports
- Number of student tardies
- Number of students attending the incentive parties

- Tracking overall monthly improvement
- Tracking progress of students with an improvement plan

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

#### Literacy Plan

Every student will receive effective Tier I core literacy instruction from high-quality researched based curricula and instructional strategies aligned to the Arkansas State Standards. All teachers have been or will be trained in the science of reading (R.I.S.E.), dyslexia and ESL training. Teachers will participate in district wide PD to receive further training in Heggerty, Wilson, and Wit & Wisdom to give high quality, differentiated, core instruction. In addition, Academic Intervention Specialists will work with teachers to implement the district's new phonemic awareness, phonics, and comprehension curriculum. Teachers and specialists will work collaboratively in monthly PLCs to improve teaching skills and the academic performance of students. Data will be used to inform instruction and make adjustments in instruction to meet student needs. To promote continued growth, teachers will participate in colleague visits, and coaches will model when necessary. Debriefs and reflections will occur after each visit.

Students will be identified based on data gathered through student performance, classroom assessments, and teacher observations. Identified students will receive Tier II focused small group interventions in the core reading elements. Teachers will use Foundations or Just Words to address students with similar inadequacies in literacy three to five times per week for 30 minutes. In addition, support staff such as the Reading Teacher and Academic Intervention Specialists, will provide reading and/or dyslexia intervention. Language support will be provided for ELLs by an ESOL interventionist. Ongoing assessments of students' strengths and needs will occur on a frequent basis. Additionally, 40 volunteers from Pulaski Heights United Methodist Church will work with identified students to reinforce literacy skills.

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

To ensure that our literacy plan is effective, we will use multiple measurable assessments to determine literacy achievement schoolwide. NWEA, along with formative and summative classroom assessments will be administered to help monitor student

performance. Formal and informal observations will help establish needs of teachers and further build on their strengths. The school leadership team will meet regularly to analyze the data collected from these observations as well as student achievement to evaluate and ensure the efficacy of our literacy plan and make adjustments accordingly.



# School Improvement Plan 2019-2020

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BOOKER T. WASHINGTON ELEMENTARY SCHOOL

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

# School Improvement Plan

Booker T. Washington Elementary School  
2019-2020

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

## **Focus Area 1: Achievement**

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

By the end of the 2019-2020 school year, all students will move one or more proficiency levels on the ACT Aspire Summative Assessment.

### **Current Status:**

- 1. Booker T. Washington Elementary School** practices distributive or shared decision-making to improve adult practices that support student achievement. We will continue to implement a “team” structure to reflect distributive leadership in our school community. Currently, our *master schedule reflects adequate time for the various building level teams to meet weekly to improve instructional practices.* We have assessed multiple indicators of effective practice to develop, implement and monitor team structure using the Professional Learning Communities model. **A Professional Learning Community (PLC) is:**

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

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

factor, accounting for 33% of school-level variation in achievement, closely followed by the influence of the principal at 25%. A host of other school-level factors, some of which cannot be adequately measured, account for the balance of 42%.”

2. The Little Rock School District (LRSD) has implemented a new literacy curriculum in elementary. The curriculum utilizes Heggerty, Wit and Wisdom, and The Wilson collection (Foundations, Just Words, Wilson Reading Series) as resources to improve and enrich student learning for all students. Teachers will utilize these resources with integrity.
3. Teachers teaching grades K-2 have attended the six days of R.I.S.E. training and those teaching grades 3-5 completed the first three days in the summer, 2019. One 5<sup>th</sup> grade teacher has not attended any R.I.S.E. training and will need to attend trainings starting the third quarter.
4. Five out of seven special education teachers (three self-contained, two resource, and two speech teachers) have been trained in K-2 R.I.S.E. and the others will attend training starting the third quarter. The two resource teachers have been trained in the Wilson Series and are using the resources to improve student achievement. The Wilson resources provide a systematic approach to teaching phonics.

#### **Action Steps:**

We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to build greater leadership capacity in our school community.

1. Training is being provided to support the implementation of the Professional Learning Communities Approach with support of Solution Tree and the Arkansas Department of Education.
2. Booker T. Washington is using team structures to *support student achievement* through the use of *sound instructional practices*. During our instructional team planning time, **teams will use the PLC process to refine and implement selected evidenced based strategies that have previously proven effective in our core content areas (such as strategies presented in R.I.S.E., Kagan, John Hattie’s Visible Learning Meta-Analysis, Gradual Release Model . . . ) to support student success.**
3. Teachers are using the LRSD curriculum and resources to plan instruction, implement engaging lessons, and assess student learning.
4. **Teachers are using strategies that reinforce the Science of Reading (SoR) to increase their depth of knowledge in the area of phonics and phonological awareness and how that knowledge impacts fluency, vocabulary, comprehension and writing. Strategies may include but are not limited to those learned during R.I.S.E. training.**
5. Teachers in grades 3-5 will need to attend the remaining days of R.I.S.E. All teachers that have not attended R.I.S.E. training will need to attend the make-up sessions.



6. **Teachers are creating Common Formative Assessments (CFAs) and analyze the results to make data-driven decision related to next steps for intervention or enrichment. (Provide Tools)**
7. Teachers are using supplemental programs (**Lexia Core 5**, etc.) to enhance the gaps in literacy.
8. The Reading Specialist will provide training to teachers and paraprofessionals on evidence-based strategies to improve student learning for those displaying Dyslexia characteristics.
9. Teachers were trained in Heggerty or Wilson (Foundations and Just Words) in the summer of 2019 or the first semester of school. One self-contained teacher has not been trained and there will be no other training provided this school year according to the LRSD Dyslexia Coordinator.
10. Administration and teachers will visit schools who have fully implemented Wit and Wisdom with integrity.
11. **Continue the implementation of Lexia Core 5 at all grade levels.**
12. Conduct formal and informal observations and document on EdReflect.

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

**Curriculum, Assessment, and Instructional Planning – Assessing student learning frequently with standards-based assessments**

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

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

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

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

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

**Professional Development:**

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

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

Saturday, September 7, 2019	Monday, February 10, 2020
Friday, September 20, 2019	Thursday, February 27, 2020
Wednesday, October 23, 2019	Thursday, March 12, 2020
Thursday, January 16, 2020 (SLT)	Thursday, May 7, 2020
- NWEA Assessment Training
- Lexia Core 5 Training
- Professional Development Planning Sessions (After-School on Tuesdays)
- Professional Text will be purchased to support teacher growth
- Crossett College Visit – Wilson collection
  - 1<sup>st</sup> visit – Hotel Accommodations \$400, Per Diem \$440, and Mileage \$289
  - 2<sup>nd</sup> visit – Hotel Accommodations \$400, Per Diem \$440, and Mileage \$289

**Other Professional Development:**

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

## Evaluation:

Our expectation is that 100% of the teachers in k-5 will use the selected strategies daily and with fidelity. The leadership team and instructional team will review multiple sources of data to evaluate the effectiveness of the strategies to improve student learning. The goal will be monitored using formal and informal observations in EdReflect by administration, peer-to-peer visits, and instructional walk-throughs with the leadership team. Also, we will review lesson plans, progress monitoring assessments, CFAs, etc. to ensure the implementation of the strategies and other items listed in the plan.

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

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

## READING

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

## 2018 - 2019 • Accountability At-a-Glance • Washington Magnet Elem. School

### Contact Information

Washington Magnet Elem. School | Little Rock School District  
Principal: Aleta Branch | Superintendent: Mike Poore  
2700 S. Main Street Little Rock, AR 72206-  
<http://www.lrsd.org> | (501) 447-6700

### Student Information

Grades	PK - 5	Total Enrollment	313
Black	94.57 %	English Learners	0.96 %
Hispanic	2.24 %	Low-Income	93.61 %
White	2.24 %	Special Education	14.38 %

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

State  
Accountability

55.97

Public  
School  
Rating

F

Rating  
Scale

A = 79.26 and Above  
B = 72.17 - 79.25  
C = 64.98 - 72.16  
D = 58.09 - 64.97  
F = 0.00 - 58.08

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

[Learn More about Public School Rating](#)

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

All Students



ESSA School Index

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

Black/African  
American



English  
Learners

RV\*

Hispanic/  
Latino

RV\*

Low-Income



White



Special Education



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

### Contact Information

**Washington Magnet Elem. School | Little Rock School District**

Principal: Aleta Branch | Superintendent: Mike Poore

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

### Student Information

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

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



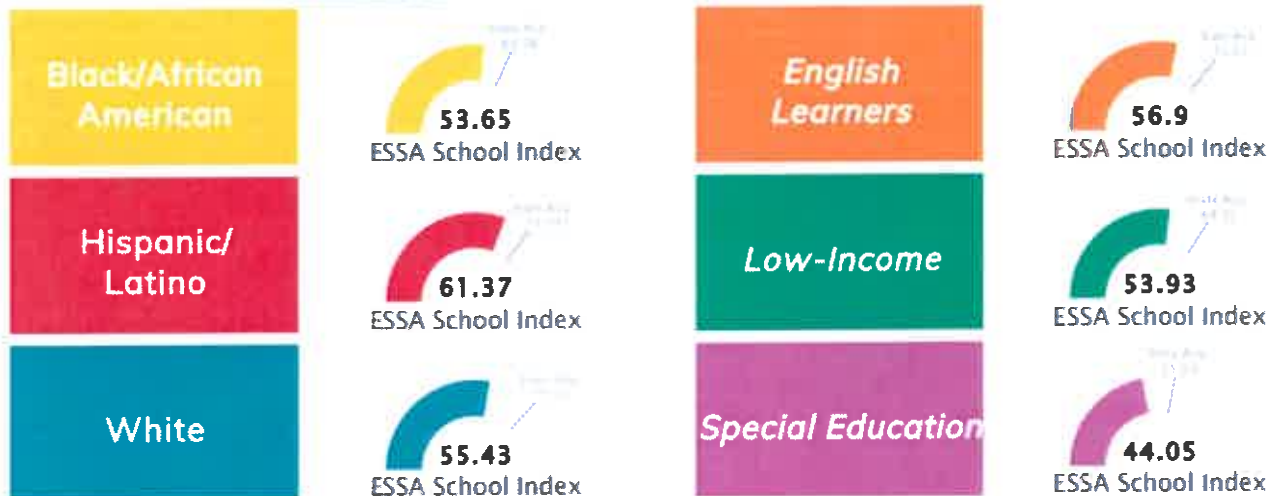
\* Alternative Education (AE) program students included in attendance zone for school rating

[Learn More about Public School Rating](#)

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



Graph represents where scores fall in comparison to state averages. For more information about the Every Student Succeeds Act and the ESSA School Index, visit [arkansas.gov](http://arkansas.gov).



Note: Full color represents score

# ACT Aspire Data Trends

## USING DATA DISAGGREGATION TO ENSURE EXCELLENCE IN THE CLASSROOM

*What stands out?*

Mathematics	2016-2017 (2017)	2017-2018 (2018)	2018-2019 (2019) Tentative
3 <sup>rd</sup> Grade	32.76	22.54	38.3
4 <sup>th</sup> Grade	34.55	11.86	20
5 <sup>th</sup> Grade	21.74	18.18	14.29
Total	29.68	17.52	24.19
+/-	n/a	-12.16	+6.67

Literacy (Reading)	2016-2017 (2017)	2017-2018 (2018)	2018-2019 (2019) Tentative
3 <sup>rd</sup> Grade	18.97	5.63	12.77
4 <sup>th</sup> Grade	24.07	5	7.69
5 <sup>th</sup> Grade	23.91	27.27	12.7
Total	22.31	12.63	11.05
+/-	n/a	-9.68	-1.58

*What do you notice?*

### Math and Literacy 3<sup>rd</sup>-5<sup>th</sup> Grade

*What conclusion  
can you draw?*

2016-2017 (2017)	2017-2018 (2018)	2018-2019 (2019) Tentative
25.99	15.07	17.62
n/a	-10.92	+2.55

**Grows?**

**Grows?**

# Map Growth Yearly Summary



## Student Growth Summary Report

Aggregate by School

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

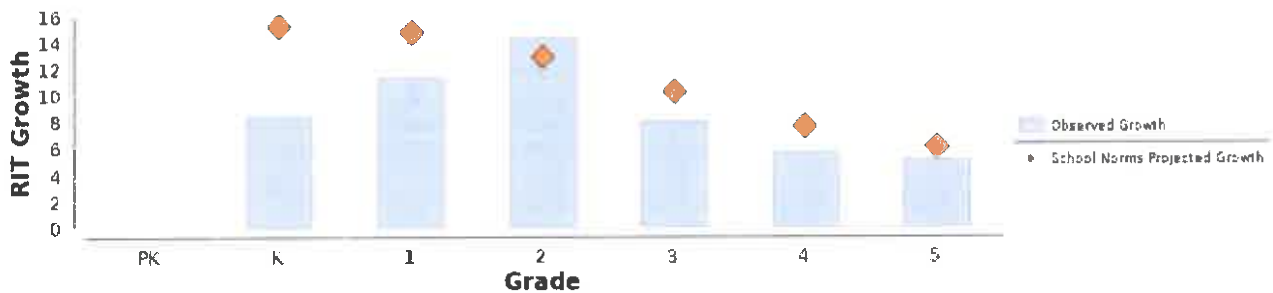
Norms Reference Data: 2015 Norms  
Growth Comparison Period: Fall 2016 - Spring 2019  
Weeks of Instruction: Start - 4 (Fall 2016)  
End - 28 (Spring 2019)  
Grouping: None  
Small Group Display: No

### WASHINGTON

Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2018			Spring 2019			Growth		School Norms			Student Norms			
Grade (Spring 2019)	Growth Count	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	52	138.8	7.2	35	147.2	12.2	7	8.6	1.4	16.2	-2.74	1	52	9	17	16
1	50	111.7	11.0	6	163.0	13.8	2	11.3	1.1	14.7	-1.43	8	50	13	26	25
2	36	162.7	11.5	3	177.0	16.6	6	14.3	2.1	12.9	0.64	74	36	19	53	51
3	38	176.3	16.1	3	183.2	16.8	1	7.9	1.1	10.2	-1.33	9	38	9	24	29
4	52	182.8	14.2	1	188.3	16.2	1	5.8	1.2	7.6	-1.48	7	52	20	38	26
5	43	192.5	18.5	2	197.6	14.0	1	6.1	1.7	6.0	-0.56	29	43	14	33	33

### Reading



Examination Station





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

**Goals:** To monitor and reduce the number of students identified as Chronically Absent *for each quarter of the 2019-2020 school year*. To establish and maintain a restorative justice environment that limits the amount of office referrals.

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

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

### **Current Status:**

At **Booker T. Washington Elementary School**, it is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. Based on our perceptual surveys along with our school's discipline and attendance reports, we have identified areas of growth and areas that need improvement. Our goal this year is to reduce the percent of students identified as Chronically each quarter of the 2019-2020 school year. Attendance will continue to be a focus for the 2019-2020 as we continue to eliminate chronic absenteeism as a barrier to learning.

### **Action Steps:**

1. We will ensure that we have 100% parent and teacher participation in at least two formal parent teacher conferences during the school year with one occurring each semester.
2. Teachers will continue to utilize Classroom Dojo as a means to communicate students' academic and behavior progress. Communication folders (k-5) and Student Planners (3<sup>rd</sup>-5<sup>th</sup>) are being used as tools for transmitting information about students' learning between school and home.
3. Positive Behavioral Interventions and Supports along with Restorative Justice, and the PRIDE Room are being implemented and data is being collected during the 2019-2020 school year to determine its effectiveness. For the second nine-weeks, 11 office referrals, 60 visits to the PRIDE room for time out initiated by the teacher, 1 sent home, 12 in-school suspensions, 3 out of school suspensions, and 1 student referred to ALE. On-going professional development will be provided by the LRSD and outside agencies (Restorative Practices training will be provided to a team in January.)
4. Students in grades 3-5 are participating in First Friday Clubs. The focus is to provide an area of interest to motivate and empower students as they increase their

knowledge and skills related to the club of their interest. Student clubs will participate in local, state, and national training and educational tours.

5. PBIS Rewards through Class Dojo Points and the Wildcat Store
6. Honor Roll Assemblies (2<sup>nd</sup> Nine-Weeks-January 17, 2020)
7. Our counselor contacts students and parents after 5 unexcused absences are documented.
8. Counselor integrates a focus lessons on tardiness and attendance in the classrooms.

**Professional Development:**

- Classroom Management Support
- Class Dojo Training provided by Ms. Washington, Technology Specialist
- Restorative Justice Training provided by Ms. Harris, Assistant Principal
- Staff training on Behavioral Health Issues / IEP / MDRs / Behavior Plans / SBIT
- Professional text will be purchased for professional development to support these goals.
- Others as needed

**Other Support:**

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

**Evaluation:**

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

### **Focus Area 3: Parent and Family Engagement**

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

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

#### **Current Status:**

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

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

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

We are working to increase Parent and Family Engagement at various events. To address the current reality, our four-point approach will be: 1. Create a mobile-first parental strategy, 2. Encourage parent created content, 3. Embrace social media and 4. Conduct a parent and student surveys.

### **Action Steps:**

1. Create a mobile-first parental strategy
  - Parenting Partners (Cost minimal – supported by Title I District) Winter-3<sup>rd</sup> Quarter
  - Increase Facebook and Instagram followers from approximately 40 to 200 during the 2019-2020 school year
  - Maintain a school Facebook, Instagram, and Twitter Account
  - All classroom teachers will create a Class Dojo page and encourage 100% participation from parents
  - Streamline content across all Social Media Outlets
  - Create a Social Media Committee (Branch, Larry, and Washington) to meet and plan strategic content/resources to connect more to our parents
  - Professional Development on how to best utilize the social media platforms
  - Parent Facilitator(s) will attend conferences to how to best increase parental engagement (Quarterly meetings with Kaye Rainey; State Conference-Spring)
2. Encourage parent/student created content
  - Parent Surveys to determine what information parents need, best means of communication (which social media outlets they have access to)
  - Student Surveys to determine students' interests and what information students need (Attendance/NNPS)
3. Technology training for parents
  - Annual Computer Literacy Nights for Parents with the focus on:
    - establishing email accounts for parents who do not have access to email/Gmail
    - access to home Wi-Fi (Power Computer Plus Day –Fall/Spring)
  - How to access attachments/documents online, access websites such as:

- Facebook
- Instagram
- Twitter
- Class Dojo
- LRSD website/Gateway
- HAC

**Evaluation:**

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

**Other Needed Support tied to specific Barriers:** Parental Involvement

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

- Childcare for Adult sessions \$600
- Refreshments for Parent Nights \$400
- General Supplies and Material (printer, ink, white copy paper, etc.) \$750
- Conference Fees and travel for Parent Facilitator(s) \$250.00

## Watson Elementary

### 2019-2020 School Improvement Plan

*Principal: Ms. Stephanie Walker*

*Assistant Principal: Ms. Morgan Ealy*

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



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

## 2019-2020 Watson Elementary School Improvement Plan

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

**Little School District:** Creating Excellence for Tomorrow

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

### ***Mission Statement***

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

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

## **Our Core Values**

### **Safety**

We will:

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

### **Ownership**

We will:

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

### **Attitude**

We will:

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

### **Respect**

We will:

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



## Focus Area: Effective Instructional Practice

Watson Elementary School  
Data:

Based on the 2019 Spring NWEA/MAP data, 75% of Watson's 3<sup>rd</sup> through 5<sup>th</sup> graders are "projected" (ACT Aspire) to be in need of support; 25% being close or ready. [Final results will be ready this summer.] Based on the spring 2019 NWEA/MAP Data, 36% of students met their projected growth from Winter to Spring. Watson's student median growth percentile is 41% from winter to spring. Our core reading instruction must remain constant with strengthening and enhancing with a focus on the implementation of Tier II teaching which includes K-2 RISE encoding and decoding initiatives, small reading groups, and individualized explicit instruction as needed on systematic and consistent basis.

<p><b>Goal #1:</b></p> <p><b>K-3 RISE Encoding and Decoding Initiatives, and Writing</b></p>	<p>For the 2019-2020 school year, all K-2 students at Watson Elementary will make measurable growth on the NWEA interim assessments by increasing their RIT scores in foundational skills, vocabulary, and reading comprehension by 5 growth points per interim. Scores will increase as a result of systematic and explicit implementation of RISE components of phonemic and phonological awareness. As a result, on the spring NWEA assessment, 70% of students will meet their growth goals.</p> <p>To improve instructional practices that support student achievement, K-2 teachers will continue to use the team structure to ensure <b>sound instructional practices to support student achievement</b>. Currently, our master schedule reflects adequate time for instructional team planning (grade level, content discipline/department). The following will take place.</p> <ol style="list-style-type: none"> <li>1. Implement Wit and Wisdom, Foundations, and Heggerty (K-2) as our core literacy program. [August 26, 2019- May 27, 2020]</li> <li>2. Our focus will begin on Tier 1-Whole group instruction and providing services for students who have already been identified in need of Tier 3 intervention. After the administering of prescreeners and BOY interim assessments, teachers will begin to implement Tier 2 small group instruction. [Beginning September-October 2019]</li> <li>3. Continue to implement selected evidenced based strategies that have proven effective in our core content areas such as (RISE, Kagan, SIOP strategies, Small Group Instruction/ Workshop Model) [August 26, 2019- May 27, 2020]</li> <li>4. Workstations will be set up utilizing the Daily Five Framework. Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading. The five components of reading will be embedded within the framework. [Phonemic Awareness, Phonics, Fluency, Vocabulary, &amp; Comprehension] [Implement August 27, 2019; Monitor Sept. 3, 2019 – May 27, 2020]</li> </ol>
<p><b>Measurement:</b></p>	<p>Watson Elementary will make measurable growth on the NWEA interim assessments by increasing their RIT scores in foundational skills, vocabulary, and reading comprehension by 5-10 growth points per interim. Scores will increase as a result of systematic and explicit implementation of RISE components of phonemic and phonological awareness. As a result, on the spring NWEA assessment, 60% of students will meet their growth</p>

<p><b>Indicators:</b></p> <p><b>IIA01</b> Instructional Teams develop standards-aligned units of instruction for each subject and grade level</p> <p><b>IID11</b> Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red-flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).</p> <p><b>IIIA01</b> All teachers are guided by a document that aligns standards, curriculum, instruction and assessment.</p> <p><b>IIIA02</b> All teachers develop weekly lesson plans based on aligned units of instruction.</p> <p><b>IIIA05</b> All teachers maintain a record of each student’s mastery of specific learning objectives.</p> <p><b>IIIA07</b> All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</p> <p><b>IIIB06</b> All teachers systematically report to parents the student’s mastery of specific standards-based objectives.</p> <p><b>IID02</b> The school implements tiered instructional system that allows teachers to deliver evidence-based instructional aligned with the individual needs of students across all tiers.</p> <p><b>IID03</b> The school’s tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected as assigned to students and how fidelity will be monitored.</p> <p><b>IID04</b> The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.</p>	<p><b>Professional Development/ Supports &amp; Costs</b></p> <ul style="list-style-type: none"> <li>• <b>Professional Development and materials will be provided to improve the alignment of Tier 2 with Tier 1 Core instruction.</b></li> <li>• On-going training to use the district selected assessment instrument (NWEA Map) for progress monitoring our students and as an intermittent assessment</li> <li>• On-going training to use the Science of Reading for RISE and use the resources from Heggerty, Foundations, Just Words, and Wit and Wisdom</li> <li>• Provide support to grade level teams or content teams to support their understanding of aligned instructional units</li> <li>• In order to provide staff with high quality, on-going job embedded and differentiated Literacy professional development and teacher coaching, we will use funds to hire the consultant firm Moncrief-One Team– <b>Reading PD sessions and follow-up Teachers will also receive Pre-School (Before August 2019)</b> <ul style="list-style-type: none"> <li>• Teachers will attend a 5-day Literacy Professional Development Series July 29-August 2, 2019 offered by Moncrief- One Team (Takisha Moncrief). (\$12,075.00)</li> <li>• Teachers will be paid stipends to attend vertical teaming pre-school (Before August 2019) Literacy planning and to view and plan with new Reading book adoption materials-2 Days –August August 1<sup>st</sup> and 2<sup>nd</sup> (\$6,900.00/\$1,575.00 Consultant)</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>Teachers will be paid stipends to attend vertical team meetings (PLC) once a week after school for 2 hours to review data, student work, and plan. February 2020-May2020 [\$11,250.00]</li> </ul> <p>Ongoing PD support during the school year, with increasing time on task and full utilization of the literacy block from Moncrief One Team Literacy Instructional Support. (\$25,200.00-15 days)</p> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> <li>Increase in teacher utilization of high yield, research-based instructional strategies</li> <li>Increased levels of data-driven engagement and differentiated tasks aligned to standards</li> <li>Use of “Name &amp; Explain” technique to confirm retention, skill mastery, and transfer of knowledge.</li> </ul> <p>Intended Outcomes (Overall):</p> <ul style="list-style-type: none"> <li>Increase teachers’ content knowledge and application of RISE initiative training</li> <li>Increase time on task and full utilization of the literacy block</li> <li>Increase comprehensive engagement involving all Reading components; Phonemic Awareness,</li> <li>Phonics, Fluency, Comprehension, &amp; Vocabulary</li> </ul>
<p><b>Evaluation:</b></p>	<ul style="list-style-type: none"> <li>We will monitor our implementation regularly w/Indistar Indicators (Wise Ways)</li> <li>TESS Formal and Informal Observations w/ reflective feedback. –Domain 1-Planning and Preparation and Domain 3-Instruction</li> <li>Focus walks will be conducted in the first 9 weeks. These walks will center around the implantation of Foundations and Heggerty.</li> <li>Student progress monitoring, Common Formative Assessments, and interim assessment results (NWEA &amp; WRAP BOY, MOY, &amp; EOY) Data will be analyzed &amp; discuss in instructional team, leadership team, &amp; SBIT meetings – [PLC’s]</li> </ul>
<p><b>Goal #2:</b></p> <p><b>4-5</b></p> <p><b>Small</b></p> <p><b>Group</b></p> <p><b>Instruction</b></p>	<p>By January 2020, 100% of 3<sup>rd</sup> -5<sup>th</sup> grade teachers will consistently implement research-based instructional and engagement practices to improve student achievement. (Small Group Instruction, Reciprocal Reading, ESL &amp; SIOP Strategies)</p> <p>To improve instructional practices that support student achievement. <b>Watson Elementary</b> will stay constant with the team structure to ensure <b>sound instructional practices to support student achievement</b>. Currently, our master schedule reflects adequate time for instructional team planning (grade level, content discipline/department). Our teachers will continue to implement selected evidenced based strategies that have proven effective in our core content areas such as (SIOP strategies, Small Group Instruction &amp; Reciprocal Reading)</p> <ul style="list-style-type: none"> <li>Implement Wit and Wisdom, Foundations, and Heggerty (K-2) as our core literacy program. [August 26, 2019- May 27, 2020]</li> </ul>

## and Reciprocal Reading, and Writing

- Our focus will begin on Tier 1-Whole group instruction and providing services for students who have already been identified in need of Tier 3 intervention. After the administering of prescreeners and BOY interim assessments, teachers will begin to implement Tier 2 small group instruction. [Beginning September-October 2019]
- Continue to implement selected evidenced based strategies that have proven effective in our core content areas such as (RISE, Kagan, SIOP strategies, Small Group Instruction/ Workshop Model) [August 26, 2019- May 27, 2020]
- Workstations will be set up utilizing the Daily Five Framework. Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading. The five components of reading will be embedded within the framework. [Phonemic Awareness, Phonics, Fluency, Vocabulary, & Comprehension] [Implement August 27, 2019; Monitor Sept. 3, 2019 – May 27, 2020]
- By the end of the 2nd quarter (December 2019), we will see academic growth varying from 5% to 10 % by progress monitoring, NWEA Map Growth (Math & Literacy).

### Measurement

**IIA01** Instructional Teams develop standards-aligned units of instruction for each subject and grade level

**IID11** Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red-flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives).

**IIIA01** All teachers are guided by a document that aligns standards, curriculum, instruction and assessment.

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

**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.

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

**IID02** The school implements tiered instructional system that allows teachers to deliver evidence-based instructional aligned with the individual needs of students across all tiers.

**IID03** The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected as assigned to students and how fidelity will be monitored.

**IID04** The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.

### Indicators

<ul style="list-style-type: none"> <li>Professional Development and materials will be provided to improve the alignment of Tier 2 with Tier 1 Core instruction.</li> <li>On-going training to use the district selected assessment instrument (NWEA Map) for progress monitoring our students and as an intermittent assessment</li> <li>On-going training to use the Science of Reading for RISE and use the resources from Heggerty, Foundations, Just Words, and Wit and Wisdom</li> <li>Provide support to grade level teams or content teams to support their understanding of aligned instructional units</li> <li>In order to provide staff with high quality, on-going job embedded and differentiated Literacy professional development; we will use funds to hire the consultant firm Moncrief-One Team– Reading PD sessions and follow-up Teachers will also receive Pre-School (Before August 2019)               <ul style="list-style-type: none"> <li>Teachers will attend a 5-day Literacy Professional Development Series July 29-August 2, 2019 offered by Moncrief- One Team (Takisha Moncrief). (\$12,075.00)</li> <li>Teachers will be paid stipends to attend vertical teaming pre-school (Before August 2019) Literacy planning and to view and plan with new Reading book adoption materials-2 Days –August August 1<sup>st</sup> and 2<sup>nd</sup> (\$6,900.00/\$1,575.00 Consultant)</li> <li>Materials and Supplies to support Universal Classroom Design for a Literacy rich environment.[Ex. Tools 4 Reading Kits- \$3,500.00]</li> </ul> </li> <li>Ongoing PD support during the school year, with increasing time on task and full utilization of the literacy block from Moncrief One Team Literacy Instructional Support. (\$25,200.00-15 days)</li> </ul> <p>Intended Outcomes:</p> <ul style="list-style-type: none"> <li>Increase in teacher utilization of high yield, research-based instructional strategies</li> <li>Increased levels of data-driven engagement and differentiated tasks aligned to standards</li> <li>Use of “Name &amp; Explain” technique to confirm retention, skill mastery, and transfer of knowledge.</li> </ul> <p>Intended Outcomes (Overall):</p> <ul style="list-style-type: none"> <li>Increase teachers’ content knowledge and application of RISE initiative training</li> <li>Increase time on task and full utilization of the literacy block</li> <li>Increase comprehensive engagement involving all Reading components; Phonemic Awareness,</li> <li>Phonics, Fluency, Comprehension, &amp; Vocabulary</li> </ul>	
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<p><b>Evaluation:</b></p>	<ul style="list-style-type: none"> <li>• We will monitor our implementation regularly w/Indistar Indicators (Wise Ways)</li> <li>• TESS Formal and Informal Observations w/ reflective feedback. –Domain 1-Planning and Preparation and Domain 3-Instruction</li> <li>• Focus walks will be conducted in the first 9 weeks. These walks will center around the implementation of Wit &amp; Wisdom.</li> <li>• Student progress monitoring, Common Formative Assessments, and interim assessment results (NWEA &amp; WRAP BOY, MOY, &amp; EOY) Data will be analyzed &amp; discuss in instructional team, leadership team, &amp; SBIT meetings – [PLC's]</li> </ul>
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### **Focus Area : Student Discipline/School Culture**

<p><b>Data:</b></p>	<p>In addition to the data results and compared achievement gap between our African American, Hispanic, and White students, our school's culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. Given the diversity of <b>Watson Elementary School</b>, it is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. Based on our perceptual surveys along with our school's discipline reports, we have identified areas of growth and areas that need improvement. Watson's Tiered Fidelity Inventory indicated that 65% of both teachers and students knew and understood all of the four PBIS expectations, Safety, Ownership, Attitude, and Respect. According to Watson's SAS, 68% of teachers felt that rewards consistently exists for meeting expected student behaviors in non-classroom settings. 70% of our students have confirmed that they have received acknowledgements for good behavior. According to our GPS discipline data, the greatest concern is cafeteria and playground social interactions. Due to the high rate of aggression, physical altercations, the socioeconomic and emotional barriers that our students face, specialized assistance Tier II Intervention training is needed for both students and educators to address social, behavioral, and academic needs. Second to our greatest concerns is classroom disruptions. (mainly repeat offenders) We see and understand that great need to cultivate a school culture of leadership through student leadership opportunities, setting and achieving goals, and celebrating successes.</p>
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<p><b>Goal # 3:</b></p> <p><b>PBIS and Leader in Me Connection</b></p>	<p><b>By Spring of 2020, 80% of students at Watson Elementary School will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe school climate as assessed by a variety of measurement tools such as positive referrals, discipline, attendance records, and surveys.</b></p> <p><b>Tier II PBIS Interventions</b></p> <p>To empower students to embrace learning, achieve their personal best and build their emotional, social and physical well-being, decrease the number of classroom interruptions and discipline referrals. Our desire is to address the "whole child". Our focus for this year will continue include the incorporation and execution of a proactive, team-based framework for creating and sustaining a safe and effective school. Emphasis was placed on the prevention of problem behavior, development of pre-social skills, and the use of data-based problem solving for addressing existing behavior concerns. [ Positive Behavioral Interventions &amp; Support] -- (PBIS) Watson's rituals and routines will be taught and incorporated in classrooms with fidelity. <b>A set of universal expectations for behavior, positively stated, are established for all students in all locations of the school. Watson's Schoolwide PBIS plan will be rolled out with teachers receiving lesson plans containing interventions and strategies that are implemented to teach and reinforce these expectations.</b></p>
<p><b>Measurement:</b></p>	<ul style="list-style-type: none"> <li>• By the end of the 1<sup>st</sup> 6 weeks of school, teachers will have explicitly taught ritual, routines and the PBIS expectations to their students. [August 13, 2019 – Sept. 27, 2019]</li> <li>• By the end of the second quarter, we should have a 10% decrease in classroom interruptions, student referrals and suspensions. [September 24, 2019 – December 20, 2019]</li> <li>• By the end of 3<sup>rd</sup> quarter, Spring of 2020, students at Watson Elementary will have a 25% decrease in classroom interruptions, student referrals and suspensions. [December 20, 2019 – March 13, 2020]</li> <li>• Parent, Student, and Teacher Surveys [September 5, 2019]</li> <li>• Data Collection will be used to enter discipline data, analyzed by teachers and leadership team. [August 13, 2019 – May 27, 2020]</li> <li>• TESS Evaluation Tool w/reflective feedback to monitor teacher effectiveness in Domain 2: The Classroom Environment [August 26, 2019 – May 27, 2020]</li> </ul>
<p><b>Indicator:</b></p>	<ul style="list-style-type: none"> <li>• <b>IIIC01</b> When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. [Work Stations]</li> <li>• <b>IIIC02</b> Transitions between instructional modes are brief and orderly.</li> </ul>

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



## Focus Area : Student Attendance

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

## Western Hills Elementary

### 2019-2020 School Improvement Plan

In developing our school improvement plan, it was necessary to examine our school's vision and its current reality and determine the gap between the two. This provided a guide for establishing our indicator of effectiveness and our goals. We plan to continue to work on the indicators of effectiveness that we identified for the 2018-19 school year. Based on the analysis of data collected, we saw growth but still a need for continued improvement. The staff at Western Hills was asked to provide specific suggestions for addressing the school's needs in the following focus areas: (a) Effective Instructional Practices (b) Student Achievement. Their input provided information for the development of the plan. The Western Hill's school improvement plan provides a framework for the school to continue to improve and refine our practices. Western Hill's school improvement plan began with a needs assessment to determine high need areas that are both quantitative and qualitative and explicitly linked with student learning. A strategic prioritization of these needs was conducted to ensure data-driven plan. Following our school's needs assessment, we established rigorous yet attainable goals. Four types of data will be used to build our school plan and evaluate it. These include student learning, demographics, school environment, and implementation fidelity. Fidelity of implementation will enable our school to determine if our planned processes and goals actualize. This ensures we have a living document that provides a systematic way of planning school improvement and tracking it over time. Our staff worked together to create collective commitments, and, in the process, we revised our school mission. We wanted our mission to be a commitment that we could all agree to support daily. Our new mission statement reflects our team commitment, "Everyone working together every day, learning and growing in every way." To our team this meant that we would commit to be continuous learners and as a staff we would support team members through the process. Our mission reflects the commitment we have to our students and families as we support areas of need based on data and as we strive to create relationships based on the needs of students. Our mission also reflects the learning culture we want to reinforce in our building. The staff offered ideas and suggestions based on 2018-2019 data about each area of focus.

### FOCUS AREA: Student Achievement: To increase the number of students scoring ready/exceeding on ACT Aspire in Reading & Math by

#### GOAL #1: To increase the number of students meeting their literacy growth goal on the cumulative NWEA Map Growth Assessment by 50%.

Our school data indicates the intense focus on literacy instruction for all students (see attachment A). Students are not meeting their growth goal on the NWEA Map Assessment. The ACT Aspire data indicates an intense focus on literacy instruction for all students because of the number of students scoring at the Close or Needs Support Level. (see attachment B.) Our data indicates that time spent working collaboratively in a PLC will provide our teachers with the opportunities to use data to drive instruction, intervention, & acceleration. Training for Professional Learning Communities (PLC) for the leadership team and staff began during the 2018-19 school year providing a basic understanding of the structure and focus of the work of PLC's. Continued training and support will be provided to increase teacher effectiveness. Our team has been invited to join the Professional Learning Community at Work Process Training by Solution Tree. We have a team of 5 that will attend the training and then work with grade level colleagues to support the PLC process. Another area of focus will be to grow students in math. According to our NWEA Map Data & ACT Aspire Data (see attachment 1A, B, C, D, E, F), our students are not meeting their growth goals in math. The leadership team believes that

Evidence Based Intervention	Professional Learning Needed	Resources/Materials Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitoring	Person(s) Responsible	Reflection
Provide explicit and systematic phonics instruction to all K-3 students and use unit assessments to determine next steps.	District PD on newly adopted Phonics Curriculum: Foundations	Foundations Curriculum Decodable Texts to reinforce phonics instruction	Cost paid by LRSD and \$5,000	Aug. 2019 February 2020	Weekly	Sign-In Sheets, Agendas, Notes, Lesson Plans, Informal/Formal Observations in www.edreflect.com	LRSD Curriculum & Instruction Department, Literacy Multi-Site Facilitator, S. Smith	
Provide instruction in comprehension and vocabulary to all K-5 students using Wit & Wisdom	District PD on newly adopted Reading Curriculum: Wit & Wisdom and monthly PD with Literacy Facilitator	Wit & Wisdom Curriculum	Cost paid by LRSD	August 2019	Bi-Weekly	Sign-In Sheets, Agendas, Notes, Lesson Plans, Informal/Formal Observations in www.edreflect.com	LRSD Curriculum & Instruction Department, S. Smith	
Provide phonemic awareness instruction to all K-2 students	District PD on Heggerty Phonemic Awareness Instruction	Heggerty	Cost paid by LRSD	August 2019	Weekly	Sign-In Sheets, Agendas, Notes, Lesson Plans, Informal/Formal Observations in www.edreflect.com	LRSD Curriculum & Instruction Department, S. Smith	
Provide Tier II phonics intervention to 4th & 5th Grade students	Wilson: Just Words Intervention Program	Just Words Intervention	Cost paid by LRSD	August 2019-May 2019	Weekly /Monthly	Data collected by teachers, Pre/Post Assessments	A. Swift, L. Holcomb, S. Montgomery	
Provide intervention to Tier III 2nd-5th grade students	Wilson Reading System PD	Wilson Reading System	Cost paid by LRSD	August 2019	Weekly /Monthly	Data collected by teachers, Pre/Post Assessments	A. Swift & J. Carlin	



School-wide PGP Goal addressing literacy instruction and student achievement	Collaboration time focused on writing PGP goals and September & October Staff meeting on <a href="http://www.edreflect.com">www.edreflect.com</a>	<a href="http://www.edreflect.com">www.edreflect.com</a>	NA	October 2019	Quarterly	PGP Progress & Data Conferences with Principal	Classroom Teachers, Literacy Facilitator, and S. Smith
Use data to determine next instructional steps and progress for Tier III students	NA	NWEA Map Assessments & Data	NA	September 2019	Dec. 2019 March 2020	NWEA Map Growth Assessments	J. Carlin, A. Swift
<b>GOAL #2: Eighty percent of students will meet their individual growth goal on the 2019-2020 NWEA Map Growth Assessment for Math</b>							
Evidence Based Intervention	Professional Learning Needed	Resources/Materials Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitoring	Person(s) Responsible
Each grade level will identify power standards, specific learning targets, and develop common formative assessments to determine next steps for instruction.	Power Standards PD with Math Facilitator	NA	NA	Jan-20	Bi-Weekly	PLC agendas, Smart Goals, Common Formative Assessments	A. Saine, S. Smith
K-5th students will use MobyMax (computer-based program) to provide support/intervention to students at their instructional level.	Ms. Wirzfeld (5th Grade Teacher) will provide pad as needed to new staff members. Data will be reviewed at Monthly Data Meetings.	Purchase school wide subscription to MobyMax	\$5,000	Sep-19	Monthly	Lesson Progress, Data Reports	K. Wirzfeld, S. Smith, A. Saine
<b>FOCUS AREA: School Culture</b>							
<p>School surveys and informal observations indicate that Western Hills needs an intense focus on teacher capacity and implementation around the PLC process. In the past, teachers did not have true understanding or desire to embrace the tenets of Professional Learning Communities. PLC's were viewed as the "next thing" that will eventually fade away. As a leadership, we understand that our teachers need a understanding of the PLC foundations and time to implement.</p> <p>Our behavioral data indicates that we have a select number of tier 2 and tier 3 problem behaviors from repeat offenders that impact our learning environment. The charts below show that that most problem behavior referrals came from four families (see attachment G). The second chart shows the number of repeat offenders with their percentages of behavior referrals from August -March, the other 33% percent of the chart represents the remaining student's school-wide that received behavior referrals for major behavior infractions (see attachment H). Disrespect was the major problem behavior. Our youngest students in grades k-2 represented 66% of behavior referrals. (See attachment I). Mental health challenges are responsible for most behavior challenges; these students need support in learning appropriate coping skills. Our staff also needs strategies and techniques to support de-escalation. Staff input indicates the need for a behavioral interventionist that can support our staff in creating a behavioral program and specific interventions for these students and others as needed.</p> <p>Students will set goals and monitor their academic and behavior progress using our SOAR standards (self-control, on-task, acts responsibly, respectful). We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. We will analyze our school's discipline and attendance reports and identify areas of growth and areas that need improvement and develop a plan to address these areas. We will target repeat offenders to support them through restorative justice and work with them to set and meet improvement goals.</p> <p>We will have decided to focus our efforts on PBIS and teaching appropriate behaviors, setting behavior goals, and rewarding students that meet the learning targets. We will continue to utilize Class Dojo as a tool to consistently track behavior. We will continue to use our school store to support positive behavior goals, support some aspects of the curriculum, and reward school attendance. We will also add incremental behavior incentives that students can work toward for behavior/attendance. We will continue to encourage parents to join Class Dojo as a communication tool and to share our positive school story. Lines of communication will remain open so that we can build relationships with parents and students that allow us to support one another as we work together for a positive school climate. Parents and community partners will be invited to be part of our community through a variety of outreach activities. We will continue to build upon some of these activities: Class Dojo, school events, PTA, volunteer opportunities, school committees, and other activities that support collaborative efforts. We will continue to work on creating a positive school culture using PBIS. We will also address our attendance concerns (see attachment J). and severe behavior challenges with our Tier II PBIS (Leadership/SBIT) team.</p> <p>Parent communication is a critical element to increase partnerships in learning. We will communicate growth by sharing results of the interim assessments and progress monitoring as needed. We will increase positive communication with parents through Class Dojo and phone contacts. We need parents to partner with us when discipline issues cause disruptions. We plan to work with parents to help them realize the importance of parent conferences as a partnership tool in supporting their child so that parent attendance increases at these important meetings. We want parents to begin with the classroom teacher as the first step in addressing concerns. Using Class Dojo as the communication channel, we will message parents/students about the importance of attendance, academic goals, and behavior expectations. We will also share information through our digital newsletter and social media.</p>							
<b>Goal: Increase teacher knowledge and implementation around Professional Learning Communities</b>							
Assess	Professional Learning Needed	Resources/Materials Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitoring	Person(s) Responsible
PLC's meet weekly to plan for instruction and use data to monitor progress (Grade level leaders will attend the PLC academy to build capacity with teacher leaders so that they can	PLC Academy with ADE	Learn by Doing: A Handbook for Professional Learning Communities	Cost paid by ADE	October 2019, & December 2019, & March 2019	Monthly	PLC agendas/minutes	S. Smith, L. Holcomb, A. West, S. Baker, A. Swift
Onsite PD support from Solution Tree Consultant to build capacity in all teachers and staff members -1 day support	Continued work from 18-19 school year	Consultant, Geri Parscale	\$6,500	September 2019	Sep-19	PLC agendas/minutes, observations of PLC's, Notes from Geri Parscale, Surveys from	S. Smith

Attendance at the PLC Conference in LR, AR to continue to build capacity in all staff members (Team of 6)	NA	PLC Conference in LR, AR	\$6,000	July 2019	Jul-19	Agendas, Sign-in Sheets	S. Smith
Leadership Team/Guiding Coalition will model PLC process during leadership team meetings and staff meetings	PLC Academy	Learn by Doing: A Handbook for Professional Learning	Cost paid by ADE	Monthly	Jan. 2020 March 2020 May 2020	Agendas, sign-in sheets	Leadership Team/Guiding Coalition
Shared Foundation-Develop/revise school mission, vision, collective commitments, and goals	Creating & Protecting the Shared Foundation of a Professional Learning Community at Work	Video Workshop: Creating & Protecting the Shared Foundation of a Professional Learning Community at Work	NA	Dec. 2019 January 2020 March 2020	May-20	Staff Meeting Agendas & sign-in sheets	Leadership Team/Guiding Coalition
<b>Goal: Increase positive student behavior by reducing office behavior referrals and behavior write-ups by 50% by the end of the 2019-20 school year.</b>							
School-wide and classroom routines and procedures will be taught, modeled, and practiced with every student in all settings.	PBIS implementation team will revise behavior matrix	PBIS Tier I expectations and criteria	State funded PD	Aug. 13-Sept. 13th	Monthly	Observations in common areas	PBIS Team & classroom teachers
Staff will attend Restorative Justice and Circles professional development. (Team of 6)	PD/Discussions/Modeling Possible Book Study: <u>Hacking School Discipline</u>	<u>Hacking School Discipline</u>	\$500	February 2020	Quarterly	Observations, Meeting Log w/ topics	Classroom teachers
Classroom teachers will teach PBIS lesson plans repeatedly throughout the school year.	Review lessons and choose appropriate ones to review with students	<a href="https://www.pbis.org/training/staff/student">https://www.pbis.org/training/staff/student</a>	NA	Aug. 13-Sept. 13th	Monthly	Observations in common areas	PBIS Team & classroom teachers
A PBIS kickoff and booster assembly will be held at the beginning of the school year to motivate students to follow procedures and	NA	Props & video for assembly	\$200	Aug. 30, 2019 Jan. 2020	Monthly	Observation in common areas, # of behavior referrals	Jerica Moore Jones
PBIS Tier I will be consistently implemented by giving DOJO points for stated criteria and appropriate behaviors in all settings.	Refresher course on using Class Dojo	Class Dojo App on phones & iPads for K-5th Grade	NA	Aug. 30, 2019	Weekly/ Monthly	Monitoring the Class Dojo App	Katherine Wirzfeld
PBIS Tier I incentives such as the DOJO store, assemblies, and activities will be implemented weekly, bi-weekly, and quarterly.	NA	Incentive items from Oriental Trading and other stores	\$2,000	10th December 20th, & March 15th, & May 30th	Bi-Weekly/ Monthly/ Quarterly	# of students participating during incentive celebrations	Sarah Burns Feather Linn
PBIS Tier II and SBIT will meet to identify "at risk" students and develop behavior interventions. Criteria will be based on minor classroom infractions, major classroom infractions, absences, tardies, in-school suspensions, out of school suspensions, HIBs, and non-medication nurse visits.	PBIS Team (SBIT) will attend training provided by Arkansas State	Data tracker using E-school	NA	SBIT will meet once per month (2nd Thursday of each month)	Monthly	Behavior Data from E-school Teacher Anecdotal notes Class Dojo Data	Dr. McCarroll Jerica Moore Jones Sarah Burns Andrea Brooks Ford Amy Kennedy

Staff members will receive trainings in the following areas: Tier I positive behavioral interventions and supports, de-escalation, avoidance of power struggles, cultural diversity, criteria for Dojo, Tier II interventions.	PD provided by Behavior Interventionist	NA	Salary for Jerica Moore Jones	Monthly Staff Meetings/Data Meetings	Monthly	# of behavior referrals to office # of students attending incentive celebrations Agendas/Notes from PD sessions Observations of teachers using de-escalation	Jerica Moore Jones SBIT Team	
<b>Goal 2: To decrease the number of chronically absent or tardy students by 20%.</b>								
Incentive events to celebrate perfect attendance (i.e. Shout-outs, Jeans Passes, Field Trip, etc.)	NA	Class Dojo Store, Incentive activities	\$1,000	October, January, March, & June	Quarterly	Student GPS, Attendance Logs, Tardy Slips	A. Brooks Ford, S. Burns, J. Moore Jones	Reflector
Parent Compact Form-(Ex: Compact form to inform parents of school, teacher, student, and parent commitment to ensure a successful year)	NA	Paper for filers, SMORE Newsletter, Parent Link	\$500	September 2019-Open House	NA	NA	Leadership Team	



## Williams Magnet School

### 2019-2020 School Improvement Plan

3rd Edition January 2020

**Mission:** We, at Williams Magnet School, are committed to providing a basic skills curriculum where each child can become a higher performer, responsible citizen, critical thinker, and motivated life-long learner. We believe that this commitment can be best accomplished in a structured, child-centered, safe environment supported by involved parents and dedicated staff members. Our mission statement reflects the philosophy we strive to meet each day. The partnership between our parents and staff is critical to accomplishing this mission.

**GOAL #1: Provide students with a viable curriculum in order to increase literacy and math achievement by at least 1 growth point, up from .27 growth in 2018-2019.**

Action	Professional Learning Needed	Cost	Implementation Timeline	Evaluation Timeline	Monitoring	Person(s) Responsible	Reflection/Check
Use MAP Skills, Map Profile Report, Learning Continuum to determine student needs	PLC devoted to using MAP Skills	\$0	Aug. 2019-June 2020	August, October, December,	NWEA Map Skills reports	Green, Classroom Teachers, Dr. Evans	In progress
Afterschool Tutoring Program for identified students including using Visualizing and Verbalizing for ELL students	N/A	\$40,000	October 2019 - March 2020	Semester (Fall & Spring)	NWEA Data Reports, Reading Levels, etc.	Classroom Teachers in addition to Ms. Franks and Ms. Jacob targeting ELL	In progress, Review Data for Monitoring Growth
Incorporate MyLexia skillbuilders based ELPA domains and correlation with NWEA data for ELL students to target skills needed	N/A	\$0	October 2019-May 2020	After each NWEA assessment	NWEA Growth Data	Classroom Teacher, ESL Coordinator	In progress- PD Provided in Nov., Review usage prior to renewing license for 20-21
Using a variety of assessments, students deficits will be identified and addressed through differentiated instruction and intervention practices.	Data Meetings and PLCs		August 2019	August 2019-June 2020	SMI reports, NWEA reports, Map Skills Reports, etc.	Classroom Teachers, Multi-Site Facilitators, Green	In progress
K-5 teachers will implement reading instructional practices gained through RISE professional development on the science of reading	3rd-5th Grade Day 3-5 RISE Training/	\$0	August 2019-June 2020	Daily	Lesson plans, informal/formal observations, PLC	Classroom teachers, literacy facilitator, Green,	Implementation underway and being monitored via observations
K-5 will implement newly adopted literacy/reading curriculum: Wit and Wisdom, Foundations, Hegerty	District PD on newly adopted Phonics		August 2019		Sign-In Sheets, Agendas, Notes	LRSD Curriculum & Instruction Department	Implementation in progress, all classrooms are on the pacing guide
K-5 teachers will continue implementation of small group instruction (walk to intervention) daily to increase reading comprehension, decoding skills, &	Newly adopted Literacy programs: Wit &	\$5,000	August 2019	Daily	Lesson plans, informal/formal observations, PLC	Faculty and Staff, Principal Green, & Dr. Evans	C. Carpenter PD Feb to help with tier identification
Purchase Lexia Core5-Supplemental computer based program to work on students deficits in the area of reading	Lexia Core5 webinar/pd	\$14,000	August 2019	Weekly/Monthly	My Lexia Reports	Davis, Latch, Franks, Classroom Teachers	Purchase complete, program being used across school

Purchase Reading A-Z decodable text for supplemental reading materials to use in intervention and afterschool	N/A	\$2,000	August 2019	Quarterly	NWEA Growth Reports	Staff and Admin	Purchase complete and implementation in progress
To develop essential standards for each grade level (what is essential for students to master in each grade) Continue work that was initiated in June 2019	Vertical Teaming	\$2,500	August 2019-June 2020	Semester	Agendas/minutes, lesson plans, CFA's, NWEA Data	Green, Classroom Teachers	Essential targeted in classrooms, Afterschool PD for 2nd semester
To implement small group instruction through enrichment and intervention during math workshop	N/A	N/A	September 2019	Daily	Lesson plans, observations,	Classroom teachers, admin	Monitoring via observations
Purchase Reflex-supplemental math fact fluency program to increase student fact fluency	N/A	\$4,000	October 2019	Monthly	Reflex reports	Classroom teachers	Purchase made, need to pull data to analyze usage
<b>GOAL #2: Maintain a positive school climate and culture in order to increase school's School Quality and Student Success (SQSS) indicator to 80% by spring 2020.</b>							
<b>Action</b>	<b>Professional Learning Needed</b>	<b>Cost</b>	<b>Implementation Timeline</b>	<b>Evaluation Timeline</b>	<b>Monitoring</b>	<b>Person(s) Responsible</b>	<b>Reflection/Check</b>
Attendance Poster-informing parents and students of daily attendance rate, # of tardies, and early check-outs. Materials from the Feet to the Seat campaign	N/A	\$0	August 2019-June 2020	Monthly/Quarterly	Student GPS, Attendance Logs, Tardy Slips	Green, Kuhn	Poster created, data posted weekly, contact T. Young about data pull
Incentive events to celebrate perfect attendance (i.e. Shout-outs, Jeans Passes, Field Trip, etc.)	N/A	\$2,500	October 2019-May 2020	Monthly	Student GPS, Attendance Logs, Tardy Slips	Attendance Committee	Attendance incentives held each month
Parent Awareness Form/Working Agreement-(Ex: Commitment form to inform parents of school, teacher, student, and parent commitment to ensure a	N/A	\$0	February 2020			Attendance Committee	
Establish & maintain schoolwide norms & routines for common areas with acronym (SOAR, EAGLES)	N/A	\$0	August 2019	August 2019	Posters in common areas	C. Taylor, Teachers and Staff shared file	Weekly slideshow with motivational images and quotes, link videos
Teach schoolwide established norms & routines and implement positive behavior system as well as system related to restorative justice schoolwide	N/A	\$1,000 (low figure)	August 2019	Quarterly	Number of referrals observation, teacher need	All faculty and staff	Teachers attending restorative justice to bring back to campus for
Establish a character education committee and implement in classrooms with recognition for students exhibiting those character traits	N/A	\$0-PTA Budget Item	August 2019	Monthly	Monthly recognition certificates, # of referrals, teacher	Kuhn, PTA	Kuhn providing bullying lessons to teacher and providing small group

Establish an assembly committee to plan activities to showcase student achievement, clubs, & etc.	N/A	\$0	August 2019-May 202	Monthly	Monthly Assemblies	Assembly Committee	Assembly/Performances at PTA, Science Fair, STEAM Night, Black History Program, Cultural Heritage Night
To improve adult practices, a book study on Dealing with Poverty & Diversity will be completed in order to close achievement gap within our subpopulations.	Culturally Responsive Teaching by	\$5,000	August 2019	June 2020		Green	Follow-Up with Staff, email timeline for jog-saw of chapters in order for
Provide opportunities to improve staff morale through team building activities	N/A	\$2,000	August 2019	Quarterly	Climate survey (fall semester & spring semester)	Leadership Team, All faculty & staff	Beginning of School Luncheon, Holiday Party, Spring Social, and End of
Establish an attendance committee to review chronic absences and evaluate data bi-weekly.	District Provided Attendance PD	\$0	August 2019	Monthly	Data Reports	Attendance Committee Members	Encourage classroom teachers have reward system in place for
<b>GOAL #3: Increase the effectiveness of teacher collaboration through Professional Learning Communities (PLCs)</b>							
<b>Evidence Based Intervention</b>	<b>Professional Learning Needed</b>	<b>Cost</b>	<b>Implementation Timeline</b>	<b>Evaluation Timeline</b>	<b>Monitoring</b>	<b>Person(s) Responsible</b>	<b>Reflection/Check</b>
Data PLC to review NWEA data and progress monitoring of skill attainment to determine intervention groups.	PLC to review growth goals/webinars to	\$0	Aug. 2019-June 2020	Monthly	Data folders, NWEA Map Data	Green, Dr. Evans, Classroom Teachers, Multi-site facilitators	Intervention groups developed, but are fluid based on
PLCs will meet bi-monthly to examine student work, discuss instructional strategies, and review data	N/A	\$0	September 2019	Monthly	Agendas/Minutes	Entire Staff, Dr. Evans and Green, Guiding Coalition	Create a google drive folder to collect agenda and minutes for bi-
To develop essential standards for each grade level (what is essential for students to master in each grade)	Vertical Teaming	\$2,500	May 2019-May 2020	Semester	Agendas/minutes, lesson plans, CFA's, NWEA Data	Agendas/minutes, lesson plans, CFA's, NWEA Data	Essential targeted in classrooms, Afterschool PD for 2nd semester