Sequoyah School Improvement Plan

Goal 1: We will collaboratively utilize Professional Learning Community best practices to improve student achievement in math as measured by school (common formative assessments) and state (ACT Aspire Assessment) indicators.

ESSA Title 1 Components: 1, 2, 3, 4

Rationale: The Arkansas Division of Elementary and Secondary Education launched the PLC @ Work initiative in 2017-2018 as a process for improving teacher and student learning experiences. Sequoyah fully began the work of becoming a PLC in August 2021. The PLC model aims to clearly and concisely outline essential standards that all students will master. Schools are charged to focus on the 4 critical questions: What do we want all students to know and be able to do? How will we know they learned it? How will we respond when some students do not learn? How will we extend learning for those that did? The PLC model is a research based and proven path for improving student performance.

A three year review of ACT Aspire math data shows the following:

- **A three year average of 74% of 3rd grade students demonstrating proficiency in mathematics.**
- **A three year average of 75% of 4th grade students demonstrating proficiency in mathematics.**
- **One out of every four students is leaving Sequoyah not proficient in math. Elementary mathematics contains knowledge and skills that are vitally important for a successful and productive life. We must work to ensure that ALL students learn the math concepts we have identified as being essential.**

A three year review of Istation math data shows the following:

- **A three year average of 78% of K-2 students demonstrating proficiency in mathematics.**

A three year review of math proficiency by demographic shows the following:

- **A three year average of 42% of 3rd grade English Language Learners demonstrated proficiency in mathematics.**
- **A three year average of 45% of 4th grade English Language Learners demonstrated proficiency in mathematics.**

• **A three year average of 52% of 3rd grade Hispanic or Latino students demonstrated proficiency in mathematics.** • **A three year average of 54% of 4th grade Hispanic or Latino students demonstrated proficiency in mathematics.**		
Action Steps	**Documentation/Evidence**	**Timeline**
• Complete the unwrapping process and creation of CFA's for Math ES (from first quarter)	• Unwrapping template, CFA's	• Summer Flex Days 2022, weekly team meeting for quarter 1 of 2022 Fall Semester
• PLC onboarding process for new hires	• PD sign in, session presentation	• August 2022
• Analyze ACT Aspire Math data, analyze CFA data to determine if our data proficiency level correlate with ACT Aspire proficiency levels	• Data folders, notes, data analysis summary	• August 2022
• Conduct a site visit for guiding coalition members to visit 2 PLC Model Schools: Spradling Elementary/Ft. Smith School District and East Point Elementary/Greenwood School District (focus on implications for setting goals, CFA data collection and discussions)	• Certified PD Form, Guiding Coalition Notes from visit, Guiding Coalition Meeting minutes when we debrief	• September 2022
• Classroom teachers and the math interventionist will analyze Eureka math strategies to determine which strategies are the most essential for students to learn to build a conceptual understanding.	• Finalized list of math strategies	• September 2022

• Consult with Jacob Sisson, Arch Ford Math Specialist for feedback regarding math strategy menu. • Collaborate with Dr. Stewart and ESL staff to determine steps for explicitly applying strategies taught in ESL to mathematics as well. So much of the math curriculum involves complex math word problems. Request pd on ESL math strategies. • 4 additional staff complete ESOL certification • Expand use of Response Days as preventative measure to ensure high levels of mastery on CSAs • Implement a schedule to include Tier 2 intervention/extension time. Shift Tier 2 to focus on essential standards. • Intervention subcommittee creates a system level plan to revise TIER 3 intervention processes to align with PLC principles.	• Minutes summarizing J. Sisson's feedback • Notes from collaborative planning sessions, pd session agenda, ESL staff lesson plans • Certificates • CFA data, learning target data by student, response day schedules • Master schedule, CSA data and data analysis documents that document student by student by essential skills • Agenda, Agenda Notes	• September 2022 • October 2022 • Summer 2022 • September, ongoing • Fall 2022 • January 2023

Goal 2: To increase the number of students in grades 3 and 4 who meet the ACT Aspire reading readiness benchmark by 10% within three years through implementation of the five components of the Reading Initiative for Student Excellence (R.I.S.E.) Arkansas.

ESSA Title 1 Components: Component 1, 2, 3, 4

Rationale: A comprehensive needs assessment was conducted to collect and analyze data, which included a review of the percentage of 3rd and 4th grade students who scored Ready or Exceeding on the ACT Aspire assessment. The data revealed the following average percent proficient: 2018 54%, 2019 62%, 2021 66%. (Due to pandemic related school closures at the end of 2019-2020 school year, there is no summative data for that year.)

A three year review of Istation reading data shows the following:

- **A three year average of 71% of K-2 students demonstrating proficiency in reading.**

Action Steps	Documentation	Timeline
• District Essential Standards (3-5) will be selected. Sequoyah teachers will identify 3-5 more that are important for a school level focus as well.	• RSD Essential Standards Document, Sequoyah's ES document	• May 9 RSD selection, May 18, Sequoyah finalizes school ES
• Unwrap literacy ES for 3rd quarter	• ES Unwrapping Template	• Oct/Nov 2022
• Continue to unwrap literacy ES for remainder of the year	• ES Unwrapping Template	• January - May 2022
• Utilize inclusive practices to push in special education support and reduce the use of pull out	• Resource schedules, IEP's	• August, on-going

• New to Sequoyah staff will continue to be credentialed through one of the ADE Science of Reading approved pathways	• Certificates, sign-in sheets	• June; on-going
• K-4 Classroom and Special Education Teachers will be assessed on their demonstration of proficiency in the Science of Reading by the beginning of 2023-2024 school year.	• ESchool Report to the State, observation data	• August, on-going
• Additional Flyleaf Decodables will be purchased for Kindergarten by grant resources and Reading Series 3, Advanced Skills, will be purchased for 2nd grade with Reward and Recognition funds.	• Example Lesson plans, observations	• May, on-going
• New to Sequoyah teachers in grades k-2 will receive Phonics First training	• Lesson plans, observations	• August-May
• The Instructional Facilitator will continue to provide job embedded professional learning on identified Science of Reading elements	• Presentations with embedded agendas	• August, on-going
• Utilize intervention team and tiered RTI program to support students reading below grade level.	• RTI Meeting Notes, student data and anecdotal notes from interventionists	• August, on-going
• Utilize Arch Ford Literacy Specialist as content experts for identified literacy support	• Meeting Agendas, Presentations	• As needed

Goal 3: To recommit to our focus of ensuring students benefit from a STEAM focused curriculum.

ESSA Title 1 Components: 1, 2, 3, 4

Rationale:

According to the U. S. Department of Commerce, STEM occupations are growing at 24%, while other occupations are growing at 4%. STEM degree holders have a higher income even in non-STEM careers. Science, technology, engineering and mathematics workers play a key role in the sustained growth and stability of the U.S. economy, and are a critical component to helping the U.S. win the future. STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators.

The pandemic has dramatically stalled our focus on maintaining a strong STEAM (Science, Technology, Engineering, Arts, and Mathematics) initiative. If we do not purposefully recommit to this work, the gains we recognized will be lost. Our focus once again will be to purposefully incorporate STEAM curricula into the regular classroom environment. In an effort to prepare students to excel in an ever-changing global workforce, we must intentionally design inquiry-based, exploratory, and real world problem-based learning opportunities for our students.

Based upon our data, we believe an emphasis on science, technology, engineering, art, and math greatly influences the establishment of critical thinking, will develop a deeper understanding and appreciation of the arts, and will cultivate creativity and innovation within students.

Based on feedback from our previous Steam Advisory Board and community feedback, they feel it is important to ensure our students have a strong STEAM background. Many of our families work at the local nuclear power plant as engineers or other STEM occupations. They see a value in our STEAM focus.

Our STEAM initiative has resulted in positive results as measured on the ACT Aspire Science Assessment.

- **A three year average of 60% of 3rd grade students demonstrating proficiency in science.**
- **A three year average of 66% of 4th grade students demonstrating proficiency in science.**
- **In 2021, third grade students scored their highest level of proficiency ever, as measured by ACT Aspire, with 67%. That compares to only 32% of Arkansas students and 40% of national students scoring proficient.**
- **In 2021, 66% of 4th grade students scored proficient on ACT Aspire science test, outperforming the state at 37% and the nation at only 43%.**

Action Steps	Documentation	Timeline
• Participate in Arkansas STEM Certification Webinar	• Notes, application documents	• May 23, 2022
• Review our STEAM story and have a shared conversation with new hires	• Session presentation	• August 2022
• Implement a new SEL program called Capturing Kids Hearts. This program will contain academic skill processes that will be helpful in promoting effective project based learning	• PD Sign In sheets, Monthly coaching session	• August 2022
• Create a new STEAM leadership team to guide the process or determine if Guiding Coalition will lead this work as well, consider best path forward	• Roster of new committee members, responsibilities of the team, norms	• September 2022 selection processOctober 2022 begin quarterly meetings

• Reconvene the STEAM Advisory Board composed of community members to provide input for our STEAM initiative. • Schedule collaborative planning time between specialists and grade level teams. • STEAM Leadership team will create a plan for improving the following indicators based on our Cognia certification feedback: Goal 1: Implement technology integration for all students to build key skills as creators of content and solutions. Goal 2: Communicate vision for STEAM literacy skills and competencies, and assess student growth in target areas. • Begin the process of collecting evidence for Arkansas STEM Certification • Continue to expand efforts to connect community resources and experiences to STEAM units.	• Letter to STEAM Advisory Board (SAB) members, Roles and Responsibilities of SAB, Agendas • PD Certified Requests for Leave, agendas • Completed plan, with action steps, artifacts, and timelines • Google Slide Deck with artifacts for the process • Photos of community connections, invitations to community resources	• Quarterly for the 2022-2023 school year • October 2023 • Ongoing through 2022-2023 • January - Fall 2023 • Ongoing through 2022-2023 school year

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