

2021 - 2022  
Parkers Chapel Elementary School  
Improvement Plan

Parkers Chapel School District reviewed the elementary school's improvement plan throughout the school year and submitted a report to the Parkers Chapel School Board in April during the regularly scheduled board meeting. Along with the evaluation of the current plan, the board approved the 2021-2022 "draft" improvement plan. Typically, the "draft" is updated after the school receives the end of year state testing results and the data is reviewed and added to the plan. Due to the Covid Pandemic, no new data is available at this time. New data will be added after the testing data is released for the 20-21 school year.

**Analysis of Students' Needs:**

In 2018-2019, Parkers Chapel Elementary received a grade of C (71.97 ... 64.98 - 72.16) on the Annual Report Card issued by the State Department of Education.

- Spring 2019 - 128 students (51.4%) in English Language Arts and 142 students (57%) in Math were Ready or Exceeding on the ACT Aspire Test. The 2019 predicted overall ESSA Index Score was 71.97. The 2019 Weighted Achievement Score (weighted performance points earned =  $[342.25/498] * 100$ ) was 68.72. The Value Added Growth Score was 77.63. The School Quality and Student Success Score was 60.67. Student Engagement or the Attendance Rate was 80.97%. The area of greatest need, based on the ACT Aspire results, are (1) students reading at grade level, which received a score of 50.6 and students' science achievement, which received a score of 47.39
- <https://myschoolinfo.arkansas.gov/SRC/29/7007039>
- <https://myschoolinfo.arkansas.gov/SRC/29/7007039#section2>
- <https://myschoolinfo.arkansas.gov/SRC/29/7007039#section3>
- <https://myschoolinfo.arkansas.gov/Schools/Detail/7007039>
- <https://myschoolinfo.arkansas.gov/Schools/Detail/7007039?tab=reports&openreport=ESSASchoolIndex>

In 2017-2018, Parkers Chapel Elementary received a grade of B on the Annual Report Card issued by the State Department of Education.

- Spring 2018 - 53.6 % students in English Language Arts and 61.9% students in Math were Ready or Exceeding on the ACT Aspire Test. The predicted overall ESSA Index Score was 76.22. The Weighted Achievement Score was 74.63 The Value Added Growth Score was 81.37. The School Quality and Student Success Score was 62.74. Student Engagement or the Attendance Rate was 79.04. The area(s) of greatest need, based on the ACT Aspire results, are (1) the number of students reading at grade level (54.85) and (2) achievement in science is 50.63.

In 2016-2017, Parkers Chapel Elementary received a grade of B (79.02)) on the Annual Report Card issued by the State Department of Education.

- Spring 2017, 65.11 of students in English Language Arts and 66.81 of students in Math were Ready or Exceeding. Of the targeted group, 55.65 in ELA and 57.39% in Math were Ready or Exceeding. The predicted overall ESSA Index Score is 79.02. The Weighted Achievement Score is 82.45. The Value Added Growth Score is 80.38. The School Quality and Student Success Score is 66.45. Student Engagement or Attendance Rate was 81.33. The area of greatest need is the number of students reading at grade level (54.31).

Students reading at grade level: In 2017, 54.31, in 2018, 54.85, in 2019, 50.6 according to the ACT Aspire Test results.

The Science Achievement Score of students scoring Ready or Exceeding in 2017 was 56.22, in 2018 was 50.63, and in 2019 was 47.39.

## **Student Supports and Evidence-Based Interventions Implemented**

### **Literacy:**

Kindergarten: Paraprofessionals assist in each kindergarten classroom 25 % of the school day. The paraprofessional monitors and assists individual students while the certified teacher holds small group reading instruction sessions daily. The paraprofessional also facilitates the *Reading Horizons Discovery* online reading program while the certified teacher works with small groups or 1:1 to remediate or reinforce skills that students have not mastered.

Kindergarten through Sixth Grade: A paraprofessional is utilized 75% of the day providing Tier II reading interventions through the *Sonday I* and *Sonday II* Systems. Small groups of students receive services at 35-minute intervals three to four times a week.

First Grade: A paraprofessional provides small group Tier II interventions 20% of the day, utilizing the Reading Horizons curriculum. The remaining 80% of the day, the paraprofessional holds classes in a high-interest independent reading lab. This program utilizes *Reading Renaissance* principles and the *Accelerated Reader* program. Students take AR tests during this time and read in book clubs.

Kindergarten through Sixth Grade: A paraprofessional is utilized 75% of the day providing literacy immersion with a focus on vocabulary and comprehension in a reading lab / computer lab setting. This literacy lab is also open for before school (7:10 - 7:45) for tutoring sessions and AR comprehension testing and afterschool for tutoring and AR testing (3:30 - 4:30) daily. Additional funds are used for the before school and after school tutoring / reading program.

Preschool through Second Grade: Teachers use the *Heggerty Phonemic Awareness Curriculum* by Literacy Resources, LLC. It is a well organized 35-week curriculum of daily phonemic awareness lesson plans where core instruction is provided in a whole group setting for ten to twelve minutes daily. It is used in Prek, Kindergarten, and Grades One and Two as a Tier I Core Curriculum. It can be used to provide Tier II and Tier III support through small group or individual instruction in grades K-6.

Preschool through Sixth Grade: *Reading Horizons Discover* and *Reading Horizons Elevate* computer-based instruction with teacher-led small group interventions based on assessments built into the programs are used at each grade level. RHDDiscovery is used with preschool through third grade. It is designed for emerging readers aged four to nine years of age. It builds foundational reading skills so that students become strong, proficient readers. The students decode and pronounce multisyllabic words, improve spelling, strengthen comprehension skills, and become confident readers. Students utilize this program for a minimum of twenty minutes per day. It delivers engaging, explicit, systematic phonics instruction through a multi-sensory approach based on Orton - Gillingham principles. The instruction is cumulative and well organized. The multi-sensory approach enhances learning memory by engaging auditory, visual, and kinesthetic modalities simultaneously during instruction. RHElevate is designed to be used with fourth-grade students through eighth-grade students. It was used three times per week in grades four, five, and six during the 2019-2020 school year during the RTI scheduled period. During the 2020-2021 school year, it was used four to five days per week for a minimum of twenty minutes. Both RH Discovery and RHElevate programs correlate with the five pillars of effective reading instruction as identified by the National Reading Panel (National Institute of Child Health and Human Development ...NICHD) in 2000. Each sound of the English language is explicitly taught, along with the letter(s) that represent the sound. Five phonetic skills are taught to help students recognize short and long vowel patterns in words and syllables. Two decoding skills are presented to show students how to decode multisyllabic words.

Kindergarten through Third Grade: The *Reading Horizons Direct Instruction* Program is the supplemental Phonics/Word Study program used with our emerging readers. The program includes detailed scripted lesson plans for teaching research-based explicit, systematic, and sequential phonics-based instruction in elementary classrooms. Additional instructional materials are utilized to increase student engagement and facilitate student transfer of decoding skills into fluent reading.

Kindergarten through Sixth Grade: For the Core Program, teachers use the *Wit and Wisdom* program which focuses on vocabulary and comprehension. Comprehension meets the Science of Reading criteria and encompasses the teaching of verbal reasoning, vocabulary, literacy knowledge, and monitoring of comprehension. Instruction is based on systematic routines for teaching comprehension and vocabulary including the review of previous taught materials.. Building students' background knowledge and vocabulary is based on content and use of rigorous texts. In grades Kindergarten through second grade, the vocabulary includes instruction for high-utility, multiple-meaning, and content-specific vocabulary including science and social studies.

Kindergarten through Sixth Grade: Dyslexia interventions are introduced in Preschool and Kindergarten through Winsor Learning's *Sunday System: Let's Play Learn*. Let's Play Learn offers structured, systematic, multisensory practice for preschool through kindergarten students. It is used as a tool to develop foundational reading skills and prevent reading difficulties, or as an intervention for those who need to strengthen pre-reading skills. Each lesson plan uses Orton - Gillingham methods to provide effective intervention in whole class and small group settings. Winsor Learning's *Sunday System 1* program offers structured, systematic, multisensory reading interventions for beginning readers through the end of second-grade reading level. Each 35 minute lesson plan uses Orton - Gillingham methods to provide effective interventions in small group settings. The skills and concepts focus on pre-reading skills, phonics using vowels, vowel pairs, blends, consonant blends and digraphs, spelling practice, rules of language structure, compound and non-phonetic words, reading and writing fluency, handwriting, vocabulary, and comprehension. The *Sunday System 2* program offers structures, systematic, multisensory, interventions for intermediate readers within the third through eighth-grade reading level. Each 35 minute lesson plan uses proven Orton - Gillingham methods to provide effective interventions in a small group setting. Students with mild reading delays receive this intervention a minimum of three days per week, while intensive intervention is scheduled four or five days per week. The skills and concepts taught in the *Sunday 2* program begin with a review of the *Sunday 1* System. Then it moves on to syllable types and syllable division rules, a study of prefixes and suffixes, roots and their meanings, non-phonetic words, and then progresses to vocabulary and comprehension skills. If the *Sunday 1* and *Sunday 2* systems prove to be unsuccessful, then the student is referred for further testing and may be referred to work with the Dyslexia Interventionist (currently holds a MSE in special education and is a Certified Academic Language Therapist, certified through ALTA.. Currently 75% of the interventionists' school day is spent working with small groups utilizing the Scottish Rite - *Take Flight Comprehensive Intervention Program*. *Take Flight* is a two year - Tier III program that is Orton - Gillingham based curriculum written by Luke Wales Center for Dyslexia and Learning Disorders at Texas Scottish Rite Hospital for Children. This program is specifically written for individuals who have a language based learning difference (dyslexia). *Take Flight* is a comprehensive, ungraded, structured and sequenced curriculum that utilizes multi-sensory techniques for basic reading, spelling, and writing instruction. *Take Flight* addresses the five components of effective reading instruction identified by the National Reading Panel's research and is a comprehensive Tier III intervention for students with Dyslexia. After students complete *Take Flight*, the student is reintroduced into the core literacy programs at their grade level or they continue with their therapy by utilizing the *Mindplay* Virtual Reading Program. Dibels Next are short one minute fluency measures used for screening and progress monitoring for

all K-2 students and all 3-6 students that have been identified as struggling readers. Utilizing the Dibels scores, each student with a weakness or deficit area, who is not making progress, is assigned to one of the intervention programs previously listed. If a student continues to not make progress, they are referred for dyslexia screenings and possible testing or referred for special education services.

Kindergarten through Sixth Grade: RISE (Reading Initiative for Student Excellence) encourages a culture of reading by coordinating a statewide reading campaign with community partners, parents, and teachers to establish the importance of reading homes, schools, and communities. The three goals of RISE are: (1) to sharpen the focus of and strengthen reading instruction, (2) to create a community collaboration focused on reading instruction and strategies, (3) and to build a culture of reading.

Students receive leveled reading instruction in kindergarten through the second grade. Within the leveled groups, teachers use assessments to guide their small group instruction, focussing on decodable reading instruction and the reading strategies learned through the RISE / SOR training. The Lit Lab / RISE models are used in grades three through six.

Kindergarten through Sixth Grade: A Summer School program will be held for four weeks to address reading deficits. Teachers will use classroom observations and classroom based assessments in recommending the students for this program. Parent requests will also be considered.

Second through Sixth Grade: After School Immediate Response to Instruction will be implemented to assist students with mastering grade level skills and learner expectations. Students may voluntarily attend this program. Students who do not pass the literacy portion of the state assessment test will be required to attend after school sessions for remediation purposes. This will consist of certified teachers and paraprofessionals assisting with homework as well as focussing on individual student academic plans created during PLC meetings through analyzing classroom based assessments and testing data. Based on research, a tutoring program at the intermediate elementary level is an excellent example of a program that identifies students with needs and is provided additional support to meet those needs.

## **Math:**

Kindergarten through Sixth Grade: Eureka Math curriculum, aligned with state standards, is used with grades K-6. It equates mathematical concepts to stories, with the aim of developing conceptual understanding. It encourages students to use various mental strategies to solve problems. Its focus is on the process instead of the answer. Arkansas' standards and assessments require students to solve complex problems. To do this, students must understand math concepts and have numerous strategies for solving difficult problems.

Kindergarten through Fifth Grade: Each student in preschool through the fifth grade has a Zearn Math account. Zearn Math is a top rated curriculum with instructional and digital materials that are directly aligned and connected to Eureka Math. It covers the same concepts in multiple learning formats. It is utilized for skill practice and remediation.

Sixth Grade: Khan Academy is used in the sixth grade for extra practice and remediation.

Kindergarten through Sixth Grade: A Summer School program will be held for four weeks to address math deficits. Teachers will use classroom observations and classroom based assessments in recommending the students for this program. Parent requests will also be considered.

Second through Sixth Grade: After School Immediate Response to Instruction will be implemented to assist students with mastering grade level skills and learner expectations. Students may voluntarily attend this math tutoring program. Students that do not pass the state assessment test are required to attend after school tutoring sessions for remediation purposes. Based on research, a tutoring program at the intermediate elementary level is an excellent example of a program that identifies students with needs and is provided additional support to meet those needs.

### **Science:**

Kindergarten through Second Grade: Science is integrated into the Great Minds *Wit and Wisdom* Literacy Program. Hands on science experiments are presented in the classrooms in a lab type platform at least once a week or 20% of the class time.

Third Grade through Sixth Grade: *National Geographic Science* curriculum is used in the classroom as the core curriculum.

Third Grade through Sixth Grade: IXL Science is an online format that will be used as a supplement to address state standards and to analyze the students' understanding of scientific concepts. This program will allow teachers to accurately assess student knowledge through real - time diagnostic measures which will pinpoint each students' grade level proficiency. This information will then be used by the PLC to create the students' academic improvement plan in the area of science.

Third Grade through Sixth Grade: *Science Studies Weekly* is a consumable weekly curriculum that is centered around a guiding question, which helps answer the "why" and wonder of science. The investigation part of the curriculum utilizes the five Es (Engage, Explore, Explain, Elaborate, and Evaluate). This supplemental program offers technology integration with online assessments, further exploration, weekly hands on lab experiments, and differentiated support for all students.

Kindergarten through Sixth Grade: Evan Moor *Daily Science* is a bell ringer spiraling science review that is used.

Fifth Grade and Sixth Grade: *Kesler Science* is student centered labs with interactive notebooks and sequential lessons. It is utilized as a supplemental program.

### **Social Studies:**

Kindergarten through Second Grade: Social Studies is integrated into the Great Minds *Wit and Wisdom* Literacy Program.

Third Grade through Sixth Grade: *Wit and Wisdom* Literacy Curriculum and teacher led Novel Studies supports cross curricular learning and integrates the social studies standards.

Kindergarten through Sixth Grade : Evan Moor Daily Geography is a bell ringer spiraling social studies review that is used.

## **Professional Learning Required for Interventions**

Teachers receive professional development in July and August to teach the curriculum. Administrators continually monitor teacher and student progress throughout the year.

RISE and SOR Training: All teachers in the elementary school have completed the RISE training or are in year one or two of the training. Activity (non-core certified personnel) teachers have completed RISE or have completed the 15 hours of Awareness through the IDEAS portal. Those in year one (2020-2021) will complete their training in 2021-2022. The Assistant Principal completed year one training in 2020-2021. The Principal has completed the K-2 training. The Principal has completed the 3-6 training. The Principal has completed the RISE Assessor's Training.

All Kindergarten through Third-Grade teachers, the special education teacher, principal, and curriculum coordinator received two days of *Reading Horizons* and *Reading Horizons Discovery* training in August 2019. All K-6 teachers had access to the *Reading Horizons* Professional Development Portal during the 2020-2021 school year. The Professional Development Portal is a resource for teachers which provides videos of lessons and explanations of how the phonetic skills are applied in the reading program. This will be provided for the teachers during the 2021-2022 school year.

All Fourth Grade through Sixth Grade teachers, the upper elementary special education teacher, the principal, and the curriculum coordinator received half a day of *Reading Horizons Elevate* training in August 2019.

All Kindergarten through Sixth Grade teachers, special education teachers, the principal, and the curriculum coordinator received one full day of *Reading Horizons* training in October 2019, and then received three online training seminars during PLC meetings. Individual online trainings are included in the Professional Development Portal.

Kindergarten through Third Grade teachers participated in a *Reading Horizon's* observation / coaching training day during the 2019-2020 year. All Kindergarten through Third grade teachers and the principal received professional development and coaching of observed skills for one day during the 2020-2021 school year. Two coaching days will be scheduled for the 2021-2022 school year. Literacy PLC meetings will be held to focus on the implementation of coaching recommendations.

All elementary teachers received one full day of professional development from Great Minds - *Wit and Wisdom* in August 2019. In-Sync online training was provided by Great Minds for the 2020-2021 school year. In-Sync will not be purchased for the 2021-2022 school year.

All elementary math teachers and special education teachers received one full day of professional development from Great Minds - *Eureka Math* in August 2019.

All teachers will attend PLC professional development from Solution Tree during the 2021-22 school year. Teachers will meet in PLC groups by grade level at K-2 and by content area in grades 3-6 to determine the essential skills that need to be mastered at each grade level in each content area. K-2 teachers will focus on Literacy and Math the first two years and gradually add the other content areas.

### **Implementation Timeline for Monitoring Interventions:**

June and July 2021 - students that fail one core subject area in grades 3 through grades 6 (one or more semesters) will attend summer school for credit recovery;

June and July 2021- students that fail two core subject areas in grades 3 through grades 6 (one or more semesters) will attend summer school for credit recovery or will be retained based on committee decision.

July 2021 - students that do not score exceeding or ready on the ACT Aspire Test will be identified and an academic improvement plan will be created for those students; the students will be required to attend after school or in school remediation to focus on learning objectives not mastered or passed on the state test.

September 2021 - April 2022 - Students attend after school tutoring. Students are identified by the ACT Aspire Test, ACT Aspire Interims, and Classroom Based Assessments.

August 2021 - May 2022 - Students attend a daily RTI scheduled class period during the school day. During this time they receive extra practice, TIER I, TIER II, or TIER III interventions.

### **Implementation Timeline and Procedures for Evaluation of Interventions**

All students in Kindergarten through Second Grade take the Dynamic Indicators of Basic Early Literacy Skills Test also known as DIBELS. This is a collection of assessments that take no more than ten minutes per student. They measure phonological awareness, alphabetic principles, and fluency with connected text. \*DIBELS NEXT is administered three times during the year. Struggling readers in grades three through sixth are identified by state standardized tests. They also are given the DIBELS NEXT Test. Based on the Benchmarks , a student is considered (1) at or above benchmark, (2) below benchmark, or (3) well below benchmark. Those at or above benchmark need only core support. Those that are below benchmark receive strategic support and then the teacher progress monitors every two weeks. Those that are well below benchmark receive intense support and they are progress monitored weekly.

All students in First Grade through Sixth Grade take the STAR Reading test. This test is administered three times a year to document student growth in reading. The initial STAR test is used to identify the beginning of the year reading level or grade equivalency. This information is shared with parents in October at the first Parent / Teacher Conference. The December/ January test is used to document growth or identify the need for interventions. The April/May test provides the end of year grade equivalency that is provided to parents on the last report card of the year.

Kindergarten through Sixth Grade students are continuously assessed throughout the school year in the RH Discovery and the RH Elevate programs. Those assessments guide small group instruction and remediation.

Kindergarten through Second Grade students take the NWEA assessment three times during the year. This assessment is used to identify the specific needs of students and guides instruction and remediation.

Third Grade through Sixth Grade students take three ACT Aspire Interim Assessments. These assessments are used to guide instruction and evaluate students' needs.

Third Grade through Sixth Grade students take the ACT Aspire Test in late April or early May. This test provides end of year data for evaluating the effectiveness of the curriculum, teachers, and provides information concerning students' successes and students' weaknesses.