

BHS School Improvement Plan

2021/22

Needs Assessment- Analyze multiple sources of data to determine the areas of strength and the areas of growth.

Research shows that school culture is one of, if not the most important, factors in a school's overall success.

Strengths:

- Benton High School has, what many believe, is a healthy school culture. We believe our students are provided a safe environment to receive an education. BHS has many support systems in place to aid students who are struggling with many different types of situations.
- Based on 18-19 ACT Aspire data Benton High School showed good growth scores in:
 - ELA -- 81.89
 - Math -- 80.71
 - Science -- 82.10
- Graduation Rate -- 95%
- 11th Grade ACT Results for 2020
 - Math -- 20.1 up from 19.5 in 2019
 - Science -- 20.7 up from 19.8 in 2019
 - STEM -- 20.6 up from 19.9 in 2019
 - English -- 19.6 up from 19.3 in 2019
 - Reading -- 20.5 up from 20.2 in 2019

Areas of Growth:

- 2017/18 ACT Aspire data shows that 15 7th grade students tested were categorized as "In Need of Support" in ELA.
- 2017/18 ACT Aspire data shows that 41 7th grade students tested were categorized as "In Need of Support" in Math.
- Those 7th grade students will be our incoming 10th grade students for the 2021/22.

Goal 1- In 2017/18 next year's incoming 10th grade students had 15 students perform at a level of "In need of support" on the ACT Aspire. Our goal is to reduce this number to 10 students on the 2022 administration of the exam.

What does it look like fully implemented? What is the timeline for full implementation?

- The goal will be complete when ACT Aspire data reflects a decrease from 15 students to 10 students (or less) performing at a level of "In Need of Support".
 - Continue our intervention program with time built into the instructional day focused on intervention time. (August 2021)
 - Interventions will be based on Essential Standards for each of the core classes which have been identified by the teachers. (Twice a week)
 - PLC teams will identify students who need interventions based on CFA's (at least every 4 weeks), ACT Aspire data (when teachers return in August), and another diagnostic test like NWEA.
 - All new teachers will complete RISE Awareness training during the summer of 2021.
 - Intervention training will be provided to all core teachers, who have not already completed it this current year, during the summer of 2021.
 - A diagnostic test will be administered to all students each quarter throughout the year to determine where each student is reading and specific areas where each student needs to grow to read on grade level.

Goal 2- In 2017/18 next year's incoming 10th grade students had 41 students perform at a level of "In need of support" on the ACT Aspire. Our goal is to reduce this number to 30 students on the 2022 administration of the exam.

What does it look like fully implemented? What is the timeline for full implementation?

- The goal will be complete when ACT Aspire data reflects a decrease from 41 students to 30 students (or less) performing at a level of "In Need of Support".

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- Continue our intervention program with time built into the instructional day focused on intervention time. (August 2021)
 - Interventions will be based on Essential Standards for each of the core classes which have been identified by the teachers. (Twice a week)
 - PLC teams will identify students who need interventions based on CFA's (at least every 4 weeks), ACT Aspire data (when teachers return in August), and another diagnostic test NWEA/MAP.
 - Intervention training will be provided to all core teachers, who have not already completed it this current year, during the summer of 2021.
 - The map test will be given each quarter to provide continuous data to monitor progress throughout the school year.

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available- ACT Aspire Data, staff members, common formative and summative assessments, district level instructional facilitators, Intervention time (built in), Common planning time for each PLC team, RISE awareness training.

Resources Needed- Response to Intervention training for all core teachers, MAP/NWEA data, Professional Development focusing on vocabulary instruction.

Future Professional Development

- All new teachers will have to provide documentation of RISE or RISE Awareness training upon hiring.
- If a teacher has not received the appropriate or complete training required for their position, the administrators will contact the RISE trainers within the district on the need for RISE training. The facilitator will work with the new teachers to provide them with the necessary training. All training will be completed during the summer before the start of their first year. If this is not possible, the training will take place in a combination of summer, school year and following summer to complete the requirements.

How will you evaluate the goal?- Analyzing Common Formative Assessment data at PLC meetings. Intervention monitoring, diagnostic test progress data, classroom walkthroughs, Future ACT Aspire Data.

When will you evaluate the progress of the goal?- Monthly for common formative assessment data, quarterly diagnostic testing NWEA/MAP, yearly when ACT Aspire data is released.

Cost of Implementation?- Cost of RTI trainings \$?.??.

Benton Middle School
School Improvement
2021-22

Needs Assessment- Analyze multiple sources of data to determine the areas of strength and the areas of growth.

Strengths: Based on data from the ACT Aspire 2018-19 assessments, math, science, and English demonstrated the greatest number of students achieving the Readiness Benchmark at all three grade levels. English demonstrated the highest achievement rate with 77.0%, 77.3%, and 90.5% for 5th, 6th and 7th grades respectively. These scores ranked in the top 7% to 39% in the state. Math was the second area of strength in Readiness Benchmark, but ranked higher in the state with achievement rates of 58.9%, 69.1%, and 71.5% for grades 5th, 6th, and 7th respectively. These rates ranked between the top 4% to 23% in the state. Science was also strong with Readiness Benchmark achievement of 50.6%, 57.6%, and 58.6% for grades 5th, 6th, and 7th respectively. These rates ranked between top 8% to 20% in the state. As a result of the Math and Science achievement, the STEM scores were 20.5%, 21.9%, and 34.4% for grades 5th, 6th, and 7th respectively. These rates ranked between top 2% to 13% in the state. This data aligns closely with the data collected from iReady assessments and the grade level indicators. The English, Math and Science grade level teams utilized common formative and summative assessment data to drive the instruction and this data closely paralleled the above achievement results.

Benton Middle School has a strong reputation of caring about students and meeting needs beyond the academic realm. This positive school culture has garnered the school multiple awards and recognition from the Arkansas Department of Education and the Office of Educational Practice. Benton Middle School has previously received Recognition and Reward funds and has been recognized as a High Achieving School Overall, in Science and in Math by the Office of Educational Practice. This is due to many factors, but culture has been the strongest factor due to it's inclusive nature.

Areas of growth: The two areas for growth to be addressed in the two goals for Benton Middle School are: 1) reading and writing achievement and 2) STEM achievement.

In improving reading and writing achievement Benton Middle School will place a strong emphasis on key ideas and details for reading while providing development and support for writing. These areas demonstrated the lowest number of students achieving the Readiness Benchmark. IReady diagnostic data consistently demonstrated the need for growth in comprehension in both literature and informational text. However, after the implementation of the RISE as Intervention program established by the school beginning the 2019-20 school year, iReady growth in the Fall Semester showed great improvements from the beginning of the year diagnostic to the mid year diagnostic. The reading improvements showed 75%, 100%, and 100% of the projected yearly outcomes had been achieved by the 5th, 6th, and 7th grade classes respectively with only 50% of the school year completed. Classroom Common Formative Assessment data paralleled the iReady data.

While the school continues to be strong in Math and Science and ultimately STEM scores when compared to the state, there are still a significant number of students not achieving the Readiness

Benchmark. To improve STEM achievement Benton Middle School will place a strong emphasis on Algebra and Algebraic Thinking along with Geometry in Math while providing development and support for Science. These areas demonstrated the lowest number of students achieving grade level readiness on the assessment data reviewed. While Benton Middle School continues to have some of the highest achievement rates in the state in Math, Science and STEM, the number of students not achieving Readiness Benchmarks in Math and Science is between 49% to 29%. In STEM 65% to 79% have not met the grade level readiness benchmark. iReady growth in the Fall Semester showed great improvements from the beginning of the year diagnostic to the mid year diagnostic. The math improvements showed 56%, 72%, and 125% of the projected yearly outcomes had been achieved by the 5th, 6th, and 7th grade classes respectively with only 50% of the school year completed. Classroom Common Formative Assessment data paralleled the iReady data.

Goal 1-

To increase the number of students achieving Readiness Benchmark as evidenced through ACT Aspire Preliminary Results for Reading with emphasis on reading comprehension of key ideas and details along with emphasis on development and support in writing. The goal for each grade level is as follows:

2nd grade to 5th grade--47.2% in 2018-19 to 54.7% in 2021-22

3rd grade to 6th grade--59.9%in 2018-19 to 67.4% in 2021-22

4th grade to 7th grade--49.4% in 2018-19 to 56.9% in 2021-22

What does it look like fully implemented? What is the timeline for full implementation?

What does it look like fully implemented?

- The goal will be fully implemented when ACT Aspire data demonstrates a 7.5%+ growth in the areas of reading and writing. This will accompany growth in the areas of reading comprehension of key ideas and details along with emphasis on development and support in writing. All teachers in the building have completed Pathway C RISE Training or RISE Awareness Training.

Timeline:

- 2021-22 school year, goal could be ongoing with adjustments to areas of emphasis.
 - RISE Training days 1-6 for new teachers will be provided summer of 2021.
 - RISE Awareness Training for all new elective teachers provided during the summer of 2021.
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Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available-

- Dedicated faculty/staff that utilizes multiple data points to drive instruction.
- Building specific Literacy Specialist to coordinate and support intervention.
- iReady.
- Intervention time during Advisory Period.
- Our current RTI programs, dyslexia intervention programs, RISE as Intervention school initiative and before/after school tutoring which incorporates writing camp for enrichment and intervention.
- Tools for Learning supplemental courses that support and enrich reading and writing skills.
- Learning Skills courses targeting the highest at risk students that supplement and support enriching reading and writing skills.
- The Schaffer Method implemented in writing assignments/assessments in Social Studies and Science classes and the Empowering Writers program implemented in the 5th and 7th grade Tools For Learning classes.
- Common planning time for grade level teams with minor exceptions due to scheduling needs.
- Summer Professional Development in the Science of Reading (RISE Training).
- District Literacy Facilitators that are certified to provide RISE Training.
- 5th and 6th grade Math, Literacy, Science, Social Studies, 7th grade Literacy and Social Studies teachers along with grades 5-7 Special Education teachers that have received all 6 days of RISE Pathway C Training.
- Building Administrators that have completed RISE Pathway C Training and RISE Evaluator Training.

Resources Needed-

- Professional Development for training of staff on Professional Learning Communities/Common Formative Assessments and the use of CFA and CSA data to be utilized in creating assessments, utilizing assessment to drive instruction/intervention, and creating a building wide team approach for writing to enable support in a cross-curricular manner.
- Substitute teachers to be utilized for ELA teachers in order for them to meet with the other grade level/subject area teams to provide support and guidance in implementing Essential Standards that align horizontally and vertically. This will assist in refining assessments and developing a team approach to improving reading and writing skills.
- Professional Development for RISE Training Pathway C and RISE Awareness Training.

Steps to fully implement

1st Nine Weeks

- Assess and refine current RTI efforts.
- Provide Professional Development presented by the Literacy Facilitator/PLC trained teachers on the PLC Process with emphasis on Essential Standards, Common Formative Assessments and Intervention prior to the beginning of the school year.
- Create the grade level/subject area weekly meeting schedule and the Professional Learning Communities Schedule to include dates for collaboration with English teachers and facilitator.
- Provide time for literacy teachers to meet with other subject areas to provide support to begin cross-curricular implementation.
- Give the first iReady Reading diagnostic and utilize data to begin the RTI process.
- Begin before and after school homework help/writing camp.
- Building Leadership Team members will report data to the team on the progress of the cross curricular efforts and make suggestions for revision of process if any are necessary.
- 5th, 6th, and 7th grade Literacy and Social Studies Teachers will begin assessing targeted students utilizing the PAST Assessment in order to establish initial reading intervention groups.

2nd Nine Weeks

- Continue cross-curricular meetings in order to implement with fidelity.
- Building Leadership Team members will report data to the team on the progress of the cross curricular efforts and make suggestions for revision of process if any are necessary.
- Evaluate common assessment data along with iReady to progress monitor students.
- Utilize data to identify any needs for change to areas of emphasis stated in the goal.
- 5th, 6th, and 7th grade Literacy and Social Studies Teachers will reassess targeted students in order to realign reading intervention groups.

3rd Nine Weeks

- Implement revisions (if any) to the areas of emphasis.
- Continue cross-curricular meetings in order to implement with fidelity.
- Building Leadership Team members will report data to the team on the progress of the cross curricular efforts and make suggestions for revision of process if any are necessary.
- Give the second iReady diagnostic the first week of the semester.
- Evaluate common assessment data along with iReady to progress monitor students.
- Literacy and Social Studies Teachers will reassess targeted students in order to realign reading intervention groups.

4th Nine Weeks

- Continue cross-curricular meetings to make any revisions needed prior to ACT Aspire testing.
- Give the 3rd iReady diagnostic the second or third week of May.
- Evaluate common assessment data along with iReady to progress monitor students.
- The Building Leadership Team will utilize the data from iReady as well as teacher input to initially evaluate plan effectiveness while awaiting results from the ACT Aspire testing.
- Literacy and Social Studies Teachers will reassess targeted students in order to realign reading intervention groups.

How will you evaluate the goal?

- The Building Leadership Team will use iReady and common assessment data at least once per 9 weeks.
- The Building Leadership Team will use 2021-22 ACT Aspire data.

When will you evaluate the progress of the goal?

- Common assessment data will be evaluated twice per 9 weeks. iReady data will be evaluated at the beginning of the year, mid-year, and end-of-year.
- 2020-21 ACT Aspire data will be distributed to teachers for their incoming classes and evaluated during the first Building Leadership Team meeting of the school year.
- Teacher RISE Training completion will be evaluated at the end of the 2021-22 school year. New teachers to the district will provide documentation of RISE Pathway C or RISE Awareness Training upon hiring. If teachers have not received or completed the required training, the building administration will contact the certified RISE Trainers for the district. The trainers will work with the building administration to schedule and facilitate the necessary training. All training is to be completed during the summer prior to the new teacher's first year. If circumstances do not allow for this, the training will take place utilizing a combination of the summer, school year and following summer to complete the requirements.

Cost of Implementation?

- \$30,000 (Edulastic, GoFormative, iReady, and other additional assessment and curricular materials)

Goal 2-

To increase the number of students achieving STEM Readiness Benchmark as evidenced through ACT Aspire Preliminary Results for Math, Science and STEM with emphasis on Algebra and Algebraic Thinking along with Geometry along with emphasis on development and support in Science and Math. The goal for each grade level is as follows:

2nd grade to 5th grade--25.1% in 2018-19 to 32.6% in 2021-22

3rd grade to 6th grade--27.8%in 2018-19 to 35.3% in 2021-22

4th grade to 7th grade--20.5% in 2018-19 to 28% in 2021-22

What does it look like fully implemented? What is the timeline for full implementation?

What does it look like fully implemented?

- The goal will be fully implemented when ACT Aspire data demonstrates a 7.5%+ growth in STEM. This will accompany growth in the areas of Algebra and Algebraic Thinking along with Geometry as well as an emphasis on development and support in Science and Math. A strong school wide intervention is in place to provide additional support for students not achieving Benchmark Readiness.

Timeline:

- 2021-22 school year, goal could be ongoing with adjustments to areas of emphasis.
- Training in Math and Science intervention for electives teachers provided prior to the start of 2021 school year.
- Collaboration of all teachers engaged in Math and Science intervention during the 2021-22 school year.

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available-

- Dedicated faculty/staff that utilizes multiple data points to drive instruction.

- Building specific Math Specialist to coordinate and support intervention.
- iReady.
- Intervention time during Advisory Period.
- Our current RTI programs Science Intervention, Math Basic Skills Intervention school initiative and before/after school tutoring which incorporates writing camp for enrichment and intervention.
- Tools for Learning supplemental courses that support and enrich math skills.
- Learning Skills courses targeting the highest at risk students that supplement and support enriching math.
- EAST initiative for all grade levels.
- Common planning time for grade level teams with minor exceptions due to scheduling needs.
- Summer Professional Development for team coordination of intervention plans.
- District Math/Science Facilitator to provide Professional Development in STEM intervention strategies.
- Building Administrators participating in team meetings, PLCs and development/implementation of intervention plans.

Resources Needed-

- Professional Development for training of staff on Professional Learning Communities/Common Formative Assessments and the use of CFA and CSA data to be utilized in creating assessments, utilizing assessment to drive instruction/intervention, and creating a building wide team approach for STEM to enable support in a cross-curricular manner.
- Substitute teachers to be utilized for Math and Science teachers in order for them to meet with the other grade level/subject area teams to provide support and guidance in implementing Essential Standards that align horizontally and vertically. This will assist in refining assessments and developing a team approach to improving STEM skills.

Steps to fully implement

1st Nine Weeks

- Assess and refine current RTI efforts.
- Provide Professional Development presented by the Math Facilitator/PLC trained teachers on the PLC Process with emphasis on Essential Standards, Common Formative Assessments and Intervention prior to the beginning of the school year.
- Create the grade level/subject area weekly meeting schedule and the Professional Learning Communities Schedule to include dates for collaboration with Facilitator, Science and Math teachers.

- Provide time for math and science teachers to meet with other subject areas to provide support to begin cross-curricular implementation.
- Give the first iReady Math diagnostic and utilize data to begin the RTI process.
- Begin before and after school homework help.
- Building Leadership Team members will report data to the team on the progress of the cross curricular efforts and make suggestions for revision of process if any are necessary.
- All grade level Math and Science Teachers will begin assessing targeted students utilizing the iReady Diagnostics and CFA data in order to establish initial STEM intervention groups.

2nd Nine Weeks

- Continue cross-curricular meetings in order to implement with fidelity.
- Building Leadership Team members will report data to the team on the progress of the cross curricular efforts and make suggestions for revision of process if any are necessary.
- Evaluate common assessment data along with iReady to progress monitor students.
- Utilize data to identify any needs for change to areas of emphasis stated in the goal.
- All grade level Math and Science Teachers will reassess targeted students in order to realign math/science intervention groups.

3rd Nine Weeks

- Implement revisions (if any) to the areas of emphasis.
- Continue cross-curricular meetings in order to implement with fidelity.
- Building Leadership Team members will report data to the team on the progress of the cross curricular efforts and make suggestions for revision of process if any are necessary.
- Give the second iReady math diagnostic the first week of the semester.
- Evaluate common assessment data along with iReady to progress monitor students.
- Math and Science Teachers will reassess targeted students in order to realign reading intervention groups.

4th Nine Weeks

- Continue cross-curricular meetings to make any revisions needed prior to ACT Aspire testing.
- Give the 3rd iReady math diagnostic the second or third week of May.
- Evaluate common assessment data along with iReady to progress monitor students.
- The Building Leadership Team will utilize the data from iReady as well as teacher input to initially evaluate plan effectiveness while awaiting results from the ACT Aspire testing.

- Math and Science teachers will reassess targeted students in order to realign Math and Science intervention groups.

How will you evaluate the goal?

- The Building Leadership Team will use iReady and common assessment data at least once per 9 weeks.
- The Building Leadership Team will use 2021-22 ACT Aspire data.

When will you evaluate the progress of the goal?

- Common assessment data will be evaluated twice per 9 weeks. iReady data will be evaluated at the beginning of the year, mid-year, and end-of-year.
- 2020-21 ACT Aspire data will be distributed to teachers for their incoming classes and evaluated during the first Building Leadership of the school year.
- Professional Development will be evaluated at the end of the 2021-22 school year. New teachers complete training in STEM intervention prior to the beginning of the school year. The building administration will coordinate with the district facilitator to plan training. The facilitator will work with the building administration to schedule and facilitate the necessary training. All training is to be completed prior to and during the new teacher's first year. Cost of Implementation?
- \$30,000 (Edulastic, GoFormative, iReady, and other additional assessment and curricular materials)



Howard Perrin Elementary School Improvement Plan 2021 - 2022

Needs Assessment:

The 2021 - 2022 School Improvement Plan was determined through collaboration with parents, teachers, staff, PLC Cohort 2 coaches, student data, and survey results.

2020 - 2021 Assessment Data

ACT Aspire Summative Data (Spring 2021 TBA)

| Grade | English | Reading | Math | Science |
|----------|---------|---------|------|---------|
| 3rd | | | | |
| 4th | | | | |
| combined | | | | |

NWEA 2020-2021

(Percentage of students at 60th percentile and above)

| | Reading BOY | Reading MOY | Reading EOY | Math BOY | Math MOY | Math EOY |
|-----|-------------|-------------|-------------|----------|----------|----------|
| K | 59% | 63% | 68% | 66% | 65% | 74% |
| 1st | 57% | 45% | 59% | 59% | 47% | 62% |
| 2nd | 44% | 41% | 38% | 58% | 50% | 53% |
| 3rd | 48% | 37% | 41% | 29% | 27% | 42% |
| 4th | 72% | 62% | 59% | 53% | 44% | 66% |

ESSA School Index Scores

| | ESSA Score | Weighted Achievement | Value Added Growth | School Quality and Student Success | Letter Grade |
|-------------|------------|----------------------|--------------------|------------------------------------|--------------|
| 2018 - 2019 | 79.85 | 83.8 | 81.57 | 64.9 | A |

Strengths:

PLC Process

- A staff committed to the PLC process and the eagerness to extend our professional practice through a shared commitment to our students;
- A staff created mission, vision, and collective commitments that focus our efforts on: high levels of learning for all, a positive and safe environment, and a dedication to social and emotional growth;
- Daily collaborative team time in the master schedule;
- Daily TIER 2 Intervention time in the master schedule;
- A Student Intervention Team to guide the response to intervention for our most at risk students;
- 3 years of job embedded professional development from Solution Tree coaches,
- Teacher created proficiency maps and common assessments to measure proficiency on essential standards;

Instructional Resources

- Multiple Core Instruction and Intervention resources for literacy:
 - Science of Reading
 - Strong, systematic and explicit phonemic awareness and phonics instruction using Foundations
 - Screening of all students K-2 for reading difficulties
 - Phonological and Phonemic Awareness
 - Sound symbol recognition
 - Alphabet knowledge
 - Decoding Skills
 - Rapid Naming
 - Encoding Skills

- Intervention Plan and Goals set for students identified at risk for reading difficulties
 - Let's Play Learn, Souday System, Just Words program
- Multiple Core instruction and Intervention resources for Math
 - CGI,
 - Number Talks,
 - Illustrative Math
 - Primary Numeracy Assessment System - intervention and universal screening tool

Accolades

- Capturing Kids' Hearts National Showcase School - 3 years in a row.
- PLC Model School
- ESSA School Report Card 18 - 19: A

Parent Survey Feedback

- Parents believe the following are done well:
 - Student safety
 - Staff care about their students
 - Adults in the building show respect for one another
 - Learning at high levels
 - Commitment of teachers to do whatever it takes for students to learn at high levels.

Challenges:

PLC Process:

- Independently sustaining the practices we have developed over the past 3 years with our Solution Tree coaches.

Instructional Resources:

- Pilot year for Illustrative Mathematics program
- No district systematic intervention program for math
- Science of Reading components are being refined and ongoing PD is needed to ensure proficiency by 2023-2024.

Parent Survey Feedback

- Communication of the following can be improved:
 - When students are needing extra time and support
 - Student goals
 - Feedback on graded work

Goals:

1. PLC: Create a Sustainability Plan by August 1 for the 2021-2022 school year to ensure all are continuing to learn and grow at high levels.
2. Communication: Communicate intervention, remediation, and dyslexia therapy goals/progress at least every 4 weeks.
3. Reading: Increase the percentage of students reading on grade level by 10% on the ACT Aspire and NWEA overall reading by 10% from the previous year.
4. Math: Increase the percentage of students proficient on the ACT Aspire and NWEA math overall by 10% from the previous year.

Implementation:

PLC

Howard Perrin Elementary will implement a sustainability plan after the conclusion of our participation in the Cohort 2 of the PLC at Work project over the past 3 years.

Communication: Results from our spring parent survey indicated a need for more frequent communication regarding unit and intervention goals. Interventionists will communicate with classroom teachers and will include the specific information regarding intervention progress on the 4 week interim reports. Unit goals will be communicated more clearly on the grade level newsletters each week.

Reading

- All grade level teams will collaborate weekly to determine best practices for teaching essential reading skills centered around the Science of Reading (RISE) strategies;
- Teachers in grades 3 - 4 will use Common formative assessments to develop prevention, intervention, and extension activities to use during daily WIN time reading instruction.

- Using the newly created master schedule, we guarantee 100% of our students will have access to TIER 1 essential instruction in literacy.
- Teachers in grades K - 2 will use results from NWEA assessments, state mandated screeners, and common formative assessments to develop prevention, intervention, and extension activities to be used during daily WIN time reading instruction.
- Continued and prescriptive Science of Reading professional development will be given in the areas of Comprehension and Vocabulary instructional strategies and best practices.
- The Guiding Coalition will organize and plan for TIER 3 remediation in reading based on multiple data points (CFA, screeners, NWEA and ACT Aspire assessments); sharing data through Google Drive, and communicating learning targets and goals with parents at least quarterly.

Math

- All grade level teams will collaborate weekly to determine best practices for teaching essential math skills
- Teachers in grades 3 - 4 will use Common formative assessments to develop prevention, intervention, and extension activities to use during daily WIN time math instruction.
- Using the newly created master schedule, we guarantee 100% of our students will have access to TIER 1 essential instruction in math.
- Teachers in grades K - 2 will use results from NWEA assessments and common formative assessments to develop prevention, intervention, and extension activities to be used during daily WIN time math instruction.
- The Guiding Coalition will organize and plan for TIER 3 remediation in math based on multiple data points (CFA, screeners, NWEA and ACT Aspire classroom assessments); sharing data through Google Drive, and communicating with parents at least quarterly.
- Implement Primary Numeracy Assessment and Intervention to our most at risk students according to NWEA results.

Evaluation:

Communication:

- Interventionists will continue to communicate goals with the Intervention Team and include 4 week progress on interim reports and report cards.
- Spring survey results should indicate an increased communication regarding goals and progress toward those goals.

Reading:

All assessments will be used to measure our progress toward the goal.

- All students will be given the state mandated screeners in the areas of phonemic awareness, phonics, comprehension, fluency, rapid naming, and encoding three times per year.
- Collaborative teams will give NWEA Growth Assessments 3 times per year or ACT Aspire Interims 2 times per year.
- ACT Aspire Classroom assessments will be given by teachers in 3rd and 4th grade at least 5 times in literacy and math. These are chosen based on the standards deemed essential at each grade level.
- NWEA checklists will be used by K-2 teachers to progress monitor students on essential standards.
- K-2 teachers will use Foundations assessments to determine mastery of skills.
- Teachers will give quick assessments and common formative assessments as part of each unit plan to determine mastery of essential reading standards.

Math

- All students will be given grade level screeners developed by grade levels prior to beginning the unit;
- Collaborative teams will give NWEA Growth Assessments 3 times per year;
- ACT Aspire Classroom assessments will be given by teachers in 3rd and 4th grade at least 5 times per year. These are chosen based on the standards deemed essential at each grade level.
- NWEA checklists will be used by K-2 teachers to progress monitor students on essential standards.
- K-2 teachers will use CGI strategies in daily instruction.
- Teachers will give quick assessments and common formative assessments as part of each unit plan to determine mastery of essential math standards.
- Students most at risk, according to NWEA data, will be given the Primary Numeracy Assessment to pinpoint foundational gaps and plan math interventions.

School Improvement Committee

- Stacye Shelnut - administrator
- Kelly Keene - administrator
- Kelli Fuller - instructional facilitator
- Shelly Harmon - teacher
- Maggie Grissom - teacher
- Mackenzie Thornton - teacher
- Jennifer Hopkins - teacher
- AnnMarie Elgin - teacher
- Trena Slaughter - Speech Pathologist
- Rhonda Mancilla - parent
- Jennifer Crow - parent
- Steven Holmes - parent

Ringgold Elementary School
School Improvement Plan
2021-2022

Needs Assessment- *Analyze multiple sources of data to determine the areas of strength and the areas of growth.*

Strengths: Based on the NWEA data, our two academic areas of strength are

Ringgold has a reputation for caring for each child, often going above and beyond to take care of our students who have needs beyond academics. In addition to being known as a caring school, Ringgold has access to various technology platforms. Almost all grade levels are 1:1 with technology. Ringgold has also been recognized as a Capturing Kids' Hearts showcase school for two consecutive years.

Additionally, Ringgold has an intervention team that consists of five interventionists. Students in tier 2 and tier 3 are pulled daily for interventions by the team. Students who received intervention using the Sonday system showed much growth.

Areas of Growth: The two academic areas for growth to be addressed for Ringgold are 1) reading achievement 2) Math achievement.

According to the 2020-2021 NWEA results, literacy is our weakest area. However, we still need improvement in math. Our discipline reports show that we have been on the right track, but we still need work to continue building a positive culture.

**once we receive the 2021 end of year NWEA report, the figures below will be updated:

Beginning of Year/Middle of Year NWEA Data At A Glance...

| Grade Level | Beginning of Year | Middle of Year | End of Year | Percent Growth | Beginning of Year | Middle of Year | End of Year | Percent Growth |
|-------------|-------------------|----------------|-------------|----------------|-------------------|----------------|-------------|----------------|
| | Math | | | | Reading | | | |
| K | 53% | 43% | 51% | | 46% | 35% | 52% | |
| 1 | 40% | 20% | 51% | | 35% | 19% | 37% | |
| 2 | 39% | 30% | 36% | | 36% | 27% | 29% | |
| 3 | 49% | 33% | 35% | | 51% | 28% | 36% | - |
| 4 | 39% | 18% | 28% | | 55% | 35% | 36% | |

| | | | | | | | | |
|---------------|--|--|--|--|--|--|--|--|
| school AVG | | | | | | | | |
|---------------|--|--|--|--|--|--|--|--|

While Ringold has a strong culture that promotes a safe and respectful place to learn, there is room for improvement in the area fostering a positive culture. We need to continue putting practices in place that decrease discipline referrals. The following are the discipline referrals from previous years:

| 18-19 | 19-20 | 20-21 |
|-------|---|--|
| 242 | 184 **only had three nine weeks of school. | 64 **social distancing and masks guidelines |

**Additional Literacy Plan for district:

<https://docs.google.com/document/d/1BRryKxsrRlwSB5Bohd3o60iozata32IMZwQLW7GC7xw/edit?ts=5e31eb99>

Goal 1- To increase by 10% of students achieving grade-level benchmark in reading as evidenced through ACT Aspire and NWEA, with emphasis on intervention for tier 2 and tier 3 kids. The goal for grade level proficiency is:

Kindergarten: 52% in 2021 to 62% in 2022

1st grade: from 51% in 2021 to 62% in 2022

2nd grade: from 36% to 46% in 2022

3rd grade: 41.2% in 2018-2019 to 51.2% in 2021-2022 (ACTaspire)

4h grade: 51.1% in 2018-2019 to 61.1% in 2021-2022 (ACTaspire) 36% in 2021 to 46% to 2022 (NWEA)

**equation for number of students/ class:

$total\ number\ of\ students\ in\ grade\ level \times goal\ percentage / number\ of\ teachers\ per\ grade\ level.$

What does it look like fully implemented? What is the timeline for full implementation?

Fully Implemented:

- The goal will be fully implemented when data demonstrates a 10% growth in NWEA reading scores and a 10% growth in ACT Aspire data. This will accompany growth with our tier 2 and tier 3 students moving into tier 1.

Timeline/ Steps to full implementation:

- 2019-2020 school year K-2 implemented RISE strategies and used PAST assessment data, decoding surveys, NWEA data, and RTI with weekly CFAs.
- 2020-2021 school year K-2 was in their third year of implementation while 3rd-4th grade implemented RISE for year two. 3rd-4th grade used PAST assessments, decoding surveys, weekly CFAs, and NWEA assessments.
- For 2021-2022 school year, we will:
 - 1st Nine Weeks:
 - All students will be identified as tier 1, tier 2, and tier 3
 - K-2 will use multiple pieces of data to place tiers
 - 3rd will use CFAs and NWEA/ ACT Aspire
 - 4th will use CFAs and NWEA/ ACT Aspire
 - Teachers will analyze the data from common formative assessments weekly in PLC.
 - Students in tier 2 and tier 3 will be pulled daily for intervention
 - Students in tier 2 and tier 3 will meet daily in a small group with classroom teacher
 - 3rd and 4th grade will have a new intervention schedule and will use Wilson Just Words.
 - Use Foundations curriculum K-3 (K-2 curriculum and will use it for tier 3 in 3rd)
 - 2nd Nine Weeks:
 - Continue pulling students in tier 2 and tier 3 for daily intervention
 - Continue analyzing data from common formative assessments
 - Building Leadership Team will continue meeting and analyzing data while also making any revisions to intervention needed
 - 3rd Nine Weeks:
 - Implement revisions to any area of emphasis
 - Administer mid-year NWEA
 - Review mid-year data in February and report all growth and/or areas of concern to the staff
 - Continue evaluating common assessment data along with NWEA data.
 - 4th Nine Weeks

- Continue evaluating common assessment data.
- Take end-of-year testing for ACT Aspire and NWEA
- Complete the evaluation of end-of-year progress

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available-

- Teachers who use multiple data
- NWEA, PAST Test, Tier Levels, phonics assessments
- Intervention Team and instructional facilitator
- Soliday System
- RISE Training
- Waterford
- Learning Ally
- Intervention Program fro K-4

Resources Needed-

- Intervention schedule that allows maximum interventions
- tools to implement RISE
- PLC training
- RISE training for any new hires
- Wilson Just Words and training
- ProPath training
- Foundations training

How will you evaluate the goal?

- The Building Leadership Team will use NWEA and ACT Aspire to place students in tier 1, 2, and 3 for the beginning, middle, and end of school.
- 3rd and 4th grade will use ACT Aspire data when it is received during the summer.
- Common Formative assessments will be given and PLC teams will evaluate the data on each assessment.

When will you evaluate the progress of the goal?

- NWEA will be evaluated at the beginning, middle, and end-of-year.
- ACT Aspire data will be distributed when it is received during the summer and evaluated during PD during the following school year.
- Monthly PLC meetings

Cost of Implementation?

- RISE Material
- New Intervention Program

Goal 2- To increase the number of students achieving benchmark readiness with an increase of 5% growth in STEM. Growth will also be demonstrated in the areas of Operations and Algebraic thinking along with geometry as well as an emphasis in science.

3rd grade: 69% in 2018-2019 to 74% in 2020-2021

4th grade: 59% in 2018-2019 to 64% in 2020-2021

***equation for number of students/ class:*

total number of students in grade level X goal percentage / number of teachers per grade level.

What does it look like fully implemented? What is the timeline for full implementation?

Fully Implemented:

- The goal will be fully implemented when ACTaspire data demonstrates a 5% growth in stem and a strong school-wide intervention is in place to provide support for students not achieving benchmark.
- A maker lab or STEM curriculum/ program is offered to students.

Timeline/ Steps to full implementation:

- 2020-2021 school year goal could be ongoing with adjustments.
 - Training in math curriculum prior to school starting
 - Research Makerlabs and STEM curriculum
 - Intervention program for students
-

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available-

- Dedicated staff
- Natalie Tanner
- Intervention Time
- STEM stations in media center
- STEM stations for GT students
- 1:1 devices

Resources Needed-

- Professional development and training for staff on PLC/ CFA and the use of data.
- Math Curriculum
- STEM enrichment program
- STEM technology-- \$20,000

How will you evaluate the goal?

- The Building Leadership Team will use common assessment data at least once per 9 weeks.
- The Building Leadership Team will use 2018-2019 ACT Aspire data until newer data is evaluated.

When will you evaluate the progress of the goal?

- Common assessment data will be evaluated twice per nine weeks. NWEA data will be evaluated at the beginning , middle, and end of the year.
- 2021 ACT data and NWEA data will be distributed to teachers for their incoming classes and evaluated during the first Building Leadership meeting of school.
- Professional Development will be evaluated at the end of the 2020-2021 school year.

Goal 3-To improve the positive culture of the learning environment through positive relational capacity among students and teachers so that all parties are intrinsically motivated to self-regulate behavior and learning.

- decrease the number of disciplinary referrals from over 185 to 150.
-

What does it look like fully implemented? What is the timeline for full implementation?

- Student celebrations in assemblies at least once a nine weeks
- Student character celebrations with students of the month
- All classrooms with a social contract that follow the CKH process to develop it.

- Full implementation of CKH
- Plans and ideas for affirmations in classrooms and building level
- The number of discipline referrals will be less than 150.

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available-

- faculty and staff
- most teachers trained in CKH
- Awards ceremony and/ or incentive parties

Resources Needed-

- training for ALL staff
- checklist for implementation with monthly focus

Steps to fully implement

1st Nine Weeks:

- All staff will have been trained in CKH and refresher training offered.
- Staff will be given a monthly focus of a CKH component
- Administrators will evaluate the implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff.
- Norms for hallway, cafeteria, and bathrooms will be posted
- Create a school-wide launch
- Students will receive awards each nine weeks
- Data from discipline referrals will be analyzed each nine weeks

2nd Nine Weeks:

- Monthly focus of CKH component
- Administrators will evaluate the implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff.
- Students will receive awards each nine weeks for
- Data from discipline referrals will be analyzed each nine weeks

3rd Nine Weeks:

- Monthly focus of CKH component

- Administrators will evaluate the implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff.
- Data from discipline referrals will be analyzed each nine weeks
- Apply to be a showcase school

4th Nine Weeks:

- Monthly focus of CKH component
- Administrators will evaluate the implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff.
- Data from discipline referrals will be analyzed each nine weeks

How will you evaluate the goal?

- Building Leadership will do a comparative analysis of number of disciplinary referrals.
- Building Leadership will develop a student survey addressing various CKH components.
- Building Leadership will develop a survey and self-reflection survey on various CKH components.
- Building Leadership will evaluate attendance data each nine weeks

When will you evaluate the progress of the goal?

- all data will be evaluated each semester
- all surveys will be evaluated at the end of the year

Cost of Implementation?

- Awards
- Incentives
- Training for ALL staff

Angie Grant School Improvement Plan

2021-2022

Needs Assessment- Analyze multiple sources of data to determine the areas of strength and the areas of growth.

Strengths: Based on the beginning of year and middle of year 2020-2021 NWEA data, Math is our strongest academic area, Common Formative Assessments and Common Summative Assessments have shown that our RTI (response to intervention) plan has been successful. 2019-2020 disciplinary records show that our student discipline has decreased, but still in need. **When end of year NWEA data and 2021 ACT Aspire data become available, we will review and update our plan with that data.

Areas of Growth: Based on the beginning of year and middle of year 2020-2021 NWEA data, Literacy was our weakest academic area. Common Formative Assessments and Common Summative Assessments reveal that a large percentage of students are not reading on grade level. **When end of year NWEA data and 2021 ACT Aspire data become available, we will review and update our plan with that data.

Beginning of Year/Middle of Year NWEA Data At A Glance...

| | Beginning of Year | Middle of Year | Percent Growth | Beginning of Year | Middle of Year | Percent Growth |
|-------------|-------------------|----------------|----------------|-------------------|----------------|----------------|
| Grade Level | Math | | | Reading | | |
| K | 48% | 35% | -27% | 53% | 30% | -43% |
| 1 | 23% | 17% | -26% | 24% | 14% | -42% |
| 2 | 25% | 24% | -4% | 21% | 35% | 67% |

| | | | | | | |
|----------------|-----|-----|------|-----|-----|------|
| 3 | 16% | 9% | -44% | 30% | 19% | -37% |
| 4 | 17% | 13% | -24% | 32% | 24% | -25% |
| School Average | 26% | 20% | -24% | 32% | 24% | -24% |

Goal 1- *Angie Grant Elementary students will improve their literacy skills, as evidenced by state and/or district required assessments.*

Action Steps for Implementation-

1. Timely and specific intervention to address student deficit areas.
2. Technology resources to reinforce essential standards.
3. R.I.S.E. training and implementation
4. Professional Learning Communities analyze student data and make instructional decisions, including the development of common formative assessments.
5. Training of teachers and implementation of Empowering Writers, systematic phonics program, Foundations, and Sunday System.
6. Parent engagement nights to educate parents and families on how to support their child’s learning in the area of literacy.
7. Special education staff included in collaborative team meetings regarding essential standards, common formative assessments, intervention and enrichment opportunities.
8. Inclusion of identified special education students in the regular classroom for instruction on grade level standards.
9. Further training for all staff on inclusion and co-teaching of special education population.

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available-

Intervention time in each grade level to fill gaps from previous grade level standards

PLC block of time built into schedule

Reading Aides in building

Technology Aide in building

Literacy Specialist in building

Sonday System (dyslexia intervention) training

Let's Play Learn (dyslexia intervention)

NWEA Interim Assessment Data

Teachers trained in Empowering Writers

Parent nights to help educate parents on how to reinforce at home

Waterford software for grades K-1

Empowering Writers

Training in Let's Play Learn reading intervention program for grades
K-1

Time protected for creating literacy proficiency maps, unit planning,
and assessments

Learning A-Z

Continue with 2 full time special education resource teachers

Flocabulary

Nearpod

BrainPop

Epic Accounts (students)

Sounds Abound book

Resources Needed-

More training on Performance Level Descriptors and Depth of Knowledge questioning for teachers

RISE training and implementation (grades K-4)

Training for inclusion/co-teaching of special education population

Professional Development for Building Leadership Team through the Team Institute at the Arkansas Leadership Academy

Supplies and materials to support literacy instruction

Hearbuilders

Additional full time special education teacher (currently have 1.5 full time resource teachers...inclusion would require 2.0 full time resource teachers)

Foundations Training for 3rd grade

Just Words intervention training

After School Tutoring program (including students with an IEP)

Steps to fully implement-

Professional development for teachers

Intentional focus on Performance Level Descriptors and advanced Depth of Knowledge questioning

——Development and implementation of Common Formative Assessments

How will you evaluate the goal?

Analyzing Common Formative Assessment data at weekly PLC meetings

Analyzing standardized testing data

When will you evaluate the progress of the goal?

Weekly for common formative assessment data. As soon as data becomes available for standardized tests

Cost of Implementation?

Resources to support RISE training-\$25,000

After School Tutoring (salaries, transportation, and supplies)-\$23,000

Supplies to increase parent engagement (include bags and supplies for all new students with academic resources to use at home)-\$7,000

Goal 2- Angie Grant Elementary students will improve their math skills, as evidenced by state and/or district required assessments.

Action Steps for Implementation-

1. Use PLC time to create common formative assessments to guide classroom instruction and remediation.
2. Use PLC time to analyze student data including and Reflex math.
3. After school tutoring groups created based on data.
4. We will host grade level and school wide family nights to provide families with education and resources to support student learning.

5. Provide necessary resources for teachers to increase student achievement.
6. Special education staff included in collaborative team meetings regarding essential standards, common formative assessments, intervention and enrichment opportunities.
7. Inclusion of identified special education students in the regular classroom for instruction on grade level standards.
8. Implement math intervention groups during School Wide Intervention.

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available-

Intervention time in each grade level to fill gaps from previous grade level standards

PLC time built into master schedule

After School Tutoring program (including students with an IEP)

Math Specialist in building

Technology Aide in building

Teachers and staff trained in CGI (Cognitively Guided Instruction) strategies

Use of number talks in some grade levels

NWEA

Parent nights to help educate parents on how to reinforce at home

Waterford software

Fact fluency games and resources

Reflex Math

Two full time special education resource teachers (continue this)

Eduastic

Nearpod

Flocabulary

BrainPop

Resources Needed-

Additional CGI/ECM training

Math curriculum materials

More training on Performance Level Descriptors and Depth of Knowledge questioning for teachers

Additional resources for effective and systematic math instruction

Additional fact fluency games and resources

Professional Development for Building Leadership Team through the Team Institute at the Arkansas Leadership Academy

Supplies and materials to support math instruction (even in the library)

Time protected for creation of unit plans and assessments.

Steps to fully implement-

Professional development for teachers on the new resources purchased to support math instruction

Intentional focus on Performance Level Descriptors (3-4 only) and advanced Depth of Knowledge questioning

Development and implementation of Common Formative Assessments for mathematics and assessment and refining of intervention and enrichment process

Student practice on Reflex Math

How will you evaluate the goal?

Analyzing Common Formative Assessment data at weekly PLC meetings

Analyzing NWEA and ACT Aspire data

When will you evaluate the progress of the goal?

Weekly for common formative assessment data. As soon as data becomes available for NWEA and ACT Aspire.

Cost of Implementation?

Cost of resources to support math instruction-\$6000

Cost of Reflex Math-\$3000

After School Tutoring (salaries, transportation, and supplies)-\$23,000
Supplies to increase parent engagement-\$7,000

Goal 3- *All students at Angie Grant Elementary School will be equipped with the social/emotional competence necessary to develop leadership and life skills by creating a culture of student empowerment based on the idea that every child can be a leader. Kid Friendly Language: Students will use The Seven Habits to develop leadership and life skills by creating an environment where every child can be a leader.*

Action Steps for Implementation-

1. Teach The Leader In Me direct lessons with fidelity (scheduled time per grade for teaching, maps with a scope and sequence of the lessons to be taught).
2. Display of disciplinary and attendance data throughout the building to track improvements and growth.
3. Any family engagement event at our school should showcase a piece of The Leader In Me.

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available-

Completion of Phase 3 implementation of The Leader In Me.

PLC time built into schedule

Behavior intervention meetings conducted throughout the year (quarterly) to track improvements and areas of weakness

On site coaching visits from our Leader In Me coach

Teachers and staff trained in the seven habits

Parent nights to help educate parents on how to reinforce at home

School Families

Resources Needed-

Continued on site training in the next phases of The Leader in Me

Resources to support full implementation of The Leader In Me.

Grid chart paper to be used for large graphs

7 Habits training for new staff

Site visits to Leader In Me school that matches our school demographics

Steps to fully implement-

Continued professional development for teachers

Intentional focus integrating the seven habits lessons into the curriculum

Use of leadership notebooks in every classroom

Student led conferences in every classroom twice each year (even virtually if unable to do in person)

How will you evaluate the goal?

Analyzing discipline referrals and leadership notebook data

Parent and Teacher Survey

When will you evaluate the progress of the goal?

Weekly PLC meetings

Monthly leadership meetings

Quarterly behavior intervention meetings

Cost of Implementation?

The Leader In Me Phase 4: approx. \$20,000

Benton Junior High School
School Improvement Plan 2021-2022

Goal #1:

During the 2021-2022 school year, students who score 229 or below on their Fall Semester MAP Reading Assessment will improve their reading score by at least 4 points on the Spring MAP Assessment.

Groups Analyzed:

- African-American students
- English Language Learners
- Economically Disadvantaged students
- Any student scoring below 229 who is not included in the previous categories

Data Used:

- Fall and Spring MAP assessments
- Rubrics for writing prompts during reading interventions
- English department Common Formative Assessment data

Strengths:

- All teachers have received Arkansas R.I.S.E. training

Weaknesses:

- Some teachers still feel hesitant to use available resources designed to improve reading at the secondary level
- Lack of time

Implementation Plan and Evaluation:

- Teachers will consistently emphasize and utilize enhanced reading strategies during core instruction
- Teacher Teams will utilize common strategies and methods for literacy development

Professional Development needs:

- Subject-specific reading strategies
- Training on teaching subject-specific vocabulary
- Rubric writing
- NWEA MAP training

Resources needed:

- ELL resources
- Read Theory

Benton Junior High School
School Improvement Plan 2021-2022

Goal #2:

During the 2020-21 school year, 14% of students had a failing grade for the semester. For the 2021-22 school year, no more than 10% of students per grade level will have a failing grade for the semester.

Groups Analyzed:

- All 8th and 9th grade students for the 21-22 school year

Data Used:

- Report cards at the end of each semester
- Same data will be used from BMS for incoming 8th grade students

Strengths:

- PAW time intervention
- Homework help
- Most teachers have attended Response to Intervention (RTI) training
- Streamlined process
- Self-reported grades

Weaknesses:

- Learning gaps due to COVID-19
- Student accountability - self regulation skills (work ethic, responsibility, etc.) common language
- Current Intervention process - teachers and building structure

Implementation Plan and Evaluation:

- Teachers trained in RTI in summer
- Engage parents in late July / early August
- Reevaluate current intervention process prior to June
- More involved student ambassador program - bootcamp, how to “survive”, etc.
- Teach/clarify intervention process for staff in August
- Students that fail will be required to attend credit recovery - January-March

Professional Development needs:

- RTI training for all teachers
- Training, checklist, tutorials, etc. for parents
- Explain the why behind why we are doing certain things - people are more willing when they understand the why - more “buy in”

**Benton Junior High School
School Improvement Plan 2021-2022**

Resources needed:

- Research best practices (books, school visits, etc.)
- Parental involvement meeting materials (posters, videos, etc.)

Caldwell School Improvement Plan

2021-2022

Our Mission

Love. Lead. Educate. Empower.
Every kid. Every day.

Our Vision

We at Caldwell Elementary will demonstrate a personal commitment to foster a positive, safe environment to ensure student success academically, socially, and emotionally.

Our Values

Each staff member of Caldwell Elementary has collectively agreed to a set of commitments. These commitments represent what we value as a school, what we will use to make decisions for our students, and our behaviors and attitudes that we commit to in order to create the school of our Vision.

We will use *Capturing Kids Hearts* strategies to support building positive, trusting relationships.

We will work together interdependently in grade level collaborative teams.

We will work together interdependently as an entire school.

We will use Common Formative Assessments and intentional data to drive our instruction to meet the needs of all students.

We will empower students to take ownership of their learning environment.

In order to live out our mission and work toward our vision, the School Improvement Plan Committee at Caldwell Elementary reviewed the following data and needs in order to plan specific next steps toward school and student achievement.

Multiple sources of data (Letter ID, PAST, Decoding Surveys, Rapid Naming, Oral Reading Fluency, NWEA Reading and Math, Student and Teacher attendance rates, and Student discipline data) were used by the Leadership Team to determine the areas of strength and opportunities for growth for our teachers and students. Essential standards have been established in all grades at the district and school level through

Strengths:

Winter 2021 Northwest Evaluation Association (NWEA) results showed 56/100 3rd grade students (56%) grew in Reading from Fall 2020 to Winter 2021. Spring results will be used to update this information once all students complete testing.

The NWEA Winter Reading results noted an average growth of 8-9 points in grades K-3. .

Caldwell Elementary student attendance rate for 2020-2021 was 97.23% at the end of the 3rd quarter. Previous years' attendance rates are: 96.27% for 2019-2020, 95.5% for 2018-2019, and 95.61% for 2017-2018 (ADA/ADM Statistics Report).

Discipline data reported to the Arkansas Department of Education shows four (4) out of school suspensions were reported for the 2019-2020 school year. During the 2019-2020 year, no out of school suspensions were reported.

Opportunities for Growth:

Of the 512 total students in K-4, 139 scored in the Lo or LoAvg range on the NWEA Winter 2021 Reading assessment. Based on the same assessment, 176 students performed within this range in math.

**Winter 2021 NWEA Math Achievement
Number of Students performing below 50th percentile for Achievement**

| | K | 1 | 2 | 3 | 4 |
|-------------|----------|----------|----------|----------|----------|
| ELA | 15 | 37 | 46 | | |
| Math | 11 | 24 | 42 | | |

***3rd and 4th grade results will be available on or after May 10, 2021.
2019 ACT Aspire Results for All Students**

| | Level 1* | Level 2* | Level 3* | Level 4* |
|-------------|----------|----------|----------|----------|
| ELA | 40 | 36 | 67 | 70 |
| Math | 18 | 63 | 86 | 47 |

2019 ACT Aspire Results for Students with Disabilities

| | Level 1* | Level 2* | Level 3* | Level 4* |
|-------------|----------|----------|----------|----------|
| ELA | 17 | 2 | 3 | 1 |
| Math | 13 | 8 | 1 | 1 |

*Level 1 = In Need of Support; Level 2 = Close; Level 3 = Ready; Level 4 = Exceeds

The Weighted Achievement Score three year trend from ADE Data Center shows a decrease each year for students with disabilities: 37.5 (2017), 27.27 (2018), and 23.91 (2019).

Based on this information, the following Goals were created:

Goal 1 - *Increase Overall Reading achievement for students: The number of 1st-4th grade students performing at Lo and LoAvg in Reading based on NWEA Reading results from Spring (April/May) 2021 to Spring (April/May) 2022 assessments will decrease by 30 students (22%). The number of kindergarten students performing at Lo and LoAvg in Reading will also decrease based on Fall (September) 2021 to Spring (April/May) 2022. That number/percentage will be determined after the initial scores are available in Fall 2021.*

An overview of our Current Reality:

First through fourth grade students performing below benchmark on District literacy screeners (Fall 2021) and/or in the Lo or LoAvg range on the NWEA Spring 2021 Reading assessment will be referred to the school Response to Intervention (RTI) team for Fall 2021. First through fourth grade students performing below benchmarks for beginning of the year (Fall 2021) District literacy screeners (PAST, Decoding Survey, Oral Reading Fluency, NWEA Overall Reading) will be administered additional Level I dyslexia screeners with parent consent to determine a targeted,

specific intervention plan to address deficit areas. Interventions will be provided to all students at a Tier 1 level and at Tier 2 and 3 levels as needed based on data from District-required literacy screeners, common formative assessments (CFA), and NWEA results from Fall 2021. Reading Initiative for Student Excellence (RISE) resources, *Wilson* Foundations, *Wilson Just Words* intervention, and One Minute Drills will be used to provide instruction as well as interventions. Teachers will monitor all students for growth using this same data.

All students referred to the RTI team will be provided individualized interventions and progress monitored by the classroom teacher. If students are not making adequate progress or meeting benchmarks, the RTI team will discuss next steps to support the student: a change or increase in interventions, a referral for additional testing, placement in a more intensive intervention in addition to those provided by the teacher, or any number of supports based on the student's needs. Additional staff may be called to join the RTI team at any time in order to best support each student.

Additional details of our Current Reality:

- In compliance with the Arkansas Right to Read Act, all K-4 teachers have been RISE trained as of May 2021 with the purpose of strengthening instruction and building a culture of reading. They shall have proficient knowledge and skills to teach reading consistent with the best practices of scientific reading instruction. All other non-core teachers in our building have completed the RISE awareness training. Building administrators are Certified Assessors and complete Science of Reading observations for each teacher as part of the coaching and evaluation process to ensure maintained proficiency in these instructional strategies. Each year building administration with the instructional facilitator will verify all new staff has completed the RISE training and licensure expectations for the State of Arkansas. Teacher Professional Growth Plans will reflect a focus on student growth in Reading.
- RISE Arkansas resources are available through the Arkansas Department of Education Division of Secondary and Elementary Education and the Benton RISE Hub, an online Google Drive folder that includes a district curriculum map aligned to the Science of Reading, assessments, and instructional resources for all K-4 staff. Benton School District has adopted the following curriculum programs to support Reading instruction:
 - K-2: Foundations (phonics instruction)
 - 3rd: Foundations (beginning 2021-2022)
 - 4th: Just Words for intervention (beginning 2021-2022)
 - K-4: Flyleaf Decodable Texts
 - K-4: Empowering Writers
 - Soliday System: Dyslexia intervention and therapy
 - Wilson Reading System: Special Education use to address dyslexia

- Curriculum and instructional resources are available for all staff and training has been provided for the following: Heggerty, Decodable texts, FUNdations (K-2), Empowering Writers, and Kilpatrick Minute Drills. Curriculum maps and a scope and sequence based on Arkansas ELA standards have been developed and are available online for staff to guide planning and assist in providing a guaranteed, viable curriculum across the district. All teachers are expected to use these resources to teach reading or support reading skills in their classrooms.
- Essential Standards for each grade level have been established and will be reviewed for the 2021-2022 school year. In the 2018-2019 school year, Benton Public Schools identified district-wide essential standards through the following process:
 - At each elementary school (4), grade level teams met with the building instructional facilitator to identify reading standards they felt were essential for each grade level.
 - Each school sent grade level literacy representatives to a district grade level meeting to collaboratively determine district-wide, non-negotiable essential standards. Each elementary school also has the flexibility to add essential standards they feel are necessary for their students.
 - Additionally, teams unpacked learning targets for these standards and created CFAs. Results from these assessments guide instructional planning and data for progress monitoring of all students.
- Caldwell Elementary has established a Leadership Team representing each collaborative team, the Instructional Facilitator, Assistant Principal, and Principal. This team has been established as a collaborative, guiding coalition for the school, providing input, direction, and action for the purpose of student achievement and meets twice most months to determine and guide the school's direction. The Team also discusses and plans school events (Parent-Teacher Conferences, schoolwide celebrations, class parties, and Family and Community Engagement activities) and shares any suggestions or concerns each collaborative team may have.
- Common planning periods have been established in the master schedule for each grade level and the speciality teacher teams. This time is free from student supervision to establish protected collaboration times for each team to discuss student achievement, instructional planning, and an opportunity for professional growth. Each team is required to minimally meet once per week with a focus on the following questions: What do we want students to learn? How will we know if they have learned it? What will we do if they do/do not learn it? Administrators and the instructional facilitator provide ongoing feedback and support through classroom visits and participation in collaborative team meetings.
- Caldwell Elementary has a full-time Instructional Facilitator who is on campus four days per week to provide support to teachers. Responsibilities include supporting teachers in instructional strategies, data disaggregation, CFA development, and curriculum planning.

She provides training in best practices and models lessons for teachers to improve teacher knowledge and skills.

- District-required literacy assessments are available online for staff and are administered three times per year (Fall, Winter, and Spring). These assessments include Letter Identification, the PAST, Decoding Survey, Oral Reading Fluency, and Rapid Naming screeners. Results from these screeners are used to establish intervention groups, identify struggling readers, and develop a plan to address student needs as well as monitor students' progress in these areas. In order to communicate with parents, a letter (ACT 35) and consent form for Level I Dyslexia screener administration will be sent home by the Assistant Principal with all students not initially meeting benchmark on these screeners and who have a need for additional instruction in Reading. Specific skills in Phonemic Awareness, Phonics, Fluency, Vocabulary, and Reading Comprehension will be addressed immediately. Teachers will provide intervention, record used strategies, and response to these strategies. If students do not respond to initial interventions, they will be referred to the RTI team for further behavior and/or academic support. Students identified with characteristics of dyslexia will be placed in and monitored through District-identified intervention or therapy in addition to classroom interventions.
- Each student is provided a device to access technology at school and at home. Limited hot spots are also available for families to assist internet access availability. These are provided to increase access to instruction and learning from home if needed. These are also used throughout the school day to allow students access to learning materials and resources available through technology.

Next Steps:

- The school's Leadership Team will use NWEA and ACT Aspire results to determine areas of strength and weakness. Overall school data will be reviewed after each NWEA administration to discuss patterns and strategies to meet the needs of our students. The Leadership Team
- Each grade level team will study NWEA and ACT Aspire (for 3rd and 4th grade teams) data at the beginning of the year to identify individual student strengths and weaknesses. These teams will also monitor periodic NWEA results of individual students prior to Leadership Team meetings so all teacher's input can be shared.
- District review and revision of grade level report cards to reflect current learning targets is needed. This will help us effectively communicate with parents and share a more clear explanation of where their students are related to grade level skills being taught.
- Professional Development in Response to Intervention (RTI) strategies is needed to provide teachers an increased knowledge of strategies to better support student growth and support the collaborative process of creating a master schedule reflective of an established intervention time. This training will be provided for all certified staff as they will have established roles to support student interventions. Input from staff through

the Leadership Team after this training will provide building administrators and the Leadership Team valuable input when creating the master schedule, duty schedules, and other staff responsibilities. Because this is a schoolwide focus for growth, teachers have included personal areas of growth related to successfully providing specific, targeted interventions for all students as part of their Professional Growth Plan. Job-embedded training will be provided throughout the school year as we work with the Arkansas Co-Teach Project staff and complete the book studies for “Yes We Can!” and “Simplifying Response to Intervention” to support learning for all students.

- Caldwell Elementary will establish Response to Intervention teams to include the Assistant Principal, Instructional Facilitator, Counselor, Classroom Teachers and others as needed based on student need. These teams will meet monthly to discuss student achievement and growth for all students. Students needing Tier 3 remediation will be referred and data collected by the classroom teachers. This remediation will be provided during a designated intervention block. The Instructional Facilitator will be responsible for supporting teachers in strategies and resources for interventions as needed. The Counselor will be able to provide information on students related to social and emotional learning to ensure a safe learning environment for all students as well as support students with strategies to reinforce academic learning. The Assistant Principal will facilitate these meetings and monitor overall achievement and student progress.
- Student CFA data will be recorded on a shared document with the grade level team, instructional facilitator, and administration to assist in monitoring student learning of Essential Standards. Collaborative teacher teams will determine these Essential Standards and the Learning Targets for each grade level as well as review district Curriculum Maps to determine if adjustments need to be made and if adequate resources are available. Each team’s Leadership Team representative will communicate needs to administration.
- Teachers will be provided an opportunity to observe effective teaching on specific instructional strategies upon request, based on their Professional Growth Plan, if they are new to teaching and/or a grade level, or as a support when observations/evaluations dictate. Discussions of these observations can be held in collaborative team meetings or on an individual basis. The building instructional facilitator or administration will help facilitate this process as needed. Individuals are also encouraged to observe effective teaching practices on their own and work with other teachers to schedule these.
- FUNdations curriculum and intervention resources and training will be provided to 3rd and 4th grade teachers in the summer of 2021. This will provide an ongoing flow of instruction from kindergarten through 4th grade.
- Based on the Family and Community Engagement (FACE) Plan, Caldwell Elementary will establish Family Nights to increase parent understanding of curriculum materials and instructional strategies and provide family resources to support students at home. The

FACE committee will work with the Instructional Facilitator and teachers to plan activities and resources for these events.

How will you evaluate the goal?

- The Leadership Team will monitor overall student achievement using the fall, winter, and spring NWEA assessments. Results from the Letter ID, PAST, Decoding Surveys, Rapid Naming, and ORF will also be used to further identify any patterns in student achievement. The end of year data will be used to finalize a new school improvement plan for the 2022-2023 school year.
- Collaborative teams will continually monitor student progress throughout the year at the students level, provide interventions, and modify instruction and support for all students with a focus on those not making growth.

Goal 2 - *Increase Overall Math achievement for students: The number of 1st-4th grade students performing at Lo and LoAvg in Math based on NWEA Reading results from Spring (April/May) 2021 to Spring (April/May) 2022 assessments will decrease by 30 students (22%). The number of kindergarten students performing at Lo and LoAvg in Math will also decrease based on Fall (September) 2021 to Spring (April/May) 2022. That number/percentage will be determined after the initial scores are available in Fall 2021.*

An overview of our Current Reality:

First through fourth grade students performing in Lo or LoAvg range on the NWEA Spring 2021 Math assessment will be referred to the school Response to Intervention (RTI) team for Fall 2021. First through fourth grade students performing below benchmarks for beginning of the year (Fall 2021) math screeners will immediately receive targeted, specific intervention to address deficit areas. Interventions will be provided to all students at a Tier 1 level and at Tier 2 and 3 levels as needed based on data from math screeners, common formative assessments (CFA), and NWEA results from Fall 2021. Resources from Illustrative Mathematics and district curriculum maps will be used to provide instruction as well as interventions. Teachers will monitor all students for growth using this same data.

All students referred to the RTI team will be provided individualized interventions and progress monitored by the classroom teacher. If students are not making adequate progress or meeting benchmarks, the RTI team will discuss next steps to support the student: a change or increase in interventions, a referral for additional testing, placement in a more intensive intervention in addition to those provided by the teacher, or any number of supports based on the student's needs. Additional staff may be called to join the RTI team at any time in order to best support each student.

Additional details of our Current Reality:

- Benton School District has approved the purchase of Illustrative Mathematics for all K-4 teachers to use in the classroom for math instruction. A committee of teachers from across the district meets with instructional facilitators to select a recommendation for the new program before it was presented to Central Office staff and the School Board. Materials for the program have been ordered, a pacing guide has been shared with teachers for feedback, online resources have been made available to all K-4 teachers, and a 3-day training will be provided prior to the start of the 2021-2022 school year. (As of May 1, it is tentatively scheduled for the beginning of August 2021.)

- Essential Standards for each grade level have been established and will be reviewed for the 2021-2022 school year. In the 2018-2019 school year, Benton Public Schools identified district-wide essential standards through the following process:
 - At each elementary school (4), grade level teams met with the building instructional facilitator to identify math standards they felt were essential for each grade level.
 - Each school sent grade level math representatives to a district grade level meeting to collaboratively determine district-wide, non-negotiable essential standards. Each elementary school also has the flexibility to add essential standards they feel are necessary for their students.
 - Additionally, teams unpacked learning targets for these standards and created CFAs. Results from these assessments guide instructional planning and data for progress monitoring of all students.
- Caldwell Elementary has established a Leadership Team representing each collaborative team, the Instructional Facilitator, Assistant Principal, and Principal. This team has been established as a collaborative, guiding coalition for the school, providing input, direction, and action for the purpose of student achievement and meets twice most months to determine and guide the school's direction. The Team also discusses and plans school events (Parent-Teacher Conferences, schoolwide celebrations, class parties, and Family and Community Engagement activities) and shares any suggestions or concerns each collaborative team may have.
- Common planning periods have been established in the master schedule for each grade level and the speciality teacher teams. This time is free from student supervision to establish protected collaboration times for each team to discuss student achievement, instructional planning, and an opportunity for professional growth. Each team is required to minimally meet once per week with a focus on the following questions: What do we want students to learn? How will we know if they have learned it? What will we do if they do/do not learn it? Administrators and the instructional facilitator provide ongoing feedback and support through classroom visits and participation in collaborative team meetings.
- Curriculum and instructional resources are available for all staff and training is being provided for Illustrative Mathematics. Curriculum maps and a scope and sequence based on Arkansas Math standards have been developed and are available online for staff to guide planning and assist in providing a guaranteed, viable curriculum across the district. All teachers are expected to use these resources to teach math or support math skills in their classrooms. Reflex Math has also been purchased and has been used in 2nd-4th grade classrooms to increase fact fluency for the last three years. Progress in this fluency is monitored by individual students and their teachers.
- Caldwell Elementary has a full-time Instructional Facilitator who is on campus four days per week to provide instructional coaching to teachers. Responsibilities include

supporting teachers in instructional strategies, data disaggregation, CFA development, and curriculum planning. She provides training in best practices and models lessons for teachers to improve teacher knowledge and skills. The facilitator will provide this coaching and feedback based on individual goals each teacher identifies. Teachers are also given the option to video their teaching independently or interdependently and review the recording for self-reflection and growth opportunities.

- Teachers provide support for students in small groups or individually on math skills taught from grade level content and standards when they do not show mastery on CFAs.
- Each student is provided a device to access technology at school and at home. Limited hot spots are also available for families to assist internet access availability. These are provided to increase access to instruction and learning from home if needed. These are also used throughout the school day to allow students access to learning materials and resources available through technology.

Next Steps:

- The school's Leadership Team will use NWEA and ACT Aspire results to determine areas of strength and weakness. Overall school data will be reviewed after each NWEA administration to discuss patterns and strategies to meet the needs of our students. The Leadership Team
- Each grade level team will study NWEA and ACT Aspire (for 3rd and 4th grade teams) data at the beginning of the year to identify individual student strengths and weaknesses. These teams will also monitor periodic NWEA results of individual students prior to Leadership Team meetings so all teacher's input can be shared.
- District review and revision of grade level report cards to reflect current learning targets is needed. This will help us effectively communicate with parents and share a more clear explanation of where their students are related to grade level skills being taught.
- District math assessments are needed for staff to administer three times per year (Fall, Winter, and Spring). These assessments should minimally include the areas of Number Sense, Geometry, Measurement and Data, and Operations and Algebraic Thinking. Results from these screeners would be used to establish intervention groups, identify struggling students, and develop a plan to address student needs. This data would also support communication with parents and provide a more targeted, specific area of need to teachers in planning interventions.
- Professional Development in Response to Intervention (RTI) strategies is needed to provide teachers an increased knowledge of strategies to better support student growth and support the collaborative process of creating a master schedule reflective of an established intervention time. This training will be provided for all certified staff as they will have established roles to support student interventions. Input from staff through the Leadership Team after this training will provide building administrators and the Leadership Team valuable input when creating the master schedule, duty schedules, and

other staff responsibilities. Because this is a schoolwide focus for growth, teachers have included personal areas of growth related to successfully providing specific, targeted interventions for all students as part of their Professional Growth Plan. Job-embedded training will be provided throughout the school year as we work with the Arkansas Co-Teach Project staff and complete the book studies for “Yes We Can!” and “Simplifying Response to Intervention” to support learning for all students.

- Caldwell Elementary will establish Response to Intervention teams to include the Assistant Principal, Instructional Facilitator, Counselor, Classroom Teachers and others as needed based on student need. These teams will meet monthly to discuss student achievement and growth for all students. Students needing Tier 3 remediation will be referred and data collected by the classroom teachers. This remediation will be provided during a designated intervention block. The Instructional Facilitator will be responsible for supporting teachers in strategies and resources for interventions as needed. The Counselor will be able to provide information on students related to social and emotional learning to ensure a safe learning environment for all students as well as support students with strategies to reinforce academic learning. The Assistant Principal will facilitate these meetings and monitor overall achievement and student progress.
- Student CFA data will be recorded on a shared document with the grade level team, instructional facilitator, and administration to assist in monitoring student learning of Essential Standards. Collaborative teacher teams will determine these Essential Standards and the Learning Targets for each grade level as well as review district Curriculum Maps to determine if adjustments need to be made and if adequate resources are available. Each team’s Leadership Team representative will communicate needs to administration.
- Teachers will be provided an opportunity to observe effective teaching on specific instructional strategies upon request, based on their Professional Growth Plan, if they are new to teaching and/or a grade level, or as a support when observations/evaluations dictate. Discussions of these observations can be held in collaborative team meetings or on an individual basis. The building instructional facilitator or administration will help facilitate this process as needed. Individuals are also encouraged to observe effective teaching practices on their own and work with other teachers to schedule these.
- Illustrative Mathematics curriculum resources and training will be provided to all teachers prior to the beginning of the 2021-2022 school year. This will provide an ongoing flow of instruction from kindergarten through 4th grade and provide a structured resource for teachers.
- Based on the Family and Community Engagement (FACE) Plan, Caldwell Elementary will establish Family Nights to increase parent understanding of curriculum materials and instructional strategies and provide family resources to support students at home. The FACE committee will work with the Instructional Facilitator and teachers to plan activities and resources for these events.

How will you evaluate the goal?

- The Leadership Team will monitor overall student achievement using the fall, winter, and spring NWEA Math assessment results. The end of year data will be used to finalize a new school improvement plan for the 2022-2023 school year.
- Collaborative teams will continually monitor individual student progress throughout the year using CFAs, periodic screeners, and NWEA results, provide interventions, and modify instruction and support for all students with a focus on those not making growth.

Goal 3 - Increase achievement for students with disabilities in Reading and Math:

All 1st-4th grade students with disabilities will meet Projected Growth in Math and Reading based on NWEA results from Spring (April/May) 2021 to Spring (April/May) 2022 assessments.

An overview of our Current Reality:

Caldwell Elementary currently has two special education (SPED) resource teachers and one special education paraprofessional. We also have a full-time Speech-Language therapist on staff who works closely with the entire staff providing strategies and information to the teachers to support all students in addition to providing services to students on her caseload. She is also able to provide strategies for teachers to support students phonological awareness and phonics needs in the classroom. She and the part time occupational therapist push into classrooms to provide services allowing them to assist other students as well.

Of the 512 total students enrolled in the 2020-2021 school year, 54 students (10.5%) were identified as receiving special education services. Of those students, 91% of them are served inside the general education classroom for at least 80% of the school day. Based on the 2019 ACT Aspire results (2020 assessment was not given due to Covid-19), 12.5% of 3rd grade students receiving special education services achieved Ready or Exceeding results in English Language Arts (ELA), less than 5% in Math, and 6.25% in Science. Results for 4th grade students receiving special education services were unavailable since there were less than 10 students tested.

In addition to the details listed above for Goal 1 and Goal 2:

- Students with disabilities performing below benchmark on district literacy screeners (PAST, Decoding Survey, Oral Reading Fluency, NWEA Overall Reading) and/or in the Lo or LoAvg range on the NWEA Fall 2021 Reading assessment will be referred to the school Response to Intervention (RTI) team. First through fourth grade students with disabilities performing below benchmarks for beginning of the year (Fall 2021) district literacy screeners and who have not already been identified with characteristics of dyslexia may be administered additional Level I dyslexia screeners with parent consent to determine a targeted, specific intervention plan to address deficit areas. If deficit areas are already identified, intervention will be provided to address those needs. Interventions will be provided to all students at a Tier 1 level and at Tier 2 and 3 levels as needed based on data from district-required literacy screeners, common formative assessments (CFA), and NWEA results, and, for students with disabilities, in collaboration with the special education teacher. Reading Initiative for Student Excellence (RISE) resources, Foundations,

and One Minute Drills will be used to provide instruction as well as interventions. General and special education teachers will work collaboratively to monitor students for growth using this same data.

- All students referred to the RTI team will be provided individualized interventions and progress monitored by the general education classroom teacher. If students are not making adequate progress or meeting benchmarks, the RTI team including the special education teacher will discuss next steps to support the student: a change or increase in interventions, a referral for additional testing, placement in a more intensive intervention in addition to those provided by the teacher, or any number of supports based on the student's needs. Additional staff may be called to join the RTI team at any time in order to best support each student.

Next Steps:

- Our school has applied for the PLC Inclusive Practices Project offered by the Arkansas Department of Education. This project, if awarded, would provide 12 coaching sessions for our staff during the school day and in classrooms to grow staff's knowledge and skills in teaching strategies to meet the needs of all students. Expected award date is May 14, 2021.
- Our staff will be working with through the Boundless Learning Co-Teaching Project to provide job-embedded professional development. This will provide training for our general education and special education teachers to partner with each other in the general education classroom in order to provide students with disabilities more access to the general education curriculum.
- The Leadership Team will create and provide staff with a clear vision of how teachers should address instruction and what best practices are expected to be seen throughout the building. A common language and examples will also be developed and placed in the digital Notebook where all staff will have access to refer back to at any time. We will use "The New Art and Science of Teaching" as a resource Model of Instruction to guide our development.
- Planned collaboration time between the general education and special education teachers will be established to provide time to plan instruction and interventions, discuss accommodations and modifications, to discuss student achievement, and an opportunity for professional growth. This time will specifically provide time for the teacher teams involved in the Co-Teach Project to improve instructional strategies and complete work for this project. The assistant principal (Building Project Coordinator) and instructional facilitator will be available to provide support as well.
- Defined expectations and responsibilities related to grades will be established for the general education and special education teachers.
- Based on the Family and Community Engagement (FACE) Plan, Caldwell Elementary will establish Family Nights to increase parent understanding of curriculum materials and

instructional strategies and provide family resources to support students at home. The FACE committee will work with the Instructional Facilitator and teachers to plan activities and resources for these events. Additional resources and information will be provided for those families of students with disabilities to better support their needs.

How will you evaluate the goal?

- The Leadership Team will monitor student achievement using the fall, winter, and spring NWEA assessments. Results from the Letter ID, PAST, Decoding Surveys, Rapid Naming, ORF and progress on Individual Education Plan goals will also be used to further identify any patterns in student achievement. The end of year data will be used to finalize a new school improvement plan for the 2022-2023 school year.
- Collaborative teams will continually monitor all student progress throughout the year, provide interventions, and modify instruction and support for all students with a focus on those students with disabilities not making growth.