



East Pointe Elementary School

2021-2022 School Improvement Plan

NEEDS ASSESSMENT

Our Needs Assessment indicated areas of weakness as Reading, Science, and Math. Due to COVID, 2019-20 end-of-year summative assessments were not administered to students upon the conclusion of the school year. Therefore, we utilized the averages for 2019-20 ACT Aspire Interim I and II Assessments to determine the percentage of students achieving Proficient and Exceeding for 2020. Percentages were as follows:

<i>Grades</i>	<i>English</i>	<i>Reading</i>	<i>Science</i>	<i>Math</i>
<i>Combined</i>	83	56	59	68
<i>3rd</i>	82	53	54	72
<i>4th</i>	85	69	64	63

Areas of Need: Reading: on-grade level

Reading/Math: mastery of essential standards

Goals:

1. East Pointe Elementary School sets a goal to grow the percentage of on grade-level readers by 14%.
2. East Pointe Elementary sets a goal of a minimum of 80% of K-4 students attaining mastery level on each essential standard in reading and math.

IMPLEMENTATION

Reading:

Good readers are phonemically aware, understand the alphabetic principle, apply these skills in a rapid and fluent manner, possess strong vocabularies and syntactical and grammatical skills, and relate reading to their own experiences.

1. *All K-4 teachers will attend ongoing RISE Professional Development. Classrooms will display student-centered learning and teachers will utilize best practices in instruction to increase the number of on-grade level readers.*
2. *All teachers will plan as a collaborative team to backward plan units of instruction, beginning with common summative assessments. Teams will also work collaboratively to construct common formative assessments, pacing guides, and lessons for each unit.*
3. *Collaborative teams will use data from assessments to diagnose specific gaps in individual student learning. Teams will then provide targeted and specific instruction and intervention based upon the science of reading to develop understanding and overcome these gaps.*
4. *Collaborative teams will meet weekly to ensure that students are being taught and assessed upon essential learning. Collaborative team meetings will be guided by the Four Critical Questions to ensure that discussion is focused on learning.*
5. *Collaborative teams will use data from assessments in order to plan for intervention and to improve individual instructional practices. Teams will diagnose specific gaps in individual student learning and will then provide targeted and specific instruction and intervention based upon the science of reading to develop understanding and overcome these gaps.*
6. *The administration will utilize end-of-year universal screener data to identify any student who is significantly below grade level in reading. These students will then be scheduled into mandatory tier 3 remediation (embedded within the master schedule) with reading interventionists/specialists prior to the beginning of the school year.*
7. *Teachers in grades K-4 will utilize NWEA Assessments during the 2021-22 school year.*

Essential Standards mastery:

In order to ensure that all students are learning at high levels and reaching mastery level expectations on grade-level essential standards, it is imperative to have a multi-tiered intervention system. At East Pointe, all students will have access to a guaranteed and viable curriculum with high-quality instruction occurring at Tier 1. Additional time and support will be provided at Tiers 2 and 3 for students in need.

1. *Teachers will utilize Tier 1, Tier 2, and Tier 3 instruction as needed to ensure that students are attaining mastery of grade-level essential standards and filling in learning gaps from prior grade level(s).*
2. *Tier 1 instruction will incorporate pre-assessments to determine any prior grade level gaps in learning that have occurred as a result of loss in onsite instruction due to COVID/quarantine events. Teachers will use instructional strategies as preventive measures to address known student misconceptions.*

- 3. In addition to Tier 1, mandatory Tier 2 instruction will occur for any student who needs additional time and support to attain mastery of an essential standard and/or learning target. Student areas of need will be determined through results of common summative assessment data. Interventions will consist of instruction that is both targeted and specific for individual students' deficit areas in essential learning. Placement in Tier 2 is fluid, with students moving out when progress monitoring evidence is indicative of mastery of skills.*
- 4. Students who have learning gaps equivalent to 2 years or more will have these gaps addressed during Tier 3 intervention. Tier 3 instruction will occur in addition to Tiers 1 and 2 core and intervention instruction respectively.*

EVALUATION

As a Professional Learning Community at Work, East Pointe staff will work to ensure that all students learn and grow at high levels. The master schedule will include embedded intervention for all students and an extended collaborative grade-level team meeting time weekly where teams analyze student data to determine the next steps to ensure high levels of student learning.

Reading:

All assessments will be used to gain information to assure student growth toward the overall school goal and grade level SMART goals.

- 1. All teachers will administer state-mandated screeners in the areas of phonemic awareness, phonics, comprehension, fluency, rapid naming, and spelling 3 times per year.*
- 2. K-3 grade teachers will teach Foundations Prevention Phonics from Wilson Corp. to instill systematic, explicit phonics instruction, giving unit assessments to assure 80% mastery of a skill.*
- 3. Teachers will use common assessments (summative and formative) with rubrics for grading to determine a student's mastery level on essential standards and/or learning targets.*
- 4. Teachers will use NWEA MAP Growth Assessments 3 times per year.*
- 5. Administrators will conduct frequent classroom walkthroughs to assist teachers in implementing the Science of Reading strategies.*

Essential Standards mastery:

Evidence of student learning will be tracked/documentated to ensure that each student is achieving mastery of essential standards. Collaborative teams will discuss this data weekly during team meetings.

- 1. Teachers will monitor student learning and keep electronic records as evidence of a student's learning from any moment in time.*
- 2. An item-by-item analysis for each common assessment will be recorded by each teacher for discussion at collaborative team meetings.*
- 3. Kid-by-kid, skill-by-skill data of essential standards will be recorded electronically by each teacher on their own tab within a grade level google spreadsheet document.*
- 4. Teachers will combine all kid-by-kid, skill-by-skill data into a single sheet to use as a monitoring tool for student mastery of essential standards.*
- 5. Teachers will electronically progress monitor students within Tier 2 intervention groups to provide evidence of student mastery of essential learning.*