



Rose Bud Elementary
Rose Bud Public School District
School Improvement Plan
2021-2022

Mission Statement: At Rose Bud Elementary, our staff is here to educate, nurture, and engage students in learning. It is our desire that all students will progress in their learning, achievement, and educational development. Our staff has a genuine relationship and commitment with students and their guardians. Staff are facilitators of learning and work with stakeholders to help them understand what and how learning and progressing is taking place. Students play a role in their learning in that they participate and reflect on their understanding of content.

Priority #1	
Improvement Plan Focus Area: Literacy	
Priority Area: <i>The percentage of students in each grade level demonstrating reading skills at or above grade level will increase 5% on state assessments.</i>	Team Member(s) Responsible Melissa Kirkpatrick, District Administration Tonya Chandler, Building Administration Rhonda Garrard, 3-4 Teacher Mindy Teague, 5-6 Teacher Stacia Compton, Reading/Dyslexia Interventionist
Desired Outcome: Rose Bud Elementary will strive to increase overall Reading readiness by 5% (from 32% to 37%) on the Spring 2022 ACT Aspire assessment.	
Root Cause(s): <i>Lack of coherent K-6 curriculum and instructional practices based on the science of reading.</i>	
Alignment to District Goal: The Rose Bud School District Leadership Team analyzed test scores from the administration of the Istation exams (K-2nd grade), ACT Aspire (3-10th grade), ELPA 21, DLM, PSAT and ACT (10th and 11th graders), and the discipline and graduation rate over the past three years. The team examined the results for both the combined population and each of the student subpopulations. The team identified areas of weakness for each content area at each grade level. Data was disaggregated for the purpose of determining student learning and behavior needs. The Leadership Team examined the routines, customs, norms and expectations in order to identify factors that impede student achievement in the schools. Modifications will be implemented during the current year to implement effective instructional programs, services, and professional development that will meet the needs of student cohorts. Information relating to the improvement of student outcomes in school will be provided to administration, teachers, students, and parents.	

Priority #1 Actions				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Each grade level will create a curriculum map that aligns with the science of reading	Melissa Kirkpatrick, District Administration Tonya Chandler, Building Administration	Professional Development during June, July, and August 2021	<p>K-2 Literacy Block</p> <p>Phonological Awareness (10 minutes)</p> <p>Phonics (30 minutes) (letter ID, decoding, handwriting, encoding)</p> <p>Comprehension (40 minutes)</p> <p>Read Aloud and Shared Reading</p> <p>Oral Language</p> <p>Vocabulary</p> <p>Small Group Reading (60 minutes) Address Foundation Skills</p> <p>Writing (30 min)</p> <p>3-6 Literacy Block</p> <p>Word Study (20 min)</p> <p>Morphology Focus</p> <p>Comprehension (40 Min)</p> <p>Small Group Reading (30 min)</p> <p>Writing (30 min)</p> <p>Cursive Practice- 10 min</p>	<p>-Classroom Instructional Schedule</p> <p>- Classroom Walk Through Data</p> <p>- Lesson Plans</p> <p>- Student performance on monthly Istation assessment</p>
K-2 and 3-5 Literacy teachers will explore	Melissa Kirkpatrick, District Administration	June, July, August, September	ESSER Funding	- Classroom Walk Through Data

curriculum resources which provide strong, systematic and explicit instruction in the area of comprehension.	Tonya Chandler, Building Administration Once Resources are identified the following will be included: Brooke Bennett, Amanda Wingert, Meghan Chalk, Rhonda Garrard, Terri Adams, Mindy Teague, Pam Walls			<ul style="list-style-type: none"> - Lesson Plans - Student performance on monthly Istation assessment <p>School Visits to sites using Benchmark Reading Workshop</p>
<p>Screen all K-2 students with reading difficulties and specific 3-6 students struggling with reading skills</p> <ul style="list-style-type: none"> - Phonological and phonemic awareness - Sound symbol recognition - Alphabet knowledge - Decoding skills - Rapid naming - Encoding skills 	Tonya Chandler, Building Administration, Stacia Compton, Grade Level Teachers	By September 11, 2021 or 2 weeks upon new students arrival at Rose Bud Elementary	Federal Funds- Istation Campus Subscription Reading/Math \$6,961	Istation Data DIBELS RAN
<p>Develop intervention plans for K-6 students identified at risk for reading difficulties</p> <ul style="list-style-type: none"> - Administer diagnostic assessments to determine specific skill deficits 	<ul style="list-style-type: none"> - Building Administration- Tonya Chandler and K-2 Teachers - Melissa Kirkpatrick, District Administration 	<p>By September 16, 2021 or 2 weeks upon new students arrival at Rose Bud Elementary</p> <p>-September 16, 2021</p>	Diagnostic Decision Tree for Reading Issues Grade 3-6	<p>Intervention Plans</p> <p>Progress Monitoring Data</p> <p>Student Data Sheets</p>

<ul style="list-style-type: none"> - Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support 	and grade level teams			
<p>To provide evidence-based literacy interventions through a multi-tiered system of support,</p> <ul style="list-style-type: none"> - WRS Intensive Instruction for Non-Responsive Reader (Steps 1-6) and practicum - K-2 classrooms will implement Foundations phonics programs which provides strong, systematic, and explicit instruction 	<ul style="list-style-type: none"> - Stacia Compton, Shannon Dahlem, Kailee Bell - Brooke Bennett, Amanda Wingert, Meghan Chalk, Shannon Dahlem, 	<ul style="list-style-type: none"> - Classroom Assessments (Oct 2020, December 2020, March 2021, May 2021) 	<ul style="list-style-type: none"> - -1 Day PD 2nd Grade Level, \$312.99 per participant 	<ul style="list-style-type: none"> -Professional Development/ Communication log with WRS - Classroom Walk Through Data - Lesson Plans - Student performance on monthly Istation and classroom data on FUNdations assessment
Integrate literacy skills in content areas (e.g., science, social studies, math, art, music, PE,	All Teachers	Quarterly Review (Oct 2020, Dec 2020, March 2021, May 2021)	<ul style="list-style-type: none"> - Texts to build students' background and 	<ul style="list-style-type: none"> - Lesson Plans - Classroom Walk Through Data

Library, GT) through activities that involve reading comprehension, vocabulary, writing, speaking and listening			topical knowledge in each content area	- Library Circulation Information
Create a collaborative environment that fosters curiosity and learning through talk and inquiry	All Teachers	Quarterly Review (Oct 2020, Dec 2020, March 2021, May 2021)	- Use robust domain-specific vocabulary	- Lesson Plans - Classroom Walk Through Data
Content teachers and 5-6 SPED teacher will attend targeted professional learning opportunities on Content Enhancement Routines and Learning Strategies during the summer months.	5th and 6th grade teachers, Kailee Bell	Quarterly Assessment (Oct 2020, December 2020, March 2021, May 2021)	Mashburn Institute Staff	- Professional Development Log - Classroom Walk Through Data - Lesson Plans

Priority #2

Improvement Plan Focus Area: Student Attendance Rate

Priority Area: *Based on the identified focus area, what issue needs to be addressed to achieve the goal?*
Student monthly attendance rate, Barriers to attendance

Team Member(s) Responsible:
Amanda Hambrick, SBHC Coordinator
Christy English, Rose Bud Elementary Counselor/Parental Involvement Facilitator
Tonya Chandler, Building Administration
Melissa Kirkpatrick, District Administration

Desired Outcome: *When fully implemented, what will be different as a result of addressing this priority?*

Rose Bud Elementary will strive to decrease the number of students who miss two or more days each month by 10% in each grade level.

Root Cause(s): *What is the heart of the issue? What evidence supports this conclusion?*
Some families and students lack knowledge of the importance school attendance plays in learning.
Some families have specific barriers which the school can help to alleviate.

Alignment to District Goal: The Rose Bud School will ensure each school provides a pleasant environment and monitors schedules and other factors which may interfere with students' access to health information, resources, and a healthy environment.

Priority #2 Actions				
Action to Address the Root Cause & Outcomes	Team Member(s) Responsible	Timeline	Resources and/or Funding(include fund source)	Progress Monitoring Data
Identify students and families who need more encouragement and support in each grade level	Amanda Hambrick, SBHC Coordinator	Beginning of the year and then monthly		Attendance reports, Meeting Agenda/ Notes
Evaluate the school-family relationship and identify potential barriers which can be removed	Christy English, Elementary Counselor/Parental Involvement Coordinator	Beginning of the year and then monthly		Attendance reports, Meeting Agenda/ Notes
Investigate options and partnerships to develop individual interventions and supports for students and families	Christy English, Elementary Counselor/Parental Involvement Coordinator	Beginning of the year and then monthly		Attendance reports, Meeting Agenda/ Notes
Set attendance goals and reward students for meeting them.	Tonya Chandler, Building Administration	Quarterly	\$375 each quarterly reward, \$1,500 for the year	Attendance Reports

Leadership Team

Team Member's Name	Team Member's Role (Admin, Teacher, Community Member, etc.)
Melissa Kirkpatrick	District Administration
Tonya Chandler	Building Administration
Amanda Wingert	K-2 Teacher
Rhonda Garrard	3-4 Teacher
Mindy Teague	5-6 Teacher
Ann Lester	Activity Teacher/Librarian
Christy English	RBE Counselor/Parental Involvement Facilitator
Stacia Compton	Dyslexia Interventionist

Building Administration

District Administration

Rose Bud School District Board Member