



2021-2022 School Improvement Plan

Hoxie School District #46

Hoxie Elementary School

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ESSA Overview Score: 72.21 B

ESSA Data Review:

- Hoxie Elementary School's overall school rating score increased in 2019 by 1.56 points, moving from 70.65 to 72.21.
- In 2019, overall weighted achievement increased a total of 3.07 points, increasing from 64.18 in 2017-2018 to 67.25 in 2018-2019.
- Student achievement for 2019 in ELA is lower than in Math. However, ELA had a higher value-added growth score at 81.45 than Math at 78.57 (Both an increase from the previous year).
- The 2019 overall value-added growth score has consistently increased for three years (78.96; 78.98; 80.01)
- In 2019, the Reading at Grade Level Score increased by 1.78 points, moving from 38.96 in 2017-2018 to 40.74 in 2018-2019.
- Science achievement increased by 0.2 points, going from 42.86 in 2017-2018 to 43.06 in 2018-2019.

Gaps:

- According to the last school report card in 2019:
 - Weighted Achievement by Subgroup:
 - 32.14 percent of students in the Students with Disabilities met the benchmark compared to 67.25 percent of the total population
 - In the area of Value-Added Growth, ELA had a score of 81.45 and Math a score of 78.57, but fewer students met benchmark in ELA.

Needs:

- Increase the use of nonfiction text
- Implement close reading strategies
- Increase student engagement in all subject areas

Goals:

- Students will increase the amount of time spend reading independently in class.
- Teachers will build supportive relationships with students by increasing student and family engagement.
- Teachers will create an environment of respect and rapport.

Actions:

- Students will participate in a “Reading Stampede” in which they read nonfiction articles independently and take an Accelerated Reader quiz over the article.
 - Students will be recognized for scoring 100% on article quizzes both individually and by grade level.
- Implement intervention programs in both literacy and math to target students’ individual needs
- Utilize PBIS strategies to increase positive behaviors both inside and outside of the classroom.
- Support the continuation of a district parent teacher organization.

Evidence-based interventions and practices implemented:

- Teachers in grades K-6 will utilize common planning time to identify areas of strengths and weaknesses in student achievement based on interim and summative data. Using their findings, teachers will provide students with interventions to increase student achievement and close the achievement gap in each subject or grade level. Due to scheduling.
- After school tutoring will be offered in Literacy and Math with homework support for students in grades K – 6 to target individual needs of students.
- After school STEAM camp will be implemented for elementary school students to increase engagement and interests in STEAM related practices.
- Teachers will devote at least 20 percent of their instructional time for hands-on learning, especially in the areas of science, to build conceptual understanding in the subject areas.
- A focus will be placed on increasing student attendance in order to increase student achievement and growth in each subject area. Students will be given goals to work towards. Students will be encouraged to be present in the classroom greater than 95 percent of the school year. Students meeting goals for attendance will participate in extra-curricular STEAM-related activities.
- Teachers will utilize Accelerated Reading and Freckle to provide practice in math and reading.
- STAR Math and STAR Reading assessments will be utilized to monitor student growth in each grade level.

Professional Learning plan:

- Teachers will complete a professional development needs assessment to help determine areas for professional development offerings during the summer and throughout the school year. School leadership teams will analyze the results of the needs assessment and plan sessions.
- Teachers will attend professional development as needed to target areas of weakness.
- Teachers will continue developing an understanding of depth of knowledge (DOK) and implementing activities at a higher DOK level.

Implementation timeline for monitoring of interventions and practices:

- Interventions will be monitored through benchmark assessments three times during the school year (September, December, March).
- Teachers will utilize Edulastic to assess students and monitor growth with teacher-created assessments based on current pacing guides.
- Students will participate in the ACT Aspire summative assessments each year to monitor student achievement.

Timeline and procedure for evaluation of interventions:

- Interventions will be evaluated during grade level team meetings weekly and Leadership team meetings monthly.



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Literacy Plan
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Culture

- A goal has been set to increase the amount of time students spend reading independently in the classroom.
- Students will participate in a “Reading Stampede” in which they read nonfiction articles independently and take an Accelerated Reader quiz over the article.
 - Students will be recognized for scoring 100% on article quizzes both individually and by grade level.
- The school will participate in One School, One Book to promote a culture of reading across the building.

Professional Development

- Science of Reading Proficiency:
 - Teachers in grade K-2 participated in 6 days of the RISE Academy at the local educational cooperative during the summer of 2019.
 - Teachers in grades 3-6 participated in 3 days of the RISE Academy at the local educational cooperative during the summer of 2019 and 3 days during the summer of 2020.
 - Special Education teachers participated in 3 days of LETRS training and 3 days of training in phonological awareness, phonics-decoding, and phonics-encoding during the summer of 2019.
 - Teachers will attend follow-up professional development on the science of reading offered by the NEA Cooperative and the district.
- Elementary administrators participated in the K-2 RISE Academy to attain proficiency in the science of reading during the summer of 2019 as the first step in becoming science of reading assessors.
- By 2021 all elementary administrators will be approved science of reading assessors.

- All non-core teachers participated in ArkansasIDEAS facilitated sessions on campus during the summer of 2019 and 2020 in order to show awareness in the science of reading.
- Any teachers new to the district will work with the curriculum coordinator to determine the appropriate pathway to proficiency in the science of reading.
- During the summer, teachers will work with school leaders to develop a curriculum map aligned to the science of reading.

Literacy Curriculum

- **Phonological Awareness:**
 - Heggerty will be utilized in grades K-2 as a systematic curriculum for Phonological Awareness
- **Phonics:**
 - Phonetic Connections will be used in grades K-2 to teach systematic phonics decoding and encoding
 - 95 Percent Group Multi-Syllable Routine Cards will be used in grades 3-6 to teach systematic decoding and encoding.
 - In grades 3-6, district approved, teacher-created lessons will be used for instruction in the study of morphology and etymology
- **Small Group Reading:**
 - Decodable texts from Phonetic Connections, Journeys, and other vendors will be used to support core instruction in small groups
 - 95 Percent Group Chip Kits will be used to address foundational gaps and provide targeted small group interventions
- **Comprehension:**
 - District approved, teacher-created units will be used to teach reading comprehension and vocabulary.
 - In class coaching and instructional support of literacy through staff meetings will be provided by both the principal and curriculum director, which are NBCT in literacy and SoR Assessors.
- **Writing:**
 - District approved, teacher-created units will be used to teach writing. Teacher will utilize 6+1 Trait Writing and Empowering Writers as resources to assist in planning their instruction.

Assessment to Determine Specific Skill Deficits

- 95 Percent Group PSI
- 95 Percent Group PASI
- DIBELS

- RAN
- STAR Reading
- Star Early Literacy

Response to Intervention (RTI)

- Professional development will be provided in the area of RTI
 - Process to identify students
 - Forms that will be used to document data
 - Clear and concise criteria to determine which interventions to utilize to meet students' individual needs

Dyslexia

- Approximately 8% of the elementary student population is being served for dyslexia interventions using Connections OG in 3D
- All students in grades K-2 along with any student struggling in reading or writing in which a teacher has concerns are screened for the 6 components of reading.
- A checklist at the end of each lesson is used to monitor progress. The student must score at least 95% to move on to the next lesson.
- For highly mobile students, contact is made with the school child attended to see if they received any dyslexia services and how to best meet their needs.