

**SLOAN-HENDRIX ELEMENTARY  
SCHOOL IMPROVEMENT PLAN 2023-2024**

**Vision**

Preserving Yesterday, Excelling Today, Preparing for Tomorrow

**Mission**

The mission of the Sloan-Hendrix School faculty and staff is to provide each student with a diverse education in a safe, supportive environment that will promote self-discipline, motivation, and excellence in learning. The goal is for students to become independent and self-sufficient adults who will succeed and contribute responsibly as citizens.

**Needs Assessment**

Information is provided through the following assessments. Data will be collected and analyzed by teachers, support staff, and administrators beginning, middle and end of year, as well as by progress monitoring at appropriate intervals.

<b>Assessment</b>	<b>Grades</b>	<b>Type/Frequency</b>	<b>What it Measures</b>
Acadience Literacy	K-6	Beginning, Middle, End of Year Screeners with Progress Monitoring	Essential elements of Reading (Phonemic Awareness, Phonics, Fluency, Comprehension); Dyslexia Level I Screener
Phonological Awareness Skills Test (PAST) Kilpatrick	1-6	Beginning of Year Diagnostic with Progress Monitoring	Concepts of Print, Rhyme, Syllables, Phonemic Awareness
Wilson Decoding Survey	1-2	Beginning, Middle, and End of Year Diagnostic Survey	Decoding
Diagnostic Decoding Survey (Really Great Reading)	3-6	Beginning, Middle, and End of Year Diagnostic Survey	Decoding

Developmental Spelling Analysis	K-12	Beginning, Middle, and End of Year Screener	Encoding; Dyslexia Level I Screener
CORE Vocabulary Screener by Academic Therapy Publications	1-8	Beginning and End of Year Screener	Vocabulary
Rapid Automatized Naming (RAN)	K-2	Beginning of Year Screener	Automaticity/Fluency; Dyslexia Level I Screener
Maze (Part of Acadience)	3-8	Beginning, Middle, and End of Year Screener	Reading Fluency/Comprehension
STAR Reading	K-12	Beginning, Middle, and End of Year Screener	Readability and Comprehension
C-TOPP	3-12	Diagnostic	Characteristics of Dyslexia
Wilson Dyslexia Screener	K-12	Dependent upon DSA, RAN, Acadience, and C-TOPP	Characteristics of Dyslexia
Curriculum Associates iReady (Literacy and Math)	K-2	Beginning, Middle, and End of Year Adaptive Assessment	Normed and Criterion-Referenced Data
Arkansas Teaching & Learning Assessment System (ATLAS)	3-10	Summative, Classroom, & Interim (This year we will create Interims using ATLAS Classroom Assessment Items)	ELA, Math, and Science
Number Sense Screener	K & 1 (fall)	Pre-Assessment Screeners	Math Number Sense
Acadience Math	K-6	Pre-Assessment Screeners	Math (Early Numeracy, Computation, Problem Solving)

## **Goals**

Our long-term expectation is that at least 80% of students will meet readiness on ATLAS, as well as other readiness measures. For the 2023-24 school year, we strive to move all students toward readiness, while providing a strong RTI model that consists of multiple assessment measures; tier I, tier II, and tier III instruction; and ongoing progress monitoring.

## **Prioritization of Funding**

1. Title I and ESA funding will contribute toward the Literacy Plan by funding assessment, curriculum, supplemental resources, professional development, and support networks.

2. Teachers across K-12 will continue the implementation of Science of Reading theory and methodology. Northeast Arkansas Education Literacy Specialists will support teachers and administrators through observations and providing feedback.
3. K-6 Core Literacy Alignment will include Heggerty Phonemic Awareness, Wilson Foundations Phonics, Word Study, Geodes Decodable/ Accessible Readers, Wit and Wisdom Content-Rich Literacy Curriculum, and teacher-generated read aloud lessons with comprehension and vocabulary instruction, and shared reading lessons. The Write Source will be used to supplement 5th and 6th grade English/Grammar and writing. Accelerated Reading will be used as an incentive across K-6. Additional curriculum supports will include Newsela and ReadWorks. Tier 2 support will include Heggerty, Foundations, 95% Group, iReady Intervention, FCRR Activities, and Whole Phonics. Tier 3 Support and Dyslexia Support will come from the Wilson Dyslexia Program.
4. We will continue our study of writing. We will look at the stages of writing development and how to scaffold the writer. We will use writing strategies from The Writing Revolution, Empowering Writers, Step Up to Writing, and Six Traits of Writing.
5. K-12 math will be aligned with Imagine Learning Illustrative Mathematics, a pedagogical curriculum designed to facilitate students' enduring understandings of mathematics. Training, observation, and feedback will be provided by DESE and NEA Math Specialists Tahnya Price and Erin Jordan.
6. Teachers in grades K-2 will continue Math QuEST Year 2, professional development which equips teachers with ambitious teaching tools that promote equity and engagement of all students in meaningful learning experiences of reasoning and problem solving. Teachers in grades 3-6 will continue implementation of QuEST.
7. K-6 science resources will include OpenSciEd, Picture Perfect Science, Mystery Science, Generation Science, and DESE curriculum resources.
8. Social Studies 3-6 will continue implementation of DBQ Project, which stands for document-based questions. These resources will imbed rigorous reading and writing standards, as well as high-yield strategy instruction to engage learners.
9. Teachers in K-2 will use Curriculum Associates iReady assessment and intervention to provide adaptive learning opportunities for students.
10. Teachers in 3-6 will use the new ATLAS Classroom Assessments to assess standards taught in ELA, math, and science.
11. Teachers will be involved in ongoing data disaggregation and planning meetings with literacy and math instructional facilitators.
12. Our K-6 digital learning plan will include synchronous and asynchronous learning with a certified teacher who works through the Arkansas River Cooperative. Students will be issued a chromebook and other school supplies needed for the Virtual Academy on the River so that they can access learning materials, videos, virtual instruction, and meetings, as well as be able to upload assignments and presentations.

13. Special Education Inclusion will be implemented in K-4. Classroom teachers, Special Education teachers, certified interventionists, and paraprofessionals will collaborate to provide grade level instruction and interventions for students in Special Education.
14. A 45-minute intervention block will be established, in which students receive tier II, tier III, and enrichment services based on assessment data. Support will be provided by classroom teachers, certified support staff, and trained classified support staff. Interventions will include more time, more repetition, and/or differentiated instruction.
15. Students in 5th and 6th grades will have additional 45 minute blocks of language and math remediation for targeted instruction.
16. Teachers will guide students as they set goals and track progress toward achievement, growth, and indicators that contribute to their achievement and growth. They will continue to move from a teacher-directed model to a more student-directed model, while they also explore extrinsic and intrinsic forms of motivation.
17. Character Education will include the G.U.I.D.E. for Life curriculum, as well as other Social-Emotional Learning resources.
18. Teachers in their first, second, or third year of teaching will attend Novice Teacher Training through the NEA Cooperative. This boot camp gives teachers knowledge and skills needed to be successful practitioners.
19. This year's state required professional development on Teen Suicide and Ethics will be provided through ArkansasIDEAS.
20. Data Disaggregation, Advocacy, Teacher Excellence Support Systems, Executive Functioning, and Building Thinking Classrooms will be included in back-to-school professional development to support teacher professionalism.
21. Book studies on Professional Learning Communities (PLCs) will be implemented throughout the year.