

Scranton Elementary School
School Level Improvement Plan for 2019-20
Submitted to the Scranton School District on September 9, 2019
Approved by the Scranton School Board of Education on September 17, 2019

<u>Overall ESSA Index Score:</u> 75.26
<u>Poverty Level:</u> 60%
<u>ACT Aspire Summative (Spring 2018) –Number of students below the ELA readiness level:</u> 52 out of 117
<u>Analysis of Students’ Needs:</u> A comprehensive needs assessment conducted throughout the 2018-2019 school year by the administration, faculty, and staff of Scranton Elementary School Identified the following areas as “Areas for Improvement”: Phonemic Awareness Writing Reading
<u>Goals:</u> Decrease the number of students scoring below readiness levels in English Language Arts
<u>Data Used to Determine Goal:</u> ACT Aspire Interim Assessment Scores and Summative Test Scores; ESSA School Index Report; Classroom Assessments
<u>Evidence-Based Interventions/Practices:</u> SES will use the DIBELS benchmark assessments SES will use MAP Testing Data for Grades K-2 SES will administer three ACT Aspire Interim Assessments in Reading and English SES will use interim reading and English results to provide intervention in the classroom SES will employ paraprofessionals trained in Wilson Reading and Just Words to support reading. SES will employ a Dyslexia Interventionist to support struggling readers, students identified with markers of dyslexia, and students with dyslexia. SES will provide K-2 Students daily instruction using the Foundations program. SES teachers will utilize their training from RISE. SES will offer after school tutoring for student 3-6 who struggle with ELA. SES will conduct RTI meetings to discuss student progress.
<u>Anticipated Outcomes:</u> The number of students scoring below readiness levels in English Language Arts will decrease.
<u>Professional Development Needed:</u> Additional Teachers and Paraprofessionals trained in Foundations and Just Words. Training will take place in the school through the Dyslexia Interventionist. Pathway to obtain a proficiency credential in scientific reading instruction Pathway to obtain an awareness credential in scientific reading instruction. These needs will be met through the Arkansas Ideas website or through the Guy Fenter Education Cooperative.
<u>Implementation Timeline:</u> September 2019-May 2020
<u>Evaluation Procedure and Timeline:</u> Student progress in ELA/weaknesses to address will be discussed at monthly RTI Meetings which will occur from September to April Student Progress in ELA/weaknesses to address will be determined following each ACT Aspire Interim Assessment.
<u>Resources Needed:</u>

ACT Aspire Interim Assessments
After School Tutoring
Tutoring Materials and Supplies
Map Assessments

ACT Aspire Summative (Spring 2018) –Number of students below the Math readiness level: 42 out of 117

Analysis of Students’ Needs: A comprehensive needs assessment conducted throughout the 2018-2019 school year by the administration, faculty, and staff of Scranton Elementary School Identified the following areas as “Areas for Improvement”:

Math

Goals: Decrease the number of students scoring below readiness levels in Math

Data Used to Determine Goal: ACT Aspire Interim Assessment Scores and Summative Test Scores; ESSA School Index Report; Classroom Assessments

Evidence-Based Interventions/Practices:

SES will administer three ACT Aspire Interim Assessments in Math.

SES will use interim math results to provide intervention in the classroom.

SES will use MAP Testing Data for Grades K-2

SES will administer three ACT Aspire Interim Assessments in Reading and English

SES will offer after school tutoring for student 3-6 who struggle with Math.

SES will conduct RTI meetings to discuss student progress.

SES will utilize Paraprofessionals for 1:1 or small group intervention.

Anticipated Outcomes: The number of students scoring below readiness levels in Math will decrease.

Professional Development Needed:

SES will use the professional development courses provided by the Guy Fenter Educational Cooperative.

SES will use the follow-up services provided by the Guy Fenter Education Services Cooperative.

Implementation Timeline: September 2019-May 2020

Evaluation Procedure and Timeline:

Student progress in Math/weaknesses to address will be discussed at monthly RTI Meetings which will occur from September to April.

Student Progress in Math/weaknesses to address will be determined following each ACT Aspire Interim Assessment.

Resources Needed:

ACT Aspire Interim Assessments
After School Tutoring
Tutoring Materials and Supplies
Map Assessments

