

**Wynne Intermediate School Improvement Plan**  
**UPDATED April 2023 by the Leadership Team**

**Step 1: PLAN**

**School: Wynne Intermediate School of Innovation**

**School Mission Statement: We Place Individual Student Success Above All Else.**

**Our Vision: Every student at Wynne Intermediate School of Innovation will mature academically, socially and emotionally using their hands, hearts and minds.**

**Needs Assessments:  
Parent, Teacher, student survey**

**School Community  
Council/Title 1 Committee  
parent input**

**NWEA Data  
Act Aspire Data**

**High Reliability Level 1  
Survey**

**Parent Students and Staff**

**The needs assessment completed by the teachers at the WIS of Innovation revealed the following:**

Teachers have high expectations for learning and inform parents of required grade level skills. Teachers feel safe at school, and all staff including teachers and parents work together as a team to improve student performance. Teachers remind parents of digital resources that can be used at home to enhance learning.

According to classroom data, students need the most help in the area of Reading Comprehension/Literacy skills. The majority of teachers feel that the individual assistance provided by all small groups and one-on-one interventionists results in academic growth. Of the teachers surveyed, more than 34% say bullying has not been an issue in their classroom, and 48% reported that bullying is very seldom a problem. When bullying was reported as a problem, the majority of those teachers reported that it stopped. Teachers use Planners, Remind, Dojo, and most successfully Facebook/Twitter when communicating with parents.

**The needs assessment completed by the parents at WIS of Innovation revealed the following:**

Based on the data presented, parents are aware of the academic standards and skills required to master at each grade level and believe that teachers have high expectations for student learning. Parents feel welcome at school and agree that their ideas and opinions are valued by staff. Digital resources are used by parents to enhance learning at home. Parents understand that literacy is the greatest deficiency when considering which area students need the most assistance or help. Parents were positive about the one-on-one interventions being provided for struggling learners. Parents did not feel bullying was a problem; however, it was discussed to create an

environment where there is a focus on students being kind and to embrace diversity. WIS has implemented a House System to begin working on this issue. The survey indicated that some parents use the Home Access Center, but communication between teachers and parents occurs in other ways such as Tuesday folders, Remind 101, and social media sources. Parents would like to have workshops to teach them how to better help their students at home, and the second greatest need being workshops for social and emotional support. In a close third, parents requested help in literacy and math equally.

**The needs assessment completed by the students at the WIS of Innovation** indicated that the majority of the students surveyed (469) feel safe at school. On the playground and to and from the bus are our areas of focus, to help students feel safer at school. The students indicated they feel respected and important at school and their opinion is valued. Students also noted that teachers communicate the standards, set high expectations for learning and provide help when needed in the classroom. Students overwhelmingly felt that they have at least one adult at the WIS they can talk to if they have a problem. The majority of the students continue to report they had not been bullied. Of those, 26.2%, believed they had been bullied, and when they reported it, the bullying stopped. Of the bullied students, verbal bullying was the highest category with social/emotional following a close second.

**ACT Aspire Data:** The 2022 ACT Aspire was administered this school year and will be used as a baseline for academic growth for the 2022-23 school year. Below are the scores and 2023 school projected goals.

3rd Grade English 68%--Goal 78%, Reading 37%---Goal 45%, Math 50%---Goal 63%, and Science 35%---Goal 45% 4th Grade English 54%--Goal 70%, Reading 42%---Goal 43%, Math 38%---Goal 42%, and Science 38%---Goal 50% 5th Grade English 66%--Goal 68%, Reading 33%---Goal 35%, Math 43%---Goal 45%, and Science 35%---Goal 37%

**Virtual Academy: Learning at Home K-8 Virtual School** The Virtual Academy will provide full inclusion for school activities including athletics, field trips, and other school sponsored events and organizations. Providing personalized instruction and small group interventions with face-to-face instruction while working from home.

<p><b>Goal/Anticipated Outcome:</b></p> <p>What are we going to do to improve student achievement and meet student needs?</p>	<p><b>Goal 1. The WIS of Innovation will build a collaborative culture where all staff are empowered to analyze and monitor data in order to create a specific literacy plan. This plan will include various ways to meet the Science of Reading requirements.</b></p> <p><b>Goal 2. The school will provide all students with opportunities to master a rigorous curriculum through blended learning with a focus on small group instruction.</b></p> <p><b>Goal 3. The faculty and staff of WIS of Innovation will create a safe, student-focused learning environment while embracing community resources to help promote real-world learning.</b></p> <p><b>Goal 4. WIS will engage and provide input from stakeholders regarding the optimum functionality of the school.</b></p>
<p><b>Evidence-Based Intervention or Practice:</b></p> <ul style="list-style-type: none"> <li>• Indistar Wise Ways  <a href="https://www.indistar.org">https://www.indistar.org</a>            Located on the bottom of the web page under resources then click on effective practices.</li> </ul>	<p><b><u>EFFECTIVE CLASSROOM PRACTICES:</u></b></p> <ol style="list-style-type: none"> <li>1. All teachers are guided by a curriculum guide that aligns standards, curriculum, instruction, and assessment. This guide is created by teachers and contains the resources needed for horizontal and vertical alignment.</li> <li>2. All teachers will fully implement effective teaching practices as well as fully understand their role as the integrator of Blended Learning strategies in their classrooms. These practices will be incorporated using the training from our small group PD, staff meeting over Marzano's Highly Effective Engagement Strategies, and grade level PLC's.</li> <li>3. All teachers will incorporate growth mindset strategies and student-focused learning in classrooms combined with building-wide inclusion using The House System. This concept is implemented in the culture and environment at WIS of Innovation.</li> </ol>

## Step 2: DO

### Implementation Timeline (Including Monitoring of Intervention/Practice)

<b>Action Steps/Tasks</b> <u>Plan of Action</u> <ul style="list-style-type: none"> <li>Briefly describe your <b>school's process for ensuring that student progress is being monitored. (academic and attendance)</b></li> <li>What are you going to do to ensure success for each student (each subgroup)?</li> <li>Describe focus areas of instruction</li> </ul>	<b>Specific Person(s) Responsible</b>	<b>Resources Including Professional Development</b>	<b>Target Date of Completion</b>	<b>Actual Completion Date</b>
Action for Goal 1. Academic facilitators and teachers will organize and participate in professional learning communities (PLC's) to analyze all student data and make modifications to the curriculum guide thereby utilizing the most effective practices across the curriculum.	Kesha McDowell Dena McClain	Stipends will be needed for Subs	Ongoing	
Action for Goal 1. All teachers will use Blended Learning strategies to enhance personalized learning. Students will use adaptive online resources to fill in gaps.	Kesha McDowell Dena McClain	Continued support and evaluations using the Tess Model and a SOR component with an emphasis on morphology Peer Collaboration and classroom visits for new teachers Release time for new teachers to visit classrooms Continued PD for new teachers PLC Work with grade levels and vertical alignment.	Ongoing	

<p>Action for Goal 1.</p> <p>Teachers will conference with students regarding test data to communicate growth needed or glows achieved with expectations of feedback using student goal sheets as a guide for discussions for all students to reach mastery.</p>	<p>All staff at WIS of Innovation -Leadership Team</p>	<p>Student MAP testing Goal Sheets</p> <p>PLC Data Alignment</p> <p>Small Group PD</p>	<p>Ongoing</p>	
<p>Action for Goal 1:</p> <p>All WIS teachers including new hires will complete the required R.I.S.E Arkansas professional development within the required time frame.</p>	<p>All certified staff</p>	<p>Materials and power points provided by R.I.S.E Arkansas</p> <p>Teachers must show proficiency through documented observations</p>	<p>Ongoing</p>	
<p>Action for Goal 1:</p> <p>Teachers will provide instruction for students that is research based during a literacy block that will include emphasis on word study, morphology, phonics, comprehension, writing and cursive writing. These strategies will be integrated across all other areas of the curriculum.</p>	<p>Certified staff</p>	<p>Curriculum guides</p> <p>Professional development to implement a rigorous literacy program, phonics and morphology instruction</p> <p>Continued use of the WIT and WISDOM curriculum. WIS is in a partnership with Wil Redmond with the TNTP group.</p> <p>Phonics First is used in the classroom. Students are placed in a specific Phonics group based on needs.</p>	<p>Ongoing</p>	

		Take-Flight has been implemented for the majority of students who show characteristics of dyslexia.		
<p>Action for Goal 1.</p> <p>The North West Education Assessment (MAP) will be used as the universal screener and formative assessment 3 times a year in the areas of Literacy, Math, and Science. All students in grade 3-5 will be given the DIBELS ORF three times per year. Interventions are progress monitored monthly. Act Aspire will be our state summative evaluation, ending after the 2023-24 school year.</p>	Shirley Taylor	Assessment dates will be sent home on the WIS school calendar	June 2024	
<p>Action for Goal 1.</p> <p>The Success Team will meet regularly to analyze student data and determine students in need of more support as the RTI model. The team will discuss individualized intervention plans for those students.</p>	Success Team	Assessment data and intervention data will be analyzed. Minutes recorded in the team drive. Release time will be provided for the Success Team.	Ongoing	
<p>Action for Goal 2.</p> <p>Teachers will meet in professional learning communities to identify essential skills for each grade level and develop common assessments for each of the skills. Teachers will meet in vertical teams to articulate the essential skills. Students are expected to master and extend their learning beyond current grade level using the online resources and curriculum.</p>	Academic Facilitators Brooke Wells- Peer Teacher Leader	A WIS Peer Teacher Leader has provided professional development on DOK levels and literacy instructional strategies for each grade level.	Ongoing	

		Release time for Professional Learning Communities (PLC) meetings.		
Action for Goal 2. Teachers will hold student conferences. Students and teachers will collaborate and create goals for each student's personal learning plan.	Academic Facilitators Staff	Student goal documents Small Group PD	Ongoing	
Action for Goal 2. Staff will monitor the online curriculum student achievement data and progress monitoring data. The data will be disaggregated during professional learning community (PLC) meetings.	Academic facilitators, staff	Student Achievement Data TESS Evaluation Data	Ongoing	
Action for Goal 3. Students Participating in Activities Really Counts (SPARC Clubs) will continue for the 2023-24 school year. The creation of SPARC clubs provides rich experiences for WIS students to connect to global issues and provide college and career readiness experiences. They will participate in makerspaces, tinkering, the arts, engineering, and many more areas of interest.	Ashley King	Community Resources	Ongoing	

<p>Action for Goal 3.</p> <p>Students Participating in The House System. Teams are used to build a family environment and include the entire school.</p>	<p>House Team All staff Student Coalition Team</p>	<p>Ron Clark House Training- Housecon</p>	<p>Ongoing</p>	
<p>Action for Goal 3.</p> <p>Students will participate in STEAM activities and Project Lead the Way curriculum through a mobile science lab. PLTW empowers students to become creative thinkers and problem solvers. Robotics will be included in the curriculum.</p> <p>Students in EAST will participate in the EAST Initiative. The EAST classroom empowers students with technology as well as encourages critical thinking, creative problem-solving, while providing and engaging students in positive, real-world experiences.</p>	<p>Olivia Burton- Mobile Science Director</p> <p>EAST Facilitator- Kelsi Peterson</p>	<p>Materials, Supplies Evaluations</p> <p>Attendance at the East Conference</p>	<p>Ongoing</p>	
<p>Action for Goal 3.</p> <p>Counselors and Success Team members will analyze student behavior as well as attendance data. Interventions, behavior plans, and other resources will be utilized to meet the emotional needs of students. Emphasis will be shifted to a program that encourages building relationships within the school community between students, staff and teachers.</p>	<p>Counselors Rebekah Ross Doris Tucker Staff Shirley Taylor</p>	<p>Success Team Data Positive Behavior Curriculum House System WIS: E3- Essential Skills THRIVE PD on building culture</p>	<p>Ongoing</p>	



Action for Goal 4. The Family and Community Engagement Council will be met once in the Fall and Spring. Membership will be increased to provide more input into the functionality of the school.	Shirley Taylor Elizabeth Jordan Sherry Breckenridge Stakeholders	Flexible scheduling of meetings to encourage stakeholder participation.	June 2023	
Action for Goal 4. WIS of Innovation created a Teacher Coalition Team to work in connection with The Office of Innovation and Jon Vander Els in order to optimize our competency-based learning environment.	Staff Coalition Team	OIE Rally, Zoom meetings, and district level support/PLCs with the OIE team	Ongoing	
Action for Goal 4. WIS of Innovation will create a Student Advisory Council to provide student input for the optimal functioning of the school and empower our students to lead. This committee will be called The Student Leader Coalition Team	Shirley Taylor Davya Swaite	Selection of this committee is met through student leader essays. The students who are selected, remain on the committee as they rotate through the Intermediate building.	Ongoing	

**Step 3: CHECK**

<b>Evaluation of Timeline and Procedures</b>
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<b>Intervention/Practice Components to be Evaluated</b>	<b>Specific Person (s) Responsible</b>	<b>Procedure for Evaluation</b>	<b>Evaluation Findings</b>	<b>Target date of Completion</b>
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<b>R.I.S.E. Training-focus area morphology /Phonics First Take-Flight</b>	<b>Shirley Taylor</b>	<b>Tess Evaluation Data</b>	<b>Student growth data from all sources (testing and digital curriculum)</b>	<b><u>June 2024</u></b>
<b>Project Lead the Way Lab</b>	<b>Olivia Burton</b>	<b>Student projects</b>	<b>Science test data and project rubrics</b>	<b><u>June 2024</u></b>
<b>ALEKS with Quick Tables, Lexia, Accelerated Reader, Learning Blade</b>	<b>Academic Facilitators</b>	<b>During PLC's the data will be analyzed.</b>	<b>Student growth data from the digital curriculum sources</b>	<b><u>June 2024</u></b>
<b>Create Student Advisory Council- The Student Leader Coalition Team</b>	<b>Shirley Taylor Ashley King Davya Swaite Dallas Ellis</b>	<b>Essays written by students will be used to select members</b>	<b>The House Committees will evaluate the leader essays and select the council.</b>	<b>Ongoing</b>

<b>Science of Reading-Literacy Plan/Wit and Wisdom</b>	<b>Shirley Taylor Edwin Butterworth</b>	<p><b>Novice Teachers will attend R.I.S.E. Training and view the Science of Reading Courses in ArkansasIDEAS</b></p> <p><b>Teachers not previously trained in Wit and Wisdom will be provided with this professional development.</b></p>	<p><b>ACT 1063 - The Right to Read Act-</b>  <b>By June 2, 2023 school year:</b>  <b>All teachers employed in a teaching position that requires an elementary education (K-6) license or special education (K-12) license shall demonstrate proficiency in knowledge and practices of scientific reading instruction; and (B) All other teachers shall demonstrate awareness in knowledge and practices of the scientific reading instruction.</b></p>	<b>Ongoing</b>
<b>Small Group PD</b>	<b>Shirley Taylor Peer Teacher Leader</b>	<b>Training through the Peer Academy Teacher Leader PLC on literacy strategies to implement small group instruction based on student data. Teachers will analyze assessment data to group students, and practice planning in order to remediate foundational skills and elaborate on reading comprehension skills.</b>	<b>Research-based Learning on what is essential in small group instruction.</b>	<b>Ongoing</b>
<b>RCA House Leader Training (if funding is available)</b>	<b>Shirley Taylor One staff from each house and if possible, one student from each house</b>	<b>This will help train our house leaders on how to lead out in their house units.</b>	<b>Student behavior and disciplinary referrals</b>	<b>Ongoing</b>