MARVELL-ELAINE SCHOOL DISTRICT
2019-2020
SCHOOL IMPROVEMENT PLAN

SCHOOL: Marvell-Elaine Elementary School

PLANNING TEAM:

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Tommie Henderson	**Principal**
Leroy Powell	**School Resource Officer**
Jameka Lowery	**Pre-K Teacher**
Rhonda Hunter	**K-6 Teacher**
Dana McCormick	**K-6 Teacher**
Jacqueline Spires	**K-6 Teacher**
LaChandra Johnson	**Parent & Guiding Coalition Member**

NEEDS ASSESSMENT

REVIEW OF DATA:

2018-19 ACT Aspire Scores

English	37.9% Proficient
Reading	11.3% Proficient
Math	7.8% Proficient
Science	6.9% Proficient

2017-18 Letter grade:

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IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

1: Improve Each Aspire Assessment Proficiency Rate By 2-5%

GOAL ONE DATA SOURCE:

2017-18 ACT Aspire Scores		*2018-2019 ACT Aspire Score Goals*	
English	37.9% Proficient	English	40.9%
Reading	11.3% Proficient	Reading	14.3%
Math	7.8% Proficient	Math	10.8%
Science	6.9% Proficient	Science	11.1%

IDENTIFIED NEEDS WITH DATA SOURCE: (continued)

2: Improve the following subgroups to a minimum of 80.00 on the School Value-added Growth Score by increasing the progress toward long-term goal of a 2-5% proficiency rate increase for students who are ready/exceeding in each subcategory for both English Language Arts (ELA) and Mathematics:

- **Black or African American**

- **White**

- **Students with Disabilities**

- **English Learners**

DATA SOURCE:

2018-2019 Progress Percentage in ELA

- Black or African American   67.3
- White   14.1
- Students with Disabilities   7.8
- English Learners   71.9

Expected 2019-2020 Progress Percentage Goal in ELA

- Black or African American   80.0
- White   15.4
- Students with Disabilities   6.9
- English Learners   80.0

2018-2019 Progress Percentage in Mathematics

- Black or African American   74.1
- White   7.4
- Students with Disabilities   73.8
- English Learners   79.2

Expected 2019-2020 Progress Percentage Goal in Mathematics

- Black or African American   80.0
- White   15.6
- Students with Disabilities   80.0
- English Learners   80.0

IDENTIFIED GOALS

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

GOAL 1: Improve Proficiency Rates in Language Arts and Reading Aspire Assessment 2-5%

INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:

1. Edgenuity Intervention time will be used daily for students scoring in the 25th percentile or below on the ACT Aspire.

2. Teachers, facilitators and interventionists will use strategies from Wit & Wisdom training.

3. Effective Questioning: Ask-Pause-Call, Defend, Justify and Explain

4. Ensuring students know and understand learning expectations each day.

5. Using the Gradual Release Model during teaching.

TIMELINE:

This goal will be achieved at the completion of the 2019-2020 school year. Our timeline will begin with extensive training of the teachers in Wit & Wisdom and Edgenuity protocols during the first and second semesters. The efficacy of this work will be assessed during the first and second Interims. Full implementation of these protocols will be assessed over the third and fourth quarters through weekly video observations and reviews of lesson plans.

GOAL 2: Improve the following subgroups to a minimum of 80.00 on the School Value-added Growth Score by increasing the progress toward long-term goal of 2-5% for students who are ready/exceeding in each subcategory for both.

English Language Arts (ELA) and Mathematics:

- Black or African American

- White

- Students with Disabilities

- English Learners

INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:

All of the interventions for Goal 1 will be used for Goal 2. In addition, students will keep data notebooks and record their progress from their Edgenuity sessions and each NWEA MAP assessment. Students will meet with their assigned teacher each week during an advisory period to review goals and their progress.

TIMELINE:

This goal will be achieved at the completion of the 2019-2020 school year.

1. Students will grow at Marvell-Elaine High School at the same rate or at a higher rate they have shown capable of growing in the past as dented in previous year's ESEA score reports.
2. Students in the three categories will have improved significantly from the 2017-2018 school year.

GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

GOAL 1:

The timeline and procedures for determining the effectiveness of the goals will be thoroughly examined using the interim assessment data from the NWEA MAP. We will be able to compare the previous two years of assessment data to determine if the goal has been met. Administrators will work with teachers weekly to review grades. Teachers will work in collaborative teams weekly to analyze data and plan common formative assessments. Monitoring will occur through four specific levers: 1) Classroom visits and observations, 2) PGP plans and the access of success of educators in accomplishing their goals, 3) Lesson plan review and assessment, and 4) NWEA growth.

GOAL 2:

Administrators will provide feedback to teachers bi-monthly based on classroom observations once initial training regimen concludes. Administrators and counselors will work together monthly to identify struggling students and make a plan for achievement. Coaching cycles and feedback will occur throughout the year to support teachers in implementing the research-based teaching strategies. Barriers may be scheduling students with the proper interventions based on the Spring 2019 ACT Aspire scores.

Literacy Plan

Literacy Goal: By the end of the 2019-2020 academic year, students at Marvell-Elaine High in grades 7-10 will increase Ready / Proficiency by 2-5% in Reading as demonstrated by ACT Aspire.

3rd Grade	23%	27%
4th Grade	22%	25%
5th Grade	19%	22%
6th Grade	17%	21%

Action Steps	Data Point/Monitored By:
Core Curriculum: • Standards will be unpacked in team meetings by subject area teams to create units. Twenty day cycles (at most) of instruction, Common Formative Assessments, interventions, and extension will be developed in team meetings by subject area teams. • Taking part in Weekly PLC Meetings • Our elective teachers will be implementing close reading strategies and annotation in our classes. • All staff members will participate in Year 1 of RISE training.	Lesson plans on 20 day cycles (at most) are written during two 90 minute subject area planning meetings. Reading Inventory scores are monitored by the leadership team in December, March, and May.

Intervention: Intervention and extension activities will be built into our twenty day cycles of instruction based on our CFA results. Students who do not master the standard after in-class interventions are complete are sent to tier 2 interventions with other core content teachers on fast track Monday for additional support and reassessment.	CFA data Every 20 days Monitored by the subject area team
Remediation: Students who are not on grade level in reading will be placed in Wit and Wisdom support groups or they utilize Edgenuity and IXL to support growth in reading based on their test scores. • Students who score two or more years below grade level on their Reading Inventory screener are place in a Wit & Wisdom intervention course with a certified teacher to provide small group instruction, along with the computer software program. This course will take the place of one elective course. Students meet for five 50 minute blocks each week. • Students who score two or more years below grade level on their Reading Inventory are given the Phonics Inventory screener. The Phonics Inventory measures fluency of the phonological decoding and sight word reading. Students who score developing or beginning on the Phonics Inventory screener are placed in Intervention course with a certified teacher to assist with their phonological decoding and sight word skills. This course will take the place of one elective course. Students meet for five 50 minute blocks each week. **Additional Initiatives to support the goal:** Continuation of the PLC work groups with support from Solution Tree.	Students are placed for the year and their progress is tracked and adjustments are made quarterly by our leadership team.
Planned Professional Development and Support: All certified staff members will participate in one day of Science of Reading training in June 2019. Special Education teachers will receive three days during the summer of 2020 towards Science of Reading proficiency and three days during the fall of 2020 to complete proficiency training.	

FINAL EVALUATION OF 2018-2019 SCHOOL IMPROVEMENT PLAN

Describe the progress made towards the completion of EACH goal in your 2018-2019 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2019-2020, or has been removed.

GOAL 1: Improve each Aspire Assessment 2-5%

	CONTINUED IN 2019 - 2020 PLAN
	CONTINUED IN 2019 - 2020 PLAN
	CONTINUED IN 2019 - 2020 PLAN
	CONTINUED IN 2019 - 2020 PLAN

GOAL 2: Improve the following subgroups to a minimum of 80.00 on the School Value-added Growth Score:

*Black
*White
*English Learners
*Students with Disabilities

	CONTINUED IN 2019 - 2020 PLAN
	CONTINUED IN 2019 - 2020 PLAN
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	CONTINUED IN 2019 - 2020 PLAN

DESCRIPTION: A statement of "continued in 2019 – 2020 School Plan" is representative of the overhaul of our school's improvement plan for this school year from our plan last year. Though our goals are similar to the goals we outlined last year. Our goals last year were not specific in the percentage of growth we expect out of our plan.