



## East Pointe Elementary School 2020-2021 School Improvement Plan

### Needs Assessment:

Our Needs Assessment indicated areas of weakness as Reading, Science, Math, and Attendance. Upon review of our testing data, it was determined that the ACT Aspire Summative Assessment Percentage Proficient and Exceeding for 2019 were as follows:

<i>Grades</i>	<i>English</i>	<i>Reading</i>	<i>Science</i>	<i>Math</i>
<i>Combined</i>	82	56	58	77
<i>3rd</i>	84	50	54	81
<i>4th</i>	81	61	62	73

In addition, the overall ESSA school index (school quality and student access score) indicates that chronic absences are also an area in need of improvement.

	<i>ESSA School Index</i>	<i>Weighted Achievement</i>	<i>Value-Added Growth Score</i>	<i>School Quality &amp; Student Success Score</i>	<i>Public School Rating</i>
<b>2018-19</b>	78.91	80.55	81.82	65.4	B

**Areas of Need:** Reading: on-grade level  
Attendance: Chronic absences

### Goals:

1. East Pointe Elementary School sets a goal to grow the percentage of on grade-level readers by 10%.
2. East Pointe Elementary sets a goal to have an average of 95% daily attendance.

### Implementation:

#### Reading

Good readers are phonemically aware, understand the alphabetic principle, apply these skills in a rapid and fluent manner, possess strong vocabularies and syntactical and grammatical skills, and relate reading to their own experiences.

1. Any new K-4 teachers will attend RISE Professional Development. Teachers will receive information about the science of reading and best practice to increase the number of on-grade level readers.
2. All teachers will plan as a team to develop pacing guides, lessons, and common formative assessments for each quarter. They will meet weekly to ensure that students are being taught and assessed upon essential learning, they will discuss assessment results, plan for intervention, and determine ways to celebrate goal achievement.
3. Teachers from each level will attend PLC Professional Development to facilitate team development.
4. Teachers in grades 3 and 4 will use ACT Aspire Interim and Classroom Assessments in the 2020-21 school year.

## Attendance

In order to ensure that students are able to become proficient readers, it is imperative that students attend school on a regular basis. Children who are chronically absent during those fundamental grades in which reading instruction occurs (kindergarten and first) are significantly less likely than their peers to be proficient readers by the end of 3rd grade. In an effort to combat this problem:

1. *Teachers will present facts about absenteeism during parent orientation presentations. These facts will include data regarding the effects of chronic absences on student achievement.*
2. *Social media will be updated regularly with messages to promote regular attendance.*
3. *Administration, office staff, or counselors will make contact with families of chronically absent students.*

## **Evaluation:**

East Pointe will participate in Year 3 of AR Dept. of Education 2018-19 Cohort Two Professional Learning Community at Work Project. With about 50 days of a professional coaching on campus, staff will work to ensure that all students learn and grow at high levels. The master schedule will include embedded intervention for all students and an extended collaborative grade level team meeting time weekly where teams analyze student data to determine next steps to ensure high levels of student learning.

## Reading

All assessments will be used to gain information to assure student growth toward the overall school goal and grade level SMART goals.

1. *All teachers will administer state mandated screeners in the areas of phonemic awareness, phonics, comprehension, fluency, rapid naming, and spelling 3 times per year.*
2. *Teachers will use the ACT Aspire Interim Assessments 2 times per year or NWEA MAP Growth Assessments 3 times per year.*
3. *Teachers in grades 3 and 4 will use at least 5 classroom assessments across the subject areas or teachers in K-2 will have NWEA MAP Growth Skills Checklists to use if desired.*
4. *Teachers will use common formative assessments with rubrics for grading and standards-based report cards.*
5. *K-3 grade teachers will teach Foundations Prevention Phonics from Wilson Corp. to instill systematic, explicit phonics instruction, giving unit assessments to assure 80% mastery of skill.*
6. *Teachers will administer the ACT Aspire Summative Assessments in 2020-21.*

## Attendance

Data will be tracked daily/weekly/monthly to monitor student attendance rates.

1. *Teachers will post attendance percentages daily outside of the classroom.*
2. *The school score boarding team will collect attendance data weekly and record results on scoreboards.*
3. *The lead teacher for the score boarding team will compile weekly data each month to determine percentage.*
4. *Parents will be contacted by a staff member each time a child is absent and the parent has not called in.*