



Howard Perrin Elementary School Improvement Plan 2020 - 2021

Needs Assessment:

The 2020 - 2021 School Improvement Plan was determined through collaboration with parents, teachers, staff, and PLC Cohort 2 coaches using the 2019 - 2020 PLC at Work Needs Assessment Survey, coaching feedback, and 2019 - 2020 student data.

2019 - 2020 Assessment Data

ACT Aspire Interim and Classroom Assessment Proficiency (October 2019 - March 2020)

| Grade | English | Reading | Math | Science |
|----------|---------|---------|------|---------|
| 3rd | 59.25 | 62.6 | 43.6 | 47.0 |
| 4th | 67.2 | 55.6 | 45.2 | 74.71 |
| combined | 63.22 | 59.1 | 44.4 | 60.85 |

iStation 2019 - 2020 (September 2019 - January 2020)

| | Reading BOY | Reading MOY | Math BOY | Math MOY |
|-----|-------------|-------------|----------|----------|
| K | 72.0 | 72.0 | 74.0 | 77.0 |
| 1st | 57.0 | 64.0 | 71.0 | 84.0 |
| 2nd | 62.0 | 69.0 | 73.0 | 80.0 |

2018 - 2019 Assessment Data

iStation

| | Reading BOY | Reading MOY | Reading EOY | Math BOY | Math MOY | Math EOY |
|-----|-------------|-------------|-------------|----------|----------|----------|
| K | 77.0 | 73.0 | 79.0 | 71.0 | 80.0 | 91.0 |
| 1st | 55.0 | 61.0 | 65.0 | 65.0 | 83.0 | 83.0 |
| 2nd | 70.0 | 67.0 | 74.0 | 92.0 | 92.0 | 84.0 |

ACT Aspire Summatives

| | Reading on Grade Level (Ready/Exceeding) | Math on Grade Level (Ready/Exceeding) |
|-------------|---|--|
| 2018 - 2019 | 62.14 | 74.4 |

ESSA School Index Scores

| | ESSA Score | Weighted Achievement | Value Added Growth | School Quality and Student Success | Letter Grade |
|-------------|------------|-------------------------|-----------------------|---------------------------------------|--------------|
| 2018 - 2019 | 79.85 | 83.8 | 81.57 | 64.9 | A |

Strengths:

- A staff committed to the PLC process and the eagerness to extend our professional practice through a shared commitment to our students;
- A staff created mission, vision, and collective commitments that focus our efforts on: high levels of learning for all, a positive and safe environment, and a dedication to social and emotional growth;
- Multiple Core Instruction and Intervention resources for literacy and math:
 - RISE, NWEA assessments, Foundations, Let's Play Learn and Soliday System, CGI, Number Talks, Solution Tree Global PD, job embedded coaching from Solution Tree consultants, teacher created proficiency maps and common formative assessments;
- PLC at Work Project Cohort 2 coaching

- Daily collaborative team time in the master schedule;
- Daily TIER 2 Intervention time in the master schedule;
- A Leadership and Student Intervention Team to guide the response to intervention for our most at risk students;
- Trends of growth from beginning of the year to end of year on standardized assessments (2019 - 2020 iStation and 2018 - 2019 ACT Aspire measurements);
- ESSA School Report Card - A

Challenges:

- Some essential standards in reading were not taught to mastery at each grade level due to the closing of schools in March 2020.
- No explicit criteria for recommending students to TIER 3 remediation other than scoring at risk on state mandated screeners;
- New standardized assessments for K-2 (NWEA)
- 3rd grade 2019 - 2020 ACT Aspire Science Interim scores indicate a need for improvement in reading non-fiction, content specific text.
- 2017 - 2018 ESSA SQSS indicated 50.38% of students were moderate to high risk for chronic absenteeism.

Goals:

1. Reading: Increase the percentage of students reading on grade level by 10% on the ACT Aspire Classroom reading assessments by 10% by Spring 2021.
2. Math: Increase the percentage of students proficient on the ACT Aspire Classroom math assessments by 10% by Spring 2021.
3. Attendance: By the end of the 2020 - 2021 school year, we will decrease the percentage of moderate (9 or more days) to high risk (18 or more days) chronically absent students by 5% as measured by the daily attendance record.

Implementation: Howard Perrin Elementary will continue participation in the Cohort 2 of the PLC at Work project. We will have close to 50 days of job embedded, on-campus training by our PLC coaches to continue to learn at high levels and increase our professional practice.

Reading

- All grade level teams will collaborate weekly to determine best practices for teaching essential reading skills centered around the science of reading (RISE) strategies;
- 3rd and 4th grade teachers, as well as specialty teachers will complete RISE training over the course of the 2020 - 2021 school year.
- All grade level teachers will continue job embedded coaching from our PLC consultants;
- Teachers in grades 3 - 4 will use ACT Aspire classroom and interim assessments in addition to common formative assessments to develop prevention, intervention, and extension activities to use during daily WIN time reading instruction.
- Using the newly created master schedule, we guarantee 100% of our students will have access to TIER 1 essential instruction in reading.
- Teachers in grades K - 2 will use results from NWEA assessments, state mandated screeners, and common formative assessments to develop prevention, intervention, and extension activities to be used during daily WIN time reading instruction.
- The Leadership Team will organize and plan for TIER 3 remediation in reading based on multiple data points (CFA, screeners, NWEA and ACT Aspire assessments); sharing data through Google Drive.

Math

- All grade level teams will collaborate weekly to determine best practices for teaching essential math skills
- All grade level teachers will continue job embedded coaching from our PLC consultants;
- Teachers in grades 3 - 4 will use ACT Aspire classroom and interim assessments in addition to common formative assessments to develop prevention, intervention, and extension activities to use during daily WIN time math instruction.

- Using the newly created master schedule, we guarantee 100% of our students will have access to TIER 1 essential instruction in math.
- Teachers in grades K - 2 will use results from NWEA assessments and common formative assessments to develop prevention, intervention, and extension activities to be used during daily WIN time math instruction.
- The Leadership Team will organize and plan for TIER 3 remediation in math based on multiple data points (CFA, screeners, NWEA and ACT Aspire classroom assessments); sharing data through Google Drive.

Attendance

- Teachers will be proactive by discussing and providing literature on the impact absenteeism has on a student's achievement at Open House and/or future literacy and math nights;
- Teachers will communicate with parents the "essential" parts of each instructional day in an effort for parents to avoid check outs or absences during crucial times of instruction;
- Counselors and/or administration will make verbal or face to face contact with parents of students who are trending toward becoming chronically absent..
- Teachers will color incentive banners for each day classes have 100% attendance.
- Classes will receive recognition and incentives during our monthly ROAR celebration assemblies.

Evaluation:

Reading:

All assessments will be used to measure our progress toward the goal.

- All students will be given the state mandated screeners in the areas of phonemic awareness, phonics, comprehension, fluency, rapid naming, and encoding three times per year.
- Collaborative teams will give NWEA Growth Assessments 3 times per year or ACT Aspire Interims 2 times per year.
- ACT Aspire Classroom assessments will be given by teachers in 3rd and 4th grade at least 5 times in literacy and math. These are chosen based on the standards deemed essential at each grade level.
- NWEA checklists will be used by K-2 teachers to progress monitor students on essential standards.

- K-2 teachers will use Foundations assessments to determine mastery of skills.
- Teachers will give quick assessments and common formative assessments as part of each unit plan to determine mastery of essential reading standards.

Math

- All students will be given grade level screeners developed by grade levels prior to beginning the unit;
- Collaborative teams will give NWEA Growth Assessments 3 times per year;
- ACT Aspire Classroom assessments will be given by teachers in 3rd and 4th grade at least 5 times per year. These are chosen based on the standards deemed essential at each grade level.
- NWEA checklists will be used by K-2 teachers to progress monitor students on essential standards.
- K-2 teachers will use CGI strategies in daily instruction.
- Teachers will give quick assessments and common formative assessments as part of each unit plan to determine mastery of essential math standards.

Attendance:

Daily attendance records will be used to track daily, weekly, and quarterly trends.

- Teachers will color in attendance banners daily if class was at 100% attendance.
- Counselor and Assistant Principal will monitor attendance trends and make contact with parents to see if assistance is needed before becoming at risk.