



Elementary

ESSA School Improvement Plan



ESSA Area - Achievement

Goal Statement: Increase the student weighted achievement as measured in the 2019 ESSA report to 62 percent.

| MEASURABLE ACTIONS | TIMELINE | PERSON(S) RESPONSIBLE | EVIDENCE | RESEARCH |
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| <p>Identify students "In Need of Support" and pair with an adult on campus for relationship building ("BUILDING BUDDY").</p> <p>Implement a rotation of small groups for math and CR (Constructed Response).</p> <p>Develop common CR to be used as a common assessment on a weekly basis and collaborate with other classes to score and study (both students and teacher).</p> <p>K-2 (as appropriate) and 3-5 Students will collect and record Star achievement and growth data to monitor their personal achievement levels in their data notebook.</p> <p>Use Trice Tops Store as an incentive for Star scores.</p> | <p>1. August 1</p> <p>2. September 1</p> <p>3. October 1</p> <p>4. September 15</p> <p>5. October 15</p> | <p>1. Arnold</p> <p>2. Coker</p> <p>3. Grade level lead teachers</p> <p>4. Telford</p> <p>5. Boyles</p> | <p>1. meeting</p> <p>2. Lesson Plans, Observations, Teacher Schedules, CIA Notes</p> <p>3. Lesson Plans, Observations, Teacher Schedules, CIA Notes</p> <p>4. Data notebook, test data</p> <p>5. Trice Top Google Sheet, Data Notebook</p> | |



ESSA Area - Growth

Goal statement: Increase the student growth as measured in the 2019 ESSA report to 81 percent.

| MEASURABLE ACTIONS | TIMELINE | PERSON(S) RESPONSIBLE | EVIDENCE | RESEARCH |
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| <p>1. Required rotation of guided reading and writing in grades K-5.</p> <p>2. Administer the PASS and DIBELS assessments to the 3rd, 4th, and 5th grade students who are In Need of Support to identify weaknesses in phonemic awareness, phonological awareness, and comprehension needed for student success.</p> <p>3. Restructure the Tier 1, Tier 2, and 3 intervention program, providing the necessary training for teachers to meet individual student needs according to STAR Assessment data.</p> <p>4. Implement The Learning Odyssey Pathblazer program for Tier 1 students.</p> <p>5. Implement a structured Writer's Workshop in Grades K-5.</p> | <p>1. By September 1, 2018</p> <p>2. By October 1, 2018</p> <p>3. By October 1, 2018</p> <p>4. By October 1, 2018</p> <p>5. By October 1, 2018</p> | <p>1. Tracey Boyles (Trice Policy Manual)</p> <p>2. Grade level team leaders</p> <p>3. Kathy Coker</p> <p>4. Katlin Niemeyer</p> <p>5. Kathy Coker</p> | <p>1. Teacher's Schedules, Walk-Through Observations, CIA Meeting Minutes</p> <p>2. PASS and DIBELS assessments results, Early Literacy and STAR reports</p> <p>3. Pathblazer reports, Early Literacy and STAR reports, DIBELS</p> <p>4. Pathblazer use records and data</p> <p>5. Teacher's lesson plans, observation records</p> | <p>1. Research Base Underlying the Teacher's College Reading and Writing Workshop to Literacy Instruction https://readingandwritingproject.org/about/research-base</p> <p>2. Hall, Susan L. <i>Ive DIBELd, Now What?: Designing Interventions With DIBELS Data</i>. Sopris West Educational Services, 2006.</p> <p>3. Hall, Susan L. <i>Ive DIBELd, Now What?: Designing Interventions With DIBELS Data</i>. Sopris West Educational Services, 2006.</p> <p>4. Arkansas Dyslexia Resource Guide http://www.arkansased.gov/public/userfiles/Learning_Services/Dyslexia/DRG-Final-12-13-17-JS1.pdf</p> <p>4. White Paper</p> <p>5. Research Base Underlying the Teacher's College Reading and Writing Workshop to Literacy Instruction https://readingandwritingproject.org/about/research-base</p> |



ESSA Area - School Quality

Goal Statement: Increase the student attendance by the ESSA report by 1.5 percentage points.

| MEASURABLE ACTIONS | TIMELINE | PERSON(S) RESPONSIBLE | EVIDENCE | RESEARCH |
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| <ol style="list-style-type: none"> 1. Create a reward system for students with perfect attendance and no tardies according to the data in eSchool. 2. Create Attendance Committee to evaluate the attendance and tardy data and make recommendations for improvement. 3. Create and send a letter to parents of students who have missed 5 days of school or have 5 tardies. 4. Create and send a letter to parents of students who have missed 10 days of school or have 10 tardies. 5. File FINS according to TASD Attendance policy in the TASD Student Handbook 6. Increase student engagement through the Gold Standards of PBL Design and Teaching Practices | <ol style="list-style-type: none"> 1. End of 1st, 2nd, 3rd, and 4th nine weeks 2. By October 1 3. Create letters by August 2018 and send letters the second, fourth, and eighth week of each quarter 4. Create letters by August 2018 and send letters the second, fourth, and eighth week of each quarter | <ol style="list-style-type: none"> 1. 5.5 Archer and Cox 2. Sandra Newton 3. Becky Johnson 4. Maggie Morgan 5. Tracy Boyles | <ol style="list-style-type: none"> 1. document 2. Committee meeting sign in sheets 3. Sample of Letter and a list of students receiving the letter 4. Sample of Letter and a list of students receiving the letter 5. FINS documentation | |



Goal Statement 2: Student Quality And Student Success (SQSS) Science Achievement

The school will restructure the master schedule to ensure science is incorporated weekly to meet the needs of the needs of the students and to increase the Science Achievement by 10 percent points as measured in the ESSA report

| MEASURABLE ACTIONS | TIMELINE | PERSON(S) RESPONSIBLE | EVIDENCE | RESEARCH |
|-----------------------------------------------------------------|----------------|-----------------------|-------------|----------|
| 1. Restructure master schedule with science incorporated weekly | 1. Summer 2018 | 1. Tracey Boyles | 1. Schedule | |

