

Earle Elementary School: 2019-2020 School Improvement Plan

Step 1: PLAN

NEEDS ASSESSMENT DATA:

- Summative Assessment Data
- Interim assessment data
- Observation data from EdReflect
- Perceptual Data

Multiple Measures of Student Performance	Demographic	Processes and Programs	Perceptual
2018 & 2019 ACT Aspire Summative scores	Attendance data (students and teachers)	# Novice teachers mentored through CRESC	AdvancED survey data (Student, Educator, and Stakeholders)
2018 & 2019 ACT Aspire Interim scores	Observation data from EdReflect	# Teachers in programs seeking licensure	
2018 & 2019 NWEA Summative Scores			
2018 and 2019 ESSA School Index (weighted achievement, growth, reading at grade level)			

DATA ANALYSIS:

Students are attending school however majority of students continue to score in need of support on the ACT Aspire.

	In Need of Support	Close	Ready	Exceed	Total Close, Ready, Exceeds
2018 ESSA School Index Weighted Achievement - ELA	95/150 63.3%	39/150	16/150	N<10	37.41%
2018 ESSA School Index Weighted Achievement - MATH	35/147 23.81%	91/147	21/147	N<10	76.19%

2018 Data:

- ESSA Score: 55.83 (F)
- 100% Poverty Rate
- Attendance Rate - 94.34%
- Weighted Achievement Score: 35.43
- Value-Added Growth Score: 74.81
- SQSS-40.19
- EdReflect: zero teachers ineffective

2017 Data:

- ESSA Score: 64.53 (D)
- 100% Poverty Rate
- Attendance Rate:

	<ul style="list-style-type: none"> • Weighted Achievement Score: 51.41 • Value- Added Growth Score: 77.71 • SQSS-51.19 • EdReflect: zero teachers ineffective <p>Current Data:</p> <ul style="list-style-type: none"> • 2019 - Did not provide the HRS survey to staff or parents. • Teachers verbalize that they are working hard and doing the best that they can as it relates to providing focused instruction for our students • No identified written predominant instructional model. • Teachers have begun to implement strategies such as 3-2-1/KWL, grouping based on skill attainment in order to accelerate or remediate, think-pair-share/write, bell ringers/exit tickets, and active participation. Other strategies and best practices include the close reading strategy UNRAAVEL for literacy and math, annotating, and graphic organizers.
<p>PRIORITIES:</p> <p>The focus of the 2019-2020 school year is to utilize the PLC model to build and sustain a collaborative school culture where teachers plan lessons based on a deeper understanding of the standards, analyze student progress data, and provide instruction using a common instructional model. Earle Elementary will operate within the guidelines of the budget in which we have been provided in all areas of operation.</p> <p>Areas of concentration:</p> <ul style="list-style-type: none"> • Reading • Math • Professional Learning Communities (PLC) 	<p>THEORY OF ACTION 1:</p> <p>If content-area and cross-curricular teams are used to conduct consistent analysis of student data to identify and implement effective evidence-based practices and procedures on a continual basis;</p> <p>For Literacy and Math, 114 of the 143 students in grades 3-6 will score in the categories of Close, Ready, or Exceeding. This will exceed the number of students scoring in the category of In Need of Support.</p>
<p>THEORY OF ACTION 2:</p> <p>If leaders provide training on the implementation and use of the Professional Learning Communities (PLCs) model;</p> <p>Then, we will build and sustain a collaborative school culture and increase teacher capacity, resulting in improved academic student outcomes in Reading and Math.</p>	<p>OVERARCHING GOALS:</p> <ol style="list-style-type: none"> 1. Seventy-five percent of all students in kindergarten will make sufficient progress on the NWEA. All students in grades 1-6 will meet or exceed their estimated growth trend with approximately 15% of students in each performance range accelerating to the next level of academic performance for both reading and math by July 2020 as reported on NWEA an ACT Aspire. 2. Teachers and administrators will build a safe, supportive, and

	<p>collaborative culture to increase student achievement and growth in reading and math.</p>
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Evidence Based Instructional Strategies or Practices:

1. Principal, instructional support staff and teachers will establish a team structure with specific time for instructional planning and collaborative conversations about student learning.
2. Principal and instructional facilitator will conduct observations to provide timely feedback and monitor progress.
3. Principal, instructional facilitator, and teachers will conduct observations to gather data on the use of evidence-based instructional strategies and procedures.

Step 2: DO					
ACADEMICS	GOAL	ACTION	TIMELINE	MONITORING	DATE COMPLETED
	<p>1. Teachers and administrators will build a safe, supportive and collaborative culture to increase student achievement and growth in reading and math by providing a multi-tiered system of support. The collaborative culture will include input from students, parents/guardians and community members.</p>	<p>District has purchased Critical Concepts, Phonics First, flexible seating, Go Math and HMH Science resources to be utilized to support the teachers to increase student achievement.</p>	<p>July 2019</p>	<p>Principal, Instructional Facilitator, Leadership Team,</p>	
		<p>District plans to purchase Promethean Boards to infuse technology in the classroom, in addition to the Chrome carts that allows the school to be 1 to 1.</p>	<p>September 2019</p>	<p>District Technology Coordinator</p>	
		<p>Instructional team will work to align the curriculum for Literacy & math using the purchased Critical Concepts (Proficiency Scales) from Marzano Research.</p>	<p>July 2019 – June 2020</p>	<p>Principal, Instructional Facilitator, School based Leadership Team* Student Support Team*</p>	
		<p>Teachers & interventionists will continue to implement the strategies attained in RISE training in their classrooms with fidelity confirmed to be confirmed via observations & RISE checklists.</p>			
		<p>Teachers, para-professionals, and</p>			

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		<p>interventionists will implement Phonics First in their classrooms with fidelity via observations.</p> <p>The Student Support Team will monitor student progress through DIBELS, classroom assessments and other identified data sources to guide instruction.</p> <p>Instructional team will conduct observations that will include monitoring implementation of curriculum, instructional strategies, and best practices.</p>			
	2. To align present curriculum so that it is evidence and standards based.	<p>Restructure and redesign units of learning and corresponding common formative assessments to customize the curriculum, using backwards design.</p> <p>Participate in bi-weekly school-wide instructional team meetings to review and analyze data sources to determine next steps in providing instruction and support to students.</p>	July 2019 – June 2020	Principal, Instructional Facilitator, Leadership Team*	
	3. To continue to build capacity in improving practices and systems that ultimately support student learning.	Leadership Team will attend the PLC Leadership Academy at EACC (6 Days) and the MTSS Training at CRESC with Judy Elliot	August 2019 – June 2020	Principal, Instructional Facilitator, Leadership Team*	

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		<p>Partner with Crowley’s Ridge ESC to co-plan, model, and provide feedback on instruction in the area of ELA, Math, and Science (Phase II).</p> <p>Principal will utilize EdReflect to conduct observations and evaluations of teacher’s strengths and weaknesses. The IF will utilize to conduct observation of teachers’ strengths and weaknesses for coaching purpose.</p>				
Step 3: Check (EVALUATION)						
	INTERVENTION/ PRACTICE TO BE EVALUATED	PERSON RESPONSIBLE	PROCEDURES FOR EVALUATION	TARGET DATE	GOALS	FINDINGS TOWARD GOALS
	Attend professional development provided by ADE to review Critical Concepts Scales and determine district implementation measures	Instructional Facilitator	Agenda, Sign-in Sheet, & PD Survey	July 2019	Gain knowledge and understanding to train content teachers to understand skills needed to master standards in order to align Critical Concepts Scales for ELA and Math.	

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	Attend curriculum work session in collaboration with ADE to align Critical Concepts Scales and focus standards to the target skills in each unit and create/revise assessments	Principal, Instructional Facilitator, Teachers (ELA, Math)	Agenda, Sign-in Sheet, PD Survey, & Critical Concept Scales for ELA & Math	July 15 & 16, 2019 July 22 & 23, 2019 July 25 & 26, 2019 *Monthly dates for the year TBD	Critical Concepts Scales for ELA and Math, Unit One for both areas.	
	Attend PLC Leadership Academy <i>High Reliability Schools Conference</i>	Principal, School Leadership Team Members	Registration and Certificate of Attendance from CRESC	September 23 & 24, 2019 December 2 & 3 2019 March 12 & 13, 2020 July 17 & 18, 2020	Knowledge of effective implementation of PLCs and protocols	
	Monitoring the use of the Critical Concepts Scales in ELA and Math classrooms.	Instructional Facilitator, School Leadership Team Principal	Walk-through data Observation data Aggregate reports	August 2019 - May, 2020 *Minimum of once per week in each ELA and Math classrooms	Evidence of teachers using the Critical Concepts scales to guide classroom instruction.	

STUDENT SUPPORT SYSTEMS	Step 2: DO				
	GOAL	ACTION	TIMELINE	MONITORING	DATE COMPLETED
	1. To develop internal capacity, build consensus, and the infrastructure to support the systemic implementation of a multi-tiered system of support	Members of the building leadership team will continue training in the Multi-Tiered System of Support (MTSS) to ensure each student is receiving personalized support in alignment with their Student Success Plan (SSP).	July 2019 – June 2020	Principal, Instructional Facilitator, Leadership Team* Student Support Team*	
	2. (see goal above)	The school will continue to build capacity and work toward full implementation of Positive Behavior Interventions and Support (PBIS) model.	July 2019 – June 2020 (See calendar for Tier I training dates and agenda)	School Level PBIS Coach, School Team	
3. (see goal above)	All teachers will report individual students to the school counselor and parent/teacher liaison after two (2) absences. The counselor and liaison will intervene by conferencing with students and parents to create a plan of action/ support.	August 2019 – May 2020	Leadership Team Student Support Team*		

Step 3: Check (EVALUATION)					
INTERVENTION/ PRACTICE TO BE EVALUATED	PERSON RESPONSIBLE	PROCEDURES FOR EVALUATION	TARGET DATE	GOALS	FINDINGS TOWARD GOALS
Attend MTSS/RTI Leadership Training with Judy Elliot at CRESC	Building Administrator, School Leadership Team Members	Registration and Certificate of Attendance from CRESC	September 10, 2019 November 4, 2019 January 31, 2020 March 10, 2020	To continue to build capacity and infrastructure to support the implementation of a MTSS	
Attend designated training for PBIS Tier I and implement identified components	District PBIS Coach, school team	Registration, sign-in sheets, observations, implementation protocol/checklists	July 24, 2019, August 1, 2019, September 10, 2019, October 2019, November 21, 2019, December 2019, January 23, 2020, February, September 2020	To continue to build capacity and infrastructure to support the implementation of a MTSS	
Identify students at risk for absenteeism by implementing a system for tracking and intervention related to absences	School counselor, Student Success Team, District Parent Liaison, Teachers	Reporting form for teachers, Attendance reports from eSchool, communication log and/or sign-in sheet and documentation of meetings	August 2019 – May 2020	To increase the number of students attending 95% of the time from 44% to 60%	

HUMAN CAPITAL MANAGEMENT	Step 2: DO				
	GOAL	ACTION	TIMELINE	MONITORING	DATE COMPLETED
	<p>1. To develop internal capacity, build consensus, and the infrastructure to support the systemic implementation of a multi-tiered system of support</p>	<p>Earle Elementary School's PBIS Leadership Team will be established and attend training to facilitate PBIS implementation across the building.</p> <p>The school will continue to build capacity and work toward full implementation of Positive Behavior Interventions and Support (PBIS) model.</p>	<p>July 2019 – June 2020</p>	<p>District PBIS Coach Leadership Team Student Support Team*</p>	
<p>2. To build teacher capacity; thus, improving instructional outcomes for students</p>	<p>Earle Elementary School will support novice teachers with a mentoring process (in addition to co-op support) designed to improve the progression of teacher certification and retention.</p> <p>We currently have ___certified teachers, ___on ETP, ___ALP or ___APPEL, to support them to be fully certified by the beginning of March. 2nd year ETP teachers will be non-</p>	<p>August 2019 – May 2020</p>	<p>Principal, Instructional Facilitator, Leadership Team*</p>		

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		renewed for the 2020-2021 school year if not fully certified before the school year begins.				
Step 3: Check (EVALUATION)						
	INTERVENTION/PRACTICE TO BE EVALUATED	PERSON RESPONSIBLE	PROCEDURES FOR EVALUATION	TARGET DATE	GOALS	FINDINGS TOWARD GOALS
	Implementation of training and components of PBIS, school-wide systems and processes	Superintendent, District PBIS Coach, school team	Registration, sign-in sheets, observations, implementation protocol/checklists.	August 2019 – May 2020	To ensure team members are attending training and implementing components; To ensure practices are aligned to build capacity and support infrastructure	
	Effectiveness of mentoring and retention plan	School based leadership team	Registration, sign-in sheets, observations, implementation protocol/checklists, surveys	August 2019 – May 2020	To build teacher capacity and reduce teacher turnover; thus retaining quality teachers	

		Step 2: DO				
		GOAL	ACTION	TIMELINE	MONITORING	DATE COMPLETED
FAMILY AND COMMUNITY ENGAGEMENT	1.To strengthen the relationship between school and community.	Earle Elementary School will hold monthly parent/guardian meetings to communicate current school initiatives and progress, share student data and solicit input.	July 2019 – May 2020	Parent liaison, School/ community liaison,		
	2.Teachers and administrators will build a safe, supportive and collaborative culture to increase student achievement and growth in reading and math by providing a multi-tiered system of support. The collaborative culture will include input from students, parents/guardians and community members.	Earle Elementary School will obtain parent/ guardian volunteers to serve on committees and assist with school events.	July 2019-May 2020	Parent liaison, School/ community liaison		
		The School Leadership, PLC teams, and Student Support Team will review student attendance data to determine interventions and needed support for individual students and families.	August 2019 – May 2020	Parent liaison, District Student Success Coordinator School/ community liaison,		

Step 3: Check (EVALUATION)					
INTERVENTION/PR ACTICE TO BE EVALUATED	PERSON RESPONSIBLE	PROCEDURES FOR EVALUATION	TARGET DATE	GOALS	FINDINGS TOWARD GOALS
Effectiveness of monthly parent meetings	Parent liaison in collaboration with school leadership team	Agenda, registration/ sign-in sheets, surveys	August 2019 – May 2020	To ensure that an effective two-way line of communication has been established with stakeholders that shares information and elicits feedback.	
Implementation and effectiveness of the volunteer program	Parent liaison in collaboration with school leadership team	Registration, sign-in sheets, Agenda and minutes from meetings, orientation, volunteers log (names, hours, type of service)	August 2019 – May 2020	To establish and sustain a team of volunteers that actively participate in the school.	
Implementation and effectiveness student support systems	Counselor in collaboration with School Leadership Team, school and district Student Success Coordinator	Review of data reports, sign-in sheets, agenda and minutes, evidence of work in the student success plans	August 2019 – May 2020	To ensure that systems, procedures, and processes are implemented with fidelity, thus contributing to student growth.	