

Charleston Elementary School Improvement Plan 2021-22

Goals based on outcomes of data and needs assessment:

1. Improve reading on grade level.
2. Increase daily attendance.
3. Address learning loss.

Act 83 of 2019– An Act concerning school-level improvement plans and the Right to Read Act; to mandate that a public school include in its annual school-level improvement plan a literacy component that requires the curriculum and professional development to be in accordance with the Science of Reading. By the beginning of the 2020-2021 school year, the Arkansas Department of Education shall identify and create an approved list of materials, resources, and curriculum programs for the public schools that support the Science of Reading, which the school will purchase. By the beginning of the 2018-2019 school year, the school shall provide professional development in the Science of Reading instruction for their teachers. All staff at the Elementary school will be trained in RISE, LETRS, or the Awareness of Reading by the end of 2020-2021 school year. This requirement has been extended to the 2023-2024 school year. The staff will be provided with Science of Reading on an annual basis. To obtain our literacy goals, the School Improvement Team will seek collaboration with the Specialists at the Guy Fenter Education Cooperative and participate in targeted literacy trainings.

The Charleston School District will continue to implement “Foundations” for Grades K-3. The district will purchase “Just Words” for Grades 4-6 from the Wilson Reading Program. Foundations is a supplemental reading/spelling research-based program designed to reduce the number of children who later need intervention by giving all students a solid foundation. Just Words gives students with word-level deficits the skills to become fluent, independent readers. Charleston Elementary will also be using Heggerty for phonemic awareness, as well as Kilpatrick for fluent word recognition for grades K-3. In addition, grades K-4 will be using Wonders. The literacy team is researching and evaluating reading programs listed as approved curriculums by the State Department. Any future purchases will align with the Science of Reading essential components.

1. Reading on grade level: With all students reading at grade level as our goal, the school will host literacy parent nights, provide information through social media and newsletters, conduct family conferences, and collaborate with the public library to encourage a culture of literacy that emphasizes the importance of students being exposed to reading experiences after the school day has ended. At Kindergarten screenings, there will be conferences with each parent to give them information on reading from the RISE initiative and a packet of items that they can use with their child. Each student will also receive a book to read with their parents before beginning kindergarten.

The Charleston Elementary School Team will meet periodically to evaluate current interventions. Grade level meetings will take place on a regular basis to analyze student data for the purpose of RTI placement. We will institute locally derived essential standards and develop a more systematic approach to methods and procedures for the collection, analyzation and utilization of student data. Yearly vertical departmental meetings will be conducted for the purpose of curriculum alignment and development. The RTI small groups have been in place for two years and will continue in the 2021-22 school year.

The Charleston Elementary School will implement a data wall for literacy and math to track student progress in Istation. We will use the 3 tiers of Istation for this data. The students are assessed each

month in reading and math. This data will determine which students need the most intense intervention. Teachers will meet once a month to move our data cards and to observe progress of students.

The Charleston Elementary will develop an RTI committee that consists of the principal, counselor, speech pathologist, special education teacher, interventionist, and reading specialist. The mental health provider will be included if one of their students they see is presented for RTI. Classroom teachers will refer students for intervention. Based on data, the type of intervention they need will be decided and their progress will be monitored for a determined amount of time. The students will then be evaluated to see if progress was made with the intervention and if not, the committee will determine the next plan of action.

ACT Aspire	2017	2018	2019
Overall Index	80.57	77.29	75.85
Achievement	84.15	77.29	75.54
Growth	83.5	81.47	80.89
Grade Level Reading	50.9	50.18	45.85
Science	52.33	53.82	46.59
Growth in Science	50	53.92	47.91

Istation	March 2018	March 2019
K to 1st grade		
Tier 1	71%	78%
Tier 2	16%	11%
Tier 3	13%	11%
Istation		
1st to 2nd grade		
Tier 1	62%	60%
Tier 2	24%	19%
Tier 3	15%	21%

Charleston Elementary School was not able to complete Istation testing due to the closure of school.

2. Attendance: To address our goal of increased daily attendance, the school will provide specific parent education on the importance of daily attendance at school. This will be done through social media, newsletters, parent conferences, open house, and parent nights. During parent nights the school will cover various topics to improve relations with parents and emphasize the importance of education. Each morning, any parents who have not called the office by 9:00AM to inform the school that their child is absent will be contacted by school staff. Chronic absences went from 80.57 in 2017-18 to 80.22 in 2018-19.

Due to the closure of on-site learning for all schools in Arkansas in the Spring of 2019, all schools have had to rethink how teaching and learning takes place. The Charleston Elementary School created AMI packets for all

their students to continue the learning at home. The Leadership Team will meet once school is back in session to review and evaluate the AMI process.

The Charleston Elementary Leadership Team will review the procedures that students and teachers went through when the state closed schools for the year and set the alternate method of instruction and learning at home in process.

3. The Charleston Elementary School will conduct a summer school program to address learning loss. Students will be selected from teacher lists who they assessed and determine to have some learning loss due to the conditions of the past year. Transportation and meals will be provided. Instruction will focus on addressing identified learning losses, specifically in literacy. Foundations, Heggerty, & Kilpatrick curriculums will be used to reinforce literacy skills students may have missed or did not master during the school year.

The Wellness Committee: After completing the School Health Index the Charleston Elementary School will work on Parent and family Engagement activities to promote health and family parenting strategies. The committee would like to recommend that the elementary school to implement more physical activity in the daily curriculum.