

SCHOOL IMPROVEMENT PLAN

Goal 1: By June 2020, the math proficiency for grade level proficient students will increase from 29% to 35% and the college and career ready proficiency from 15.4% to 17.4% based on the End-of Grade testing data.

Action Strategies

- Continue with a revised master schedule conducive to best instructional practices
 - 4th and 5th grade classroom teachers are departmentalized into duo teams with one teacher teaching math and the other teacher teaching ELA for both classes.
 - All classroom teachers will teach science and social studies to their homeroom class.
 - **New:** All core classes are taught in the morning from 8:40 AM to 11:30 AM.
 - **New:** All core classes have been changed from 75 minutes to 85 minutes.
 - Continuing a 30 minute remediation/enrichment block (W.I.N. time) has been added to the schedule in the morning (8:05 AM - 8:35 AM) before core classes. Math W.I.N block will occur a minimum of 2 days a week.
 - **New:** Guided math with learning stations will occur at least once a week
- Continue the use of a schedule to review, monitor and provide feedback on Instructional delivery (explicit and model instruction) within lesson plans to ensure engagement, rigor and alignment to Houghton Mifflin **(New)** math framework.
- Continue to develop support opportunities for teachers who are struggling to implement effective research based strategies in daily instructional delivery, lesson plan development and implementation.
- **New:** A math support specialist will join math PLC's to assist with planning and data analysis. She will also do classroom walk-throughs and provide feedback.
- **New:** Identify teachers who are not "growing" students and provide appropriate PD.
- Continue the use of a tiered system for walkthroughs based on teacher data and observed needs.
- Continue to provide weekly feedback to teachers in the highest tier of need and bi-weekly feedback to others.
- Continue to have all EOG PLC's monitored by administrative leadership team.
- Continue with teachers and administrative leadership team analyzing and disaggregating data from common and benchmark assessments, to create differentiated groups for core instruction and to target students who need to receive additional academic support, i.e. interventions for math.
- Continue student referrals to the MTSS team to have current interventions assessed by the team. The team will use the MTSS flowchart to determine next steps for the student.
- **New:** Intense focus on daily small group instruction in core subject areas and remediation with lesson plan.
- **New:** All math teachers will use the gradual release model of instruction and implement Guided Math and Number Talks.

- Continue providing students with digital learning experiences (STEM resources and tools, assessment strategies, remediation instruction, iReady, etc.)
- Continue having selected students needing targeted math intervention receive *Number Worlds Math Intervention*, *Houghton Mifflin intervention lessons* (New), and *iReady lessons* in addition to math core instruction. This will be implemented during W.I.N. time and/or after core instruction.
- Continue having all core and support staff track formative and summative data to create student goals and appropriate grouping/targeted instruction core instruction.
- Continue hosting a curriculum night to include the Title 1 annual public meeting.
- Continue to involve parents with developing and monitoring their child's Individualized Education Plans.
- Continue to host evening events where curriculum information and core data will be shared.
- Continue with bi-Weekly *Connect Ed* messages and monthly Principal and grade level newsletters with all communication tools in languages needed by the parents to explain what students are learning in math, and how parents can help with math instruction at home.
- **New:** An academic committee has been created to look at school, student, and teacher data provide student and teacher support.
- **New:** All students will receive word study and tiered vocabulary instruction (Greek/Latin roots, Tier 1, 2, 3 vocabulary, meaning of words, etc.) for a minimum of 15 minutes each day. Word study and tiered vocabulary instruction will also be a part of core instruction.
- Continue with our rising 4th grade transition opportunity for parents to tour the building and to obtain essential information that will help ease the transition from Thomasville Primary School to Liberty Drive Elementary School.
- Continue having teachers follow school and district-wide math non-negotiables.
- **New:** All students will be assessed using a Universal Screener (BVSD) three times a year.

Goal 2: By the fall of 2020, the reading proficiency for grade level proficient students will increase from 30.4% to 35% and the college and career ready proficiency from 22% to 24% based on the End-of Grade testing data.

Action Strategies

- Continue with revised master schedule conducive to best instructional practices
 - 4th and 5th grade classroom teachers are departmentalized into duo teams with one teacher teaching math and the other teacher teaching ELA for both classes.
 - All classroom teachers will teach science and social studies to their homeroom class.
 - **New:** All core classes are taught in the morning from 8:40 AM to 11:30 AM.
 - **New:** All core classes have been changed from 75 minutes to 85 minutes.
 - A 30 minute remediation/enrichment block (W.I.N. time) has been added to the schedule in the morning (8:05 AM - 8:35 AM) before core classes. ELA W.I.N block will occur a minimum of 2 days a week.
- Continue with the schedule to review, monitor and provide feedback on Instructional delivery (explicit and model instruction) within lesson plans to ensure engagement and rigor and alignment to American Reading Company (ARC) framework.

- Continue to develop support opportunities for teachers who are struggling to implement effective research based strategies in daily instructional delivery, lesson plan development and implementation.
- Continue to identify teachers who are not “growing” students and provide appropriate PD.
- Continue with the tier system for walkthroughs based on teacher data and observed needs.
- Continue to provide weekly feedback to teachers in the highest tier of need and bi-weekly feedback to others
- Continue with all EOG PLC’s monitored by administrative leadership team.
- Continue with teachers and administrative leadership team analyzing and disaggregating data from common and benchmark assessments, to create differentiated groups for core instruction and to target students who need to receive additional academic support, i.e. interventions for ELA.
- Continue referring students to the MTSS team to have current interventions assessed by the team. The team will use the MTSS flowchart to determine next steps for the student.
- Continue with core and support staff tracking formative and summative data to create student goals and appropriate grouping/targeted instruction.
- Continue with an intense focus on daily small group instruction in core subject areas and remediation with lesson plan.
- Continue with ELA teachers using materials and resources from *American Reading Company* (ARC) for core instruction, along with the *IRLA Intervention Toolkits* and *iReady lessons* for small group instruction and remediation during W.I.N time.
- Continue with all ELA teachers using the gradual release model of instruction.
- Continue using the American Reading Company (ARC) curriculum, all ELA teachers will implement the components of a 'balanced literacy' approach (read aloud, guided reading, shared reading, independent reading, interactive writing, shared writing, and independent writing).
- **New:** All students will receive word study and tiered vocabulary instruction (Greek/Latin roots, Tier 1, 2, 3 vocabulary, meaning of words, etc.) for a minimum of 15 minutes each day. Word study and tiered vocabulary instruction will also be a part of core instruction.
- Continue to provide students with digital learning experiences (STEM resources and tools, assessment strategies, iReady, RAZ Kids, remediation instruction, etc.)
- **New:** Selected students needing intensive intervention in language and/or comprehension will receive *IRLA Interactive Toolkit lessons*, *iReady*, and *SPIRE* in addition to ELA core instruction. This will be implemented during W.I.N. time or after core instruction.
- Continue having all core and support staff track formative and summative data to create student goals and appropriate grouping/targeted instruction core instruction.
- Continue to host a curriculum night to include the Title 1 annual public meeting.
- Continue to have parents be involved in developing and monitoring their child's Individualized Education Plans.
- Continue to host evening events where curriculum information and core data will be shared.
- Continue with bi-Weekly *Connect Ed* messages and monthly Principal and grade level newsletters with all communication tools in languages needed by the parents to explain what students are learning in ELA, and how parents can help with reading and vocabulary instruction at home - reading steps.
- **New:** An academic committee has been created to look at school, student, and teacher data provide student and teacher support.
- Continue with our rising 4th grade transition opportunity for parents to tour the building and to obtain essential information that will help ease the transition from Thomasville Primary School to Liberty Drive Elementary School.
- Continue having teachers follow school and district-wide ELA/ARC non-negotiables.
- **New:** All students will be assessed using a Universal Screener (IRLA and K-12 Reading Placement Assessment) three times a year.

Goal 3: By June 2020, the science proficiency for 5th grade, grade level proficient students will increase from 59.5% to 62.5% and college and career ready proficiency from 45.1% to 48% based on the End-of Grade testing data.

Action Strategies

- Continue with a revised master schedule conducive to best instructional practices
 - 4th and 5th grade classroom teachers are departmentalized into duo teams with one teacher teaching both core ELA or Math classes.
 - All classroom teachers will teach science and social studies to their homeroom class.
 - All core classes are taught in the morning from 8:40 AM to 11:30 AM.
 - **New:** Science classes have been changed from 60 minutes to 70 minutes.
 - A 30 minute remediation/enrichment block (W.I.N. time) has been added to the schedule in the morning (8:05 AM - 8:35 AM) before core classes. Science W.I.N block will occur a minimum of 1 day a week.
- Continue with the schedule to review, monitor and provide feedback on lesson plans to ensure alignment with pacing guides & appropriate level of instruction & activities.
- Continue to develop support opportunities for teachers who are struggling to implement effective research based strategies in daily instructional delivery, lesson plan development and implementation.
- Continue to identify teachers who are not “growing” students and provide appropriate PD.
- Continue with a tier system for walkthroughs based on teacher data and observed needs.
- Continue to provide weekly feedback to teachers in the highest tier of need and bi-weekly feedback to others
- Continue with all EOG PLC’s being monitored by administrative leadership team.
- Continue with teachers and administrative leadership team analyzing and disaggregating data from common and benchmark assessments, to create differentiated groups for core instruction and to target students who need to receive additional academic support, i.e. interventions for science.

- **New:** 4th grade students will take science common assessments and quarterly benchmarks.
- **New:** Students who are consistently not achieving growth and/or proficiency in academic standards will be discussed in weekly PLC meetings to begin receiving additional remediation from their homeroom teacher during small group instruction or Friday W.I.N. time.
- Continue with science teachers using the gradual release model of instruction.
- **New:** Intense focus on small group instruction in core subject areas and remediation with lesson plan
- Continue providing students with digital learning experiences (5th grade-Discovery Ed, STEM resources and tools, assessment strategies, remediation instruction, etc.)
- Continue hosting a curriculum night to include the Title 1 annual public meeting.
- Continue to involve parents in developing and monitoring their child's Individualized Education Plans and school improvement plan.
- Continue to host evening events where curriculum information and core data will be shared.

- Continue having all core and support staff track formative and summative data to create student goals and appropriate grouping/targeted instruction core instruction.
- Continue with bi-Weekly *Connect Ed* messages and monthly Principal and grade level newsletters with all communication tools in languages needed by the parents to explain what students are learning in science, and how parents can help with science instruction at home.
- **New:** All students will receive word study and tiered vocabulary instruction (Greek/Latin roots, Tier 1, 2, 3 vocabulary, meaning of words, etc.) for a minimum of 15 minutes each day. Word study and tiered vocabulary instruction will also be a part of core instruction.
- Continue with our rising 4th grade transition opportunity for parents to tour the building and to obtain essential information that will help ease the transition from Thomasville Primary School to Liberty Drive Elementary School.
- **New:** An academic committee has been created to look at school, student, and teacher data provide student and teacher support.
- Continue having teachers follow school and district-wide science non-negotiables.

Goal 4: By June 2020, LDES will implement additional interventions to: (a.) reduce the number of out of school suspensions (OSS) by 10 % from 85 occurrences to 77 occurrences; (b.) reduce the number of in-class referrals by 10% from 509 referrals to 459 referrals; and (c.) reduce the number of office referrals by 10% from 269 referrals to 243 referrals.

Action Strategies

- Continue with the revised master schedule conducive to best instructional practices
 - 4th and 5th grade classroom teachers are departmentalized into duo teams.
 - All core classes are taught in the morning from 8:40 AM to 11:30 AM.
 - Implementation of 20 minute morning meetings that include Second Step instruction, PBIS expectations/support and restorative practices.
- **New:** Student Support Specialist will be used to coordinate needed services for students and families, and provide case managed services to identified students to set goals, plan interventions, and progress monitor.
- Continue to provide professional development and coaching for teachers who have noted difficulty with classroom management.
- Continue to develop and implement strategies on how to effectively build strong relationships and trust with parents
- Continue with the implementation of the revised MTSS process to address behavioral concerns
- **New:** Teachers and staff will be trained on how to guide the emotions of our students and ourselves, and how to support the emotional needs of our students and ourselves. (Community Resiliency Model (CRM) and Trauma Trainings)
- Continue to use the counselor and/or student support specialist for behavioral interventions for identified students at Tier II and Tier III.
- Continue to maintain and adjust as needed (based on data) PBIS by providing appropriate training to teachers, staff, and students
- Continue implementation of Second Step to assist with social and emotional needs of all students.
- **New:** A ‘Calm Down Room’ (classroom equipped with furnishings and materials to assist students back into their resilient zone) will be provided for students to have a safe place to refocus/de-escalate in order to return back to class.

- Continue with bi-Weekly *Connect Ed* messages and monthly Principal and grade level newsletters with all communication tools in languages needed by the parents to explain positive behavior incentives and school-wide PBIS expectations.
- Continue with our rising 4th grade transition opportunity for parents to tour the building and to obtain essential information that will help ease the transition from Thomasville Primary School to Liberty Drive Elementary School.
- **New:** A behavior committee has been created to look at school, student, and teacher data provide student and teacher support.

Goal 5: By June 2020, LDES will implement additional attendance incentives to reduce the number of chronic absenteeism for students with: (a.) 3-9 absences from 190 students to 171 students; (b.) 10-17 absences from 75 students to 67 students; and (c.) 18 or more absences from 27 students to 24 students.

Action Strategies

- Continue with teachers taking attendance daily by 7:50 AM in PowerSchool.
- Continue having the data manager check twice per month to identify students who are consistently leaving early.
- Continue having the data manager email homeroom teacher, school counselor, CIS coordinator, and administration noting students who have reached 3, 6, and 10 unexcused absences.
- **New:** The attendance team, school counselor or CIS case manager will call parents of students with 3 consecutive absences or excessive tardies (excused or unexcused).
- Continue with administration calling parents at the 6 day absence
- Continue to follow district protocol for attendance regulations.
- Continue with bi-Weekly *Connect Ed* messages and monthly Principal and grade level newsletters with all communication tools in languages needed by the parents to explain the TCS attendance policy and the attendance incentives of LDES.
- Continue with our rising 4th grade transition opportunity for parents to tour the building and to obtain essential information that will help ease the transition from Thomasville Primary School to Liberty Drive Elementary School.
- **New:** An attendance committee has been created to look at school, student, and teacher data provide student and teacher support.