



# Health Wellness and Environmental Studies 2021-2022

Shalon Tate, Principal  
Brenna Anthony, Assistant Principal

## Literacy Plan

**Literacy Goal:** HWES will decrease the percentage of students reading below grade level by 15% as determined by Reading Readiness on the 2021-2022 ACT Aspire. We will track our progress by monitoring various literacy assessments given throughout the school year including Reading Inventory, Imagine Language and Literacy, Aimsweb Plus, and the 95% Group Phonics Screener for Intervention.

### Action Steps

All teachers will provide a knowledge building curriculum as their core instruction. Core Knowledge Language Arts will be implemented by 1st and 2nd grade teachers. Wit & Wisdom will be implemented by 3rd-6th grade teachers.

Using best practices taught with the science of reading, teachers will provide explicit and systematic instruction to target students' specific learning needs.

RISE initiative will be implemented to increase Reading Readiness and decrease the number of students reading below grade level.

HWES will decrease the percentage of students reading below grade level by 10%.

### Data

Point/Monitored  
By:

### Core Curriculum:

- Teachers will use Heggerty Phonemic Awareness Curriculum in 1st grade for the purpose of reinforcing phonemic awareness skills. This curriculum will support students in demonstrating an understanding of spoken words, syllables, and sounds (phonemes). In 2nd grade, teachers will use this curriculum to reinforce these skills as needed.
- 95% Group Core Phonics will be used to provide systematic and explicit word study and spelling instruction in grades 1–3. This curriculum will support students in knowing and applying grade-level phonics and word analysis skills in decoding words, including knowledge of the six syllable types and morphological units. It will also aid students in encoding (spelling) using knowledge of

-Reading Inventory  
-Aimsweb  
-iReady  
-ACT Aspire  
-Imagine Language and Literacy  
-Phonological Awareness Screener  
-Developmental Spelling Analysis (DSA)  
-Phonics Screener for Intervention

sound-letter relationship (phoneme grapheme mapping), common spelling patterns, and frequently occurring irregular words.

- **95% Group Multisyllable Routine Cards** will be used in grades 4- 6 to provide instruction in decoding and pronouncing longer words. Teachers will use this five minute a day instructional routine to help students learn how to decode multisyllabic words by recognizing patterns, identifying correct vowel sounds, and applying syllable division rules.
- In grades 4-6, teachers will use **Vocabulary Surge** to supplement instruction on the use of morphology (e.g., roots, affixes) to accurately read unfamiliar multisyllabic words. Students will learn how to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (e.g., telegraph, photograph, autograph).
- First and second grade teachers will use **Amplify Core Knowledge Language Art: Knowledge Strand** to help students build the background knowledge and vocabulary critical to listening and reading comprehension. By reading stories, dramas, and poems from diverse cultures and different time periods, teachers will support students’ acquisition of literary and cultural knowledge, as well as build familiarity with various text structures and elements. Teachers will read complex texts in history/social studies and science, so that students build a foundation of knowledge, giving them the background to be better readers in all content areas. This curriculum will ask students to give text-based answers, both in oral and written form, and participate in shared research and writing projects.. As students learn to write narrative and explanatory/informative texts and participate in collaborative conversations about topics and texts, they will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- In grades 3-6, teachers will use the comprehensive English language arts curriculum, **Wit & Wisdom**, to build student knowledge of important topics, acquire vocabulary, and master literacy skills in an integrated approach.. Teachers will use grade-level, authentic texts, including literary, informational, and fine-arts, to engage students in a topic as they practice reading, writing, speaking, and listening. Through a framework of questioning, teachers will guide students in the process of reading, understanding, and analyzing complex texts and creating meaningful and purposeful responses to their reading, both oral and written. Students will learn how to craft written responses specific to a particular purpose or genre, use the writing process to refine and enhance writing, and conduct short and sustained research products. Through Socratic Seminars, students will learn how to prepare and participate in conversations, while expressing their ideas clearly and building on the ideas of others. Deep dives will

(PSI)  
-Common  
Formative  
Assessments  
(CFAs)

Ongoing  
monitoring by  
classroom  
teachers,  
Leadership Team,  
Instructional  
Facilitator

*\*A specific  
schedule for  
monitoring data  
will be established  
in August and  
updated on this  
plan.*

<p>provide explicit instruction in language skills, and Vocabulary Journals will provide students with a record of new words acquired and the strategies they used to learn and practice new vocabulary. Language standards are also integrated into module study as students determine and demonstrate understanding of word meanings.</p>	
<p><b>Intervention:</b></p> <p>Classroom teachers will provide point in time/immediate intervention for students displaying misconceptions on grade level material taught during core instruction using small groups and Imagine Language and Literacy.</p> <p>Teachers will pinpoint students' individual deficits and provide intervention through small groups at a common intervention time.</p> <p>Each teacher will identify 10% of students who must grow from each norm category in order for us to reach our school wide goal.</p> <ul style="list-style-type: none"> <li>Teachers and interventionists will use <b><u>Kilpatrick's One Minute Drills</u></b> to address phonemic awareness deficits in all grades.</li> <li>Teachers and interventionists will use the <b><u>95% Group Phonics Screener for Intervention (PSI)</u></b> to identify specific skill deficits and facilitate teachers' grouping of students for focused intervention based on the screener results. The <b><u>Phonics Lesson Library (PLL)</u></b> intervention program will provide teachers with phonics intervention lessons specific to skill deficit. Explicit lessons include a review of previous skills, teaching of new concepts, word reading accuracy, and fluency practice at the word, phrase, sentence and passage level.</li> <li>Interventionists will use <b><u>S.P.I.R.E with Sounds Sensible</u></b> for students identified with characteristics of dyslexia, students who are in need of intensive support, or students who do not make adequate progress in 95% Group Phonics Lesson Library intervention. This multi-sensory, explicit, structured literacy program includes instruction in phonology, sound-symbol relationship, syllables, morphology, syntax, and semantics. The lesson consists of ten steps which include the following components: phonemic awareness, phonics, spelling, vocabulary, comprehension, fluency, and writing. Students are progress monitored to ensure concept mastery.</li> </ul>	<p>-Reading Inventory -Aimsweb -iReady -ACT Aspire -Imagine Language and Literacy -Phonological Awareness Screener -Developmental Spelling Analysis (DSA) -Phonics Screener for Intervention (PSI) -Common Formative Assessments (CFAs)</p> <p>Ongoing monitoring by Leadership Team and teacher observations</p>
<p><b>Remediation:</b></p> <p>Students reading below grade level will receive targeted interventions for their skill deficits. Students will receive small group instruction during a common intervention time. Students will be given the PSI and placed into small groups based on individual deficits and needs. These groups will also be based on various literacy assessments such</p>	<p>-Identified targeted skill deficits through PSI</p> <p>-Phonological</p>

<p>as the PAST, AimsWeb, DSA, decoding screeners, etc. These interventions will be provided by our classroom teachers as well as our interventionists. Teachers and interventionists will use the 95% Group Phonics Lesson Library as their core intervention. They will also use Kilpatrick's One Minute Drills and S.P.I.R.E with Sounds Sensible. Students one grade below grade level will be provided Tier 2 interventions. Students two or more grades below grade level will be provided Tier 3 interventions. Interventions will take place daily. Students will be progress monitored and groups will change frequently.</p>	<p>Awareness Assessment</p> <p>-Reading Inventory</p> <p>Ongoing monitoring by teachers, interventionists, and Leadership Team</p>
<p><b>Additional Initiatives to support the goal:</b></p> <ul style="list-style-type: none"> <li>*School-wide book talk initiative</li> <li>*Family Reading Night</li> <li>*Red Wolves Reading Challenge for All Students</li> <li>*Extension of classroom libraries (decodables, high interest, and nonfiction knowledge building texts)</li> <li>*Schoolwide growth celebrations (1 per semester)</li> <li>*ACE- Partnership with Susan Whiteland Art Professor at A-State (Greek Mythology Unit)</li> <li>*ACE- Partnership with A-State Dietetics</li> <li>*Showcase 1-2 Culminating Events for CKLA and Wit &amp; Wisdom</li> <li>*WIN Time- What I Need interventions DAILY</li> <li>*Champions- Activity teachers build relationships and mentor struggling students. Students and teachers will track individual growth.</li> <li>*Tutoring and lunch buddy opportunities for community members</li> <li>*PLC Process</li> <li>*Partnership with Solution Tree</li> </ul>	<ul style="list-style-type: none"> <li>-Reading Inventory</li> <li>-AimswEB</li> <li>-iReady</li> <li>-ACT Aspire</li> <li>-Imagine Language and Literacy</li> <li>-Phonological Awareness Screener</li> <li>-Developmental Spelling Analysis (DSA)</li> <li>-Phonics Screener for Intervention (PSI)</li> <li>-Common Formative Assessments (CFAs)</li> </ul> <p>Ongoing monitoring by teachers Ms. Tate, Principal, Mrs. Anthony, Asst. Principal, Mrs. Haley, Instructional Facilitator, Mrs. Byard, School Improvement Specialist, all interventionists, and all classroom teachers</p>

**Planned Professional Development and Support:**

All HWES teachers have been trained in the science of reading. They will continue to receive support from the School Improvement Specialist and Instructional Facilitator.

Through our school improvement funds, teachers will receive additional opportunities to plan, collaborate, and continue their learning. They will plan in depth lessons to engage all students at high levels. These knowledge building lessons will align with the CKLA and Wit & Wisdom units. Teachers will also use this time to study the curriculum, build assessments, and deepen their understanding.

In August of 2021, our new hires will attend Capturing Kids Hearts professional development. This pd helps to develop relationships and build trust amongst students, teachers, and staff.

In April, the library media specialist will attend the Arkansas Literacy Media conference. The PD will focus on implementing and supporting technology as a school through literacy.

During the 2021-2022 school year, we will send remaining 3rd-6th grade teachers to Ron Clark Academy to gain knowledge about providing high engaging lessons for all students.

In June 2021, teachers will attend professional development to launch and implement Wit & Wisdom. They will also have 1 day for Module planning. Following the June PD, teachers will continue Module planning days throughout the school year.

In June 2021, teachers will attend professional development to launch and implement Core Knowledge Language Arts knowledge strand and writing studio. They will also have 1 day for Module planning. Following the June PD, teachers will continue Module planning days throughout the school year.

In July 2021, our counselors will attend the statewide School Counselors Conference.

In June 2021, the leadership team will attend the PLC institute in Pine Bluff, AR.

In July 2021, the 1st grade team will attend the PLC institute in Hot Springs, AR.

In July 2021, a team of 15 teachers will attend Get Your Teach On in Orlando, FL. This will help increase student engagement at high levels.

In July 2022, we will send a second round of teachers to Get Your Teach On in Orlando, FL to increase student engagement.

In August 2021, Dr. Muhammad with Solution Tree will provide PD focused on having high expectations and building relationships for all students.

Ongoing monitoring by teachers and Ms. Tate Principal, Mrs. Anthony, Asst. Principal, Mrs. Haley, Instructional Facilitator, Mrs. Byard School Improvement Specialist



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## Math Plan

**Math Goal:** We will decrease the number of students performing below grade level by 10% as measured by ACT Aspire summative assessments (based off of the ACT Aspire Scores from 2018-2019\* due to Covid-19).

<b>Action Steps</b> <b>All Math teachers in grades 1-6 will continue implementation of the Eureka Math curriculum with special emphasis on computational fluency and essential standards.</b>	<b>Data Point/Monitored By:</b>
<p><b>Core Curriculum:</b></p> <p>Eureka Math - All Math teachers in grades 1-6 will continue implementation of the Eureka Math curriculum with special emphasis on computational fluency and essential standards. Common Formative Assessments, Common Summative Assessments, and Interim Assessments are continually being monitored to ensure student learning. Teachers will diligently work to incorporate Word Study focused on math vocabulary.</p> <p>Eduastic Enterprise assessment subscriptions-</p> <ul style="list-style-type: none"> <li>• Create essential standards screeners for each grade level using the prior year's essential standards to identify learning gaps</li> <li>• Teachers will utilize essential standards screener data to intervene with students</li> <li>• Eduastic will be used to create daily formative assessments, common formative assessments, common summative assessments, an interim assessments</li> </ul> <p>Imagine Learning Math/Imagine Learning Fact Fluency-</p> <ul style="list-style-type: none"> <li>• Quantile assessments will be given to all students 1st-6th three times per year to determine growth and assist in identifying tier 1, 2, and 3 students. (Grades 3 and up automatically start with the Quantile assessment upon initial login.)</li> </ul>	<p>Modules CFAs Classroom Walkthroughs and Observations Lesson Plan Review</p> <p>Ongoing Monitoring of data</p> <p>Shalon Tate, Principal</p> <p>Essential Standards Mastery/Teachers, Abbie Haley</p> <p>Interim Assessments/ Anthony</p>

<ul style="list-style-type: none"> <li>• Assign individual standard(s) pathways, from the previous grade level, to students to help close instructional gaps.</li> <li>• Assign targeted pathways to support grade level progress enabling teachers to pull small groups as needed for tier 2 and tier 3 instruction.</li> <li>• Live tutor accessible during classroom software usage or during home usage.</li> <li>• Assign specific Eureka Math pathways by module if needed during future quarantine</li> <li>• Recommended time for Imagine Math is 45 minutes per week minimum. Teachers will monitor that students are completing one lesson per week during the child's 45 minutes of usage.</li> <li>• Recommended time for Imagine Learning Fact Fluency is 10 minutes per day through 4th grade. Teachers will monitor students' usage.</li> </ul> <p>Eureka Math Affirm assessment software-</p> <ul style="list-style-type: none"> <li>• Use Eureka Math question bank for previous grade levels as they fill instructional gaps.</li> <li>• Use Eureka Math question bank to create common formative assessments and common summative assessments.</li> <li>• Create assessments that can easily be published through Google Classroom</li> </ul>	<p>Quantile Scores/Abbie Haley</p> <p>Software Usage Data/Abbie Haley</p>
<p><b>Intervention:</b></p> <p>Classroom teachers will provide point in time/immediate intervention for students displaying misconceptions on grade level material taught during core instruction.</p> <p>Additional interventions are provided to struggling students during small group instruction. Based on the data collected from CFAs and classroom observations, teachers will decide who would benefit from additional support in specific areas.</p> <p>Students performing two or more grade levels below will receive Tier 3 interventions by classroom teachers. Students performing one grade level below will receive Tier 2 interventions by teachers. Interventions will target specific skills deficits. Imagine Math will also serve as an intervention tool for teachers and students.</p>	<p>Exit Tickets from student's Modules, CFAs, District Interims, iReady, Collaborative Team Meetings</p> <p>Ongoing Monitoring of data AFFIRM Classroom Teacher and Leadership Team</p>
<p><b>Remediation:</b></p> <p>Students will be given online math screenings from Imagine Learning to pinpoint deficits for targeted intervention and remediation. Quantile assessments will be given within the Imagine Learning platform 3 times per year. Quantile scores will be tracked for student growth. The goal is for students to grow 50 quantiles per semester, and 100 quantiles per year. Students with gaps in learning will receive remediation from</p>	<p>Grade level screeners Modules CFAs Aspire Interims CTMs</p> <p>Ongoing</p>

<p>classroom teachers and through extended practice using Imagine Learning Math in grades 1-6 and Imagine Learning Math Facts in grades 1 and 2 . Teachers are monitoring Imagine Learning data to ensure the targeted students are continuing to grow as well as CFAs. Teachers will also pull small groups for interventions based on students' specific skill deficits.</p>	<p>Monitoring by Teachers, interventionists, &amp; Leadership Team</p>
<p><b>Additional Initiatives to support the goal:</b></p> <ul style="list-style-type: none"> <li>*Family Math Night</li> <li>*School-wide growth celebrations (1 per semester)</li> <li>*PLC Process- CTMs are used to develop CFAs and monitor data. Through this process we are closely monitoring our students and their progress.</li> <li>*Using proficiency maps to target instruction, interventions, and remediation.</li> <li>*Targeting essential standards mastery.</li> <li>*WIN Time</li> </ul>	<p>Leadership Team</p> <p>Ongoing Monitoring</p>
<p><b>Planned Professional Development and Support:</b></p> <p>During CTMs teachers will analyze data from all assessments to develop plans for intervention, remediation, and adjustments to instruction. Essential standards have been identified and established. The interventions and remediations will target those essential standards.</p> <p>Professional Development will be provided to math teachers during the 2021 summer. This PD will target math essential standards, using common formative assessment to guide instruction, and targeting/intervening skill deficits.</p> <p>Teachers will have the opportunity to collaborate, plan, and work together on additional planning days during the summer of 2021.</p>	<p>Module testing CFAs Aspire Interims iReady CTMs</p> <p>Ongoing Monitoring by Teachers &amp; Leadership Team</p>





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## Student Engagement

**Student Engagement: HWES will increase the student attendance rate by 1% for the 2020-2021 school year. HWES plans to go from 55.46 to 56.46 for Student Engagement as reported on ESSA. *\*\*We will rewrite this goal once we receive our ESSA ratings.***

<b>Action Steps</b> Parents or guardians will be contacted each day a student is absent from school. Teachers are using the tools learned through Capturing Kids Hearts to encourage student attendance.	<b>Data Point/Monitored By:</b> iTeam
<b>Core Curriculum:</b>  HWES will use the process of building relationships/culture, as taught in Capturing Kids Hearts, to encourage students to want to attend school.	Teachers Ms. Tate, Principal, Mrs. Anthony, Asst. Principal
<b>Intervention:</b>  Homeroom teachers will contact parents when a student is absent.  Letters will be sent home to parents to help them understand the importance of attending school.  HWES will continue to send letters home as JPS handbook recommends.  Ms. Anthony and Ms. Tate will conduct meetings with parents as needed.  Teachers provide classroom incentives for student attendance.  Home visits will be conducted as needed.	Attendance reports from eSchool.  iTeam and Leadership team will monitor
<b>Remediation:</b>  Character Education and Capturing Kids Heart Reinforcement	Ms. Tate, Principal, Mrs. Anthony, Asst. Principal, Mrs.

<p>A Character Education program has been developed to assist students with difficulty meeting behavior expectations. Students enter the six week program on their third office referral and work towards behavior goals established by the homeroom teacher, counselor, parent and student. This program includes daily classroom behavior monitoring, morning and lunchtime meetings and after-school character reflection time. Many tools from Restorative Practice, Conscience Discipline and Character Ed are used to help teach tools for handling daily stressors as well as provide proper behavior responses in the classroom, playground or other areas where behavior is a challenge.</p> <p>Capturing Kids Hearts Reinforcement reminds students of the social contract for their class, asks students reflective questions about their inappropriate or unwanted behavior and provides them with time to reflect and self-manage their behavior.</p> <p>Meet with parents as needed to address attendance issues.</p>	<p>Haley, Instructional Facilitator, Mrs. Byard, School Improvement Specialist and Counselors-Emily Aycock</p>
<p><b>Additional Initiatives to support the goal:</b></p> <p>HWES created the incentive program CANE SQUAD, which rewards students with low absences, high grades and good behavior. Once students are inducted into Cane Squad, they receive a lanyard, they are given lunchtime seating choice of eating in the gardens, allowed early dismissal to recess and free time in the gym.</p> <p>Attendance awards given by nine weeks. (Grade level competitions)</p>	<p>Mrs. Aycock, Counselor, and homeroom teacher</p>
<p><b>Planned Professional Development and Support:</b></p> <p>All HWES teachers have been trained in the science of reading. They will continue to receive support from the School Improvement Specialist and Instructional Facilitator.</p> <p>Through our school improvement funds, teachers will receive additional opportunities to plan, collaborate, and continue their learning. They will plan in depth lessons to engage all students at high levels. These knowledge building lessons will align with the CKLA and Wit &amp; Wisdom units. Teachers will also use this time to study the curriculum, build assessments, and deepen their understanding.</p> <p>In August of 2021, our new hires will attend Capturing Kids Hearts professional development. This pd helps to develop relationships and build trust amongst students, teachers, and staff.</p> <p>In April, the library media specialist will attend the Arkansas Literacy Media conference. The PD will focus on implementing and supporting technology as a school through literacy.</p> <p>During the 2021-2022 school year, we will send remaining 3rd-6th grade teachers to Ron Clark Academy to gain knowledge about providing high engaging lessons for all students.</p> <p>In June 2021, teachers will attend professional development to launch and implement Wit &amp; Wisdom. They will also have 1 day for Module planning. Following the June PD,</p>	<p>Ms. Rose, Media Specialist, Raven Byard, School Improvement Specialist, Emily Aycock Counselor, and Mrs. Anthony, Assistant Principal</p>

teachers will continue Module planning days throughout the school year.

In June 2021, teachers will attend professional development to launch and implement Core Knowledge Language Arts knowledge strand and writing studio. They will also have 1 day for Module planning. Following the June PD, teachers will continue Module planning days throughout the school year.

In July 2021, our counselors will attend the statewide School Counselors Conference.

In June 2021, the leadership team will attend the PLC institute in Pine Bluff, AR.

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In July 2021, a team of 15 teachers will attend Get Your Teach On in Orlando, FL. This will help increase student engagement at high levels.

In July 2022, we will send a second round of teachers to Get Your Teach On in Orlando, FL to increase student engagement.

During CTMs teachers will analyze data from all assessments to develop plans for intervention, remediation, and adjustments to instruction. Essential standards have been identified and established. The interventions and remediations will target those essential standards.

Professional Development will be provided to math teachers during the 2021 summer. This PD will target math essential standards, using common formative assessment to guide instruction, and targeting/intervening skill deficits.

Teachers will have the opportunity to collaborate, plan, and work together on additional planning days during the summer of 2021.



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## Students With Disabilities

**Subpopulation Goals - SWD: HWES will increase the ESSA school index score from 57.43 to 58.43 in 2021 for the Students with Disabilities sub-population. SWD students make up 38% of our level 1 students in ELA. (\*Please note that this goal was created based off of the 2018-2019 ACT Aspire Scores due to Covid-19\*. Testing for the 2019-2020 school year was cancelled.)**  
***\*\*We will rewrite this goal once we receive test scores from the 2021 ACT Aspire assessment.***

**Action Steps: We will heavily target instruction, interventions, and growth to increase student achievement among our students with disabilities.**

**Data Point/Monitored  
By:iTeam**

### Core Curriculum:

Teachers,  
Administrators.

### Core Literacy Curriculum:

- Teachers will use Heggerty Phonemic Awareness Curriculum in 1st grade for the purpose of reinforcing phonemic awareness skills. This curriculum will support students in demonstrating an understanding of spoken words, syllables, and sounds (phonemes). In 2nd grade, teachers will use this curriculum to reinforce these skills as needed.
- 95% Group Core Phonics** will be used to provide systematic and explicit word study and spelling instruction in grades 1–3. This curriculum will support students in knowing and applying grade-level phonics and word analysis skills in decoding words, including knowledge of the six syllable types and morphological units. It will also aid students in encoding (spelling) using knowledge of sound-letter relationship (phoneme grapheme mapping), common spelling patterns, and frequently occurring irregular words.
- 95% Group Multisyllable Routine Cards** will be used in grades 4- 6 to provide instruction in decoding and pronouncing longer words. Teachers will use this five minute a day instructional routine to help students learn how to decode multisyllabic words by recognizing patterns, identifying correct vowel sounds, and applying syllable division rules.

-Reading Inventory  
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-Common Formative Assessments (Math and Literacy CFAs)  
-Imagine Math

- In grades 4-6, teachers will use **Vocabulary Surge** to supplement instruction on the use of morphology (e.g., roots, affixes) to accurately read unfamiliar multisyllabic words. Students will learn how to use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. (e.g., telegraph, photograph, autograph).
- First and second grade teachers will use **Amplify Core Knowledge Language Art: Knowledge Strand** to help students build the background knowledge and vocabulary critical to listening and reading comprehension. By reading stories, dramas, and poems from diverse cultures and different time periods, teachers will support students' acquisition of literary and cultural knowledge, as well as build familiarity with various text structures and elements. Teachers will read complex texts in history/social studies and science, so that students build a foundation of knowledge, giving them the background to be better readers in all content areas. This curriculum will ask students to give text-based answers, both in oral and written form, and participate in shared research and writing projects.. As students learn to write narrative and explanatory/informative texts and participate in collaborative conversations about topics and texts, they will demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- In grades 3-6, teachers will use the comprehensive English language arts curriculum, **Wit & Wisdom**, to build student knowledge of important topics, acquire vocabulary, and master literacy skills in an integrated approach.. Teachers will use grade-level, authentic texts, including literary, informational, and fine-arts, to engage students in a topic as they practice reading, writing, speaking, and listening. Through a framework of questioning, teachers will guide students in the process of reading, understanding, and analyzing complex texts and creating meaningful and purposeful responses to their reading, both oral and written. Students will learn how to craft written responses specific to a particular purpose or genre, use the writing process to refine and enhance writing, and conduct short and sustained research products. Through Socratic Seminars, students will learn how to prepare and participate in conversations, while expressing their ideas clearly and building on the ideas of others. Deep dives will provide explicit instruction in language skills, and Vocabulary Journals will provide students with a record of new words acquired and the strategies they used to learn and practice new vocabulary. Language standards are also integrated into module study as students determine and demonstrate understanding of word meanings.

<p>Core Math Curriculum</p> <p>Eureka Math - All Math teachers in grades 1-6 will continue implementation of the Eureka Math curriculum with special emphasis on computational fluency and essential standards. Common Formative Assessments, Common Summative Assessments, and Interim Assessments are continually being monitored to ensure student learning. Teachers will diligently work to incorporate Word Study focused on math vocabulary.</p>	
<p><b>Intervention:</b></p> <p>Teachers will identify 10% of students who must grow from each norm category in order for us to reach our school wide goal.</p> <ul style="list-style-type: none"> <li>Teachers will use <b><u>Kilpatrick's One Minute Drills</u></b> to address phonemic awareness deficits in all grades.</li> <li>Teachers will use the <b><u>95% Group Phonics Screener for Intervention (PSI)</u></b> to identify specific skill deficits and facilitate teachers' grouping of students for focused intervention based on the screener results. The <b><u>Phonics Lesson Library (PLL)</u></b> intervention program will provide teachers with phonics intervention lessons specific to skill deficit. Explicit lessons include a review of previous skills, teaching of new concepts, word reading accuracy, and fluency practice at the word, phrase, sentence and passage level.</li> <li>Teachers and interventionists will use <b><u>S.P.I.R.E with Sounds Sensible</u></b> for students identified with characteristics of dyslexia, students who are in need of intensive support, or students who do not make adequate progress in 95% Group Phonics Lesson Library intervention. This multi-sensory, explicit, structured literacy program includes instruction in phonology, sound-symbol relationship, syllables, morphology, syntax, and semantics. The lesson consists of ten steps which include the following components: phonemic awareness, phonics, spelling, vocabulary, comprehension, fluency, and writing. Students are progress monitored to ensure concept mastery.</li> <li>Teachers will provide interventions and small group instruction to target students' individual deficits. These may be targeted towards various grade level essential standards that have yet to be mastered by a student.</li> <li>Students will receive daily math intervention through Imagine Math. These interventions will be based on a child's quantile score assigned after the benchmark assessment. Teachers can also send interventions for Eureka Math modules, specific standards, math concepts, etc.</li> </ul>	<p>Teacher and iTeam Imagine Learning Products (Language &amp; Literacy and Math) Phonological Awareness Screener (PAST or Core Phoneme Segmentation) iReady ACT Aspire 95% PSI Sounds Sensible Reading Inventory</p>

<p><b>Remediation:</b></p> <p>Students with disabilities will receive daily, individualized instruction targeting foundational skills as well as grade level standards. Teachers will target students' individual goals and will use a variety of resources to close academic gaps. Teachers will closely monitor students' progress towards meeting individual goals.</p> <p>Students reading below grade level will receive targeted interventions for their skill deficits. Students will be given the PSI and placed into small groups based on individual deficits and needs. These groups will also be based on various literacy assessments such as the PAST, DSA, decoding screeners, etc. Teachers will use the 95% Group Phonics Lesson Library as their core intervention as well as S.P.I.R.E Sounds Sensible. They will also use Kilpatrick's One Minute Drills.</p> <p>Students will be given online math screenings from Imagine Learning to pinpoint deficits for targeted intervention and remediation. Quantile assessments will be given within the Imagine Learning platform 3 times per year. Quantile scores will be tracked for student growth. Students with gaps in learning will receive remediation from classroom teachers and through extended practice using Imagine Learning Math in grades 1-6 and Imagine Learning Math Facts in grades 1 and 2 . Teachers are monitoring Imagine Learning data to ensure the targeted students are continuing to grow as well as CFAs. Teachers will also pull small groups for interventions based on students' specific skill deficits.</p> <p>Direct instruction takes place in the resource and self-contained classroom setting.</p>	<p>Ms. Tate, Principal, Mrs. Anthony, Asst. Principal, Mrs. Haley, Instructional Facilitator, Mrs. Byard, School Improvement Specialist</p> <p>Teacher and iTeam Imagine Learning Products (Language &amp; Literacy and Math) Phonological Awareness Screener (PAST or Core Phoneme Segmentation) iReady ACT Aspire 95% PSI Sounds Sensible Reading Inventor</p>
<p>*School-wide book talk initiative *Family Reading Night *Red Wolves Reading Challenge for All Students *Extension of classroom libraries (decodables, high interest, and nonfiction knowledge building texts) *Schoolwide growth celebrations (1 per semester) *ACE- Partnership with Susan Whiteland Art Professor at A-State (Greek Mythology Unit) *ACE- Partnership with A-State Dietetics *Culminating Events for CKLA and Wit &amp; Wisdom *WIN Time- What I Need interventions DAILY</p> <p>*Family Math Night *School-wide growth celebrations (1 per semester) *PLC Process- CTMs are used to develop CFAs and monitor data. Through this process we are closely monitoring our students and their progress.</p>	<p>Ms. Tate, Principal, Mrs. Anthony, Asst. Principal, Mrs. Haley, Instructional Facilitator, Mrs. Byard, School Improvement Specialist, teachers, i-Team members</p>

<p><b>Planned Professional Development and Support:</b></p> <p>All HWES teachers have been trained in the science of reading. They will continue to receive support from the School Improvement Specialist and Instructional Facilitator.</p> <p>Through our school improvement funds, teachers have received additional opportunities to plan in depth lessons to engage all students at high levels.</p> <p>In August of 2021, our new hires will attend Capturing Kids Hearts professional development. This pd helps to develop relationships and build trust amongst students, teachers, and staff.</p> <p>In April, the library media specialist will attend the Arkansas Literacy Media conference. The PD will focus on implementing and supporting technology as a school through literacy.</p> <p>In July 2022, we will send a second round of teachers to Get Your Teach On in Orlando, FL to increase student engagement.</p> <p>During the 2021-2022 school year, we will send remaining 3rd-6th grade teachers to Ron Clark Academy to gain knowledge about providing high engaging lessons for all students.</p> <p>We will provide teachers with opportunities to plan, collaborate, and continue their learning throughout the year. Teachers will have planning days built into their schedule.</p> <p>In June 2021, teachers will attend professional development to launch and implement Wit &amp; Wisdom.</p> <p>In June 2021, teachers will attend professional development to launch and implement Core Knowledge Language Arts knowledge strand and writing studio.</p> <p>In June 2021, math and science teachers will attend district wide professional development to target resources, standards, pacing, etc.</p> <p>In July 2021, our counselors will attend the statewide School Counselors Conference.</p> <p>In June 2021, the leadership team will attend the PLC institute in Pine Bluff, AR.</p> <p>In July 2021, the 1st grade team will attend the PLC institute in Hot Springs, AR.</p> <p>In July 2021, a team of 15 teachers will attend Get Your Teach On in Orlando, FL. This will help increase student engagement at high levels.</p>	<p>Ms. Tate, Principal, Mrs. Anthony, Asst. Principal, Mrs. Haley, Instructional Facilitator, Mrs. Byard, School Improvement Specialist</p>
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# Health Wellness and Environmental Studies 2021-2022

Shalon Tate, Principal  
Brenna Anthony, Assistant Principal

## English Learners

**Subpopulation Goals - English Learners: HWES will increase the ESSA school index score from 70.38 to 71.38 in 2020-2021 for the English Learners sub-population. EL students make up 10% of our ELA level 1 scores.**

***\*\*We will rewrite this goal once we receive our ESSA scores.***

<b>Action Steps</b> English Learners will be given extra support through the use of Rosetta Stone. ELs receive extra support from Marie Gearhart through EL Achieve. Decrease level 1 in ELA by 10% . (moving 2 students from level 1 ELA)	<b>Data Point/Monitored By:Core Leadership</b>
<b>Core Curriculum:</b>  English Learners will receive the same Core Curriculum as all other students at HWES.	Ms. Tate, Principal, Mrs. Anthony, Asst. Principal, Mrs. Haley, Instructional Facilitator, Mrs. Byard, School Improvement Specialist, Marie Gearhart, EL Teacher
<b>Remediation:</b>  English Learners will receive additional support through Imagine Learning, Rosetta Stone, S.P.I.R.E Sounds Sensible, 95% Phonics Lesson Library, Heggerty, Kilpatrick's 1 Minute Drills, RISE and additional support from one of our bilingual interventionists.	iTeam, Marie Gearhart, classroom teachers, and Interventionists

<p><b>Additional Initiatives to support the goal:</b></p> <p>EL students will work for a minimum of 10 minutes a day on Rosetta Stone.</p>	<p>Shalon Tate, Principal, teachers and iTeam</p>
<p><b>Planned Professional Development and Support:</b></p> <p>All HWES teachers have been trained in the science of reading. They will continue to receive support from the School Improvement Specialist and Instructional Facilitator.</p> <p>Through our school improvement funds, teachers have received additional opportunities to plan in depth lessons to engage all students at high levels.</p> <p>In August of 2021, our new hires will attend Capturing Kids Hearts professional development. This pd helps to develop relationships and build trust amongst students, teachers, and staff.</p> <p>In April, the library media specialist will attend the Arkansas Literacy Media conference. The PD will focus on implementing and supporting technology as a school through literacy.</p> <p>In July 2022, we will send a second round of teachers to Get Your Teach On in Orlando, FL to increase student engagement.</p> <p>During the 2021-2022 school year, we will send remaining 3rd-6th grade teachers to Ron Clark Academy to gain knowledge about providing high engaging lessons for all students.</p> <p>We will provide teachers with opportunities to plan, collaborate, and continue their learning throughout the year. Teachers will have planning days built into their schedule.</p> <p>In June 2021, teachers will attend professional development to launch and implement Wit &amp; Wisdom.</p> <p>In June 2021, teachers will attend professional development to launch and implement Core Knowledge Language Arts knowledge strand and writing studio.</p> <p>In June 2021, math and science teachers will attend district wide professional development to target resources, standards, pacing, etc.</p> <p>In July 2021, our counselors will attend the statewide School Counselors Conference.</p> <p>In June 2021, the leadership team will attend the PLC institute in Pine Bluff, AR.</p> <p>In July 2021, the 1st grade team will attend the PLC institute in Hot Springs, AR.</p>	<p>Ms. Tate, Principal, Mrs. Anthony, Asst. Principal, Mrs. Haley, Instructional Facilitator, Mrs. Byard, School Improvement Specialist</p>

In July 2021, a team of 15 teachers will attend Get Your Teach On in Orlando, FL. This will help increase student engagement at high levels.	
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