



Jonesboro Kindergarten Center

2019-2020

Becky Shannon, Principal
Erin Odom, Assistant Principal

Literacy Plan

Goal 2: Jonesboro Kindergarten Center will build student learners by increasing the number of students meeting Spring Renaissance benchmark to 70% (371 students) from 38% (191) Fall benchmark.

Action Steps:	Data Point/Monitored By:
<p>Core Curriculum:</p> <ul style="list-style-type: none"> Teachers have been trained in the Science of Reading through the RISE Initiative. An emphasis will be placed on small group reading instruction specific to students' needs. Phonetic Connections will be utilized as the curriculum for Phonics Instruction Let's Play Learn (Sonday System) as support for Phonological Awareness Heggerty will be utilized as a systematic curriculum for Phonological Awareness Teachers will use Units of Study for Writing Instruction from Lucy Calkins. Data collection will be conducted and monitored through the leadership team and administrators. 	<p>2019-2020 School Year/District monitored by: Teachers, interventionist, leadership team, Shannon-Principal, Odom-Assistant Principal, Parish-Instructional Facilitator, Berry- Counselor, Langford-Counselor /Starting in September.</p>
<p>Intervention:</p> <ul style="list-style-type: none"> Teachers will pull small groups for immediate intervention on specific skills Data is analyzed and discussed during our bi-monthly PLC meetings (administration, Instructional Facilitator, counselors, teachers, and interventionist) Assessments will include Aimsweb Plus (administered Fall, Winter, and Spring), Progress Monitoring (assessed bi-monthly), Developmental Reading Assessment (assessed Fall and Spring), PAST (Phonological Awareness Skills Test), Rapid Naming Screener (assessed Fall), and Renaissance Star 360 Early Literacy state assessment (administered September, December, and March) Students will be referred to our I-Team for behavior or academic support, staff will continue the RTI (Response to Intervention) process Intervention logs will be kept by teachers, interventionists and support staff working with the students Administrators will monitor teacher attendance issues to reduce the number of unqualified people working with students 	<p>2019-2020 School Year/District monitored by: teachers, interventionist, leadership team, Shannon-Principal, Odom-Assistant Principal, Clem-Instructional Facilitator, Berry- Counselor, Langford-Counselor /Starting in September.</p>

<ul style="list-style-type: none"> Administrators and staff will increase student attendance by implementing a plan by contacting parents more frequently, sending out letters, and conferencing with parents. 	
<p>Remediation:</p> <ul style="list-style-type: none"> Interventionists will work one on one with students using Let's Play Learn Interventionists will also pull one on one to work on specific skill deficits Students who fail to progress will be referred to our special education department for observation 	<p>2019-2020 School Year/District monitored by: teachers, interventionist, leadership team, Shannon-Principal, Odom-Assistant Principal, Parish-Instructional Facilitator, Berry- Counselor, Langford-Counselor, Sped teachers /Starting in September.</p>
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> R.I.S.E (Reading Initiative for Student Excellence) Arkansas initiative 	<p>Monthly 2019-2020 School Year/District monitored by: entire JKC staff</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> Capturing Kids' Hearts R.I.S.E. training-All classroom teachers were trained during the Summer of 2018 and Fall 2018. Activity teachers and new teachers received Days 1-3 during the Summer of 2019. They will receive days 4-6 during the Summer of 2020. Let's Play Learn training How to Build Meaningful Relationships with Students Discipline Data Training 	<p>Monthly 2019-2020 School Year/District monitored by: entire JKC staff</p>



Jonesboro Kindergarten Center

2019-2020

Becky Shannon, Principal
Erin Odom, Assistant Principal

Goal 1: Jonesboro Kindergarten Center will create a positive environment that results in improved student behavior and a decrease in discipline referrals by 15% (approx. 40) before the end of the year.

Action Steps: Train Staff to Build Relationships

Data Point/Monitored By:

Initiatives:

All initiatives will be monitored by individual classroom teacher's behavior records and student referrals through busconduct.com (Schoolwide Behavior Monitoring System)

Capturing Kids Hearts

- New staff members will attend training in the EXCEL (Engage, Explore, Communicate, Empower, Launch) model
- All staff will be trained as quality leaders; in the four questions (What are you doing, What are you supposed to be doing? Are you doing it? What are you going to do about it?)
- Used in conjunction with PBIS – supports school wide behaviors.

Time to Build Relationships

- Teachers will provide support and opportunities to build relationships by spending time with students over a two week period within the first month of school. This will be monitored through anecdotal records by individual classroom teachers.
- Increase play time (cooperative play – supported by teaching staff). This will be monitored through student referrals (Bus Conduct- behavior monitoring system).
- The students will participate in weekly yoga activities led by the classroom teachers.
- Sensory items will be used to support the emotional and behavioral needs of students. The sensory items are available through the counselors and are selected based on student need. These items are used as a calm down tool, focus instrument, and a means of engagement.

Collaborate with Additional & New District Staff

- District Behavior Specialist
- Director of Mental Health Services

Dec 2019
Data points will be collected and analyzed in Family Service meetings / bi-monthly beginning in September

Discipline referrals/
All staff/Starting in August

Discipline referrals/
Shannon-Principal,
Odom- Assistant Principal, Parish-Instructional Facilitator, Berry-Counselor, Langford-Counselor/ Starting in August

<ul style="list-style-type: none"> ● New teachers will be supported through peer observation, modeled teaching, instructional video support, administration walk-throughs and feedback. ● Counselors will use data reports to develop small group topics for specific behavior issues. 	Discipline referrals/ Shannon-Principal, Odom- Assistant Principal, Parish- Instructional Facilitator, Berry- Counselor, Langford- Counselor, V. McDaniel- Director of Mental Health Services, L. Wade- District Behavior Specialist/ Starting in August
<p>Intervention:</p> <ul style="list-style-type: none"> ● Pair students with an adult in our building that can build a stronger relationship and encourage / mentor improved behavior. ● Create a behavior plan specific to the student’s issue ● Provide specific accommodations (fidgets, carpet spot, cool down place, teach calm down strategies, check in / check out, ● Bring parents in for observations ● Assign In-school Suspension ● Assign Short –Term Success (ALE-SUCCESS Placement) 	Discipline referrals/ Shannon-Principal, Odom- Assistant Principal, Parish- Instructional Facilitator, Berry- Counselor, Langford- Counselor /Starting in September
<p>Remediation:</p> <ul style="list-style-type: none"> ● One on One Guidance with Counselors ● Recommendation for mental health services ● Assign for Long-Term Success 	Discipline referrals/ Shannon-Principal, Odom- Assistant Principal, Parish- Instructional Facilitator, Berry- Counselor, Langford- Counselor /Starting in September
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> ● Choose Love Social and Emotional Skills Program 	Langford- Counselor/ Starting August
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> ● On-going Capturing Kids’ Hearts Training 	Shannon- Principal /Starting in August



International Studies Magnet School 2019-2020

Josh Byard, Principal
Kari Manis, Assistant Principal

Literacy Plan

Goal 1: Increase the number of students performing in the exceeding or ready categories in reading on the ACT Aspire to 62% (250 students) from last year's 57% (201 students). Increase the number of African American students from 35.7% (25 students) to 40% (40 students). Decrease the number of students below average on the STAR Reading assessment from 14%(14 students) to 10% (9 students) in first grade and from 18% (13 students) to 10% (10 students) in second grade.

Action Steps: Implement Iread, classroom libraries improved, students track own growth (setting goals with teacher feedback), Phonetic Connections implementation (grades 1-3) and small group instruction (grades 4-6), implement Lucy Calkins Units of study (grades 1-5), RISE training for all licensed staff, Instructional Facilitator provides support to teachers/leadership team

Data Point/Monitored By:

Core Curriculum:

- Phonetic Connections - This is the district's word study curriculum used in grades 1 - 3 and is used as an intervention piece in grades 4 - 6 if students have not mastered all levels in Syllable Juncture on the Developmental Spelling Analysis in Word Journeys. This curriculum engages students in lessons that teach them to encode beginning at the Letter Naming stage with five features moving to Within Word with five features, then Syllable Juncture with five features ending with Derivational Constancy with five features.
- Heggerty - 1st - grade will use Heggerty to build skills in Phonological Awareness as part of their literacy block during the first 10 minutes of their block. Students will practice as whole group tasks in words, syllables, onset and rime and phonemic tasks. 2nd and 3rd grade will use Heggerty in small groups for students with gaps in Phonological Awareness.
- Based on the components in RISE, a focused instruction on morphology and etymology in grades 3 - 6. Teachers will provide instruction to increase vocabulary which will impact decoding multi-syllabic words by studying prefixes, suffixes, Latin and Greek roots.

Data Points:
AimsWeb Plus:
(August 28,
December 18 and
May 10)
STAR
Assessments:
(September 11,
12, December 6,
March 5, 6)
Reading
Inventory:
(October 12,
December 20,
March 8, May 10
- Quarterly)
ACT Aspire
Interims: (October
9, 11 and
February 5, 7)
Formative
Assessments:
(daily using
observational
notes,

<ul style="list-style-type: none"> ● Lucy Calkins Units of Study in Reading and Writing Grades 1 - 6 - There are 4 units in each of these resources that focus on different genres of reading and writing. Each reading unit includes a mini-lesson to teach reading strategies (teaching point), active engagement, conferring and small group work, and a share at the end of the lesson. The writing units support the reading units by developing writers in that genre. ● Sixth grade uses Lucy Calkins Reading Workshop resource as they use independent reading of self-selected texts, mini-lessons, book clubs, class novels, socratic seminars and close reading in their literacy block to support the development of reading fluency, comprehension, and vocabulary. ● Moby Max web-based program - Teachers use Foundational Reading and Language libraries to support phonological awareness in grades 1 - 2 and as interventions for students in grades 3 - 6. ● Project-Based Learning - Grades 1 -6 plan projects throughout the year that engage students in reading, research and writing for their continent study, themes in their reading units, etc. ● Classroom libraries - Lucy Calkins classroom libraries are used to support individual, partner and small group reading. Decodables are used to support students in developing their decoding skills with words they have learned in word study. Teachers use these in small groups to help students with fluency and phonics intervention. Books are used in all grades to provide students' self-selected texts that they read daily during their independent reading time. ● RISE Training - All licensed staff at International Studies will attend training May 29 - 31 or June 3 - 5 of this year to learn about the science of teaching reading. This training will explain what is required for students to learn to read and strategies that can help all students become proficient readers. This includes teachers in all content areas and teachers of special classes such as music, art, PE, librarian and special education teachers. 	<p>markerboards, etc.)</p> <p>Monitored by: Teachers (PLCs), Gammill (PLCS, RTI, ITEAM, Leadership Team, Administrators - Electronic Data Wall</p>
<p>Intervention:</p> <ul style="list-style-type: none"> ● Iread - Teachers in grades 1 - 3 use this web-based program during their intervention time in their literacy block to provide support in phonics instruction. This is provided 5 times a week 20-30 mins ● Small group instruction - Teachers in grades 1 - 6 provide small group instruction during their literacy block. Phonemic Awareness, phonics, fluency, vocabulary, and reading comprehension are supported in this small group time. Data gathered through observation, Aimsweb Plus, Reading Inventory, Star Reading, DSA and classroom formatives and assessments are used to determine the students' needs. ● One-on-one conferencing is also used by teachers in grades 1 - 6 in providing support in 	<p>Reading Inventory: (grades 3-6) (October 12, December 20, March 8, May 10 - Quarterly)</p> <p>Renaissance 360: (grades 1-2),(September 11, 12, December 6, March 5, 6)</p>

reading and writing. Lucy reading and writing units of study allow time for this intervention as students engage in their independent and partner reading as teachers check for comprehension and fluency and as they complete writing projects and assignments.

- Teachers in grades 3 - 6 literacy and teachers who teach science and social studies have been trained to use close reading. This provides a way for students to show their thinking about what they're reading and encourage students to analyze a text to gain a deeper understanding of a topic.
- Read Works is an on-line resource that teachers in grades 3 - 6 use to monitor growth in student comprehension.

Aimsweb Plus:
(August 28,
December 18 and
May 10) Weekly
progress
monitoring for tier
3 and every 2
weeks for tier 2.

Formative
Assessments:
Daily

Monitored By:
Teachers, I-Team
members,
Gammill

Remediation:

- Iread - Teachers in grades 1 - 3 use this web-based program during their intervention time in their literacy block to provide support in phonics instruction. This is provided five times a week 20-30 mins
- Individualized skill - based direct instruction is provided in grades 1 and 2 based on Aimsweb Plus data and STAR reading data. Teachers pull small groups or provide one-on-one remediation to master specific skills not mastered by the student. Progress monitoring data is kept weekly to track mastery.
- Souday System is an Orton - Gillingham based program that provides a multi-sensory approach to teaching phonics. Students identified “at risk” are provided a 30 minute intervention each day to practice spelling, reading and writing words.
- Close Reading is used to help students to analyze a text to find a deeper meaning. The teachers provide support in a small group or one-on-one as students read a differentiated passage based on their lexile level in order to comprehend and extend their understanding of the topic through questioning, annotations and writing.

Reading
Inventory: (grades
3-6) (October 12,
December 20,
March 8, May 10
- Quarterly)

Renaissance 360:
(grades
1-2),(September
11, 12, December
6, March 5, 6)

Aimsweb Plus:
(August 28,
December 18 and
May 10) Weekly
progress
monitoring for tier
3 and every 2
weeks for tier 2.

Remediation logs
- updated weekly

Monitored By:
Teachers PLCs
weekly, Gammill,
ITEAM Friday
meetings,
Administration -
Tier 3
spreadsheets,
electronic logs

Additional Initiatives to support the goal:

- Weekly PLCs - Team meetings will be held every Tuesday during each grade level rotation time and facilitated by teacher leaders to discuss the 4 PLC questions - What do we want students to learn? How will we know they've learned it? What do we do if students haven't learned it? What do we do if students have learned it? RTI (Response to Intervention_ concerns will be discussed: Reading, Math, Writing, Attendance, Behavior, English Learners
- Academic Facilitator is available to support teachers in PLCs, Coaching Cycles, RTI process, curriculum, resources, data disaggregation, etc.
- The leadership team has a grade level representative from each grade, administrators, Academic Facilitator, a representative from our special classes, and a representative from our special education classes who meet weekly to twice a month to discuss building concerns with instruction, discipline, track progress towards our school goals, etc.
- Student goal setting - Students will track their progress in literacy by recording their data from quarterly Reading Inventory scores in grades 3 - 6. They will set a goal after each data point to increase their lexile level throughout the year. Students in grades 1 and 2 will set goals as they progress through IREAD in order to complete all lessons that support their phonics instruction.
2nd grade students will set goals to increase their oral reading fluency throughout the year using the AIMSWEB Plus measure growth towards their goal.

ACT Aspire Interims (October 9, 11 and February 5, 7)
Student Data logs updated at each benchmark
Tier 3 Spreadsheets - updated with progress monitoring weekly

Monitored by: Teachers, IF and Admin (PLCs), ITEAM weekly, Leadership Team weekly to bi-weekly

Planned Professional Development and Support:

- Differentiation Conference was attended in March by the principal, two classroom teachers and a SPED teacher. Books will be purchased to do a schoolwide book study to provide professional development for all staff members to understand what differentiation looks like in the classroom.
- The assistant principal and two classroom teachers attended the Solution Tree Common Formative Assessment workshop. Teachers will continue their work developing common formative assessments and revising current cfas to ensure that each includes learning targets found in each essential standard with the help of the team that attended this workshop.
- RISE training will begin for all licensed staff beginning May 29 - 31 of this year. A 1st grade teacher and academic facilitator will team with other trainers to provide the training to all 1 - 6 classroom teachers, all special classes teachers and all SPED teachers to provide the science of teaching reading. This training will equip each participant with knowledge that will explain how children learn to read and the best processes and strategies to ensure all students become proficient readers.
- Teachers will be given three summer days with stipends to work on their curriculum to include what has been learned from the differentiation, common formative assessment and RISE professional development. These days will be offered to 1st - 3rd grade teachers and literacy, science and social studies teachers in 4th - 6th in June.
- The principal will provide feedback on each licensed staff members' Professional Growth Plan and using data from observations and teachers' self assessment collaborate to determine next year's goals which includes how RISE will impact their instruction.

Grade level reading scores (weekly), Reading Inventory (October 12, December 20, March 8, May 10 - Quarterly) ACT Aspire Interims: (October 9, 11 and February 5, 7) Summative: . April 24 - May 1

Monitored By: Gammill, Administrators



International Studies

2019-2020

Josh Byard, Principal
Kari Manis, Assistant Principal

Goal 2: Increase the number of students performing in the exceeding or ready categories in math on the ACT Aspire Summative to 67% (266 students) from last year's 61% (215 students). Increase the number of African American students performing in the exceeding or ready categories in math from 34% (24 students) to 40% (40 students). Decrease the number of students below average on the STAR Math assessment from 12% (12 students) to 10% (9 students) in first grade and from 11% (8 students) to 5% (5 students) in second grade.

Action Steps: Implement Eureka Math, provide daily fluency practice, small group instruction, support from instructional facilitator, interventions and remediation

Data Point/Monitored By:

Core Curriculum:

- Eureka Math - Eureka Math is used in grades 1 - 6. This curriculum provides support that builds teacher knowledge of math content and what prior learning is important to students' mastery of grade level standards. It provides daily sprints to increase student fluency in math computation, exposure to various strategies and tools to solve math problems and math in real life context. Teachers choose the support materials every year that they use with their students such as practice/classwork sets, homework sets, templates, and sprints.
- Moby Max is a web-based program that teachers use to support what they are teaching by assigning practices and assessments for students to complete. It provides formative assessments for pulling small groups when needed. It also provides a fluency piece for mastering basic facts.
- Zearn is a web-based resource used by teachers to support their Eureka math in grades 1st - 5th to provide additional instruction on a math skill that is taught. Parents also use this resource at home to provide additional help at home when needed.
- IXL (6th grade only) is a web-based resource purchased for 6th graders who finish Moby Max and provides an extension for these students.

Data Points:
Moby Max
Placement
(Monthly)

STAR Math
Assessment Data
(September 12,
13; December 7;
March 6, 7)

ACT Aspire
interims
(October 9, 11 and
February 5, 7)

IXL scores/time
worked (weekly)

Common
Formative
Assessments of
Essential
Standards
(Assessed
throughout the

<ul style="list-style-type: none"> Project-based learning is used to provide real-life context for applying math standards that are taught in grade 6. Students work in groups to create and display their projects that showcase the use of math concepts they have learned. 	<p>year as taught.)</p> <p>Monitored by: Teachers, Melissa Gammill, Administrators in PLCs, ITeam and Leadership Team</p>
<p>Intervention:</p> <ul style="list-style-type: none"> Moby Max is used in grades 1 - 6 during the daily 30 minute intervention time in the math block. Monthly placement tests are administered to measure the progress of each student. MobY Max is adaptive and identifies specific skill gaps for students to work on each day and progress is monitored by the teacher as gaps are filled. Zearn allows teachers in grades 1 - 5 to assign additional support using this online instructional tool to help students on standards they have not mastered. Small group or one-on-one instruction is provided to students in grades 1 - 6 who have skill gaps according to MobY Max or who is struggling with the current standard taught. Students who have not mastered an essential standard is provided additional interventions and reassessed until they have mastered it. The STAR assessment in 1st and 2nd provides a list of skills that have not been mastered for each student. Teachers use this data to determine who needs to be pulled in small groups. 	<p>STAR Math Assessment Data (September 12, 13; December 7; March 6, 7)</p> <p>Formative assessments (Daily)</p> <p>Moby Placement (Monthly) and (weekly progress reports)</p> <p>Monitored By: Teachers, IF, Administrators (PLCs), ITeam</p>
<p>Remediation:</p> <ul style="list-style-type: none"> Moby Max is used in grades 1 - 6 during the daily 30 minute intervention time in the math block. Monthly placement tests are administered to measure the progress of each student. MobY Max is adaptive and identifies specific skill gaps for students to work on each day and progress is monitored by the teacher as gaps are filled. Small group or one-on-one instruction is provided to students in grades 1 - 6 who have skill gaps according to MobY Max. The STAR assessment in 1st and 2nd provides a list of skills from the previous grade/s that have not been mastered for each student so that teachers can remediate and fill these skill gaps. 	<p>STAR Math Assessment Data (September 12, 13; December 7; March 6, 7)</p> <p>Moby Max Progress (weekly) Moby Placement (monthly),</p> <p>Formative assessments for essential standards (Given as it is taught then reassessed after interventions),</p> <p>Monitored By: Teachers, Gammill, Administrators</p>

<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> ● Weekly PLCs - Team meetings will be held every Tuesday during each grade level rotation time and facilitated by teacher leaders to discuss the Four PLC questions - What do we want students to learn? How will we know they've learned it? What do we do if students haven't learned it? What do we do if students have learned it? RTI concerns will be discussed: Reading, Math, Writing, Attendance, Behavior, English Learners. ● Academic Facilitator is available to support teachers in PLCs, Coaching Cycles, RTI process, curriculum, resources, data disaggregation, etc. ● The Leadership team has a grade level representative from each grade, administrators, Academic Facilitator, a representative from our special classes, and a representative from our special education classes who meet weekly to twice a month to discuss building concerns with instruction, discipline, track progress towards our school goals, etc. ● Student goal setting - Students will track their progress in math by recording their data from monthly Moby placement scores in grades 1 - 6. Students will set a goal after each data point to increase their grade equivalency throughout the year. ● Institute of Education Sciences (IES) Practice Guide - All grade levels should devote about 10 minutes to building fluent retrieval or basic arithmetic facts. ● STAR Math Assessment - 1st and 2nd grade will administer this assessment 3 times a year. The Academic Facilitator will work with teachers to disaggregate the data and look at the Growth Proficiency Chart to monitor growth and achievement for each student and make a list of students who are making adequate growth and are achieving at a minimum at the 40th percentile and students who need additional support. 	<p>STAR Math Assessment Data (September 12, 13; December 7; March 6, 7) Moby Fact Fluency Data (weekly)</p> <p>Discussions in PLC meetings.</p> <p>Monitored by: Teachers, Gammill, Administrators</p>
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Planned Professional Development and Support:

- The assistant principal and two classroom teachers attended the Solution Tree Common Formative Assessment workshop. Teachers will continue their work developing common formative assessments and revising current cfas to ensure that each includes learning targets found in each essential standard with the help of the team that attended this workshop.
- RISE training will begin for all licensed staff beginning May 29 - 31 of this year. A 1st grade teacher and academic facilitator will team with other trainers to provide the training to all 1 - 6 classroom teachers, all special classes teachers and all SPED teachers to provide the science of teaching reading. This training will equip each participant with knowledge that will explain how children learn to read and the best processes and strategies to ensure all students become proficient readers.
- The principal will provide feedback on each licensed staff members' Professional Growth Plan and using data from observations and teachers' self assessment collaborate to determine next year's goals which includes how RISE will impact their instruction.

Lesson Plans
(weekly)
PLC Meetings
(weekly)
Classroom
Evaluations
Peer observations,

Monitored By:
IF (Gammill) and
Administrators



International Studies Targeted Sub-Group Plan 2019-2020

Josh Byard, Principal
Kari Manis, Assistant Principal

Goal 3: Our goal is to decrease the number of special education students performing “In Need of Support” from 75% to 65% by moving 35% (15 students) of our 42 students with IEPs to the “Close”, “Ready” or “Exceeding” categories and to increase the overall ESSA Index Score from 53.24 to 55.36. The goal is to continue to increase the overall Index Score so that we meet or exceed 57.48 by the end of the 2020-2021 school year.

Action Steps: Classroom teachers and SPED teachers will collaborate to support the literacy instruction. Raz Kids will be used by the SPED teachers to differentiate reading levels for each student to provide small group support of word study skills, vocabulary and comprehension. IREAD will be used daily to support students in their phonetic awareness skills that will help them decode unfamiliar words. The classroom teacher will pull these students in small groups as they cover science and social studies content and use close reading strategies and vocabulary strategies.

Data Point/Monitored By:

Core Curriculum:

- Raz Kids (Reading A to Z) provides meaningful online reading practice on computers with hundreds of leveled books and corresponding quizzes offered at 29 levels of reading difficulty. It encourages close reading skills and the reading and writing connection with interactive tools and constructed response quiz questions.
- Iread is a web-based program used in grades 1 - 3 to provide interventions to fill phonetic gaps during intervention time in the literacy block. The program provides practice in connecting letters to sounds then blending the sounds to read words. It also gives students opportunities to develop fluency in reading the words they've learned and tracking the number of words they are able to read. As they increase their knowledge of words they can read, they extend their reading to sentences and stories. They also practice at home and in small groups with the teacher with decodables in the resources provided by this program
- Greek and Latin Roots (5th and 6th) - Students learn vocabulary by breaking words into meaningful parts which include Greek and Latin roots to figure out their meaning.

Data Points:
AimsWeb Plus
(August 28,
December 18 and
May 10) Weekly
progress
monitoring for tier
3 and every 2
weeks for tier 2.

STAR
Assessments
(September 11,
12, December 6,
March 5, 6)

Reading
Inventory
(October 12,
December 20,
March 8, May 10
- Quarterly)

<ul style="list-style-type: none"> ● RISE Training -. This training will explain the science of teaching reading on how students learn to read and strategies that can help all students become proficient readers. ● Heggerty - Special education teachers will use Heggerty to build skills in Phonological Awareness as part of their literacy block. Students will practice as whole group tasks in words, syllables, onset and rime and phonemic tasks. 	<p>ACT Aspire Interims (October 9, 11 and February 5, 7)</p> <p>Formative Assessments (Daily)</p> <p>Monitored by Teachers, Gammill (IF), Administration in PLCs, ITEAM and Leadership Team</p>
<p>Intervention:</p> <ul style="list-style-type: none"> ● Iread - Teachers in grades 1 - 3 use this web-based program during their intervention time in their literacy block to provide support in phonics instruction. This is provided 5 times a week 20-30 mins ● RAZ Kids (Reading A to Z) - Differentiated passages allow teachers to increase students' reading levels based on point-in-time data from on-line quizzes. ● Repeated Reading - Practicing “cold” reads ● Test taking strategies using Aspire Interim data - Reports from each interim will be used to discuss the released questions and strategies to find the answers in the reading passages in literacy and science.. They will teach how to read the questions and go back to the passage to find the answer. Also how to determine from the answer choices, ones that can be eliminated. ● Graphic organizers will be used to scaffold learning of reading strategies and skills. 	<p>Reading Inventory (grades 3-6) (October 12, December 20, March 8, May 10 - Quarterly)</p> <p>Renaissance 360 (grades 1-2) (September 11, 12, December 6, March 5, 6)</p> <p>Aimsweb Plus (August 28, December 18 and May 10) Weekly progress monitoring for tier 3 and every 2 weeks for tier 2.</p> <p>Formative Assessments - Daily</p> <p>Monitored By: Teachers (PLCs), I-Team members, Gammill (IF), Leadership Team</p>

<p>Remediation:</p> <ul style="list-style-type: none"> ● Iread - Teachers in grades 1 - 3 use this web-based program during their intervention time in their literacy block to provide support in phonics instruction. This is provided 5 times a week 20-30 mins ● RAZ Kids (Reading A to Z) - Differentiated passages allow teachers to increase students' reading levels based on point-in-time data from on-line quizzes. ● Repeated Reading - Practicing "cold" reads ● Test taking strategies using Aspire Interim data - Reports from each interim will be used to discuss the released questions and strategies to find the answers in the reading passages in literacy and science.. They will teach how to read the questions and go back to the passage to find the answer. Also how to determine from the answer choices, ones that can be eliminated. ● Graphic organizers will be used to scaffold learning of reading strategies and skills. 	<p>Reading Inventory (grades 3-6) (October 12, December 20, March 8, May 10 - Quarterly)</p> <p>Renaissance 360 (grades 1-2) (September 11, 12, December 6, March 5, 6)</p> <p>Aimsweb Plus (August 28, December 18 and May 10) Weekly progress monitoring for tier 3 and every 2 weeks for tier 2.</p> <p>Remediation logs - weekly</p> <p>Monitored By: Teachers, Gammill, Administration (PLCs), ITEAM, Leadership Team</p>
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> ● Weekly PLCs - Team meetings will be held every Tuesday during each grade level rotation time and facilitated by teacher leaders to discuss the Four PLC questions - What do we want students to learn? How will we know they've learned it? What do we do if students haven't learned it? What do we do if students have learned it? RTI concerns will be discussed: Reading, Math, Writing, Attendance, Behavior, EL ● Academic Facilitator is available to support teachers in PLCs, RTI process, curriculum, resources, data disaggregation, etc. ● Leadership team has a grade level representative from each grade, administrators, Academic Facilitator, a representative from our special classes, and a representative from our special education classes who meet weekly to twice a month to discuss building concerns with instruction, discipline, track progress towards our school goals, etc. 	<p>ACT Aspire Interims (October 9, 11 and February 5, 7)</p> <p>Agendas - weekly</p> <p>Goal Sheets - After each benchmark assessment RI quarterly and Moby monthly</p>

<ul style="list-style-type: none"> ● Student goal setting - Students will track their progress in math by recording their data from monthly Moby placement scores. Students will set a goal after each data point to increase their grade equivalency throughout the year. Students will track their progress in literacy by recording their data from quarterly Reading Inventory scores to increase lexile levels, Aimsweb Plus to increase fluency and/or data from Raz Kids to increase reading levels. ● Institute of Education Sciences (IES) Practice Guide - All grade levels should devote about 10 minutes to building fluent retrieval or basic arithmetic facts. 	<p>Monitored by: Instructional Facilitator, Administrators, Teachers</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> ● Differentiation Conference was attended in March by the principal, two classroom teachers and a special education teacher. Books will be purchased to do a schoolwide book study to provide professional development for all staff members to understand what differentiation looks like in the classroom. ● The assistant principal and two classroom teachers attended the Solution Tree Common Formative Assessment workshop. Teachers will continue their work developing common formative assessments and revising current cfas to ensure that each includes learning targets found in each essential standard with the help of the team that attended this workshop. ● RISE training will begin for SPED teachers beginning May 29 - 31 of this year to provide the science of teaching reading. This training will equip each teacher with knowledge that will explain how children learn to read and the best processes and strategies to ensure all students become proficient readers. ● Teachers will be given three summer days with stipends to work on their curriculum to include what has been learned from the differentiation, common formative assessment and RISE professional development. ● The principal will provide feedback on each licensed staff members' Professional Growth Plan and using data from observations and teachers' self assessment collaborate to determine next year's goals which includes how RISE will impact their instruction. 	<p>Grade level reading scores (weekly)</p> <p>Reading Inventory (grades 3-6) (October 12, December 20, March 8, May 10 - Quarterly)</p> <p>ACT Aspire Summative: . April 24 - May 1</p> <p>Monitored By: Gammill, Administrators</p>



Visual and Performing Arts Magnet School 2019-2020

Dale Case, Principal
Lee Caldwell, Assistant Principal
Wes Swift, Assistant Principal

Literacy Plan

Goal 1: VPA will see a 12% increase (35 students) on the readiness level in literacy on the 2018-19 ACT Aspire. Additionally, African-American and Students with Disabilities subgroups will be at or above 80.0 in the value-added growth score in ESSA. Currently, African Americans are at a Value Added Growth score of 77.7, while students with disabilities are at 74.73. Additionally, there will be an increase with Students with Disabilities' ESSA Overall Index Score from 49.74 to 52.84. The goal is to continue to increase the overall ESSA Index Score so that we meet or exceed 57.48 by the end of the 2020-2021 school year.

Action Steps	Data Point/Monitored By:
<p>Core Curriculum:</p> <p>Teachers will use Heggerty Phonemic Awareness Curriculum as a daily, systematic instruction in 1st grade for the purpose of reinforcing phonemic awareness skills. In 2nd, teachers will use Heggerty as needed for interventions based on results from the PAST (Phonological Awareness Skills Test).</p> <p>Phonetic Connections and curriculum map will be used in grades 1-3 for phonics instruction. Focus will be on assessing student's mastery of features instead of memorizing a list of words. This act should enhance the ability of students to decode, as well as encode; therefore, showing evidence of improvement both in their reading and their writing. In grades 4-6, phonics will come in the study of morphology and etymology. The curriculum map and strategies from Tim Rasinski's book, <i>Greek and Latin Roots: Keys to Building Vocabulary</i>, will be used for instruction.</p> <p>Teachers in grades 1-6 will use curriculum maps to implement Lucy Calkins Units of Study-Reading. This workshop model will aid in the students' development of vocabulary, comprehension, and fluency. During this workshop, students will be given blocks of</p>	<p>Dale Case and Lee Caldwell will monitor the implementation of current curriculum with focused walkthroughs and lesson plans.</p> <p>Collaborative data teams will track growth on Reading Inventory quarterly at PLCs.</p> <p>Amanda Mirafuentes and Jennifer Engelken will coach teachers that have been</p>

independent reading time which will continue to foster reading engagement, which in turn will show improvement in aforementioned literacy skills.

RISE Academy will provide teachers knowledge of the science of teaching reading so that they will be better prepared to implement their curriculum. During the 2018-19 school year, 1st grade, 2nd grade, and resource teachers attended all 6 days of RISE Academy. The remainder of our staff: grades 3-6, rotation teachers, extra certified staff, and any new 1st or 2nd grade teachers will attend in the 2019-20 school year. Days 1-3 will be provided in June, days 4-5 in August, and Day 6 the summer of 2020.

iRead will parallel core for 1st and 2nd grade students. This will work in conjunction with other core curriculums for our phonics and fluency.

Specifically, looking at all students in grades 3-6, teachers have chosen:

- 20 students to move from needs improvement to close
- 5 students from close to ready
- 20 students from ready to exceeding
- When focusing on our subgroups
 - 50 students with disabilities in grades 3-6 to see growth
 - African American students
 - 10 students to move from needs improvement to close
 - 2 students from close to ready
 - 7 students from ready to exceeding

1st grade began a cycle of focused walkthroughs for the purpose of strengthening and understanding the purpose of the elements of literacy during the 2018-19 school year. Group coaching began and discussions occurred during PLCs surrounding what was observed during these walkthroughs. As we begin the 2019-20 school year, these focused walkthroughs will occur building wide. This may highlight some needed coaching cycles.

Building wide there will be a focus on reading engagement. Our goal is to create a culture of reading in our school. We want students to develop a love for reading. In order to get them to read more, they need to be engaged and excited about reading. Instructional Facilitators will begin to have booktalks in the gym before school in the mornings and stepping into classrooms so that our students hear about some books they would like to read. We will do random book giveaways to get our students excited about books. Staff will be seen as readers throughout the building by implementing times and places where students see them reading. Key staff members will have a book spotlight to share what they just finished reading, reading right now, and want to read next.

Teachers were given workdays in order to look at essential standards and their curriculum resources. They were given three days (1st and 2nd in June of 2019, 3rd-6th grade in May of 2019) to look at how these fit together and to prepare targets and common formative assessments. The expectation is that teachers will thoroughly understand their content.

Teachers will also go through the four questions of PLC to deepen their work. This will bring consistency throughout the grade level. This will lead into conversations of the purpose of PLCs and making intentional lesson plans.

trained in RISE throughout the 2019-20 school year.

Collaborative data teams will track growth on AimswebsPlus monthly.

Tracked students will be monitored with AimswebPlus and Reading Inventory by leadership team quarterly.

Amanda Mirafuentes and Jennifer Engelken will oversee the coaching cycles and focus walkthroughs. These will happen on a weekly basis.

Amanda Mirafuentes and Jennifer Engelken will work with teachers to boost the engagement of reading at VPA.

Teacher workdays will be facilitated by Mirafuentes/Engelken. We will have agendas and sign in sheets, as well as lesson plan templates created at this time.

Weekly PLC agendas will show

	<p>the work of the PLC to verify that these workdays have brought consistency to the grade level.</p>
<p>Intervention: Students who are struggling are pinpointed through multiple screening instruments. AimswebPlus is used in 1st and 2nd grade, while Reading Inventory and Phonics Inventory is used in grades 3-6.</p> <p>For students who struggle in Phonemic Awareness, Heggerty Phonemic Awareness curriculum will be used.</p> <p>Students who struggle with phonics may be pulled into a small group for Souday System. Phonics small groups focusing on certain features may also be used for these students. iRead is another tool that we use to fill these gaps.</p> <p>After initial screeners, any students mentioned above will be pulled into these small groups during the instructional day for interventions of missing skills. Progress will be tracked through progress monitoring.</p>	<p>STARS time intervention logs and progress monitoring will be discussed during monthly data PLC facilitated by Amanda Mirafuentes and Jennifer Engelken, but led by classroom teachers and interventionists: PLC (last Tuesday of the month).</p>
<p>Remediation: Students who have deficits are pinpointed through multiple screening instruments. AimswebPlus is used in 1st and 2nd grade, while Reading Inventory and Phonics Inventory is used in grades 3-6.</p> <p>For students with deficits in Phonemic Awareness, Heggerty Phonemic Awareness curriculum will be used.</p> <p>Students with phonics deficits may be pulled into a small group for Souday System. Phonics small groups focusing on certain features may also be used for these students. iRead is another tool that we use to fill deficits of students.</p> <p>Students with characteristics of dyslexia are screened to determine need. If necessary, they will be placed in Souday System or other remediation.</p> <p>After the monitoring of focused students, if students still are not growing or maintaining steady growth, additional support will be added. Groups during lunch and before or after school will also be utilized to address skill deficits.</p> <p>After initial screeners, any students mentioned above will be pulled into these small groups during the instructional day for interventions of missing skills. Progress will be tracked through progress monitoring.</p>	<p>Intervention logs and progress monitoring will be discussed during monthly data PLC facilitated by Amanda Mirafuentes and Jennifer Engelken, but led by classroom teachers *PLCs (last Tuesday of the month).</p> <p>Leadership team will look at specific students on tracking list as walkthroughs occur.</p>

Planned Professional Development and Support:

RISE Academy

Collaborative Teams through Professional Learning Communities

Unpacking standards and curriculum and creating common assessments

Sign-In Sheets,
Agendas/Dale
Case, Amanda
Mirafuentes,
Jennifer Engelken



Visual and Performing Arts Magnet School 2019-2020

Dale Case, Principal
Lee Caldwell, Assistant Principal
Wes Swift, Assistant Principal

Math Plan

Goal 2: To see a 15% increase (30 students) on the readiness level in math on the 2018-19 ACT Aspire. Additionally, African-American and Students with Disabilities subgroups will be at or above the 80.0 mark in the value-added growth score in ESSA. Currently, African Americans are at a Value Added Growth score of 77.7, while students with disabilities are at 74.73. Additionally, there will be an increase with Students with Disabilities' ESSA Overall Index Score from 49.74 to 52.84. there will be an increase with Students with Disabilities' ESSA Overall Index Score from 49.74 to 52.84. The goal is to continue to increase the overall ESSA Index Score so that we meet or exceed 57.48 by the end of the 2020-2021 school year.

Action Steps	Data Point/Monitored By:
<p>Core Curriculum: Teachers will use curriculum maps to implement Eureka Math.</p> <p>Specifically, looking at all students in grades 3-6, teachers have chosen:</p> <ul style="list-style-type: none">● 16 students to move from needs improvement to close,● 5 students from close to ready● 17 students from ready to exceeding● When focusing on our subgroups<ul style="list-style-type: none">○ 50 students with disabilities in grades 3-6 to see growth○ African American students<ul style="list-style-type: none">■ 12 students to move from needs improvement to close■ 2 students from close to ready■ 4 students from ready to exceeding <p>During the 2018-19 school year, admin leadership team began doing walkthroughs for 1st grade literacy. As we begin the 2019-20 school year, these focused walkthroughs will occur building and subject wide. This may highlight some needed coaching cycles.</p>	<p>Dale Case and Lee Caldwell will monitor the implementation of current curriculum with focused walkthroughs and lesson plans.</p> <p>Collaborative data teams will track growth on Moby monthly.</p>

<p>Intervention: Students who struggle are pinpointed through multiple screening instruments, and Moby Max is one tool that we use to identify these students.</p> <p>Any students mentioned above when tracked will be pulled into these small groups during the instructional day for interventions with missing skills.</p> <p>After initial screeners, any students mentioned above will be pulled into these small groups during the instructional day for interventions with missing skills. Progress will be tracked through progress monitoring.</p>	<p>STARS time intervention logs and progress monitoring will be discussed during monthly data PLC facilitated by Amanda Mirafuentes and Jennifer Engelken, but led by classroom teachers and interventionists: PLC (last Tuesday of the month).</p>
<p>Remediation: Students with foundational deficits are pinpointed through multiple screening instruments and screened to determine specific needs. If necessary, they will be placed in remediation.</p> <p>After initial screeners, any students mentioned above will be pulled into these small groups during the instructional day for interventions of missing skills. Progress will be tracked through progress monitoring.</p> <p>After monitoring of focused students, if students still are not growing or maintaining steady growth, additional support will be added. Groups during lunch and before or after school will also be utilized to address skill deficits.</p>	<p>STARS time intervention logs and progress monitoring will be discussed during monthly data PLC facilitated by Amanda Mirafuentes and Jennifer Engelken, but led by classroom teachers and interventionist: PLC (last Tuesday of the month).</p>
<p>Additional Initiatives to support the goal:</p> <p>After School Tutoring, Goal Tracking, Study Buddies, Family Night, Community Partnerships, Ambassadors</p>	<p>Sign-In sheets, surveys, goal sheets</p> <p>Tutoring-Kammerer Goals-teachers Buddies-Robinson Family Night-Cook Commun.-Whiteside Ambass.-Caldwell</p>
<p>Planned Professional Development and Support: Eureka Alignment and CFA/Essentials planning with district math specialist, Collaborative Teams through Professional Learning Communities</p>	<p>Sign-In Sheets, Agendas/Dale Case, Amanda Mirafuentes, and Jennifer Engelken</p>



MicroSociety Magnet School 2019-2020

Amanda Turner, Principal
Mandy Zipfel, Assistant Principal

Literacy Plan

Goal: MicroSociety's goal is to increase the ELA ACT Aspire Value- Added Growth Score for all subgroups to 80 points in 2019-2020 from our current score of 77.03. The weighted achievement score will also increase from 34.48 to 45.52.

Action Steps	Data Point/Monitored By:
<p>Core Curriculum:</p> <ul style="list-style-type: none">● Phonetic Connections - This is the district's word study curriculum used in grades 1 - 3 and is used as an intervention piece in grades 4 - 6 if students have not mastered all levels in Syllable Juncture on the Developmental Spelling Analysis in Word Journeys. This curriculum engages students in lessons that teach them to encode beginning at the Letter Naming stage with five features moving to Within Word with five features, then Syllable Juncture with five features ending with Derivational Constancy with five features.● Heggerty - 1st - grade will use Heggerty to build skills in Phonological Awareness as part of their literacy block during the first 10 minutes of their block. Students will practice as whole group tasks in words, syllables, onset and rime and phonemic tasks. 2nd and 3rd grade will use Heggerty in small groups for students with gaps in Phonological Awareness.● Based on the components in RISE, a focused instruction on morphology and etymology in grades 3 - 6. Teachers will provide instruction to increase vocabulary which will impact decoding multi-syllabic words by studying prefixes, suffixes, Latin and Greek roots.● Lucy Calkins Units of Study in Reading and Writing Grades 1 - 6 - There are four units in each of these resources that focus on different genres of reading and writing. Each reading unit includes a mini-lesson to teach reading strategies (teaching point), active engagement, conferring and small group work, and a share at the end of the lesson. The	<p>RI/Aimsweb Plus (WRF and ORF)/Literacy grades/CFAs</p> <p>Turner-Principal/ Murphy-Inst. Facilitator./ Zipfel-Asst. Prin.</p>

writing units support the reading units by developing writers in that genre.	
<p>Remediation:</p> <ul style="list-style-type: none"> • Teachers will use 35 minute intervention block to provide additional support in prerequisites of essential standards and/or phonetic skills.. • Reteach the essential skills to students(not on grade level) iRead will be used for 3rd grade students who are 2 or more grade levels behind • Sondag system for Tier 3 students 1-3 grades (2 or more grade levels behind) • System 44 for Tier 3 students 4th-6th Grades (2 or more grade levels behind) • Interventionists use results from the QPA (Quick Phonics Assessment) to guide small group placement and instruction. 	<p>RI/SPI/iRead/Aim sweb (WRF and ORF) Literacy grades/CFAs/QPA</p> <p>Turner-Principal/ Murphy-Inst. Facilitator./ Zipfel-Asst. Prin.</p>
<p>Enrichment</p> <ul style="list-style-type: none"> • Students identified as gifted and talented will be monitored by the ACE teacher. • Students will be tiered based off their scores for enrichment times. • Student data will be monitored weekly by the ACE teacher. • Conferences will be quarterly for placement in enrichment times. <p>Students who are struggling will get his/her ACE minutes by attending 1 ACE session, ACE independent time during MicroTime, and intervention 2x a week. These students will be with the classroom teacher during the other 3 intervention times (unless the teacher feels they need to be Tier 3 with an interventionist).</p> <p>Students who are NOT struggling will get his/her ACE minutes by attending 1 ACE session and intervention 3x a week.</p> <p>If an ACE student begins performing better in the classroom and it is reflected in grades and RI/Moby testing, the student may stop going to ACE during MicroTime and add back the 3rd intervention time.</p>	<p>Mandy Zipfel-Asst. Prin. Haley Jones-GT</p>
<p>Additional Initiatives to Support the Goal:</p> <p>21 CCLC after school program</p> <p>Student growth celebrations</p>	<p>Mandy Zipfel-Asst. Prin.</p>
<p>Planned Professional Development and Support:</p> <p>R.I.S.E. training 1st grade- Summer 2018/Fall 2018 All remaining certified- Summer 2019/Summer2020</p> <p>Sondag System training-Fall 2019</p>	



MicroSociety Magnet School 2019-2020

Amanda Turner, Principal
Mandy Zipfel, Assistant Principal

Goal: MicroSociety's goal is to increase the Math ACT Aspire Value- Added Growth Score for all subgroups to 80.0 in 2019-2020.

Action Steps	Data Point/Monitored By:
Core Curriculum: <ul style="list-style-type: none">• 1st-6th grades Eureka Math• Number sense using Number Talks	Moby Max placement test/ACT Aspire/ Renaissance Star Math/ CFAs Turner-Principal/Murphy-Inst. Facilitator./ Zipfel-Asst. Prin.
Intervention: <ul style="list-style-type: none">• Teachers will focus on essential standards to re-teach students who did not grasp the concept during core instruction in a small group setting.• Students identified as lacking motivation in the classroom will participate in weekly intervention groups with school counselors and school improvement specialist. Students will complete a daily score sheet based off of effort and discuss daily with their mentor.	Zearn/MobyMax Turner-Principal/Murphy-Inst. Facilitator./ Zipfel-Asst. Prin. Donner-School Improvement/Brown Futrell-Counselors
Remediation: <ul style="list-style-type: none">• 1st-6th grade students who are 2 or more years behind will receive remediation during a 35 minute intervention block using the Do the Math curriculum.	MobyMax placement assessment/ math grade/ CFAs Turner-Principal/Murphy-Inst. Facilitator./ Zipfel-Asst. Prin.

Additional Initiatives to support the goal: 21CC After School Program Student Growth Celebrations	
Planned Professional Development and Support: Training and support for Number Talks. Eureka Math curriculum map training (4-6)	



MicroSociety Magnet School

2019-2020

Amanda Turner, Principal
Mandy Zipfel, Assistant Principal

Goal: MicroSociety will reduce the number of office referrals by 5% within each staff identified and categorized in the year training of Capturing Kids Hearts.

Action Steps	Data Point/Monitored By: Rob Donner
Core Curriculum: <ul style="list-style-type: none">Capturing Kids Hearts	Discipline referrals/quarterly
Intervention: <ul style="list-style-type: none">Focus walks from administration to observe teachers implementing CKH in the classrooms and provide feedback.Check In/Check Out for those students who are struggling with meeting expectations.	Focus walks data Number of CI/CO students
Remediation: <ul style="list-style-type: none">Check In/Check out program for those struggling significantly with meeting expectations.Students with major behavior issues will be placed in Behavior Intervention Groups with the School Improvement Specialist.Students identified as lacking motivation in the classroom will participate in weekly intervention groups with school counselors and school improvement specialist. Students will complete a daily score sheet based off of effort and discuss daily with their mentor.	Reduced number of students in the CI/CO system
Additional Initiatives to support the goal: <ul style="list-style-type: none">Micro will better utilize our Process Champions to work with new staff and those staff members who are struggling with the CKH process.	A core group of teachers and administrators identified as mentors for grade level staff



MicroSociety Magnet School

2019-2020

Amanda Turner, Principal
Mandy Zipfel, Assistant Principal

Goal: MicroSociety will reduce the number of students with 15 or more absences per year by 5%.

Action Steps	Data Point/Monitored By:
Core Curriculum: <ul style="list-style-type: none">Attendance Works: Why Teach About Absenteeism.	Weekly Attendance Reports Brown-Counselor Rob Donner-SIS
Intervention: <ul style="list-style-type: none">Weekly calls to the parents/guardians of students who are absent each weekParent/Guidance Education on the importance of attendance during open house and parent eventsHome visits for students who reach their 5/10/15 absence marks	Attendance Numbers for All Micro Students Monitored by Remington Brown & Rob Donner
Remediation: <ul style="list-style-type: none">The parents/guardians of students who have consistent, frequent absences will have a FINS filed with the Craighead County Juvenile Office	Number of FINS Filed Monitored by Rob Donner
Additional Initiatives to support the goal: <ul style="list-style-type: none">Dojo Celebrations will now include absences as a requirement for attending the quarterly celebrationsStudents will be paid for coming to school on time with Micro Bucks	Number of students not qualifying for Dojo Celebrations due to attendance by quarter Monitored by Remington Brown
Planned Professional Development and Support: <ul style="list-style-type: none">Monthly attendance education for teachers using the Attendance Works Curriculum during teacher grade level meetings	Sign in Sheets for Attendance Education Lessons with Teachers Monitored by Remington Brown



Health Wellness and Environmental Studies 2019-2020

Cynthia Wright, Principal
Korillene Flanigan, Assistant Principal

Literacy Plan

Literacy Goal: HWES will increase the percentage of students reading on grade level by 4% (from 29% in 2017-18 to 33% in 2018-19) as determined by Reading Readiness on the 2019 administration of ACT Aspire. HW must move 16 students to “Ready” on ACT Aspire to meet our goal.

Action Steps All teachers will begin implementation of the Units of Study for teaching reading.	Data Point/Monitored By:
<p>Intervention:</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, guided reading, and iRead.</p> <p>In 2018-19, HW purchased new classroom libraries for 17 classrooms to support the Units of Study in Reading curriculum. Other student reading materials purchased in the year include five sets of decodable readers for first grade, decodable passages books in second grade and an online subscription to Benchmark University which provides decodable materials schoolwide.</p>	<p>Reading Inventory Aimsweb ACT Aspire CFAs iRead</p> <p>Ongoing monitoring by Leadership Team and teacher observations</p>
<p>Remediation:</p> <p>Students showing reading deficits of two or more grade levels based on the Aimsweb data, DRA (Developmental Reading Assessment), Lexile levels from Reading Inventory, Star assessment data, and running records will receive targeted remediation from the teacher as well as by using Soliday System and iRead.</p>	<p>Reading Inventory Aimsweb Star data CFAs iRead Soliday System Data</p> <p>Ongoing monitoring by teachers and Leadership Team</p>

<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> *Morning Tutors *Family Reading Nights through our school library *iRead Time before and after school *Rosie’s Reading Challenge for grades 1-3 *Extension of classroom libraries *Celebrations for SRI (Scholastic Reading Inventory), Aimsweb, and IRead growth 	<p>Reading Inventory Aimsweb Star data CFAs IRead Sonday System Data</p> <p>Ongoing monitoring by teachers and leadership</p>
<p>Planned Professional Development and Support:</p> <p>All teachers in grades 3-6 will participate in RISE training during June of 2019 and the summer of 2020.</p> <p>10 staff members will attend Solution Tree’s Professional Learning Communities conference in Hot Springs in July. Once trained, these members will foster the continuous improvement of the PLC process at HWES.</p> <p>HWES has a RISE Trainer on campus who will provide additional support and training .July of 2019, 10 staff members for HWEs will attend the Professional Learning Communities training Hot Springs.</p> <p>Throughout the 2019-2020 school year, four members of HW will participate in PLC at Work for High-Reliability Schools.</p>	<p>Reading Inventory AimswebPlus Star data CFAs iRead Sonday System Data</p> <p>Ongoing monitoring by teachers and Leadership Team</p>



Health Wellness and Environmental Studies 2019-2020

Cynthia Wright, Principal
Korillene Flanigan, Assistant Principal

Math Goal: Students will increase math proficiency rates by 4% (from 45% in 2017-18 to at least 49% in 2018-19) as measured by ACT Aspire summative assessments. HW must move 16 students to “Ready” on ACT Aspire to meet our goal.

Action Steps All Math teachers in grades 1-6 will continue implementation of the Eureka Math curriculum with special emphasis on computational fluency and essential standards.	Data Point/Monitored By:
<p>Core 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.</p>	<p>Modules CFAs Classroom Walkthroughs and Observations</p> <p>Ongoing Monitoring of data</p> <p>Cindy Wright</p>
<p>Intervention:</p> <p>Classroom teachers will provide point in time/immediate intervention for students displaying misconceptions on grade level material taught during core instruction. In 2018-19 we piloted the online testing tool AFFIRM in 6th grade to efficiently track student skill mastery, and in 2019-20 we would like to add AFFIRM to additional grade levels.</p>	<p>Exit Tickets from students Modules CFAs Aspire Interims Star Testing PLCs</p> <p>Ongoing Monitoring of data AFFIRM Classroom Teacher and Leadership Team</p>

<p>Remediation:</p> <p>Students will be given online math screenings from Moby Max to pinpoint deficits for targeted remediation. Placement tests will be administered five times per year: Beginning of the Year, End of Quarter 1, Middle of Year, End of Quarter 3 and End of Year. Grade level equivalents will be tracked for student growth. Students with gaps in learning will receive remediation from classroom teachers, interventionists, and through extended practice using Moby Max, Zearn, and IXL.</p>	<p>Grade level screeners Modules CFAs Aspire Interims Star Testing PLCs</p> <p>Ongoing Monitoring Teachers and Leadership Team</p>
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> *Before and after school tutors *Family Math Night *Math Clubs *Celebration for growth in Math 	<p>Leadership Team</p> <p>Ongoing Monitoring</p>
<p>Planned Professional Development and Support:</p> <p>All teachers, summer of 2017, attended Eureka Math training provided by the district. This was followed by grade level planning sessions after each math module.</p> <p>During PLCs teachers will analyze data from all assessments to develop plans for intervention, remediation, and adjustments to instruction. In 2018-19 the essential standards were chosen and in 2019-20 teachers will unpack the essential math standards in PLCs.</p> <p>In February 2019, two classroom teachers and one SPED teacher attended a 3-day institute, “Planning for High Quality Differentiation, to receive training in differentiated instruction. This group of teachers will present materials and strategies to the entire staff in June 2019.</p> <p>July of 2019, 10 staff members for HW will attend the Professional Learning Communities training Hot Springs.</p> <p>Throughout the 2019-2020 school year, 4 members of HWES will participate in PLC at Work for High Reliability Schools.</p>	<p>Module testing CFAs Aspire Interims Star Testing PLCs</p> <p>Ongoing Monitoring Teachers Leadership Team</p>



Health Wellness and Environmental Studies 2019-2020

Cynthia Wright, Principal
Korillene Flanigan, Assistant Principal

Student Engagement: HWES will increase the student attendance rate by 1% for the 2019-2020 school year. HWES plans to go from 57.46 to 58.46 for Student Engagement as reported on ESSA.

Action Steps: Parents or guardians will be contacted each day a student is absent from school.	Data Point/Monitored By:iTeam
<p>Core Curriculum:</p> <p>Parents or guardians will be contacted each day a student is absent from school. Teachers are contacting students as well as providing some incentives for attending school.</p>	Teachers, Admin
<p>Intervention:</p> <ol style="list-style-type: none"> 1. Homeroom teachers will contact parents when a student is absent. 2. Grade Level Response to Intervention representative will check attendance daily and make calls to parents when a child has missed two days in a week. 3. Letters will be sent home to parents to help them understand the importance of attending school. 4. HW will continue to send letters home as JPS handbook recommends. 5. Ms. Anthony, School Improvement Specialist, Mrs. Flanigan, Assistant Principal and Ms. Wright, Principal will conduct meetings with parents as needed. 6. Home visits will be conducted as needed. 	<p>Attendance reports from eSchool.</p> <p>iTeam and Leadership team will monitor</p>
<p>Additional Initiatives to support the goal:</p> <ol style="list-style-type: none"> 1. Students without absences for a 20 day period will be awarded incentives. 2. Every 20 days, HW will celebrate all students in grades 1-6 that have not been absent for any reason. 3. Grade level competition for each 20 day period. Highest grade level teachers will be given an award. 4. In 2018-19 HW created the incentive program CANE SQUAD, which rewards students with low absences, high grades and good behavior. 5. A Character Ed program was developed in 2018-19 to assist students with difficulty meeting discipline expectations. This program includes daily classroom behavior monitoring, morning and lunchtime meetings and after-school character reflection time. 	<p>Reports from eSchool</p> <p>Monitored by: Counselors, Ms. Flanigan, Asst. Principal Ms. Anthony, Family Liaison</p>

Planned Professional Development and Support:

Ms. Rose

1. At HWES monthly family read nights, parents will get information about the importance of school attendance.



Health Wellness and Environmental Studies 2019-2020

Cynthia Wright, Principal
Korillene Flanigan, Assistant Principal

Subpopulation Goals - SWD: HWES will increase the ESSA school index score from 51.35 in 2018 to 54.35 in 2019 for the Students with Disabilities sub-population. HWES must move 10 students to “Close or Ready” to meet our goal on ACT Aspire. Our goal is to be a 57.48 by end of the year of ‘20-’21.

Action Steps Students with disabilities will be a focus to help improve students in this group.	Data Point/Monitored By:iTeam
Core Curriculum: Materials from iRead and Sonday System will be used by special education teachers. General Education teachers will be using Eureka Math and Lucy Reading as their core curriculum. 2019-20 Teachers of SWD have been trained in RISE and will be working with the Instructional Facilitator during June to enhance their instruction.	Teachers, Administrators.
Intervention: Students with disabilities will be placed on iRead to help fill learning gaps. Sonday to help with learning gaps and instruction.	Teacher and iTeam
Remediation: Students with disabilities will receive work on their level in the special education room. Implement Eureka Math in the SPED rooms for instruction, implement Sonday, use ZEARN to reinforce and individual core instruction.	Cindy Wright, Principal

<p>Additional Initiatives to support the goal:</p> <p>Offer after-school tutoring for “focus” students to help support our goal.</p>	<p>Cindy Wright, Principal, and Teachers plus iTeam</p>
<p>Planned Professional Development and Support:</p> <p>Eureka Math Training for SPED teachers.</p> <p>Special Education teachers have received three days of RISE to improve their understanding of the science of reading. They will receive their final three days during the summer of 2020. This will complete their training for Proficiency in the Science of Reading.</p> <p>The HWES Instructional Facilitator will have a targeted emphasis in reading for grades 1, 2 and 3. The emphasis will be on phonics and phonemic awareness in addition to oral reading fluency. Teachers in these grades will participate in curriculum planning in June with the district literacy specialist and instructional facilitator.</p> <p>10 staff members will attend Solution Tree’s Professional Learning Communities conference in Hot Springs in July 2019. Once trained, these members will foster the continuous improvement of the PLC process at HW.</p> <p>HW has a RISE Trainer on campus who will provide additional support.</p> <p>Throughout the 2019-2020 school year, 4 members of HW will participate in PLCs at Work for High-Reliability Schools.</p> <p>All teachers in grades 3-6 will participate in RISE training during June of 2019.</p>	<p>Cindy Wright, Principal</p>



Health Wellness and Environmental Studies 2019-2020

Cynthia Wright, Principal
Korillene Flanigan, Assistant Principal

Subpopulation Goals - HWES will increase the ESSA school index score from 66.68 in 2018 to 67.68 in 2019 for the English Learners sub-population. HWES needs to move six students to “Close or Ready” on ACT Aspire to meet our goal.

Action Steps English Learner will be given extra support through the use of English in a Flash.	Data Point/Monitored By:Core Leadership
Core Curriculum: Lucy Reading Units of Study, Lucy Writing Units of Study and Eureka Math	Classroom Teachers, Core Leadership
Intervention: Each English Learner is assigned to English in a Flash and will work through the lesson. Each English Learner will receive extra support outside the classroom by Ms. Marie Gearhart.	iTeam, Marie Gearhart, and classroom teachers
Remediation: English Learners will receive support through iRead, Sondag System and additional support from one of our EL teachers who is bilingual.	iTeam, Marie Gearhart and classroom teachers
Additional Initiatives to support the goal: EL students will work each morning before school on English in a Flash	Cindy Wright, Principal, teachers and iTeam

Planned Professional Development and Support:

Cindy Wright,
Principal

Sunday training

Lucy Reading training

RISE training

EL Achieve training with Marie Gearhart.

In 2018-19, one classroom teacher attended the Southwest ESOL (English for Speakers of Other Languages) Institute for ten 10-hour learning days and will register for testing to become ESOL certified.

In February 2019, two classroom teachers and one SPED teacher attended a 3-day institute, "Planning for High-Quality Differentiation, to receive training in differentiated instruction. This group of teachers will present materials and strategies learned to the entire staff in June 2019.

The HW Instructional Facilitator will have a targeted emphasis in reading for grades 1, 2 and 3. The emphasis will be on phonics and phonemic awareness in addition to oral reading fluency. Teachers in these grades will participate in curriculum planning in June with the district literacy specialist and instructional facilitator.

10 staff members will attend Solution Tree's Professional Learning Communities conference in Hot Springs in July. Once trained, these members will foster the continuous improvement of the PLC process at HW.

HW has a RISE Trainer on campus who will provide additional support.

Throughout the 2019-2020 school year, 4 members of HW will participate in PLCs at Work for High-Reliability Schools.

All teachers in grades 3-6 will participate in RISE training during June of '19.



Math and Science Magnet School 2019-2020

Rickey Greer, Principal
Shalon Tate, Assistant Principal

Literacy Plan

Goal 1: ACT Aspire Reading scores from 2018 showed that 16.8% of students were Exceeding or Ready. It is our goal to increase that number by 10% in the 2019-2020 school year.

Action Steps:	Data Point /Monitored By:
<p>Core Curriculum:</p> <ul style="list-style-type: none">● Phonetic Connections - This is the district's word study curriculum used in grades 1 - 3 and is used as an intervention piece in grades 4 - 6 if students have not mastered all levels in Syllable Juncture on the Developmental Spelling Analysis in Word Journeys. This curriculum engages students in lessons that teach them to encode beginning at the Letter Naming stage with five features moving to Within Word with five features, then Syllable Juncture with five features ending with Derivational Constancy with five features.● Heggerty - 1st - grade will use Heggerty to build skills in Phonological Awareness as part of their literacy block during the first 10 minutes of their block. Students will practice as whole group tasks in words, syllables, onset and rime and phonemic tasks. 2nd and 3rd grade will use Heggerty in small groups for students with gaps in Phonological Awareness.● Based on the components in RISE, a focused instruction on morphology and etymology in grades 3 - 6. Teachers will provide instruction to increase vocabulary which will impact decoding multisyllabic words by studying prefixes, suffixes, Latin and Greek roots.● Lucy Calkins Units of Study in Reading and Writing Grades 1 - 6 - There are four units in each of these resources that focus on different genres of reading and writing. Each reading unit includes a mini-lesson to teach reading strategies (teaching point), active engagement, conferring and small group work, and a share at the end of the lesson. The writing units support the reading units by developing writers in that genre.	<p>Rickey Greer, Principal Shalon Tate, Asst. Principal Shakia Young, Instructional Facilitator Raven Byard, School Improvement Teachers</p>

<p>Intervention:</p> <ul style="list-style-type: none"> ● Raz-Kids online (grade 3) <ul style="list-style-type: none"> ○ Available online for students and parents after school hours to provide additional support. ● Intervention groups (Grade 1st-2nd) <ul style="list-style-type: none"> ○ 3 days a week, 8:00-8:40, planned on Master Schedule ○ Involving classroom teachers and other certified personnel on campus. ○ Purposeful and intentional support for targeted students using district data points (Aimsweb). ● Interventionist maintain detailed logs <ul style="list-style-type: none"> ○ Identifying strategies, resources, and the amount of time spent with each student (Grade 1st-6th) 	<p>1. Time logged into system 2. Growth data reports 3. Google documents with progress monitoring results</p>
<p>Remediation:</p> <ul style="list-style-type: none"> ● Sondag System <ul style="list-style-type: none"> ○ Used in Tier 3 interventions ○ Used to intervene with Characteristics of Dyslexia students. ○ Core strategy used by interventionists ○ Multi sensory approaches for phonics and fluency ● Guided reading groups <ul style="list-style-type: none"> ○ On student reading level, specific to their individual needs 	<p>Interventionist Teachers Young</p>
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> ● Managing tier levels of students through the RTI process <ul style="list-style-type: none"> ○ Teachers collaborate during PLC to look at student achievement and growth. ○ Recommendations are made to I-team to further assess tier support. ● Progress Monitoring utilizing <ul style="list-style-type: none"> ○ AimsWebPlus ○ (CFAs) Common Formative Assessments ○ (RI) Reading Inventory, ○ STAR Reading interim assessments ○ Act Aspire interim assessments ● Teacher providing evidence of relevance and rigor in lesson plans that focus on the essential standards. ● Focus on Greek & Latin Roots in science in collaboration with reading ● iRead (Grades 1 & 2) <ul style="list-style-type: none"> ○ Individualized phonics, fluency, and phonemic awareness ○ 20 minutes daily ● Growth folders (Grade 1st-6th) <ul style="list-style-type: none"> ○ 166 Students targeted for growth and assigned to staff to monitor/mentor each utilizing a growth folder that addresses classroom grades, AimsWebPlus, and Reading Inventory. 	<p>Interim assessment results</p>
<p>Planned Professional Development (PD) and Support:</p> <ul style="list-style-type: none"> ● Collaborative planning between core teacher, SPED, and interventionist ● RISE PD <ul style="list-style-type: none"> ○ Trained in K-2 RISE Days 1-6 in 2018-19 (Steimel, Grisham, Gaines, Tomlinson, Young) ○ Will be trained in K-2 RISE Days 1-3 on May 29-31, 2019 (Lewis, Clark, Hubbell, Douglas, Britt, Copeland, Wright, Diles, Sheard, Whitley, West, 	<p>1. Calendar of PD</p>

DiGaetano, Carver, Decker, Grant, Sockwell.) Days 4-6 during 2019-2020 school year.

- Will be trained in K-2 RISE Days 1-3 on June 4-6, 2019 (Parrish, Haynes, Mills, Rout, Rickman, Wilson). Days 4-6 during 2019-2020 school year.
- Will be trained in 2019-20 in 3-6 RISE Days 1-3 on May 29-31 (Balon, Cooley, Rodely, New 6th lit teacher, Tapia, Hawley, S. Williams, D. Williams, Supinsky, Chadwick, Hogan, Hoskins, Tate.) Days 4-6 during 2019-2020 school year.

- Lucy Calkins Reading
- Weekly PLC/CTM meetings to address students' progress
- Quarterly ½ day curriculum module meetings




Math and Science Magnet School 2019-2020

Rickey Greer, Principal
Shalon Tate, Assistant Principal

Goal 2: ACT Aspire Math scores from 2017 showed that 21.5% of students were Exceeding or Ready. It is our goal to increase that number by 10% in the 2019-2020 school year.

Action Steps:	Data Point/Monitored By:
Core Curriculum: <ul style="list-style-type: none">● Implementation of Eureka Math grades 1-6● MobyMax placement assessment● Core instruction on the essential standards at each grade level	Rickey Greer Shalon Tate Shakia Young Raven Byard Teachers
Intervention: <ul style="list-style-type: none">● MobyMax to progress monitor (students assigned 15-20 minutes/3 times a week online to address individual growth)● Small groups to address gaps by the classroom teacher● Small group intervention provided by grade level interventionist● CFAs to determine mastery of skills	Classroom and student individual Moby results Google document with progress monitoring grade level equivalency/5 times a year
Remediation: <ul style="list-style-type: none">● Weekly CTM/PLC meetings to address progress monitoring through the RTi process● Interventionist will target at risk students in small group settings	Interventionist Teachers Young
Additional Initiatives to support the goal: <ul style="list-style-type: none">● Growth folders (Grade 1st-6th); 166 Students targeted for growth and assigned to staff to monitor/mentor each utilizing a growth folder that addresses classroom grades & MobyMax.● All students track their own growth.	Interim assessment results

<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> • Weekly PLC/CTM meetings collaborating on CFAs, Essential Standards, Moby, and Eureka Math implementation • Data will be shared using google docs 	<p>PD Calendar</p>
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	<h1>Math and Science Magnet School</h1> <h2>2019-2020</h2>
	<p>Rickey Greer, Principal Shalon Tate, Assistant Principal</p>

Goal 3: Math and Science will decrease by 10% the number of office referrals by designing a school-wide discipline plan to increase instructional capacity of students as well as implementing small group behavior interventions focused on increasing instructional time. Our previous monitoring software did not have a way to filter out multiple referrals for a singular student. Discipline referrals are done based on number of minor offenses documented by teachers and sent to the office as a major offense follow three attempts to correct behavior by the teacher including parental contacts.

Action Steps:	Data Point/Monitored By:
<p>Core Curriculum:</p> <ul style="list-style-type: none"> • Character Education • CKH (Capturing Kids Hearts) 	<p>Gabriel Rhynes Deborah Agnew Shalon Tate</p>
<p>Intervention:</p> <ul style="list-style-type: none"> • CICO (Check In/Check Out) • Community and staff volunteer Lunch Buddies, mentors and club sponsors (1st Baptist Church) • Counselor, therapist, and administration conducting small group support 	<p>1. Number of students in program 2. Volunteer hours logged</p>
<p>Remediation:</p> <ul style="list-style-type: none"> • Counselor, therapist, and administration implement small group (Men of Excellence) • Referrals made to Midsouth Health (MSHS) • Parental conferences 	<p>1. Group log and number of students participating</p>
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> • Behavior and Social Intervention Groups • Teachers monitor behavior with Class Dojo to enhance parent communication. • Book clubs supported by local stakeholders (1st Baptist Church) 	<p>1. Number of office behavior referrals</p>

Planned Professional Development and Support:

- Family Service Meetings to staff students needs with administration, counselor, Midsouth Health' therapist and case manager, district behavior specialist on a weekly basis.
- Individual student behavior plans developed and monitored

1. The weekly number of students staffed
2. The number of mental health referrals



Math and Science Magnet School

2019-2020

Rickey Greer, Principal
Shalon Tate, Assistant Principal

Goal 4: Math and Science will increase the school's overall attendance rate of 92% by 3% (19 students) in the 2019-2020 school year.

Action Steps: ATTENDANCE
Data Point/Monitored By:
Core Curriculum:

- Home-School Liaison, Kelly Mills,

Intervention:

- Weekly calls to the parents/guardians of students who are absent daily
- Parent/Guidance Education on the importance of attendance during open house and parent events
- Computer generated parent note sent home at 3/6 absences
- Attendance revisited every two weeks
- Parent conferences are scheduled as needed
- Mr. Mills will maintain a daily log when students/parents are contacted

Attendance Numbers for All Students Monitored by Kelly Mills Rickey Greer

Remediation:

- The parents/guardians of students who have consistent, frequent absences will have a FINS filed with the Craighead County Juvenile Office
- Students are tracking their own attendance with growth folders

Number of FINS Filed Monitored by Kelly Mills Teachers growth folders Rickey Greer Shalon Tate

Additional Initiatives to support the goal:

- Perfect Attendance bulletin board in cafeteria per semester.



Douglas MacArthur Junior High 2019-2020

Todd Rhoades, Principal
Bryan Jenkins, Assistant Principal
Brandon Craig, Assistant Principal

Literacy Plan

Literacy Goal: By the end of the 2019-2020 academic year, students at Douglas MacArthur Junior High in grades 7, 8, 9 will increase Ready/ Proficiency by 5% in Reading as demonstrated by ACT Aspire.

7 th Grade	36%	41%
8 th Grade	41%	46%
9 th Grade	41%	46%

Action Steps

-

Data Point/Monitored By:

Core Curriculum:

- Standards will be unpacked in team meetings by subject area teams to create units. Ten day cycles of instruction, Common Formative Assessments, interventions, and extension will be developed in team meetings by subject area teams.
- Taking part in PLC Pilot project
- Our elective teachers will be implementing close reading strategies and annotation in our classes (recommended by Dr. Sharon Kramer)
- All staff members will participate in Year 1 of RISE training.

Lesson plans on 10 day cycles are written during two 90 minute subject area planning meetings
Reading Inventory scores are monitored by the leadership team in September, January and May

<p>Intervention: Intervention and extension activities will be built into our ten day cycles of instruction based on our CFA results. Students who do not master the standard after in class interventions are complete are sent to tier 2 interventions with another core content teachers on fast track Monday for additional support and reassessment.</p>	<p>CFA data Every 10 days Monitored by the subject area team</p>
<p>Remediation: Students who are not on grade level in reading will be placed in SYSTEM 44 or READ 180 based on their test scores.</p> <ul style="list-style-type: none"> • Students who score two or more years below grade level on their Reading Inventory screener are place in a READ180 course with a certified teacher to provide small group instruction, along with the computer software program. This course will take the place of one elective course. Students meet for one 45 minute block and two 90 minute blocks each week. • Students who score two or more years below grade level on their Reading Inventory are given the Phonics Inventory screener. The Phonics Inventory measures fluency of the phonological decoding and sight word reading. Students who score developing or beginning on the Phonics Inventory screener are placed in SYSTEM44 with a certified teacher to assist with their phonological decoding and sight word skills. This course will take the place of one elective course. Students meet for one 45 minute block and two 90 minute blocks each week. 	<p>Students are placed for the year and their progress is tracked quarterly by our leadership team.</p>
<p>Additional Initiatives to support the goal: Continuation of the PLC pilot with support from Solution Tree.</p>	
<p>Planned Professional Development and Support: All certified staff members will participate in one day of RISE Awareness training in June 2019. Special Education teachers will receive three days during the summer of 2019 towards RISE Proficiency and three days during the summer of 2020 to complete proficiency training.</p>	



Douglas MacArthur Junior High School

2019-2020

Todd Rhoades, Principal
Bryan Jenkins, Assistant Principal
Brandon Craig, Assistant Principal

Math Goal: By the end of the 2019-2020 academic year, students at Douglas MacArthur Junior High in grades 7, 8, 9 will increase Ready/ proficiency by 5% in Math as demonstrated by ACT Aspire.

7 th Grade	40%	45%
8 th Grade	45%	50%
9 th Grade	34%	39%

Action Steps

Data Point/Monitored By:

Core Curriculum:

- Standards will be unpacked in team meetings by subject area teams. Ten day cycles of instruction, Common Formative Assessments, intervention, and extension will be developed in team meetings by subject area teams.
- Taking part in PLC Pilot project
- Utilizing Eureka Math in 7th and 8th grades

Lesson plans on 10 day cycles are written during two 90 minute subject area planning meetings
Math Inventory scores are monitored by the leadership team in September, January and May.

Intervention:

Intervention and extension activities will be built into our ten day cycles of instruction based on our CFA results. Students who do not master the standard after in class interventions are complete are sent to tier 2 interventions with another core content teachers on fast track Monday for additional support and reassessment.

CFA data
Every 10 days
Monitored by the subject area team

Remediation: Math 180 for 2 classes. Up to 60 students	Quarterly Monitored by: Teachers
Additional Initiatives to support the goal: Continuation of the PLC pilot with support from Solution Tree	
Planned Professional Development and Support: PD will be provided by Solution Tree on the PLC process. The emphasis for next year will be implementing the RTI model.	



Douglas MacArthur Junior High School

2019-2020

Todd Rhoades, Principal
Bryan Jenkins, Assistant Principal
Brandon Craig, Assistant Principal

Special Education Math Goal: Our goal is to decrease the number of students with IEPs (Students with Disabilities sub population) performing "In Need of Support" or "Close" on the math portion of the Aspire examination from 100% to 95% by moving 5% (5 students) of our 89 students with IEPs to the "Close", "Ready" or "Exceeding" categories.

Action Steps:	Data Point/Monitored By:
<p>Core Curriculum:</p> <ul style="list-style-type: none">Standards will be unpacked in team meetings by subject area teams. Ten day cycles of instruction, CFA's, intervention, and extension will be developed in team meetings by subject area teams.Taking part in PLC Pilot projectUtilizing Eureka Math in 7th and 8th gradesRevising master schedule to provide SPED teachers common planning time with core content area teams	<p>Lesson plans on 10 day cycles are written during two 90 minute subject area planning meetings</p> <p>Math Inventory scores are monitored by the leadership team in September, January and May.</p>
<p>Intervention: Intervention and extension activities will be built into our ten day cycles of instruction based on our CFA results. Students who do not master the standard after in class interventions are complete are sent to tier 2 interventions with another core content teachers on fast track Monday for additional support and reassessment.</p>	<p>CFA data Every 10 days Monitored by the subject area team</p>
<p>Remediation: Small group instruction will be provided based on student needs from common formative assessment data.</p>	<p>Quarterly- Classroom Teachers</p>
<p>Additional Initiatives to support the goal: Continuation of the PLC pilot with support from Solution Tree</p>	
<p>Planned Professional Development and Support: PD will be provided by Solution Tree on the PLC process. The emphasis for next year will be implementing the RTI model.</p>	



Douglas MacArthur Junior High

2019-2020

Todd Rhoades, Principal
Bryan Jenkins, Assistant Principal
Brandon Craig, Assistant Principal

SPED Literacy Goal: Our goal is to decrease the number of students with IEPs (Students with Disabilities sub population) performing “In Need of Support” or “Close” on the reading portion of the Aspire examination from 97% to 92% by moving 5% (4 students) of our 89 students with IEPs to the “Close”, “Ready” or “Exceeding” categories.

Action Steps	Data Point/Monitored
<p>Core Curriculum:</p> <ul style="list-style-type: none">Standards will be unpacked in team meetings by subject area teams. Ten day cycles of instruction, CFA’s, intervention, and extension will be developed in team meetings by subject area teams.Taking part in PLC Pilot projectProviding supplemental instruction through SYSTEM 44 and READ 180Our elective teachers will be implementing close reading strategies and annotation in our classes (recommended by Dr. Sharon Kramer)Revising master schedule to provide SPED teachers common planning time with core content area teams.SPED teachers will participate in three days of RISE training.	<p>Lesson plans on 10 day cycles are written during two 90 minute subject area planning meetings</p> <p>Reading Inventory scores are monitored by the leadership team in September, January and May.</p>
<p>Intervention:</p> <p>Intervention and extension activities will be built into our ten day cycles of instruction based on our CFA results. Students who do not master the standard after in class interventions are complete are sent to Tier 2 interventions with another core content teachers on fast track Monday for additional support and reassessment.</p>	<p>CFA data</p> <p>Every 10 days</p> <p>Monitored by the subject area team</p>
<p>Remediation:</p> <p>Students who are not on grade level in reading will be placed in SYSTEM 44 or READ 180 based on their test scores.</p>	<p>Monitored quarterly by teachers</p>
<p>Additional Initiatives to support the goal:</p> <p>Continuation of the PLC pilot with support from Solution Tree</p>	
<p>Planned Professional Development and Support:</p> <p>SPED teachers will participate in three days of RISE Awareness training in June 2019.</p>	



Annie Camp Junior High 2019-2020

Reginald Murphy, Principal
Keith Evans & Kevin Ryan, Assistant Principals

Literacy Plan

Goal 1: ACT Aspire sub populations will have a value added growth score of 80.0 or higher. Our weighted achievement goal would increase 46.39 to 50.34 (100 students moving up one level, 50 in ELA)

Action Steps	Data Point/Monitored By:
<p>Core Curriculum:</p> <ol style="list-style-type: none">1. The school Instructional Facilitator and District Literacy Specialist will observe the implementation of close reading and debrief with content area teachers.2. Teachers will choose essential standards within their PLCs. Essential standards will be used to create CFAs. Teachers will meet and review CFAs and design a plan of intervention and extension.	<p>Interim Assessments, Reading Inventory Read 180 data, System 44 data</p> <p>Monitor:</p> <ul style="list-style-type: none">• Sabbatini, Instructional Facilitator• Murphy, Principal• English Teachers <p>Timeline: August, December, May</p>
<p>Intervention:</p> <ol style="list-style-type: none">1. USA Test Prep will be incorporated into classes to aid students in deficit standards. Teachers, through the online program, can assign individual assessments and goals for students in order for mastery to occur within standards.2. Teachers will use small stations to help students master essential standards.	<p>USA Test Prep data, Interim Assessments</p> <p>Monitor:</p> <ul style="list-style-type: none">• Sabbatini, Instructional Facilitator(IF)• Murphy, Principal• English Teachers• Eckard, USA Test Prep Coordinator <p>Timeline: Quarterly</p>

<p>Remediation:</p> <ol style="list-style-type: none"> 1. System 44 and Read 180 will be utilized as intervention programs. Students will receive 225 classroom minutes within the intervention programs. Students will rotate through small group, independent reading, and computer group. Students will test periodically to check for growth using the Reading Inventory and the Phonics Inventory. 2. The DREAM program will be mandatory for students who are not up to par academically. Parents will consent to having their students be placed with a mentor who will check on students weekly making sure students know what assignments they need to work on throughout the week. Students will log 60 minutes a week before or after school improving their grades. Teachers and students will sign off each week showing the time has been met and students are improving. 3. Subgroups on the ESSA index will be monitored through the DREAM program and Bonus periods to gage achievement and growth. Subgroups of Black or African American scored 75.66, White scored 79.14, and Economically Disadvantaged scored 77.83. These subgroups will be monitored through teachers and administration. 	<p>Read 180 data, System 44 data</p> <p>Monitor:</p> <ul style="list-style-type: none"> ● Sabbatini, Instructional Facilitator(IF) ● Murphy, Principal ● Intervention Team ● English Department <p>Timeline: Every 5 to 6 weeks</p>
<p>Additional Initiatives to support the goal:</p> <ol style="list-style-type: none"> 1. The Instructional Facilitator will work closely with teachers in coaching cycles to improve Tier I instruction. Using training from Jim Knight Institute from January 2018, six domains of effective coaching will be used. The six domains are (1) adult learning (2) an instructional coaching cycle, (3) using video recordings to gather data, (4) instructional practices described in an instructional playbook, (5) communication skills, and (6) leadership skills. 2. Implementation of the One School, One Book program 	<p>Monitor:</p> <ul style="list-style-type: none"> ● Sabbatini, Instructional Facilitator(IF) <p>Timeline: Monthly</p>



Annie Camp Junior High

2019-2020

Reginald Murphy, Principal
Keith Evans & Kevin Ryan, Assistant Principals

Goal 2: Of 7th-9th grade level students taking the ACT Aspire, 30% (197 students) scored in the math readiness range of the ACT Aspire given during the 2017-18 school year. On the 2018/2019 ACT Aspire, students will score 35% (230 students) readiness in math and from 62.98 to 64.00 on the ESSA School Index.

Action Steps	Data Point/Monitored By:
<p>Core Curriculum:</p> <ol style="list-style-type: none">Teachers will choose essential standards within their PLCs. Essential standards will be used to create CFAs. Teachers will meet and review CFAs and design a plan of intervention and extension.	<p>Interim Assessments, CFAs, Math 180</p> <p>Monitor:</p> <ul style="list-style-type: none">Sabbatini, Instructional Facilitator(IF)Murphy, PrincipalDepartment Chairpersons <p>Timeline: Weekly PLC meetings</p>
<p>Intervention:</p> <ol style="list-style-type: none">USA Test Prep will be incorporated into classes to aid students in deficit standards. Teachers, through the online program, can assign individual assessments and goals for students in order for mastery to occur within standards.Bonus Period will occur weekly for 30 minutes school wide for students to focus on reading and math. Teachers will look at CFA data as well as ACT Interim Aspire data to see where breakdown is occurring. Teachers will use the 30 minutes to focus on particular standards.	<p>Interim Assessments, CFAs, USA Test PREP data</p> <p>Monitor:</p> <ul style="list-style-type: none">Leadership TeamMurphy, PrincipalAdam Eckard, Coordinator <p>Timeline: Weekly</p>

<p>Remediation:</p> <ol style="list-style-type: none"> 1. The DREAM program will be mandatory for students who are not up to par academically. Parents will consent to having their students be placed with a mentor who will check on students weekly making sure students know what assignments they need to work on throughout the week. Students will log 60 minutes a week before or after school improving their grades. Teachers and students will sign off each week showing the time has been met and students are improving. 2. Math 180 will used for students scoring 800 quantile and below. Similar to Read 180, students will have a whole group, small group, and computer session to meet them at their current level and help them grow. 	<p>Monitor:</p> <ul style="list-style-type: none"> ● Mr. Murphy, Principal ● J. Brown, Coordinator <p>Timeline: Weekly</p>
<p>Additional Initiatives to support the goal:</p> <ol style="list-style-type: none"> 1. Math 180 program will be piloted for struggling math students. 	<p>Monitor:</p> <ul style="list-style-type: none"> ● Sabbatini, Instructional Facilitator(IF) ● Murphy, Principal ● Intervention Team ● Math Department <p>Timeline: Bi-quarterly</p>
<p>Planned Professional Development and Support:</p> <ol style="list-style-type: none"> 1. Ongoing training and support for Eureka Math will be provided for math teachers. 	<p>Monitor:</p> <ul style="list-style-type: none"> ● Sabbatini, Instructional Facilitator(IF) ● Murphy, Principal <p>Timeline: Twice per semester, summer</p>



Annie Camp Junior High

2019-2020

Reginald Murphy, Principal
Keith Evans & Kevin Ryan, Assistant Principals

Goal 3: Parent involvement will increase by at least 10% in the 2018/2019 school year.

Action Steps	Data Point/Monitored By:
<p>Core Curriculum:</p> <ol style="list-style-type: none">1. Parents are invited to take part in Open House events (Back to School Night)2. Departments will host a Project Based Learning Parent Night to showcase student work.3. Bi-weekly progress reports are sent at regular and scheduled intervals.4. Administration and Teachers use websites to communicate with parents.5. Parents can access the online gradebook software (eSchool)	<p>Parent Contact Logs, Sign-in Sheets, Blackboard records</p> <p>Monitor:</p> <ul style="list-style-type: none">• Leadership Team• Murphy, Principal <p>Timeline: Monthly</p>
<p>Intervention:</p> <ol style="list-style-type: none">1. Teacher mentor program that pairs students with teachers through the Grade Level PLCs.2. Conference with Administrators and Parents3. Parents sign up for alerts through Learning Management Systems (Google Classroom)	<p>Parent Contact Logs, Sign-in Sheets, Blackboard records</p> <p>Monitor:</p> <ul style="list-style-type: none">• Leadership Team• Murphy, Principal• Grade Level PLCs <p>Timeline: Monthly</p>
<p>Remediation:</p> <ol style="list-style-type: none">1. Character Education program Parent Meetings and contact, student Rubrics2. Triple-A program for chronic absenteeism.	<p>Parent Contact Logs, Sign-in Sheets, Blackboard records</p> <p>Monitor:</p>

	<ul style="list-style-type: none"> ● Ryan, Assistant Principal ● Murphy, Principal ● Grade Level PLCs <p>Timeline: Weekly</p>
<p>Additional Initiatives to support the goal:</p> <ol style="list-style-type: none"> 1. Blackboard will be used to create automated messages to parents via phone calls, emails, and text messages. 2. The administration will check parent contact logs monthly 	<p>Monitor:</p> <ul style="list-style-type: none"> ● Ryan, Assistant Principal ● Murphy, Principal ● Evans, Assistant Principal <p>Timeline: Weekly</p>
<p>Planned Professional Development and Support:</p> <ol style="list-style-type: none"> 1. The counselors will facilitate a state mandated training on parental involvement. 	<p>Monitor:</p> <ul style="list-style-type: none"> ● Barnett, Counselor ● Fortenberry, Counselor <p>Timeline: Annually</p>



Annie Camp Junior High

2019-2020

Reginald Murphy, Principal
Keith Evans & Kevin Ryan, Assistant Principals

Goal 4: Student Engagement will increase from 52.03 in 2017/2018 to 80.00 in 2018/2019.

Action Steps	Data Point/Monitored By:
<p>Core Curriculum:</p> <ol style="list-style-type: none">1. The Intervention team will meet and discuss student absentees2. Teachers and administration will track student absenteeism using Eschool.	<p>Absentee data from E-School</p> <p>Monitor:</p> <ul style="list-style-type: none">• Family Service Team• Murphy, Principal <p>Timeline: Weekly</p>
<p>Intervention:</p> <p>Level 1: (87.5-89.99%)</p> <ol style="list-style-type: none">1. Attendance Monitor check is done at Lunch2. Letter sent home to parents3. Robo-Call/Text/Email from Building Administration4. Weekday Computer Usage/ Access <p>Level 2: (83.5-87.49)</p> <ol style="list-style-type: none">1. Mandatory Parent Conference2. No Extracurricular Activities	<p>Absentee data from E-School</p> <p>Monitor:</p> <ul style="list-style-type: none">• Family Service Team• Murphy, Principal• The Lost PLC <p>Timeline: Weekly</p>
<p>Additional Initiatives to support the goal:</p> <ol style="list-style-type: none">1. The Triple-A initiative will be implemented to support this goal. This initiative includes quarterly and end of the year incentives to promote regular attendance.	<p>Monitor: Murphy, Principal</p>
<p>Planned Professional Development and Support:</p> <ol style="list-style-type: none">1. Mr. Murphy will lead a segment during 2018 professional development week to illustrate how attendance affects a school's index report. He will also introduce the Triple-A (Arise-Attend-Achieve) initiative to combat high absenteeism. Triple-A is a systematic, building-wide program to address students/parents for chronic absences.	<p>Monitor: Murphy, Principa</p> <p>Timeline: semi-annually</p>



Annie Camp Junior High

2019-2020

Reginald Murphy, Principal
Keith Evans & Kevin Ryan, Assistant Principals

Goal 5: Students with Disabilities taking the ACT Aspire scored an overall score of 47.55. This overall score will increase to 50.00 in the 2018/2019 school year, increase to 52.00 in the 2019/2020 school year; and 55.50 in the 2020/2021 school year.

Action Steps	Data Point/Monitored By:
<p>Core Curriculum:</p> <ol style="list-style-type: none">1. Teachers will discuss students within Grade Level PLCs2. Leadership Team will monitor student improvement3. Parents will be notified to help with fidelity of student improvement4. Add curriculum/units/CFAs	<p>Interim Assessments, Reading Inventory Read 180 data, System 44 data</p> <p>Monitor:</p> <ul style="list-style-type: none">● Leadership Team● Murphy, Principal● Grade Level/Departmental PLCs <p>Timeline: Weekly/Quarterly</p>
<p>Intervention:</p> <ol style="list-style-type: none">1. Teachers will implement effective strategies to help target specific learning (explain effective strategies)2. Bonus Period will have specific learning goals geared towards students.3. Teachers will meet with students on mentor on a regular basis	<p>Monitor:</p> <ul style="list-style-type: none">● Grade Level/Departmental PLCs <p>Timeline: Weekly</p>
<p>Remediation:</p> <ol style="list-style-type: none">1. Students will be in the DREAM program2. Students will be able to attend morning or afternoon tutoring	<p>Monitor:</p> <ul style="list-style-type: none">● Murphy, Principal● J. Brown, Coordinator <p>Timeline: Weekly</p>

<p>Additional Initiatives to support the goal:</p> <ol style="list-style-type: none"> 1. Students who attend morning or afternoon tutoring will be apart of the initiative 100 Ways to Make a Difference. These students were selected by the Leadership Team, Grade Level PLCs, and Administration. The tutoring will provide specific remediation to help students move on the ACT Aspire. 	<p>Monitor:</p> <ul style="list-style-type: none"> ● Leadership Team ● Murphy, Principal ● Grade Level/Departmental PLCs <p>Timeline: Weekly</p>
<p>Planned Professional Development and Support:</p> <ol style="list-style-type: none"> 1. Teachers will receive professional development on differentiation in the class as well as do a book study within their PLCS. Co-teachers and content teachers will attend a co-teaching conference to help with specific strategies to use in the classroom as well as provide pd for teachers who could not attend. 	<p>Monitor:</p> <ul style="list-style-type: none"> ● Sabbatini, Instructional Facilitator(IF) ● Murphy, Principal <p>Timeline: Annually</p>



The Academies at Jonesboro High School 2019-2020

Dr. Brad Faught, Executive Principal
Matthew Still, Dr. Jeff Flanigan, Heath Roberts, Assistant Principals

Literacy Plan

Goal: 10th grade students at The Academies at Jonesboro High School will demonstrate an increase in the overall ESSA School Index score from 63.48 to 65.91. Weighted Achievement will improve from 42.94 to 49.03 (80 students in ELA).

Action Steps	Data Point/Monitored By/Timeline:
<p>Core Curriculum:</p> <ul style="list-style-type: none"> ● Teachers of each discipline will evaluate their department’s set of essential standards, and alter those standards to reflect the initiatives of RISE ● Teachers will be more deliberate and purposeful during the planning process <ul style="list-style-type: none"> ○ Create skill-based units, which focus on essential standards, and contain formative and summative assessments ○ Utilize formative assessments on a weekly basis ○ Utilize summative assessments on a bi-weekly basis ○ Utilize Common Formative Assessments on a bi-weekly basis ○ Utilize Webb’s Depth of Knowledge levels of questioning when creating assessments, learning objectives and designing activities, projects and student learning opportunities ● Teachers of all content areas will utilize the process of reading via lenses detailed within the text <i>Falling in Love With Close Reading</i>, and receive additional close reading training by the district Literacy Specialist. ● Teachers will attend one day of the RISE Awareness Training- <i>The Science of Reading</i> <ul style="list-style-type: none"> ○ Teachers will learn about syllabication and morphology ○ Special Education teachers will receive three days of RISE Awareness Training ● Teachers of all content areas will utilize newly learned strategies while teaching 	<p>PLC Facilitators Academy Principals Russell Stokes, School Improvement Specialist Amy Grubb District Reading Specialist Timeline: Weekly in PLCs June 6, 7, 2019</p>
<p>Intervention:</p> <ul style="list-style-type: none"> ● Teachers will plan intervention groups based on Common Formative Assessment data ● Teachers will work on a 4-1 Teaching Cycle (four days of instruction, one day of intervention). PLCs will meet to discuss results of CFA data, and determine those 	<p>PLC Facilitators Academy Principals</p>

<p>students who require intervention.</p> <ul style="list-style-type: none"> ● Teachers will modify instruction in response to CFA data through a variety of means, such as: <ul style="list-style-type: none"> ● One-on-one instruction ● Small group instruction ● Providing additional practice ● Use of technology-infused programs and instruction ● Providing for retakes, revisions, etc. ● Reteaching 	<p>Russell Stokes, School Improvement Specialist</p> <p>Classroom Teachers Timeline: Bi-weekly</p>
<p>Remediation: Read 180 will be offered as a course during the instructional day</p> <ul style="list-style-type: none"> ● Up to 180 students ● In addition to required English courses 	<p>Amy Grubb, District Literacy Specialist</p> <p>Timeline: August 2019, December 2019, April 2020,</p>
<p>Additional Initiatives to support the goal: The Academies at Jonesboro High School will be continuing the PLC process, which will facilitate the following within all departments:</p> <ul style="list-style-type: none"> ● Creation and use of formative, summative, and common formative assessments ● Discussion and use of student assessment data to plan and implement highly effective instructional practices ● Discussion and use of highly effective intervention strategies ● Development and modification of student-centered, standards-based units ● Reflection on best practice as it impacts students 	<p>PLC Facilitators</p> <p>Academy Principals</p> <p>Russell Stokes, School Improvement Specialist</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> ● Teachers will attend one day of the RISE Awareness Training- <i>The Science of Reading</i> (Special Education teachers will attend three days) <p>Teachers will be trained to use highly effective reading practices and strategies by the Literacy Specialist throughout the school year via PLCs</p> <ul style="list-style-type: none"> ● The Literacy Specialist will provide ongoing support during the year ● Staff will begin the year with training concerning further implementation and use of the PLC process, which includes the following: <ul style="list-style-type: none"> ● Evaluating and planning instruction and units of study focused on a set of essential skills ● Creating Formative and Common Formative Assessments ● Intervention Strategies ● PLC structure <p>A Solution Tree Consultant, is contracted to work with PLC teams and the Leadership Team to strengthen the PLC process (which includes identifying essential standards, learning targets, common formative assessments, and creating an intervention plan).</p> <p>Teachers will receive training concerning methods of differentiation, specifically that which helps modify instruction in order to extend learning. Also, the training will focus on intervention methods for struggling learners.</p>	<p>June 6, 7, 2019</p> <p>Amy Grubb, Literacy Specialist</p> <p>Timeline: Ongoing</p> <p>Russell Stokes, School Improvement Specialist</p> <p>Dr. Faught, Executive Principal</p> <p>Timeline: October 2019 January 2020</p>



The Academies at Jonesboro High School 2019-2020


Dr. Brad Faught, Executive Principal
Matthew Still, Dr. Jeff Flanigan, Heath Roberts, Assistant Principals

Math Goal: 10th grade students at The Academies at Jonesboro High School will demonstrate increase the overall ESSA School Index score from 63.48 to 65.91. Weighted Achievement will improve from 42.94 to 55.24 (80 students in math).

Action Steps	Data Point/Monitored By:
<p>Core Curriculum:</p> <ul style="list-style-type: none"> ● Teachers of each discipline will evaluate the set of chosen essential standards to guide their instruction and reflect the initiatives of the RISE Awareness professional development. ● Teachers will create skill-based units, which focus on essential standards, and contain formative and summative assessments <ul style="list-style-type: none"> ○ Teachers will utilize formative assessments on a weekly basis ○ Teachers will utilize summative assessments on a bi-weekly basis ○ Teachers will utilize Common Formative Assessments on a monthly basis ○ Teachers will utilize Webb’s Depth of Knowledge levels of questioning when creating assessments, learning objectives and designing activities, projects and student learning opportunities ● Teachers will attend one day of the RISE Awareness Training- <i>The Science of Reading</i> <ul style="list-style-type: none"> ○ Syllabication and Morphology 	<p>PLC Facilitators</p> <p>Academy Principals</p> <p>Russell Stokes, School Improvement Specialist</p> <p>Timeline: Bi-weekly</p>

<p>Intervention: Teachers will plan intervention groups based on Common Formative Assessment data. PLCs will meet to discuss results of the CFA data by looking at the strengths and weaknesses in the student data. They will determine students who need interventions. Interventions will occur during</p> <p>Teachers will modify instruction in response to CFA data through a variety of means, such as:</p> <ul style="list-style-type: none"> ● One-on-one instruction ● Small group instruction ● Providing additional practice ● Use of technology-infused programs and instruction ● Providing for retakes, revisions, etc. ● Reteaching 	<p>PLC Facilitators</p> <p>Academy Principals</p> <p>Russell Stokes, School Improvement Specialist Teachers</p> <p>Timeline: Weekly</p>
<p>Remediation: Math 180 will be offered as a course during the instructional day in addition to regular math classes</p> <ul style="list-style-type: none"> ● Up to 160 students ● Increase from 2 sections to 8 sections to accommodate more students in need of remediation 	<p>Arthur Jackson, District Math Specialist</p> <p>Timeline: Daily</p>
<p>Additional Initiatives to support the goal: The Academies at Jonesboro High School will be implementing a PLC process, which will facilitate the following within all departments:</p> <ul style="list-style-type: none"> ● Creation of formative, summative, and common formative assessments ● Discussion of student assessment data ● Discussion of instructional practices ● Reflection on best practice ● Creation and discussion of intervention strategies ● Development of standards-based units 	<p>PLC Facilitators</p> <p>Academy Principals</p> <p>Russell Stokes, School Improvement Specialist</p> <p>Timeline: Weekly</p>

<p>Planned Professional Development and Support: The Math Specialist will provide ongoing support during the year Staff will also begin the year with extensive training concerning the PLC process, which includes the following:</p> <ul style="list-style-type: none"> ● Selecting and planning around Essential Skills ● Creating Formative and Common Formative Assessments ● Skills-based and/or mastery teaching and grading practices ● Intervention Strategies ● PLC protocols and norms ● HMH Math Specialist to provide lesson observation, coaching and feedback and model lessons for Math 180 Teachers. ● Math Inventory/HMH dashboard training for math teachers. <p>A Solution Tree Consultant will be working with the high school staff throughout the school year.</p>	<p>Arthur Jackson, Math Specialist</p> <p>Janelle Jones, HMH Consultant</p> <p>Dr. Jeff Flanigan, STEM Principal and Math SLC Administrator</p> <p>Timeline: Arthur- Monthly HMH- Three visits during the School Year</p>
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	<h2 style="margin: 0;">The Academies at Jonesboro High School 2019-2020</h2>
	<p>Dr. Brad Faught, Executive Principal Matthew Still, Dr. Jeff Flanigan, Heath Roberts, Assistant Principals</p>

Attendance Goal: 1- The Academies at Jonesboro High School will reduce the percentage of students who are chronically absent from 40% to 37% (42 fewer students will be chronically absent).

Chronically Absent=Absent 10% of days enrolled

Action Steps	Data Point/Monitored By:
<p>Core Curriculum:</p> <ul style="list-style-type: none"> ● Teachers of each discipline will take attendance the first 25 minutes of class ● Teachers will create an engaging school climate ● Teachers will create positive relationships with students and families 	<p>PLC Facilitators</p> <p>Academy Principals</p> <p>Russell Stokes,</p>

<ul style="list-style-type: none"> Teachers will help students and families understand the impact of absences on school achievement Chronic absence data will be monitored (<i>Chronic- 10% or greater absence rate</i>) 	<p>School Improvement Specialist</p> <p>Timeline: Weekly</p>
<p>Intervention:</p> <ul style="list-style-type: none"> Parents or guardians will receive a daily automated phone-call notification of absences Teachers will document patterns of tardies and absences in the Academy PLC and discuss students and collaborate with other staff to have the trusted adults have a conversation with students that have been identified. Teacher will contact parents or guardians in reference to attendance rate The Academy offices will contact parents or guardians and schedule a conference An attendance letter will be mailed to the parents or guardians by the High School Attendance clerk Home visits will be made by a team of staff members from conversations within the Academy PLC. Teachers will review a Educational Article on attendance in High Schools and complete a summary to present among the staff and JHS to discuss ways to improve attendance. (December, 2018) 	<p>Academy Principals</p> <p>Attendance Clerk- Debbie Honeycutt</p> <p>Classroom Teachers</p> <p>Russell Stokes, Improvement Specialist</p> <p>JHS Administration</p> <p>Timeline: As needed (each offense)</p>
<p>Remediation:</p> <ul style="list-style-type: none"> A home visit to parents or guardians will take place A coordinated school and inter-agency response will occur An official report will be filed with the office and government officials as a last resort. A FINS petition will be completed by the High School and given to the District Truancy officer to be filed with the county office. Morning greetings in the student drop-off circle, reminding parents of the start of the school day will be conducted by Admin and School Improvement Specialist. 	<p>Academy Principals</p> <p>District Safety and Security Director- Steve Whitehurst</p> <p>Russell Stokes, School Improvement Specialist</p> <p>Academy Counselors</p> <p>Timeline: As needed (each offense)</p>
<p>Additional Initiatives to support the goal: The Academies at Jonesboro High School will be offering incentives for students who do NOT qualify for the Chronic Absentee rate (10% or Higher).</p>	<p>Academy Principals</p> <p>Timeline: Spring Semester</p>



The Academies at Jonesboro High School 2018-2019

Dr. Brad Faught, Principal
 Dr. Jeff Flanigan, Mr. Heath Roberts, Mr. Matthew Still, Academy Principals
 Deb Cook, Parent and Family Engagement Coordinator

Goal 1: The Academies at Jonesboro High School will increase Parent and Family Engagement by 5% from 129 to 213 parents participating as a means of increasing student achievement.

Action Steps:	Data Point/Monitored By:
<p>Initiatives</p> <p>Parent and Family Engagement</p> <ul style="list-style-type: none"> • The school will designate a Parent and Family Engagement Coordinator (Deb Cook) who will work with administrators, staff and parents to ensure the Parent and Family Engagement plan is carried out. • The school will complete a PFE Effectiveness Evaluation at the end of the school year. • The school will post a parent friendly version of the Parent and Family Engagement plan to the website and make parents/community aware of that posting. <p>Parent and Family Information Packets</p>	<p>PFE Effectiveness Evaluation Binder of data collected Website post Executive Principal PFE coordinator</p>

- Informational packets will be made and distributed to every family at the beginning of the school year. Packets will include Parent-Student Handbook (including directions on how to resolve parental concerns - handbook policy 6.7), Student Discipline Policy, Acceptable Use Computer Policy, Computer Services Access permission form, and Media Consent and Release form.

Sign and return verification page in the packet:
 Student/Parent Handbook Academy Principals/Secretaries

Parent and Family Communication

- Breakfast with the Principal will take place once a month for the purpose of updating parents on various aspects of the school and to address any questions, concerns, or suggestions parents may have.
- The school will host a Title I Parent Meeting in the Fall of 2018.
- The school and its teachers will maintain websites as a part of the district website to help keep parents informed about what is happening at school and in the classrooms.
- The school will use Alert Now and Remind, as well as, email and social media to broadcast timely and relevant information to parents.
- The school publishes parent and community newsletters that are available through email and social media.
- College and Career coaches in conjunction with the counselors will host opportunities for parents to join their students in filling out necessary paperwork and forms to be eligible for post-high school opportunities in education.
- Teachers will routinely contact parents to communicate about their students. A communication log will be maintained by individual teachers.
- The school will host special topics workshops/seminars for parents based on needs and requests. These workshops/seminars will provide instruction for parents on how to incorporate developmentally appropriate learning activities in the home environment, as well as, inform parents about how to be involved in decisions, course selection, career planning, and preparation for postsecondary opportunities.
- The school will host two Parent/Family and Teacher conferences during the school year (once in the fall and once in the spring).
- The school will provide non-English speaking parents with an iPad equipped with a translation app to use during any conference or meeting at the school. The school may also utilize a translator when available.
- The school will work with parents/guardians with disabilities to meet their needs, allowing them to participate in PFE activities.
- The school will utilize a parent survey to gain feedback from parents.

Agenda and Sign-in sheets:
 Executive Principal
 College/Career Coaches
 Counselors
 Individual teachers
 PFE Coordinator

Parent and Family Volunteer Opportunities

- The School will collect information from parents about their occupation, interests, hobbies, etc. in order to create a volunteer directory for teachers and staff.
- A Volunteer Directory will be compiled and made available to all staff.
- Volunteer training will be conducted by teachers/sponsors seeking volunteers before a parent/family member is allowed to volunteer.
- The school will enable the formation of a PATHS (PTO/PTA) organization, Lynn Parker, 2018-19 President.

Agenda/Sign-in sheets from the training meeting.
 Teachers/Sponsors
 PFE coordinator

Approved by the JPS School Board on July 8, 2019