



Jonesboro Kindergarten Center 2020-2021

Becky Shannon, Principal
Erin Odom, Assistant Principal

Literacy Plan

Goal 1: Jonesboro Kindergarten Center will have 70% of students meeting or exceeding benchmark on the iReady Assessment in the spring of 2021.

Action Steps:	Data Point/Monitored By:
<p>In order to address extended closures due to COVID-19, JKC will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in SeeSaw. This blended model will allow students and parents to become accustomed to SeeSaw as the Learning Management System in case there are additional school closures.</p> <p>Core Curriculum:</p> <p>Academics-</p> <ul style="list-style-type: none"> RISE Initiative and its components (phonological awareness, phonics, small group reading instruction, comprehension and vocabulary). <ul style="list-style-type: none"> Heggerty will be utilized as a systematic curriculum for Phonological Awareness. Phonetic Connections materials will be used to teach systematic phonics decoding and encoding. Units of Study for Writing Instruction from Lucy Calkins will be used to teach writing. District approved, teacher-created units will be used to teach reading comprehension and vocabulary skills. Instructional Facilitator support of literacy through staff meetings. <p>Attendance-</p> <ul style="list-style-type: none"> Teacher Attendance <ul style="list-style-type: none"> Donated incentives from community partnerships awarded for consistent school attendance. Student Attendance 	<p>iReady Assessment, Aimsweb Plus and Progress Monitoring, DSA, Rapid Naming Screener, Decoding Survey Assessment, Units of Study in Writing-Lucy Calkins Samples</p> <p>Literacy Data is analyzed and discussed bi-monthly through our PLC process and Leadership Team- Kylene Lichucki and Stephanie Parish</p> <p>Attendance Data is discussed and monitored by Admin team - Becky Shannon and Erin Odom</p> <p><i>*A specific schedule for monitoring data will be established in August and updated on this plan.</i></p>

<ul style="list-style-type: none"> ○ Donated incentives from community partnerships awarded for consistent school attendance. 	
<p>Intervention:</p> <p><i>Academics</i></p> <ul style="list-style-type: none"> ● Small group instruction for immediate intervention on specific skills and intervention logs kept by teachers, interventionists and support staff working with the students. ● One Minute Phonemic Awareness Drills from “Equipped for Reading Success”. ● Instructional Facilitator support of lesson planning and modeled lessons. ● New teachers supported through ongoing partnerships with experienced teachers as part of the New Teacher Mentoring Program. ● Progress monitor using AimswebPlus. <p><i>Attendance-</i></p> <ul style="list-style-type: none"> ● Administrators monitor teacher attendance issues to reduce the number of substitute teachers working with students. ● Increase student attendance by implementing a plan by sending out letters and conferencing with parents when students miss more than three days in a nine week period. 	<p>Literacy Data is analyzed and discussed bi-monthly through our PLC process and Leadership Team- Kylene Lichucki and Stephanie Parish</p> <p>Attendance Data is discussed and monitored by Admin team- Becky Shannon and Erin Odom</p>
<p>Remediation:</p> <p><i>Academics-</i></p> <ul style="list-style-type: none"> ● Students will be referred to our I-Team for academic support, staff will continue the RTI process <ul style="list-style-type: none"> ○ Interventionists will work one on one with students using one minute drills, letter/sound instruction, and specific skill instruction. ● Students who fail to progress will be referred to our special education department for observation. <p><i>Attendance-</i></p> <ul style="list-style-type: none"> ● Increase student attendance by contacting parents more frequently, sending out letters, and conferencing with parents when students miss 3 or more days ● Staff members will be referred to our Admin Team for support and next steps if they miss an excessive amount of days. 	<p>Academic Data is analyzed and discussed bi-monthly through our PLC process and Leadership Team- Kylene Lichucki and Stephanie Parish</p> <p>Attendance Data is discussed and monitored by Admin team- Becky Shannon and Erin Odom</p> <p>Supporting Data-see “truancy tab”</p>



Jonesboro Kindergarten Center

2020-2021

Becky Shannon, Principal
Erin Odom, Assistant Principal

Math Plan

Goal 2: Jonesboro Kindergarten Center will have 70% of students meet the benchmark on the iReady assessment in the spring of 2021.

Action Steps:	Data Point/Monitored By:
<p>Core Curriculum: In order to address extended closures due to COVID-19, JKC will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in SeeSaw. This blended model will allow students and parents to become accustomed to SeeSaw at the Learning Management System in case there are additional school closures.</p> <p>Eureka Math - All Math teachers at JKC will continue implementation of the Eureka Math curriculum with special emphasis on computational fluency and mastery of identified essential standards. Common Formative Assessments, Common Summative Assessments, and Interim Assessments are continually being monitored to ensure student learning. Teachers will diligently work to incorporate Word Study strategies for key math vocabulary.</p> <p>Imagine Learning Math/Imagine Learning Fact Fluency adaptive software will be purchased for students at JKC using CARES funding in order to:</p> <ul style="list-style-type: none">Quantile assessments will be given to all students K-12 three times per year to determine growth and assist in identifying tier 1,2, and 3 students. (Grades 3 and up automatically start with the Quantile assessment upon initial login.)Assign individual standard(s) pathways to students to help close instructional gaps caused by COVID19 quarantine.	<p>iReady Assessment</p> <p>Math Data is analyzed and discussed through our PLC process and Leadership Team- Kylene Lichucki and Stephanie Parish</p> <p><i>*A specific schedule for monitoring data will be established in August and updated on this plan.</i></p> <p>Quantile Scores/Kylene Lichucki</p> <p>Student Usage Data/Kylene Lichucki</p>

<ul style="list-style-type: none"> ● Assign targeted pathways to support grade level progress enabling teachers to pull small groups as needed for tier 2 and tier 3 instruction. ● Live tutor accessible during classroom software usage or during home usage. ● Assign specific Eureka Math pathways by module if needed during future quarantine ● Recommended time is 45 minutes per week minimum. <p>Eureka Math Affirm assessment software will be purchased using CARES funding in order to:</p> <ul style="list-style-type: none"> ● Use Eureka Math question bank for previous grade levels as they fill instructional gaps due to COVID 19 ● Use Eureka Math question bank to create common formative assessments and common summative assessments. ● Create assessments that can easily be published through Google Classroom in order to teach students in a traditional classroom, blended classroom, or digital format should future quarantine occur. <p><i>Academics-</i></p> <ul style="list-style-type: none"> ● Eureka Math instructional materials are used for math instruction ● Every Day Counts Calendar Math materials are used for calendar math instruction ● Administer Common Formative Assessments (CFAs) on essential standards 	<p>CFA Data/Stephanie Parish</p>
<p>Intervention:</p> <p><i>Academics</i></p> <ul style="list-style-type: none"> ● Teachers and interventionists intervene with students that struggle to learn essential math standards by giving additional instruction in a small group setting ● Imagine Learning Math/Imagine Learning Fact Fluency 	<p>Math Data is analyzed and discussed through our PLC process and Leadership Team- Kylene Lichucki and Stephanie Parish</p>
<p>Remediation:</p> <ul style="list-style-type: none"> ● Teachers and interventionists remediate students that did not learn essential math standards by giving additional instruction in a small group and/or one-on-one setting 	<p>Math Data is analyzed and discussed through our PLC process and Leadership Team- Kylene Lichucki and Stephanie Parish</p>



Jonesboro Kindergarten Center

2020-2021

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 10% (approx. 25) before the end of the year.

Action Steps:	Data Point/Monitored By:
Initiatives: <ul style="list-style-type: none">• All staff implement protocol and procedures learned in Capturing Kids' Hearts.• Cooperative Brain Break play time for all students. (supported by teaching staff).• Students participate in weekly yoga activities led by the classroom teachers.• Collaborate with behavior support staff team and the Director of Mental Health Services.• Social and Emotional Skills Lessons taught to all classrooms by the Counselors.• Provide staff PD on how to be a trauma-informed school.	Behavior data is discussed in bi-monthly Family Service meetings beginning in September, and will be monitored by: Becky Shannon, Erin Odom, Terry Berry and Dianne Langford Discipline Data Supporting Data
Intervention: <ul style="list-style-type: none">• Pair students having multiple discipline write ups with an adult mentor in our building that can build a stronger relationship and encourage improved behavior.• Create a behavior plan specific to the student's issue that lists accommodations and modifications made by teachers, in order to help the student succeed with behavioral expectations at school.• Provide specific accommodations (fidgets, carpet spot, cool down place, teach calm down strategies, check in / check out).• Conference with student, teacher, and administrator.• Utilize trauma-informed practices when dealing with students with issues.• Assign In-school Suspension.• Assign Short –Term Success (ALE Placement).	Behavior data is discussed in bi-monthly Family Service meetings beginning in September, and will be monitored by: Becky Shannon, Erin Odom, Terry Berry and Dianne Langford

<ul style="list-style-type: none"> • New teachers that struggle with classroom/behavior management will be supported through ongoing partnerships with experienced teachers, peer observation, modeled teaching, administration walk-throughs and feedback. • Counselors use data reports to develop small group topics for specific behavior issues. 	
<p>Remediation:</p> <ul style="list-style-type: none"> • One-on-one guidance with counselors. • Bring the parent in for observation and conference with student, teacher, and administrator. • Recommendation for mental health services. • An Alternative Learning Environment (ALE) will be provided for students who do not make progress on campus. SUCCESS Achievement Academy is considered when students need a smaller class size with a behavioral interventionist. 	<p>Behavior data is discussed in bi-monthly Family Service meetings beginning in September, and will be monitored by: Becky Shannon, Erin Odom, Terry Berry and Dianne Langford</p>



Health Wellness and Environmental Studies 2020-2021

Cynthia Wright, Principal
Korillene Flanigan, Assistant Principal

Literacy Plan

Literacy Goal: HWES will increase the percentage of students reading on grade level to 40% (8 students per class grades 3-6) as determined by Reading Readiness on the 2020-2021 ACT Aspire. (2018-2019 Reading Readiness was 30%)

Action Steps

All teachers will begin implementation of the Units of Study for teaching reading.

RISE initiative will be implemented to increase Reading Readiness.

HWES will decrease “in need of support” below 40% from 42.3%.

Data

Point/Monitored
By:

Core Curriculum:

In 2020-2021 all grades will begin teaching through suggested fourth quarter essential standards from the previous grade level. This previous grade level instruction will occur due to missed weeks of school from the COVID-19 Virus quarantine. All current grade level pacing has been altered to meet the demands of the previous grade level 4th quarter content. Diagnostic Assessments will be analyzed to determine specific learning gaps for each child.

In order to address extended closures due to COVID-19, HWES will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom as the Learning Management System in case there are additional school closures. Instructional Facilitators will receive training in mid-July so that they can support teachers in Google Classroom when they return in August.

-Reading Inventory
-Aimsweb
-iReady
-ACT Aspire
-iRead
-PAST
-Developmental Spelling Analysis (DSA)
-Writing Assessments
-Decoding Level Survey Assessment
-Common Formative Assessments (CFAs)

Ongoing monitoring by

<p>Teachers will use <u>Hegerty Phonemic Awareness Curriculum</u> in 1st grade for the purpose of reinforcing phonemic awareness skills. In 2nd grade, teachers will include some of these skills in conjunction with their phonics curriculum.</p> <p><u>Phonetic Connections</u> and curriculum map will be used in grades 1-2 for phonics instruction. Focus will be on assessing a 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.</p> <p>In grades 3-6, 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> and <i>Words</i> by Marcia Henry, will be used for instruction.</p> <p>Teachers in grades 1-6 will use curriculum maps to implement <u>Lucy Calkins Units of Study-Reading</u>. This workshop model will aid in the students' development of vocabulary, comprehension, and fluency. During this workshop, students will be given blocks of independent reading time which will continue to foster reading engagement, which in turn will show improvement in aforementioned literacy skills.</p> <p><u>iRead</u> will parallel core for 1st and 2nd grade students. This will work in conjunction with other core curriculums for our phonics and fluency.</p>	<p>classroom teachers, Leadership Team, Instructional Facilitator</p> <p><i>*A specific schedule for monitoring data will be established in August and updated on this plan.</i></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 using WIN time, small groups, and iRead.</p> <p>Teachers are using CFAs, PAST, Decoding Level Survey Assessment, AIMS and Reading Inventory to develop small groups and utilize (What I Need) WIN Intervention time effectively.</p> <p>Each teacher is targeting eight students to increase their ACT Aspire score. These eight students include Students with Disabilities (SWD) and English Learners (EL) students who scored <i>In Need of Support</i> on the ACT Aspire.</p>	<ul style="list-style-type: none"> -Reading Inventory -Aimsweb -iReady -ACT Aspire -iRead -PAST -DSA -Writing Assessments -Decoding Level Survey Assessment -CFAs <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, Lexile levels from Reading Inventory, iReady assessment data, and accuracy</p>	<ul style="list-style-type: none"> -Reading Inventory -Aimsweb -iReady -ACT Aspire

<p>checks will receive targeted remediation from the teacher as well as by using Sonday System and iRead.</p> <p>Interventionists work four days each week with Tier 3 students based on culminating data. Sonday System, One Minute Drills from Kilpatrick, and specific skills identified by classroom teachers are used to remediate.</p>	<ul style="list-style-type: none"> -iRead -PAST -DSA -Writing Assessments -Decoding Level Survey Assessment -CFAs <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 (English Language Learners through English in a Flash) *Family Reading Nights through our school library *Red Wolves Reading Challenge for grade 1-6 *Extension of classroom libraries *Celebrations for SRI, Aimsweb, and Renaissance growth *Members from SW Church of Christ come weekly to tutor 2nd grade students 	<ul style="list-style-type: none"> -Reading Inventory -Aimsweb -iReady -ACT Aspire -iRead -PAST -DSA -Writing Assessments -Decoding Level Survey Assessment -CFAs <p>Ongoing monitoring by teachers Ms. Wright, Principal, Mrs. Flanigan, Asst. Principal, Mrs. Haley, Instructional Facilitator, Mrs. Anthony, School Improvement Specialist</p>

<p>Planned Professional Development and Support:</p> <p>All 3-6 teachers received RISE training for days 1,2, and 3 of RISE in the summer of '19. During the summer of 2020, teachers in grades 3-6 will receive RISE days 4,5, and 6. Teachers in grades 1,2 and Sped will receive refreshers of RISE as their training was completed in the summer of 2018. New teacher hires will receive days 1-6 of RISE during the summer of 2020.</p> <p>Through our school improvement funds, HWES will be hosting after school power hours to increase teacher's understanding of best practices. The Power Hours will focus on the use of Heggerty and Words by Henry, better understanding of the components of RISE, Readers Workshop Model, and planning for best practices.</p> <p>Using our school improvement funds, HWES will be sending 15 staff members to the Professional Learning Community Institute in St. Louis in June of 2020. Due to Covid 19, this event has been moved to June of 2021.</p> <p>Members of HWES leadership are enrolled in the Professional Learning Community Academy in Forrest City for the 2019-2020 school year.</p> <p>HWES interventionists received 1 day of an overview of RISE to aid in working with at-risk students.</p> <p>HWES instructional facilitators attended the Fall Literacy Conference to gain knowledge to better support teachers. Six teachers will be sent to the Literacy Conference in the Fall of 2020 with our instructional facilitators.</p> <p>Through school improvement funds, HWES will host summer 2020 planning days. Teachers will be paid a stipend to plan for the upcoming year (2020-2021).</p> <p>HWES has RISE Trainers on campus who will provide additional support and training.</p> <p>In the school year 2020-2021, HWES's Librarian, Alicia Rose, will attend the media specialist conference.</p>	<ul style="list-style-type: none"> -Reading Inventory -Aimsweb -iReady -ACT Aspire -iRead -PAST -DSA -Writing Assessments -Decoding Level Survey Assessment -CFAs <p>Ongoing monitoring by teachers and Ms. Wright, Principal, Mrs. Flanigan, Asst. Principal, Mrs. Haley, Instructional Facilitator, Mrs. Anthony, School Improvement Specialist</p>



Health Wellness and Environmental Studies 2020-2021

Cynthia Wright, Principal
Korillene Flanigan, Assistant Principal

Math Plan

Math Goal: Students will increase math proficiency rates by 5% (from 49% in 2018-2019 to 54% in 2020-2021) as measured by ACT Aspire summative assessments. HW must move 8 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:

Core Curriculum:

In order to address extended closures due to COVID-19, HWES will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom at the Learning Management System in case there are additional school closures.

Eureka Math - All Math teachers in grades 1-6 will continue implementation of the Eureka Math curriculum with special emphasis on computational fluency and essential standards. Common Formative Assessments, Common Summative Assessments, and Interim Assessments are continually being monitored to ensure student learning. Teachers will diligently work to incorporate Word Study focused on math vocabulary.

Edulastic Enterprise assessment subscriptions will be purchased for grades 1-6 using CARES funding in order to:

- Create essential standards screeners for each grade level using the prior year's essential standards to identify learning gaps due to COVID 19 quarantine (Aug. 17-18, 2020)
- Teachers will utilize essential standards screener data to intervene with students
- Edulastic will be used to create daily formative assessments, common formative assessments, common summative assessments, an interim assessments
- Edulastic will be used during face to face learning, blended learning situations, or quarantine situations through Google Classroom

Modules
CFAs
Classroom
Walkthroughs and
Observations
Lesson Plan
Review

Ongoing
Monitoring of
data

Cindy Wright,
Principal

Essential Standards
Mastery/Teachers,
Abbie Haley

Interim
Assessments/Brenn
a Anthony

<p>Imagine Learning Math/Imagine Learning Fact Fluency adaptive software will be purchased for students in grades 1-6 using CARES funding in order to:</p> <ul style="list-style-type: none"> • Quantile assessments will be given to all students K-12 three times per year to determine growth and assist in identifying tier 1,2, and 3 students. (Grades 3 and up automatically start with the Quantile assessment upon initial login.) • Assign individual standard(s) pathways, from the previous grade level, to students to help close instructional gaps caused by COVID19 quarantine. • Assign targeted pathways to support grade level progress enabling teachers to pull small groups as needed for tier 2 and tier 3 instruction. • Live tutor accessible during classroom software usage or during home usage. • Assign specific Eureka Math pathways by module if needed during future quarantine • Recommended time is 45 minutes per week minimum. <p>Eureka Math Affirm assessment software will be purchased using CARES funding in order to:</p> <ul style="list-style-type: none"> • Use Eureka Math question bank for previous grade levels as they fill instructional gaps due to COVID 19 • Use Eureka Math question bank to create common formative assessments and common summative assessments. • Create assessments that can easily be published through Google Classroom in order to teach students in a traditional classroom, blended classroom, or digital format should future quarantine occur. 	<p>Quantile Scores/Abbie Haley</p> <p>Software Usage Data/Abbie Haley</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 2020-21 we would like to add AFFIRM to additional grade levels.</p> <p>Additional interventions are provided to struggling students during WIN time and small group instruction. Based on the data collected from CFAs and classroom observations, teachers will decide who would benefit from additional support in specific areas.</p>	<p>Exit Tickets from student's Modules, CFAs, District Interims, iReady, Collaborative Team Meetings</p> <p>Ongoing Monitoring of data AFFIRM Classroom Teacher and Leadership Team</p>
<p>Remediation:</p> <p>Students will be given online math screenings from Imagine Learning to pinpoint</p>	<p>Grade level screeners Modules</p>

<p>deficits for targeted intervention and remediation. Quantile assessments will be given within the Imagine Learning platform 3 times per year. Quantile scores will be tracked for student growth. Students with gaps in learning will receive remediation from classroom teachers and through extended practice using Imagine Learning Math in grades 1-6 and Imagine Learning Math Facts in grades 1 and 2. Teachers are monitoring Imagine Learning data to ensure the targeted students are continuing to grow as well as CFAs.</p>	<p>CFAs Aspire Interims Star Testing CTMs</p> <p>Ongoing Monitoring Teachers and Leadership Team,</p>
<p>Additional Initiatives to support the goal:</p> <p>*Family Math Night *Celebration for growth in Math *PLC Process- CTMs are used to develop CFAs and monitor data. Through this process we are closely monitoring our students and their progress.</p>	<p>Leadership Team</p> <p>Ongoing Monitoring,</p>
<p>Planned Professional Development and Support:</p> <p>During CTMs 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 unpacked the essential math standards in CTMs.</p> <p>Professional Development will be provided from the Instructional Facilitator on a blended learning model using Google Classroom. The Instructional Facilitators will receive training by the District Curriculum Team in July 2020.</p> <p>Through our school improvement funds, HWES will be hosting after school power hours to increase teacher's understanding of best practices in teaching Math.</p> <p>Using our school improvement funds, HWES will be sending 15 or more staff members to the Professional Learning Community Institute in St. Louis in June of 2020. Due to Covid19, this event will be moved to June of 2021.</p> <p>Through school improvement funds, HW will host summer 2020 planning days. Teachers will be paid a stipend to plan for the upcoming year (2020-2021).</p>	<p>Module testing CFAs Aspire Interims iReady CTMs</p> <p>Ongoing Monitoring Teachers Leadership Team,</p>



Health Wellness and Environmental Studies 2020-2021

Cynthia Wright, Principal
Korillene Flanigan, Assistant Principal

Student Engagement

Student Engagement: HWES will increase the student attendance rate by 1% for the 2020-2021 school year. HWES plans to go from 55.46 to 56.46 for Student Engagement as reported on ESSA.

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

<p>behavior expectations. Students enter the six week program on their third office referral and work towards behavior goals established by the homeroom teacher, counselor, parent and student. This program includes daily classroom behavior monitoring, morning and lunchtime meetings and after-school character reflection time. Many tools from Restorative Practice, Conscience Discipline and Character Ed are used to help teach tools for handling daily stressors as well as provide proper behavior responses in the classroom, playground or other areas where behavior is a challenge.</p> <p>Friday Behavior Group is groups of students that: 1. Has at least two office referrals. 2. Received an office referral during the week. These students meet with a HW staff member to: discuss behavior conduct of the week, concerns and stressors, reflect on a more effective way to manage their behavior and to set a weekly goal for behavior in the upcoming week.</p> <p>Capturing Kids Hearts Reinforcement reminds students of the social contract for their class, ask students reflective questions about their inappropriate or unwanted behavior and provides them with time to reflect and self-manage their behavior.</p> <p>Meet with parents as needed to address attendance issues</p>	<p>Instructional Facilitator, Mrs. Anthony, School Improvement Specialist and Counselors-Emily Aycock and Taylor Reid</p>
<p>Additional Initiatives to support the goal:</p> <p>HWES created the incentive program CANE SQUAD, which rewards students with low absences, high grades and good behavior. Once students are inducted into Cane Squad, they receive a lanyard, they are given lunchtime seating choice of eating in the gardens, allowed early dismissal to recess and free time in the gym.</p> <p>Attendance awards given by nine weeks. (Grade level competitions)</p>	<p>Ms, Aycock, Counselor, and homeroom teacher</p>
<p>Planned Professional Development and Support:</p> <p>At HWES, monthly family read nights, parents will get information about the importance of school attendance.</p> <p>HWES counselors and Ms. Flanigan attended Restorative Behavior Training in January of 2020.</p> <p>Members of HWES staff participated in a book study over the book <u>Lost at School</u> by Dr. Green which supports restorative behavior practice.</p> <p>Ensure all staff members are trained in year 1 of Capturing Kids Hearts.</p> <p>Spring 2020 10 staff members will attend the Ron Clark Academy. Due to Covid 19, this event has been moved to Spring of 2021.</p> <p>March 2020, Dr. Langford will be presenting trauma training to the staff in the 2020-2021 school year.</p> <p>HWES will send 10 staff members to a Trauma Conference in 2020-2021</p>	<p>Ms. Rose, Media Specialist, Brenna Anthony, School Improvement Specialist, Emily Aycock and Taylor Counselors, and Flanigan</p>



Health Wellness and Environmental Studies 2020-2021

Cynthia Wright, Principal
Korillene Flanigan, Assistant Principal

Students With Disabilities

Sub-Population Goals - SWD: HWES will increase the ESSA school index score from 57.43 to 58.43 in 2021 for the Students with Disabilities sub-population. SWD students make up 38% of our level 1 student in ELA.

Action Steps Students with disabilities will be a focus to help improve students in this group.	Data Point/Monitored By:iTeam
<p>Core Curriculum:</p> <p>Materials from iRead, Sonday System, Heggerty, and RISE will be used by special education teachers.</p> <p>General Education teachers will be using Eureka Math, Lucy Reading, and RISE initiative strategies to help students with decoding and encoding.</p> <p>Special Education teachers will use direct instruction in RISE, Heggerty and Eureka Math.</p> <p>2020-2021 There will be a building wide focus on “word study” and implementation of RISE. Teachers of SWD have been trained in RISE and worked with the Instructional Facilitator in July to enhance their instruction.</p>	<p>Teachers, Administrators.</p> <p>iRead PAST iReady ACT Aspire Moby Literacy Moby Math</p>
<p>Intervention:</p> <p>Students with disabilities will utilize iRead to help fill learning gaps.</p> <p>Students will take the PAST assessment to identify phonological gaps.</p> <p>Special Education teachers use their learning in RISE to support student needs.</p> <p>Sonday to help with learning gaps and instruction.</p> <p>Heggerty is used to provide additional support of phonemic awareness needs.</p> <p>Moby Language and Math are used to track student progress and help identify achievement gaps.</p> <p>Small group instruction is used to support student needs.</p>	<p>Teacher and iTeam</p> <p>iRead PAST iReady ACT Aspire Moby Literacy Moby Math</p>
<p>Remediation:</p>	<p>Cindy Wright, Principal</p> <p>iRead</p>

<p>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 in general education rooms.</p> <p>Direct instruction takes place in the resource and self-contained classroom setting.</p>	<p>PAST iReady ACT Aspire Moby Literacy Moby Math</p>
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> *Family Reading Nights through our school library *Red Wolves Reading Challenge for grade 1-6 *Extension of classroom libraries *Celebrations for SRI, Aimsweb, Moby Language and Math, and iReady growth 	<p>Cindy Wright, Principal, and Teachers plus iTeam</p>
<p>Planned Professional Development and Support:</p> <p>All 3-6 teachers received RISE training for days 1,2, and 3 of RISE in the summer of '19. During the summer of 2020, teachers in grades 3-6 will receive RISE days 4,5, and 6. Teachers in grades 1,2 and Sped will receive refreshers of RISE as their training was completed in the summer of 2018. New teacher hires will receive days 1-6 of RISE during the summer of 2020.</p> <p>Through our school improvement funds, HW will be hosting after school power hours to increase teacher's understanding of best practices. The Power Hours will focus on the use of Heggerty and Words by Henry, better understanding of the components of RISE, Readers Workshop Model, and planning for best practices.</p> <p>Using our school improvement funds, HW will be sending 15 staff members to the Professional Learning Community Institute in St. Louis in June of 2020. Due to Covid 19, this event has been moved to June of 2021.</p> <p>Members of HW leadership are enrolled in the Professional Learning Community Academy in Forrest City for the 2019-2020 school year.</p> <p>HW interventionists received 1 day of an overview of RISE to aid in working with at-risk students.</p> <p>HW instructional facilitators attended the Fall Literacy Conference to gain knowledge to better support teachers. Six teachers will be sent to the Literacy Conference in the Fall of 2020 with our instructional facilitators.</p> <p>Through school improvement funds, HW will host summer 2020 planning days. Teachers will be paid a stipend to plan for the upcoming year (2020-2021).</p> <p>HW has RISE Trainers on campus who will provide additional support and training.</p> <p>In the school year 2020-2021, HW's Librarian will attend the media specialist conference.</p> <p>Special Education teachers have been trained in RISE to improve their understanding of teaching reading.</p>	<p>Cindy Wright, Principal</p>



Health Wellness and Environmental Studies 2020-2021

Cynthia Wright, Principal
Korillene Flanigan, Assistant Principal

English Learners

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

Action Steps English Learners will be given extra support through the use of English in a Flash. ELs receive extra support from Marie Gearhart through EL Achieve. Decrease level 1 in ELA by 10% . (moving 2 students from level 1 ELA)	Data Point/Monitored By:Core Leadership
Core Curriculum: Lucy Reading Units of Study, Lucy Writing Units of Study, Heggerty and Eureka Math	Ms. Wright, Principal, Mrs. Flanigan, Asst. Principal, Mrs. Haley, Instructional Facilitator, Mrs. Anthony, School Improvement Specialist
Remediation: English Learners will receive support through iRead, Sonday System, Heggerty, RISE and additional support from one of our bilingual interventionists.	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 English Language Learners will receive additional support from classified staff daily (7:30-8:00) using English in a Flash.	Cindy Wright, Principal, teachers and iTeam

Planned Professional Development and Support:

All 3-6 teachers received RISE training for days 1,2, and 3 of RISE in the summer of '19. During the summer of 2020, teachers in grades 3-6 will receive RISE days 4,5, and 6. Teachers in grades 1,2 and Sped will receive refreshers of RISE as their training was completed in the summer of 2018. New teacher hires will receive days 1-6 of RISE during the summer of 2020.

Through our school improvement funds, HWES will be hosting after school power hours to increase teacher's understanding of best practices. The Power Hours will focus on the use of Heggerty and Words by Henry, better understanding of the components of RISE, Readers Workshop Model, and planning for best practices.

Using our school improvement funds, HWES will be sending 15 staff members to the Professional Learning Community Institute in St. Louis in June of 2020. Due to Covid 19, this event has been moved to June of 2021.

Members of HWES leadership are enrolled in the Professional Learning Community Academy in Forrest City for the 2019-2020 school year.

HWES interventionists received 1 day of an overview of RISE to aid in working with at-risk students.

HWES instructional facilitators attended the Fall Literacy Conference to gain knowledge to better support teachers. Six teachers will be sent to the Literacy Conference in the Fall of 2020 with our instructional facilitators.

Through school improvement funds, HW will host summer 2020 planning days. Teachers will be paid a stipend to plan for the upcoming year (2020-2021).

HWES has RISE Trainers on campus who will provide additional support and training.

In the school year 2020-2021, HWES's Librarian will attend the media specialist conference.

Ms. Wright,
Principal, Mrs.
Flanigan, Asst.
Principal, Mrs.
Haley,
Instructional
Facilitator, Mrs.
Anthony, School
Improvement
Specialist



International Studies Magnet School 2020-2021

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 60% (249 students) from 56% (213 students). Increase the number of African American students from 32% (30 students) to 40% (40 students). Decrease the number of students performing below the 40th percentile on STAR Reading assessment from 30% (29 students) to 20% (20 students) in first grade and from 29% (29 students) to 19% (19 students) in second grade.

Action Steps:

In 2020-2021, all grades will begin teaching through suggested fourth quarter essential standards from the previous grade level. This previous grade level instruction will occur due to missed weeks of school from the COVID-19 Virus quarantine. All current grade level pacing has been altered to meet the demands of the previous grade level 4th quarter content. Diagnostic Assessments will be analyzed to determine specific learning gaps for each child.

In order to address extended closures due to COVID-19, International Studies will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom as the Learning Management System in case there are additional school closures. Instructional Facilitators will receive training in mid-July so that they can support teachers in Google Classroom when they return in August.

Core Curriculum:

- 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

Data Point/Monitored By:

Data Points:
AimsWeb Plus:
Grades 1 - 2
Beginning of Year (BOY) - August
Mid-Year (MOY) - December
End of Year (EOY) - May

iReady
Assessments:
Grades 1 - 2
BOY - August ,
MOY- December
,
EOY - May

Reading
Inventory:
Grades 3 - 6
BOY - August
MOY - January
EOY - May
(5 times/year
with 2 scheduled
between

<p>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.</p> <ul style="list-style-type: none">● Heggerty - 1st - 2nd 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. 3rd grade will use Heggerty in small groups for students with gaps in Phonological Awareness.● 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 5 features moving to Within Word with 5 features, then Syllable Juncture with 5 features ending with Derivational Constancy with 5 features.● Use of systematic, explicit phonics instruction using the decoding and encoding sequence in grades 1 - 3. This includes phoneme-grapheme mapping and chunking to decode unfamiliar words and teaching decoding of irregular words. Teachers use the syllable types to decode one syllable words along with syllable division to decode multisyllabic words. Sound walls are used to reinforce the various graphemes for phonemes in grades 1 - 2.● 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>benchmarks)</p> <p>DSA Benchmarks (Developmental Spelling Inventory): (Grades 1-6) BOY - August MOY- December EOY - May</p> <p>DIBELS Benchmark: (Grades 1 - 6) BOY - August MOY- December EOY - May</p> <p>P.A.S.T. (Phonological Awareness Screening Test) Grades 1 - 2 and used as a diagnostic to identify gaps for interventions in grades 3-6 BOY - August MOY - January EOY - May</p> <p>Decoding Survey: Used in all grades to identify gaps in phonics for interventions.</p> <p>ACT Aspire Summative: Lesson Plans</p> <p>Monitored by: Teachers, Melissa Gammill, Instructional Facilitator</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, iReady, DSA and classroom formative assessments are used to determine the student's need. • One-on-one conferencing is also used by teachers in grades 1 - 6 in providing support in 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. • Readworks is an on-line resource that teachers in grades 3 - 6 use to monitor growth in student comprehension. 	<p>Reading Inventory: Grades 3 - 6 BOY - August MOY - January EOY - May (5 times/year with 2 scheduled between benchmarks)</p> <p>iReady Assessments: Grades 1 - 2 BOY - August, MOY- December EOY - May</p> <p>AimsWeb Plus: Grades 1 - 2 BOY - August MOY- December EOY - May Weekly progress monitoring for tier 3 and every 2 weeks for tier 2.</p> <p>P.A.S.T. (Phonological Awareness Screening Test) will be used to reassess levels after interventions.</p> <p>Decoding Survey: Used to progress monitor after phonics interventions.</p> <p>Monitored by: Teachers, Melissa Gammill, Instructional Facilitator, Leadership Team</p>
--	--

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 5 times a week 20-30 mins.
- Grades 4 - 6 teach syllable division and syllable types in intervention groups.
- Individualized skill - based direct instruction is provided in grades 1 and 2 based on Aimsweb Plus data and iReady 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.
- Sonday 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

BOY - August

MOY - January

EOY - May

(5 times/year with
2 scheduled
between
benchmarks)

iReady**Assessments:**

Grades 1 - 2

BOY - August

MOY - December

EOY - May

AimsWeb Plus:

Grades 1 - 2

BOY - August

MOY - December

EOY - May

Weekly progress
monitoring for tier
3 and every 2
weeks for tier 2.

P.A.S.T.

(Phonological
Awareness
Screening Test)
will be used to
reassess levels
after
interventions.

Decoding Survey:

Used in all grades
to progress
monitor after
interventions.

Remediation logs

- updated weekly
with progress
monitoring data
from accuracy
checks,
One-Minute
Drills, AW+

	<p>Electronic Data Wall: Weekly progress kept for each student receiving Sunday</p> <p>Monitored by: Teachers, Melissa Gammill, Instructional Facilitator, Leadership Team</p>
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> Weekly 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 concerns will be discussed: Reading, Math, Writing, Social Studies, Science The Instructional Facilitator is available to support teachers in team meetings, Coaching Cycles, RTI process, curriculum, resources, data disaggregation, etc. Leadership team has a grade level representative from each grade, administrators, Instructional 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 the 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. 	<p>Team meeting agendas and sign-ins</p> <p>Goal setting logs</p> <p>Student Achievement Data:</p> <p>Reading Inventory iReady Assessment AimswbPlus Essential Standards Progress Monitoring</p> <p>Lesson Plans</p> <p>ACT Aspire Summative: April 21 - May 30</p> <p>Monitored by: Teachers, Melissa Gammill, Instructional Facilitator, Leadership Team</p>

Planned Professional Development and Support:

- The principal, assistant principal and instructional facilitator attended the PLC Leadership Academy for 6 days in the 2019-2020 school year. They will continue the work with the school leadership team and staff to develop the four pillars in a PLC school and further the efforts of essential standards and common formative assessments.
- RISE training began for all licensed staff May 29, 2019 and will be completed July 22, 23, 24, 2020. Academic facilitators will team with district specialists to provide 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.
- The instructional facilitator will offer support for the RISE implementation by collaborating in planning and walkthroughs where feedback will be provided.
- The instructional facilitator will train teachers in grades 1 and 2 on the use of iReady, the new state assessment adopted to measure student mastery and growth in reading.

Walk-through
data with
feedback

iReady
Assessments:
Grades 1 - 2
BOY - August
MOY - December
EOY - May

AimsWeb Plus:
Grades 1 - 2
BOY - August
MOY - December
EOY - May

Reading
Inventory:
Grades 3 - 6
BOY - August
MOY - January
EOY - May
(5 times/year with
2 scheduled
between
benchmarks)

ACT Aspire
Summative: April
21 - May 30

Monitored by:
Teachers, Melissa
Gammill,
Instructional
Facilitator,
Leadership Team



International Studies 2020-2021

Josh Byard, Principal
Kari Manis, Assistant Principal

Math Plan

Goal 2: Increase the number of students performing in the exceeding or ready categories in math on the ACT Aspire Summative to 65% (269 students) from last year's 60% (229 students). Increase the number of African American students performing in the exceeding or ready categories in math from 35% (33 students) to 40% (40 students). Decrease the number of students performing below the 40th percentile on the STAR Math assessment from 12% (12 students) to 5% (5 students) in first grade and from 24% (23 students) to 15% (15 students) in second grade.

Action Steps:

Data
Point/Monitored
By:

Core Curriculum:

In order to address extended closures due to COVID-19, International Studies will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom at the Learning Management System in case there are additional school closures.

Eureka Math - All Math teachers in grades 1-6 will continue implementation of the Eureka Math curriculum with special emphasis on computational fluency and essential standards. Common Formative Assessments, Common Summative Assessments, and Interim Assessments are continually being monitored to ensure student learning. Teachers will diligently work to incorporate Word Study focused on math vocabulary.

Edulastic Enterprise assessment subscriptions will be purchased for grades 1-6 using CARES funding in order to:

- Create essential standards screeners for each grade level using the prior year's essential standards to identify learning gaps due to COVID 19 quarantine (Aug. 17-18, 2020)
- Teachers will utilize essential standards screener data to intervene with students
- Edulastic will be used to create daily formative assessments, common formative assessments, common summative assessments, an interim assessments
- Edulastic will be used during face to face learning, blended learning situations, or quarantine situations through Google Classroom

Essential
Standards
Screener/Meliss
a Gammill

<p>Imagine Learning Math adaptive software will be purchased for students in grades 1-6 using CARES funding in order to:</p> <ul style="list-style-type: none"> • Quantile assessments will be given to all students K-12 three times per year to determine growth and assist in identifying tier 1,2, and 3 students. (Grades 3 and up automatically start with the Quantile assessment upon initial login.) • Assign individual standard(s) pathways, from the previous grade level, to students to help close instructional gaps caused by COVID19 quarantine. • Assign targeted pathways to support grade level progress enabling teachers to pull small groups as needed for tier 2 and tier 3 instruction. • Live tutor accessible during classroom software usage or during home usage. • Assign specific Eureka Math pathways by module if needed during future quarantine • Recommended time is 45 minutes per week minimum. 	<p>Quantile Assessment/Kylene Lichucki</p> <p>Student Usage Time/Kylene Lichucki</p>
<p>Eureka Math Affirm assessment software will be purchased using CARES funding in order to:</p> <ul style="list-style-type: none"> • Use Eureka Math question bank for previous grade levels as they fill instructional gaps due to COVID 19 • Use Eureka Math question bank to create common formative assessments and common summative assessments. • Create assessments that can easily be published through Google Classroom in order to teach students in a traditional classroom, blended classroom, or digital format should future quarantine occur • 	<p>CFAs/Melissa Gammill</p>
<p>Core Curriculum</p> <ul style="list-style-type: none"> • 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. • Explicit and systematic instruction of domain specific vocabulary using strategies and practices from the RISE training to help students break apart their words into morphemes (affixes, roots, bases) to understand the meaning of the word in order to help in reading and solving word problems and math content. • 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. 	<p>Data Points: iReady Assessments: Grades 1 - 2 BOY - August MOY - December EOY - May</p> <p>Monitored by: Teacher, Leadership Team, Facilitator, Administrators</p>

<p>Intervention:</p> <ul style="list-style-type: none"> Imagine Learning is used in grades 1 - 6 during the daily 30 minute intervention time in the math block. Quantile assessments are administered three times per year to measure the progress of each student. Imagine learning 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 Imagine Learning and/or the beginning of the year essential standards screener or who are struggling with the current standard taught. Students who have not mastered an essential standard are provided additional interventions and reassessed until they have mastered it. The iReady 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 as 	<p>iReady Assessments: Grades 1 - 2 BOY - August MOY- December EOY - May</p> <p>Formative assessments</p> <p>Common Formative Assessments of Essential Standards (Assessed throughout the year as taught.)</p> <p>Moby Placement (Monthly)</p> <p>Monitored By: Teachers, Facilitator, Administrators, Leadership Team</p>
<p>Remediation:</p> <ul style="list-style-type: none"> Imagine Learning is used in grades 1 - 6 during the daily 30 minute intervention time in the math block. Quantile assessments are administered 3 times per year to measure the progress of each student. Imagine Learning 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 Imagine Learning. The iReady assessment in 1st and 2nd provides actionable insights into students' needs, performance and growth which will help teachers with targeted assistance and progress monitoring. 	<p>iReady Assessments: Grades 1 - 2 BOY - August MOY- December EOY - May</p> <p>Imagine Learning Progress Monitoring (weekly)</p> <p>Formative assessments</p>

	<p>Remediation logs</p> <p>Monitored by: Teachers, Melissa Gammill, Instructional Facilitator, Leadership Team I-Team</p>
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> Weekly PLC's - 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? Reading, Math, Writing, Social Studies, Science - Academic Facilitator is available to support teachers in PLCs, Coaching Cycles, 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. Student goal setting - Students will track their progress in math by recording their data from their Imagine Learning quantile assessment 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. iReady Math Assessment - 1st and 2nd grade will administer this assessment 3 times a year. The teachers will disaggregate the data and bring results to team meetings to discuss student needs and instruction to determine next steps. They will also look at the data to determine mastery of the essential standards and plan intervention strategies with their collaborative team. (e.g., intervention times, strategies, progress monitoring tools) 	<p>Team meeting agendas and sign- ins</p> <p>Goal setting logs</p> <p>Lesson Plans</p> <p>Student Achievement Data:</p> <p>iReady - 1st and 2nd</p> <p>ACT Aspire Summative: April 21 - May 30</p> <p>Monitored by: Administrators, Teachers, Facilitator Leadership Team</p>

<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> • The principal, assistant principal and instructional facilitator attended the PLC Leadership Academy for 6 days in the 2019-2020 school year. They will continue supporting the school leadership team and staff to develop the four pillars in a PLC school and further the efforts of essential standards and common formative assessments. • RISE training began for all licensed staff May 29, 2019 and will be completed July 22, 23, 24, 2020. Academic facilitators will team with district specialists to provide training to all 1 - 6 classroom teachers, all special classes teachers, all SPED teachers and other certified staff 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. RISE training for comprehension and vocabulary will begin for all certified staff summer of 2020. • 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. • The instructional facilitator will offer support for the RISE implementation by collaborating in planning and walkthroughs where feedback will be provided. • The instructional facilitator will train teachers in grades 1 and 2 on the use of iReady, the new state assessment adopted to measure student mastery and growth in reading. 	<p>Walk-through data with feedback</p> <p>Lesson Plans Team Meeting Agendas and Notes</p> <p>iReady Assessments: Grades 1 - 2 BOY - August MOY - December EOY - May</p> <p>Moby Placement (monthly)</p> <p>ACT Aspire Summative: April 21 - May 30</p> <p>Monitored By: Administrators, Facilitator, Leadership Team</p>
--	--



International Studies

2020-2021

Josh Byard, Principal
Kari Manis, Assistant Principal

Targeted Sub-Group Plan

Goal 3: Our goal is to decrease the number of students with IEPs in literacy performing “In Need of Support” from 83% (30 students) to 75% (41 students) by moving 8% (14 students) of our 54 students with IEPs in grades 3 - 6 to the “Close”, “Ready” or “Exceeding” categories. (For the 2019-2020 school year, we grew from 36 IEP students in grades 3 - 6 to 54 students.)

Action Steps:

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
- Implement practices from RISE training with the Phonetic Connection curriculum to help develop decoding and encoding skills so that students will be able to read and spell unfamiliar words.
- Sonday System is used with students in grades 1 - 4 to provide a multi-sensory approach to phonics instruction.

Data Points:
AimsWeb Plus:

BOY - August
MOY - December
EOY - May

iReady
Assessments:
Grades 1 - 2
BOY - August
MOY - December
EOY - May

Reading
Inventory:
Grades 3 - 6
BOY - August
MOY - January
EOY - May
(5 times/year
with 2 scheduled
between
benchmarks)

DSA Benchmarks
(Developmental
Spelling
Inventory):
(Grades 1-6)

<ul style="list-style-type: none"> ● Implement practices from RISE training to support vocabulary development using word attack strategies to understand the meaning of the morphemes in a word to increase reading comprehension. ● Heggerty is used daily to practice phonological awareness tasks. (Identification, Isolation, blending, segmentation, addition, deletion, and substitution) ● Daily use of One Minute Drills are used with students to fill gaps in phonemic awareness skills. 	<p>BOY - August MOY- December EOY - May</p> <p>DIBELS Benchmark: (Grades 1 - 6) BOY - August , MOY- December, EOY - May</p> <p>P.A.S.T. (Phonological Awareness Screening Test) Grades 1 - 2 and used as a diagnostic to identify gaps for interventions in grades 3-6 BOY - August MOY - January EOY - May</p> <p>Decoding Survey: Used in all grades to identify gaps in phonics for interventions.</p> <p>Assessments: Grades 1 - 6 Teacher-made assessments</p> <p>Daily/weekly formatives)</p> <p>ACT Aspire Summative: April 21 - May 30</p> <p>Lesson Plans</p> <p>Monitored by: Teachers, Facilitator Leadership Team, Administrators</p>
--	---

<p>Intervention:</p> <ul style="list-style-type: none"> ● Iread - Students 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. ● Use decoding and encoding phonics lesson sequences to read and spell words using multi-sensory techniques. ● Graphic organizers will be used to scaffold learning of reading strategies and skills. ● Small group instruction ● Use One Minute Drills to address gaps in phonemic awareness skills. 	<p>AimsWeb Plus:</p> <p>BOY - August MOY- December EOY - May</p> <p>iReady Assessments: Grades 1 - 2 BOY - August , MOY- December EOY - May</p> <p>Reading Inventory: Grades 3 - 6 BOY - August MOY - January EOY - May (5 times/year with 2 scheduled between benchmarks)</p> <p>Formative Assessments</p> <p>P.A.S.T. (Phonological Awareness Screening Test) Grades 1 - 2 and used as a diagnostic to identify gaps for interventions (Used for Progress monitoring.)</p> <p>Decoding Survey: Used in all grades to identify gaps in phonics for interventions then to progress monitor.)</p> <p>Intervention Logs - updated weekly</p> <p>Monitored By:</p>
---	---

	Teachers, Administrators, Facilitator, Leadership Team
Remediation: <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. Support provided by classroom teachers in learning grade level standards using small group instruction, graphic organizers for note taking, sentence frames for writing, audiobooks, peer tutoring, and using modifications set by IEP. Moby Max is used to fill gaps in foundational skills through the use of technology. 	<p>AimsWeb Plus: BOY - August , MOY- December , EOY - May</p> <p>iReady Assessments: Grades 1 - 2 BOY - August , MOY- December , EOY - May</p> <p>Reading Inventory: Grades 3 - 6 BOY - August MOY - January EOY - May (5 times/year with 2 scheduled between benchmarks)</p> <p>Monitored By: Teachers, Gammill, Administration (PLCs), ITEAM, Leadership Team</p>
Additional Initiatives to support the goal: <ul style="list-style-type: none"> Weekly 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 concerns will be discussed: Reading, Math, Writing, Social Studies, Science The Instructional Facilitator is available to support teachers in team meetings, Coaching Cycles, RTI process, curriculum, resources, data disaggregation, etc. Leadership team has a grade level representative from each grade, administrators, 	<p>Team meeting agendas and sign- ins</p> <p>Goal setting logs</p> <p>Student Achievement Data:</p> <p>Reading Inventory iReady Reading AimswbPlus Essential</p>

<p>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> <ul style="list-style-type: none"> 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 the lessons that support their phonics instruction. 2nd grade students will set goals to increase their oral reading fluency throughout the year using the AIMSWEBPlus measure growth towards their goal. 	<p>Standards Progress Monitoring</p> <p>Lesson Plans</p> <p>ACT Aspire Summative: April 21 - May 30</p> <p>Monitored by: Administrators, Teachers, Facilitator Leadership Team</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> The principal, assistant principal and academic facilitator attended the PLC Leadership Academy for 6 days in the 2019-2020 school year. They will continue supporting the school leadership team and staff to develop the four pillars in a PLC school and further the efforts of essential standards and common formative assessments. RISE training began for all licensed staff May 29, 2019 and will be completed July 22, 23, 24, 2020. Academic facilitators will team with district specialists to provide training to all 1 - 6 classroom teachers, all special classes teachers, all SPED teachers and other certified staff 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. RISE training for comprehension and vocabulary will begin for all certified staff summer of 2020. 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. The instructional facilitator will offer support for the RISE implementation by collaborating in planning and walkthroughs where feedback will be provided. The instructional facilitator will train teachers in grades 1 and 2 on the use of iReady, the new state assessment adopted to measure student mastery and growth in reading. 	<p>Walk-through data with feedback</p> <p>Lesson Plans</p> <p>Team Meeting Agendas and Notes</p> <p>STAR Assessments: Grades 1 - 2 September 11, 12 December 4,5 April 2, 3</p> <p>AimsWeb Plus: Grades 1 - 2 BOY - August MOY - January EOY - April</p> <p>Reading Inventory: Grades 3 - 6 (August 19, January 6, March 8, April 27)</p> <p>ACT Aspire Summative: April 21 - May 30</p> <p>Monitored By:</p>

	Administrators, Facilitator, Leadership Team
--	--



Visual and Performing Arts Magnet School 2020-2021

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

Literacy Plan

VPA will see:

- **10% increase (20 students) of students that meet readiness level in literacy on the 2020-21 ACT Aspire.**
- **Additionally, African-Americans will be at or above 80.0 in the value-added growth score in ESSA increasing from 78.97 in 2018-19.**
- **African American students showing literacy proficiency will increase from 33.3% to 38%, this moves 8 students in this subgroup to proficiency.**

Action Steps	Data Point/Monitored By:
<p>In 2020-2021 all grades will begin teaching through suggested fourth quarter essential standards from the previous grade level. This previous grade level instruction will occur due to missed weeks of school from the COVID-19 Virus quarantine. All current grade level pacing has been altered to meet the demands of the previous grade level 4th quarter content. Diagnostic Assessments will be analyzed to determine specific learning gaps for each child.</p> <p>In order to address extended closures due to COVID-19, Visual and Performing Arts will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom as the Learning Management System in case there are additional school closures. Instructional Facilitators will receive training in mid-July so that they can support teachers in Google Classroom when they return in August.</p> <p>Core Curriculum: Teachers will use <u>Heggerty Phonemic Awareness Curriculum</u> in 1st grade for the purpose of reinforcing phonemic awareness skills. In 2nd grade, teachers will include some of these skills in conjunction with their phonics curriculum.</p>	<p>Dale Case, Wes Swift, Lee Caldwell will monitor the implementation of the current curriculum with focused walkthroughs and lesson plans.</p> <p>Collaborative data teams will track growth on Aimswebplus/ Reading Inventory quarterly at data meetings.</p> <p>Teachers will meet one on one with an Instructional Facilitator (Mrs. Engelken or Mrs. Mirafuentes to discuss student/class</p>

<p><u>Phonetic Connections</u> will be used in grades 1-2 for phonics instruction. The focus will be on assessing a 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 3-6, 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> and <i>Words</i> by Marcia Henry, will be used for instruction.</p> <p>Teachers in grades 1-6 will use curriculum maps to implement <u>Lucy Calkins Units of Study-Reading</u>. This workshop model will aid in the students' development of vocabulary, comprehension, and fluency. During this workshop, students will be given blocks of independent reading time which will continue to foster reading engagement, which in turn will show improvement in aforementioned literacy skills.</p>	<p>growth quarterly on aimsweb plus, STAR testing, and Reading Inventory.</p> <p><i>*A specific schedule for monitoring data will be established in August and updated on this plan.</i></p>
<p>Intervention:</p> <ul style="list-style-type: none"> • Screenings (<u>AimswebPlus, Reading Inventory, Phonics Inventory, Developmental Spelling Assessment, Decoding Survey, Assessment of Morphological Knowledge, PAST</u>) will take place at the beginning of the year to show what struggles are occurring. • Students will be placed in a small group (STARS) to fill in any gaps identified. <ul style="list-style-type: none"> ○ Phonemic Awareness issues will use <u>Heggerty</u> and <u>Kilpatrick's One Minute Drills</u> ○ Phonics spelling rules may utilize <u>Sonday System</u> ○ iRead may be used in filling gaps in older students. ○ Students identified with Characteristics of Dyslexia will receive <u>Sonday System</u> in a smaller group setting. • Progress will be tracked through progress monitoring. • Growth will be discussed at the end of month data meeting and students will move accordingly. 	<p>STARS time intervention logs and progress monitoring will be discussed during the monthly data meeting facilitated by Amanda Mirafuentes and Jennifer Engelken, but led by classroom teachers and interventionists: Data Meeting (last Tuesday of the month).</p>
<p>Remediation:</p> <ul style="list-style-type: none"> • Screenings (<u>AimswebPlus, Reading Inventory, Phonics Inventory, Developmental Spelling Assessment, Decoding Survey, Assessment of Morphological Knowledge, PAST</u>) will take place at the beginning of the year to show what strengths and areas of deficits are occurring. • Students will be placed in a small group (STARS) to fill in any gaps identified. <ul style="list-style-type: none"> ○ Phonemic Awareness issues will use <u>Heggerty</u> and <u>Kilpatrick's One Minute Drills</u> ○ Phonics/Spelling rules may utilize Sonday System ○ iRead may be used in filling gaps in older students. ○ Students identified with Characteristics of Dyslexia will receive 	<p>STARS time intervention logs and progress monitoring will be discussed during the monthly data meeting facilitated by Amanda Mirafuentes and Jennifer Engelken, but led by classroom teachers and interventionists:</p>

<p><u>Sonday System</u> in a smaller group setting.</p> <ul style="list-style-type: none"> ● Progress will be tracked through progress monitoring. ● Growth will be discussed at the end of month data meeting and students will move accordingly. 	<p>Data meeting (last Tuesday of the month).</p>
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> ● Sonday System ● After School Tutoring ● Personal Goal Tracking for students ● Book Club ● Study Buddies ● Family Night ● Classroom Walkthroughs ● Coaching Cycles ● Model lessons ● After school trainings 	<p>Sign-In sheets, surveys, goal sheets Sonday-Ichida Tutoring- Goals-teachers Buddies-Robinson Family Night-Baker Walkthroughs-Case Coaching-Engelken & Mirafuentes Book Club-Baker</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> ● RISE Academy-July 2020 <ul style="list-style-type: none"> ○ training and coaching ● Unpacking standards and curriculum and creating common assessments 	<p>Sign-In Sheets, Agendas/Dale Case, Amanda Mirafuentes, Jennifer Engelken</p> <p>RISE-Mrs. Mirafuentes & Mrs. Engelken, Instructional Facilitators</p> <p>Teacher Workdays- Mrs. Mirafuentes, Mrs. Engelken, Instructional Facilitators Unpacked unit, calendar with CFA pacing, CFA and Summative assessments</p> <p>Weekly collaborative team agendas/notes will show the work of the PLC to verify that these workdays have brought consistency to the grade level.</p>



Visual and Performing Arts Magnet School 2020-2021

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

Math Plan

VPA will see:

- 8% increase (20 students) of students that meet readiness level in math on the 2020-21 ACT Aspire.
- Additionally, African-Americans will be at or above 80.0 in the value-added growth score in ESSA increasing from 78.97 in 2018-19.
- African American students showing math proficiency will increase from 47% to 52%, this moves 8 students in this subgroup to proficiency.

Action Steps	Data Point/Monitored By:
<p>In order to address extended closures due to COVID-19, Visual and Performing Arts will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom as the Learning Management System in case there are additional school closures. Instructional Facilitators will receive training in mid-July so that they can support teachers in Google Classroom when they return in August.</p> <p>Core Curriculum:</p> <p>Teachers will use curriculum maps to implement <u>Eureka Math</u>.</p> <p>Collaborative teams will begin looking at Instructional Cycles for the district essential standards. Teachers will work together to create common assessments, pace lessons, and use these assessments to guide future instruction/interventions.</p>	<p>Dale Case, Wes Swift, and Lee Caldwell will monitor the implementation of the current curriculum with focused walkthroughs and lesson plans.</p> <p>Collaborative data teams will track growth on Moby quarterly at data meetings.</p>

<p>Eureka Math - All Math teachers in grades 1-6 will continue implementation of the Eureka Math curriculum with special emphasis on computational fluency and essential standards. Common Formative Assessments, Common Summative Assessments, and Interim Assessments are continually being monitored to ensure student learning. Teachers will diligently work to incorporate Word Study focused on math vocabulary.</p>	
<p>Edulastic Enterprise assessment subscriptions will be purchased for grades 1-6 using CARES funding in order to:</p> <ul style="list-style-type: none"> ● Create essential standards screeners for each grade level using the prior year's essential standards to identify learning gaps due to COVID 19 quarantine (Aug. 17-18, 2020) ● Teachers will utilize essential standards screener data to intervene with students ● Edulastic will be used to create daily formative assessments, common formative assessments, common summative assessments, an interim assessments ● Edulastic will be used during face to face learning, blended learning situations, or quarantine situations through Google Classroom 	<p>Essential Standards Screener/Jennifer Engleken</p> <p>CFA Data/Amanda Mirafuentes</p>
<p>Imagine Learning Math/Imagine Learning Math Facts adaptive software will be purchased for students in grades 1-6 using CARES funding in order to:</p> <ul style="list-style-type: none"> ● Quantile assessments will be given to all students K-12 three times per year to determine growth and assist in identifying tier 1,2, and 3 students. (Grades 3 and up automatically start with the Quantile assessment upon initial login.) ● Assign individual standard(s) pathways, from the previous grade level, to students to help close instructional gaps caused by COVID19 quarantine. ● Assign targeted pathways to support grade level progress enabling teachers to pull small groups as needed for tier 2 and tier 3 instruction. ● Live tutor accessible during classroom software usage or during home usage. ● Assign specific Eureka Math pathways by module if needed during future quarantine ● Recommended time is 45 minutes per week minimum. 	<p>Quantile Scores/Jennifer Engleken</p> <p>Imagine Learning Time/Amanda Mirafuentes</p>
<p>Eureka Math Affirm assessment software will be purchased using CARES funding in order to:</p> <ul style="list-style-type: none"> ● Use Eureka Math question bank for previous grade levels as they fill instructional gaps due to COVID 19 ● Use Eureka Math question bank to create common formative assessments and common summative assessments. ● Create assessments that can easily be published through Google Classroom in order to teach students in a traditional classroom, blended classroom, or digital format should future quarantine occur. 	<p>Affirm data/Jennifer Engleken</p>

<p>Intervention:</p> <ul style="list-style-type: none"> ● Imagine Learning's Quantile assessment will be given 3 times per year to track annual expected growth. ● Students will be placed in a small group (STARS) to fill in any gaps identified. ● Progress will be tracked through progress monitoring. ● Growth will be discussed at the end of month data meeting and students will move accordingly. 	<p>STARS time logs and pm will be discussed during the monthly data meeting facilitated by Amanda Mirafuentes and Jennifer Engelken, but led by classroom teachers and interventionists: Data meeting (last Tuesday of the month).</p>
<p>Remediation:</p> <ul style="list-style-type: none"> ● Imagine Learning's Quantile assessment will be given 3 times per year to track annual expected growth. ● Students will be placed in a small group (STARS) to fill in any gaps identified. ● Progress will be tracked through progress monitoring. ● Growth will be discussed at the end of month data meeting and students will move accordingly. 	<p>STARS time logs and pm will be discussed during the monthly data meeting facilitated by Amanda Mirafuentes and Jennifer Engelken, but led by classroom teachers and interventionists: Data meeting (last Tuesday of the month).</p>
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> ● Personal Goal Tracking for students ● Study Buddies ● Family Night ● Classroom Walkthroughs ● Coaching Cycles 	<p>Sign-In sheets, surveys, goal sheets</p> <p>Goals-teachers Buddies-Robinson Family Night-Baker Walkthroughs-Case Coaching-Engelken & Mirafuentes</p>

Planned Professional Development and Support:

- Eureka Alignment and Common Formative Assessment (CFA)/Essentials planning with district math specialist
- Collaborative Teams through Professional Learning Communities
- Modeling/training of morphology integration into math/science classrooms
- Imagine Learning software training as needed

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

Mrs. Engelken and Mrs. Mirafuentes (Instructional Facilitators) will work with Math/Science teachers to get RISE integrated into their curriculum. This will be seen in IF log.



Visual and Performing Arts Magnet School 2020-2021

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

SPED Plan

VPA will see:

- Students with Disabilities subgroups will be at or above 80.0 in the value-added growth score in ESSA increasing from 77.3 in 2018-19.
- An increase with Students with Disabilities' ESSA Overall Index Score from 52.37 to 55. This subgroup has steadily been growing, with 49.74 in 2017-18, and 52.37 in 2018-19. Our goal for the 2020-21 school year is 57.48.
- Students with disabilities showing literacy proficiency will increase from 3.4% to 5%, this moves 1 student in this subgroup to proficiency. Students with disabilities falling "in need of support" will decrease from 84.8% to 80% which moves 3 students from "in need of support" to "close".
- Students with disabilities showing math proficiency will increase from 10.6% to 13%, this moves 2 students in this subgroup to proficiency. Students with disabilities falling "in need of support" will decrease from 39.4% to 23% which moves 3 students from "in need of support" to "close".

Action Steps	Data Point/Monitored By:
Core Curriculum: Teachers use RISE based word study instruction and Eureka Math as their core curriculum. In addition the Sonday System is utilized as part of core in SPED classrooms.	Dale Case, Wes Swift, and Lee Caldwell will monitor the implementation of the current curriculum with focused walkthroughs and lesson plans.
Additional Initiatives to support the goal: <ul style="list-style-type: none">• Focus walkthroughs looking for evidence of RISE.• After school tutoring<ul style="list-style-type: none">○ During the 2018-19 school year, we focused on students taking ACT Aspire who were placed in a resource classroom. We offered tutoring	Sign-In sheets, surveys, goal sheets Tutoring-McLoy Goals-teachers Buddies-Robinson Family Night-Baker

<p>to 9 students with disabilities. 5/9 improved, while 2/9 moved to the next level. This was in just two months.</p> <ul style="list-style-type: none"> ○ During the 2019-20 school year, we invited and tutored 12 students in grades 2-4 that have IEPs. Since we did not take ACT Aspire, we used Aimsweb and Reading Inventory data to show growth. Due to COVID-19, we were only able to offer 6 weeks of this. ● STARS time-students will be served during intervention time to fill gaps ● Book Clubs ● Student goal setting and tracking ● Additional iRead in the morning ● Study buddies ● Personal Goal Tracking for students ● Family Night 	<p>Part Time Tutor-Buck iRead- Dean & Campbell Book Clubs- Engelken & Mirafuentes Stars- teachers Walkthroughs-Cas</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> ● RISE Academy-July 2020 <ul style="list-style-type: none"> ○ training and coaching ● Unpacking standards and curriculum and creating common assessments 	<p>Sign-In Sheets, Agendas/Dale Case, Amanda Mirafuentes, Jennifer Engelken</p> <p>RISE-Mirafuentes & Engelken</p>



Math and Science Magnet School 2020-2021

Rickey Greer, Principal
Shalon Tate, Assistant Principal

Literacy Plan

Goal 1: Increase the number of students who are *Ready* or *Exceeding* on the ACT Aspire by 5% (21 students) in the 2020-21 school year.

ACT Aspire Reading scores from 2018-19 showed that 24% of students were *Ready* or *Exceeding*.

Action Steps: LITERACY PLAN

Data Point /Monitored By:

In 2020-2021 all grades will begin teaching through suggested fourth quarter essential standards from the previous grade level. This previous grade level instruction will occur due to missed weeks of school from the COVID-19 Virus quarantine. All current grade level pacing has been altered to meet the demands of the previous grade level 4th quarter content. Diagnostic Assessments will be analyzed to determine specific learning gaps for each child.

In order to address extended closures due to COVID-19, Math and Science will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom as the Learning Management System in case there are additional school closures. Instructional Facilitators will receive training in mid-July so that they can support teachers in Google Classroom when they return in August.

Core Curriculum:

Heggerty- for Phonemic Awareness (Grades 1-2)

Phonetic Connections and curriculum map will be used in grades 1-2 for phonics instruction. Focus will be on assessing a 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.

Words Book/Word Journeys-Close Reading and Greek & Latin roots

Lucy Calkins Reading and Writing-Teachers in grades 1-6 will use curriculum maps to implement This workshop model will aid in the students' development of vocabulary, comprehension, and fluency. During this workshop, students will be given blocks of

* PAST, DSA,
Reading Inventory,,
AIMSWEB, iReady,,
ACT Aspire
* Observation data /

Rickey Greer,
Principal
Shalon Tate, Assistant
Principal
Shakia Young,
Instructional
Facilitator
Raven Byard, School
Improvement
Specialist

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

<p>independent reading time which will continue to foster reading engagement, which in turn will show improvement in aforementioned literacy skills.</p>	
<p>Intervention:</p> <ul style="list-style-type: none"> ● Intervention groups <ul style="list-style-type: none"> ○ Purposeful and intentional support for targeted students using district data points (Aimsweb and Diagnostic Decoding Survey). ○ Teachers provide evidence of relevance and rigor in lesson plans that focus on the essential standards. ○ Small groups created after analysis of DSA, CFAs, and/or RI data. ○ Teachers provide intervention logs for small groups. ● 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) ○ Utilize RISE and Sonday System strategies to fill gaps ○ Interventionists collaborate with teachers during weekly PLCs and leadership team monthly analyzing data to determine small group assignments, strategies, and growth. 	<p>* Growth data reports * Google documents with progress monitoring results/</p> <p>Raven Byard, School Improvement Specialist Shakia Young, Instructional Facilitator</p>
<p>Remediation:</p> <ul style="list-style-type: none"> ● Sonday System <ul style="list-style-type: none"> ○ Used in Tier 3 interventions ○ Used to intervene with Characteristics of Dyslexia students. ○ A strategy used by interventionists ○ Multi sensory approaches for phonics and fluency ● Small Group Instruction <ul style="list-style-type: none"> ○ Incorporating RISE strategies (by classroom teacher and interventionists) ● Phonological Awareness Skills Test (PAST) Screener for Grades 1 and 2 and diagnostic for Grades 3 thru 6. This assessment is used to diagnose phonological deficit areas and Kilpatrick's 1 minute activities used to impact these results. 	<p>* Student level of growth</p> <p>Shalon Tate, Assistant Principal Raven Byard, School Improvement Specialist Shakia Young, Instructional Facilitator</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, ○ iReady Assessments ○ Diagnostic Decoding Survey ● 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 ● Growth folders (Grade 4th-6th) <ul style="list-style-type: none"> ○ Students targeted for growth and assigned to staff (champions) to monitor/mentor each utilizing a growth folder that addresses Reading Inventory, Moby, Attendance, and ACT Aspire. 	<p>* I-Team document * BOY, MOY, EOY assessments * CTM agendas *Growth folders /</p> <p>Rickey Greer, Principal Raven Byard, School Improvement Specialist Shakia Young, Instructional Facilitator Shalon Tate, Assistant Principal</p>

<ul style="list-style-type: none"> ○ Interventionists ● Maintain an interventionist to assist each grade level 	
<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, Tomlinson, Young) <ul style="list-style-type: none"> ■ Refresher training in late July ○ Trained in K-2 RISE Days 1-3 on May 29-31, 2019 (Clark, Hubbell, Douglas, Britt, Copeland, Wright, Diles, Sheard, West, DiGaetano, Carver, Decker, Grant, Sockwell.) Days 4-6 will be trained in the 2020-21 school year. ○ Trained in K-2 RISE Days 1-3 on June 4-6, 2019 (Parrish, Haynes, Mills, Rout, Rickman, Wilson). Days 4-6 will be trained during 2020-2021 school year. ○ Trained in 2019-20 in 3-6 RISE Days 1-3 on May 29-31 (Balon, Cooley, Rodely, Corales, Youtz, Hawley, S. Williams, D. Williams, Supinsky, Chadwick, Hogan, Hoskins, Tate.) Days 4-6 will be trained in July 2020. ○ Weekly Professional Learning Community (PLC) meetings to address students' progress 	<ul style="list-style-type: none"> * Calendar of PD * Sign in sheets * CTM agendas <p>Raven Byard, School Improvement Specialist Shakia Young, Instructional Facilitator Shalon Tate, Assistant Principal Rickey Greer, Principal</p>



Math and Science Magnet School

2020-2021

Rickey Greer, Principal
Shalon Tate, Assistant Principal

Math Plan

Goal 2: ACT Aspire Math scores from 2018-19 showed that 28% of students were Exceeding or Ready. It is our goal to increase that number by 5% (20 students) in the 2020-2021 school year.

Action Steps:	Data Point/Monitored By:
<p>In order to address extended closures due to COVID-19, Math and Science will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom as the Learning Management System in case there are additional school closures. Instructional Facilitators will receive training in mid-July so that they can support teachers in Google Classroom when they return in August.</p> <p>Core Curriculum: In order to address extended closures due to COVID-19, HWES will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom at the Learning Management System in case there are additional school closures.</p> <p>Eureka Math - All Math teachers in grades 1-6 will continue implementation of the Eureka Math curriculum with special emphasis on computational fluency and essential standards. Common Formative Assessments, Common Summative Assessments, and Interim Assessments are continually being monitored to ensure student learning. Teachers will diligently work to incorporate Word Study focused on math vocabulary.</p> <p>Edulastic Enterprise assessment subscriptions will be purchased for grades 1-6 using CARES funding in order to:</p> <ul style="list-style-type: none">• Create essential standards screeners for each grade level using the prior year's essential standards to identify learning gaps due to COVID 19 quarantine (Aug. 17-18, 2020)• Teachers will utilize essential standards screener data to intervene with students• Edulastic will be used to create daily formative assessments, common formative assessments, common summative assessments, an interim assessments	<p>*Essential Standards assessment *Quantile Assessment/Shakia Young *Fluency tests /</p> <p>Rickey Greer, Principal Shalon Tate, Assistant Principal Shakia Young, Instructional Facilitator Raven Byard, School Improvement Specialist</p> <p><i>*A specific schedule for monitoring data will be established in August and updated on this plan.</i></p>

<ul style="list-style-type: none"> • Edulastic will be used during face to face learning, blended learning situations, or quarantine situations through Google Classroom <p>Imagine Learning Math adaptive software will be purchased for students in grades 1-6 using CARES funding in order to:</p> <ul style="list-style-type: none"> • Quantile assessments will be given to all students K-12 three times per year to determine growth and assist in identifying tier 1,2, and 3 students. (Grades 3 and up automatically start with the Quantile assessment upon initial login.) • Assign individual standard(s) pathways, from the previous grade level, to students to help close instructional gaps caused by COVID19 quarantine. • Assign targeted pathways to support grade level progress enabling teachers to pull small groups as needed for tier 2 and tier 3 instruction. • Live tutor accessible during classroom software usage or during home usage. • Assign specific Eureka Math pathways by module if needed during future quarantine • Recommended time is 45 minutes per week minimum. <p>Eureka Math Affirm assessment software will be purchased using CARES funding in order to:</p> <ul style="list-style-type: none"> • Use Eureka Math question bank for previous grade levels as they fill instructional gaps due to COVID 19 • Use Eureka Math question bank to create common formative assessments and common summative assessments. • Create assessments that can easily be published through Google Classroom in order to teach students in a traditional classroom, blended classroom, or digital format should future quarantine occur. <p>Core Curriculum:</p> <ul style="list-style-type: none"> • Implementation of Eureka Math grades 1-6 <ul style="list-style-type: none"> ◦ Imagine Learning Fluency (Grades 1 and 2) ◦ 3rd Grade Fluency • Imagine Learning quantile assessment 3 times per year • Core instruction on the Essential Standards at each grade level • RISE strategies incorporated to increase vocabulary 	<p>Essential Standards Screener Data/Shakia Young</p> <p>Quantile Scores/Raven Byard</p> <p>CFA Data/Shakia Young</p>
<p>Intervention:</p> <ul style="list-style-type: none"> • Imagine Learning adaptive software 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 • Common Formative Assessments (CFA)s to determine mastery of skills 	<p>*Quantile results *Google document with progress monitoring grade level equivalency/5 times a year /</p> <p>Shakia Young, Instructional Facilitator</p>
<p>Remediation:</p> <ul style="list-style-type: none"> • Teachers and Interventionists will work with at risk students in small group settings 	<p>*Student level of growth (Imagine Learning)</p> <p>Raven Byard, School Improvement</p>

	Specialist
Additional Initiatives to support the goal: <ul style="list-style-type: none"> • Growth folders (Grade 4th-6th); 60 Students targeted for growth and assigned to staff (champions) to monitor/mentor each utilizing a growth folder that addresses Imagine Learning and ACT Aspire. • All students track their own quantile growth. 	*Moby scores *Growth of Growth folder students / Raven Byard, School Improvement Specialist Shakia Young, Instructional Facilitator
Planned Professional Development and Support: <ul style="list-style-type: none"> • Weekly PLC/CTM meetings collaborating on CFAs, Essential Standards, Imagine Learning, and Eureka Math implementation • Data will be shared using google docs 	*CTM agendas *Data folders Shakia Young, Instructional Facilitator



Math and Science Magnet School

2020-2021

Rickey Greer, Principal
Shalon Tate, Assistant Principal

Discipline Goal

Goal 3: Math and Science will decrease by 10% the number of In School Suspensions and Out of School Suspensions by implementing a school-wide discipline plan to increase student awareness of behaviors as well as implementing small group behavior interventions focused on increasing instructional time.

Action Steps:	Data Point/Monitored By:
Core Curriculum: <ul style="list-style-type: none"> Character Education Curriculum used to address social will help them develop variously as moral, civic, good, mannered, behaved, non-bullying, healthy, critical, successful, traditional, compliant or socially acceptable beings. <ul style="list-style-type: none"> Word of the month (displayed on TV monitors and announced each morning during morning message) CKH (Capturing Kids' Hearts) 	Kassie Haynes, Counselor Shalon Tate, Assistant Principal, Kelly Mills, Family Liaison
Intervention: <ul style="list-style-type: none"> CICO (Check In/Check Out)-Students will be assigned to an adult in the building who they will check in and out with each day to determine if their daily goals were met. Community and staff volunteer Lunch Buddies, mentors and club sponsors (1st Baptist Church) Counselor, therapist, and administration and other personal conduct behavior intervention groups once a week. 	*Number of students in program (CI/CO) * Volunteer hours logged Sarah Rout, Media Specialist
Remediation: <ul style="list-style-type: none"> Counselor, therapist, and administration meet with small group Referrals made to Midsouth Health (MSHS) Parental conferences An Alternative Learning Environment (ALE) will be provided for students who do not make progress on campus. SUCCESS Achievement Academy is considered when students need a smaller class size with a behavioral interventionist. 	* Group log and number of students participating / Shalon Tate Kelly Mills Rickey Greer
Additional Initiatives to support the goal: <ul style="list-style-type: none"> Teachers monitor behavior with Class Dojo to enhance parent communication. 	* Number of office behavior referrals / Rickey Greer

Planned Professional Development and Support:

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

*The weekly number of students staffed
* The number of mental health referrals
/
Kassie Haynes,
Counselor
Raven Byard, School Improvement Specialist



Math and Science Magnet School

2020-2021

Rickey Greer, Principal
Shalon Tate, Assistant Principal

Attendance Goal

Goal 4: Math and Science will increase the school's overall attendance rate of 92% to 93% (6 students) in the 2020-2021 school year.

Action Steps:	Data Point/Monitored By:
Core Curriculum: <ul style="list-style-type: none"> Teachers take daily attendance Teachers create a nurturing, engaging environment that encourages students to come to school. 	ESchool Attendance * Kelly Mills, Family Liaison * Rickey Greer, Principal * Cheryl Walton, Attendance Clerk
Intervention: <ul style="list-style-type: none"> 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 week Parent conferences are scheduled as needed Mr. Mills will maintain a daily log when students/parents are contacted 	*Attendance Numbers for All Students / Kelly Mills, Family Liaison Rickey Greer, Principal
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 Students are tracking their own attendance with growth folders 	* Number of FINS Filed * Teachers growth folders / Kelly Mills, Family Liaison Raven Byard, School Improvement Specialist Rickey Greer, Principal Shalon Tate, Assistant Principal
Additional Initiatives to support the goal: <ul style="list-style-type: none"> March Madness Attendance incentive before Spring testing 	Attendance numbers Kelly Mills, Family Liaison Shalon Tate, Assistant Principal



MicroSociety Magnet School 2020-2021

Amanda Turner Sanders, Principal
Mandy Zipfel, Assistant Principal

Literacy Plan

Goal 1: MicroSociety's goal is to increase the ELA ACT Aspire Value- Added Growth Score for all subgroups to 80 points in 2020-2021 from our current score of 78.38. The weighted achievement score will also increase from 36.79 to 38.63. We will increase our students who are close in literacy by 10% to 55 to 74 students. We will also increase our students who are ready in literacy by 5% from 41 students to 44.

Action Steps	Data Point/Monitored By:
<p>In 2020-2021 all grades will begin teaching through suggested fourth quarter essential standards from the previous grade level. This previous grade level instruction will occur due to missed weeks of school from the COVID-19 Virus quarantine. All current grade level pacing has been altered to meet the demands of the previous grade level 4th quarter content. Diagnostic Assessments will be analyzed to determine specific learning gaps for each child.</p> <p>In order to address extended closures due to COVID-19, MicroSociety will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom as the Learning Management System in case there are additional school closures. Instructional Facilitators will receive training in mid-July so that they can support teachers in Google Classroom when they return in August.</p> <p>Core Curriculum:</p> <ul style="list-style-type: none">Teachers will use <u>Heggerty Phonemic Awareness Curriculum</u> in 1st grade for the purpose of reinforcing phonemic awareness skills. In 2nd grade, teachers will include some of these skills in conjunction with their phonics curriculum.	<p>IReady (1-2) Reading Inventory (3-6) Lucy On Demand Assessments CFAs (Common Formative Assessments)</p> <p>Mrs. Sanders, Principal Mrs. Zipfel, Asst. Principal Mrs. Murphy, Instructional Facilitator Mrs. Newcomb, Instructional Facilitator</p>

- **Phonetic Connections** and curriculum map will be used in grades 1-2 for phonics instruction. Focus will be on assessing a 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 3-6, phonics will come in the study of morphology and etymology. The curriculum map and strategies from Tim Rasinski's book, *Greek and Latin Roots: Keys to Building Vocabulary* and *Words* by Marcia Henry, will be used for instruction.
- 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 independent reading time which will continue to foster reading engagement, which in turn will show improvement in aforementioned literacy skills.
- Instructional Facilitators
 - Team Planning and Data Analysis
 - Professional Development and Power Hour Trainings
 - Lesson Plan Feedback
 - Modeling Lessons
 - Coaching Cycles

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

Literacy Core Curriculum Actions Steps:

- BOY (Beginning of Year)- Instructional Facilitators will focus on teacher planning, daily schedules, core curriculum, and small group instruction. Support will be provided through focus walk feedback, Thursday team meetings with IFs, and after school planning. Coaching cycles will be determined based on walk through data. Lesson plan templates will be provided and grade level schedules will be created. Weekly feedback will be given to teachers regarding pacing of curriculum.
- MOY (Middle of Year)- Gradual Release of Responsibility will be implemented with teachers to shift ownership in planning and collaboration. Instructional Facilitators focus will shift to data analysis and action plan development. Teachers will provide feedback on the data and create action plans. Support will then be provided based on data attached to their action plans.
- ❖ MOY (Middle of Year)- Teachers will continue to monitor 3 targeted students to ensure attainment of weighted achievement growth.

<p>Intervention:</p> <ul style="list-style-type: none"> ● Small Group Instruction: <ul style="list-style-type: none"> ○ In 1st-2nd grade AIMSweb+ data is analyzed and small group instruction provided based on individual battery of testing per student. 1st/2nd grade teachers will use a 35 minute intervention block to address student deficits according to AIMSweb data. Teachers will administer the Survey Level Assessment to those students who do not score on grade level. ○ In 3rd-6th grade literacy classrooms, DSA (Developmental Spelling Analysis) data will be analyzed and small group instruction provided based on individual student stages as well as focus on identified grade level essential standards for ELA. ○ Teachers will also address grade level interventions by analyzing CFA data to determine mastery of specific reading comprehension standards. ○ 3 students from each class will be targeted by the homeroom teacher that can be progress monitored for weighted achievement. ● 21CCLC Afterschool Program <ul style="list-style-type: none"> ○ Students identified as tier 2, will be invited to participate in our 21CCLC after school program to receive interventions through Reading Horizons and targeted small group instruction. Two certified literacy teachers are providing targeted small group instruction. ○ 21CCLC <ul style="list-style-type: none"> ■ 77% of students receiving Reading Horizons interventions in the 21CCLC program have shown growth in the Reading Inventory. <p>Action Steps for Literacy Intervention</p> <ul style="list-style-type: none"> ● BOY-MOY- Instructional Facilitators will conduct focus walks of classroom intervention lessons and provide feedback to improve instruction. ● MOY- Teachers and interventionists will analyze data from Aimsweb gains column biweekly. ● MOY- Teachers will implement a 10 day cycle that will include planning, teaching, analyzing data, intervening and reassessing standards. 	<p><i>Aimsweb Plus</i> <i>DSA</i> <i>CFAs</i></p> <p>Mrs. Sanders, Principal Mrs. Zipfel, Asst. Principal Mrs. Murphy, Instructional Facilitator Mrs. Newcomb, Instructional Facilitator</p> <p>Mrs. Zipfel, Asst. Principal</p> <p>Mrs. Murphy, Instructional Facilitator Mrs. Newcomb, Instructional Facilitator</p>
<p>Remediation:</p> <ul style="list-style-type: none"> ● Interventionists will use a 30 minute intervention block to provide additional support in prerequisites of essential standards, phonological awareness, and/or phonetic skills. <ul style="list-style-type: none"> ○ Sonday System ○ Kilpatrick 1 Minute Drills ○ Heggerty ○ Fluency Passages ○ Decodable Readers 	<p><i>Reading Inventory</i> <i>ORF (Oral Reading Fluency)</i> <i>QPA (Quick Phonics Assessment)</i> <i>PAST (Phonological Awareness Skills Test)</i></p>

<ul style="list-style-type: none"> ● Check In/Check Out <ul style="list-style-type: none"> ○ Students identified as lacking motivation in the classroom will participate in weekly intervention groups with school counselors and school improvement specialists. Students will complete a daily score sheet based off of effort and discuss daily with their mentor. ● Instructional Facilitators provide training, feedback, and model lessons for Heggerty, Kilpatrick, Fluency, Phonics, and Morphology. <p>Literacy Remediation Action Steps:</p> <ul style="list-style-type: none"> ● BOY-Students will be grouped based on results of Reading Inventory (RI), Oral Reading Fluency (ORF), Quick Phonics Assessment (QPA), and the Phonological Awareness Skills Test (PAST). Interventionists will work with students using the Sonday system, Kilpatrick one minute word drills, Heggerty, fluency passages, and decodable readers. ● MOY- Remediation groups will be organized based on student growth from MOY ORF, QPA, and PAST. Instructional aides will be a part of this process. <ul style="list-style-type: none"> ○ 1st grade students showing deficits in ORF 1 will be given the Survey Level Assessment in AIMSWEB+. This assessment provides teachers, Instructional Facilitators, and interventionists with a specific focus for remediation. AIMSWEB+ goals are established for the area of deficit and specific interventions are conducted to remediate the specific deficits. ○ 2nd grade students showing deficits in ORF 2 will be given the Survey Level Assessment in AIMSWEB+. This assessment provides teachers, Instructional Facilitators, and interventionists with a specific focus for remediation. AIMSWEB+ goals are established for the area of deficit and specific interventions are conducted to remediate the specific deficits. ● Instructional Facilitators will conduct focus walks during remediation and provide feedback. IFs will also provide training and resources on specific interventions as needed. 	<p><i>AIMSWEB +</i></p> <p>Mr. Donner, School Improvement Specialist; Mr. Brown, Counselor; Mrs. Green, Counselor</p> <p>Mrs. Murphy, Instructional Facilitator Mrs. Newcomb, Instructional Facilitator</p>
<p>Enrichment</p> <ul style="list-style-type: none"> ● Students identified as gifted and talented (GT) will be monitored by the GT Teacher, Mrs. Haley Jones. Students will be tiered based on their scores for enrichment times. ● Student data will be monitored weekly by the GT teacher. ● Conferences will be quarterly for placement in enrichment times. Students who are struggling will get his/her GT minutes by attending 1 GT session, GT 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 	<p>Mandy Zipfel, Assistant Principal Haley Jones, Gifted and Talented Teacher</p>

<p>interventionist).</p> <p>Students who are NOT struggling will get his/her GT minutes by attending 1 FT session and intervention 3x a week.</p> <p>If a GT student begins performing better in the classroom and it is reflected in grades and RI/Moby testing, the student may stop going to GT during MicroTime and add back the 3rd intervention time.</p>	
<p>Special Education</p> <ul style="list-style-type: none"> Teachers will meet weekly in team meetings for a deeper understanding of the RISE components. Teachers will create their own data walls and will track student growth. Teachers will give the DSA to pinpoint and address phonics deficits. Instructional Facilitators will create a Word Study Lesson Plan Templates and Task Sheets to be utilized in addressing specific DSA stages. Training will be provided to all SPED teachers. IFs will conduct focus walks and provide feedback to strengthen instruction. 	<p>Reading Inventory (RI)</p> <p>Monitored by: Mrs. Sanders, Principal; Mrs. Zipfel, Assistant Principal</p>
<p>Additional Initiatives to Support the Goal:</p> <ul style="list-style-type: none"> Student Growth Celebrations <ul style="list-style-type: none"> Quarterly celebrations planned and implemented to celebrate the growth of students on their Reading Inventory Assessment or Aimsweb Plus Assessment. Instructional Facilitators <ul style="list-style-type: none"> Team Lesson Planning and Data Analysis Lesson plan feedback Professional Development Power Hours Modeling/Coaching ACT Test Strategies and Prep Lessons 	<p>Mrs. Murphy, Instructional Facilitator Mrs. Newcomb, Instructional Facilitator</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> R.I.S.E training days 4,5,6 for all certified teachers in Summer 2020. Sonday System training Three Days Planning Professional Development guided by Instructional Facilitators. 	



Amanda Turner Sanders, Principal
Mandy Zipfel, Assistant Principal

Goal 1: MicroSociety's goal is to increase the Math ACT Aspire Value- Added Growth Score for all subgroups to 80 points in 2020-2021 from 77.28. The weighted achievement score will also increase from 36.79 to 38.63. We will increase our students who are close in math by 10% from 163 to 173 students. We will also increase our students who are ready in math by 5% from 67 students to 75 .

[illegible]

<p>Collaborative teams will begin looking at Instructional Cycles for the district essential standards. Teachers will work together to create common formative assessments, pace lessons, and use these assessments to guide future instruction/interventions.</p> <p>Eureka Math - All Math teachers in grades 1-6 will continue implementation of the Eureka Math curriculum with special emphasis on computational fluency and essential standards. Common Formative Assessments, Common Summative Assessments, and Interim Assessments are continually being monitored to ensure student learning. Teachers will diligently work to incorporate Word Study focused on math vocabulary.</p> <p>Edulastic Enterprise assessment subscriptions will be purchased for grades 1-6 using CARES funding in order to:</p> <ul style="list-style-type: none"> • Create essential standards screeners for each grade level using the prior year's essential standards to identify learning gaps due to COVID 19 quarantine (Aug. 17-18, 2020) • Teachers will utilize essential standards screener data to intervene with students • Edulastic will be used to create daily formative assessments, common formative assessments, common summative assessments, an interim assessments • Edulastic will be used during face to face learning, blended learning situations, or quarantine situations through Google Classroom <p>Imagine Learning Math/Imagine Learning Math Facts adaptive software will be purchased for students in grades 1-6 using CARES funding in order to:</p> <ul style="list-style-type: none"> • Quantile assessments will be given to all students K-12 three times per year to determine growth and assist in identifying tier 1,2, and 3 students. (Grades 3 and up automatically start with the Quantile assessment upon initial login.) • Assign individual standard(s) pathways, from the previous grade level, to students to help close instructional gaps caused by COVID19 quarantine. • Assign targeted pathways to support grade level progress enabling teachers to pull small groups as needed for tier 2 and tier 3 instruction. • Live tutor accessible during classroom software usage or during home usage. • Assign specific Eureka Math pathways by module if needed during future quarantine • Recommended time is 45 minutes per week minimum. <p>Eureka Math Affirm assessment software will be purchased using CARES funding in order to:</p> <ul style="list-style-type: none"> • Use Eureka Math question bank for previous grade levels as they fill instructional gaps due to COVID 19 • Use Eureka Math question bank to create common formative assessments and common summative assessments. 	<p>Pacing Monitoring/ Angela Murphy</p> <p>Essential Standards Screener Data/Angela Murphy</p> <p>Imagine Learning Quantile Data/Angela Murphy</p> <p>Imagine Learning Student Data/Kim Newcomb</p> <p>Affirm assessment of ES/Kim Newcomb</p>
--	--

<ul style="list-style-type: none"> • Create assessments that can easily be published through Google Classroom in order to teach students in a traditional classroom, blended classroom, or digital format should future quarantine occur. <p>Math Core Curriculum Action Steps:</p> <ul style="list-style-type: none"> • Instructional Facilitators will provide professional development power hours for effective pedagogy in math and student engagement. • Imaging Learning Math/Imagine Learning Math Facts data will be monitored for standards based data and quantile growth three times per year. 1st Assessment is scheduled for August 17 and 18. • BOY- Instructional Facilitators will focus on teacher planning, daily schedules, core curriculum, and small group instruction. Support will be provided through focus walk feedback, Thursday team meetings with Instructional Facilitators, and after school planning. Coaching cycles will be determined based on walk through data. Lesson plan templates will be provided and grade level schedules will be created. Weekly feedback will be provided to teachers regarding pacing of curriculum. • MOY- Gradual Release of Responsibility will be implemented with teachers to shift ownership in planning and collaboration. Instructional Facilitator focus will shift to data analysis and action plan development. Teachers will provide feedback on the data and create action plans. Support will then be provided based on data attached to their action plans. • MOY- Teachers will continue to monitor 3 targeted students to ensure attainment of weighted achievement growth. 	<p>Mrs. Sanders, Principal Mrs. Zipfel, Asst. Principal Mrs. Murphy, Instructional Facilitator Mrs. Newcomb, Instructional Facilitator</p> <p><i>*A specific schedule for monitoring data will be established in August and updated on this plan.</i></p>
<p>Intervention:</p> <ul style="list-style-type: none"> • Small Group Instruction <ul style="list-style-type: none"> ○ Teachers will analyze Common Formative Assessments (CFA) data to determine grouping/standards to be addressed in small group instruction. ○ Students will retake CFA to prove mastery. • Check in/Check out <ul style="list-style-type: none"> ○ Students identified as lacking motivation in the classroom will participate in weekly intervention groups with school counselors and the school improvement specialist. Students will complete a daily score sheet based off of effort and discuss daily with their mentor. • Moby Max/Zearn <ul style="list-style-type: none"> ○ Students will utilize Imagine Learning Math and Math Facts (grades 1 and 2) assigned lessons in a center during small group time to reinforce standards. <p>Math Intervention Action Steps:</p> <p><u>Action Plan</u></p> <ul style="list-style-type: none"> ■ Teachers will effectively utilize CFA data to determine skills for 	<p>Mrs. Sanders, Principal Mrs. Zipfel, Asst. Principal Mrs. Murphy, Instructional Facilitator Mrs. Newcomb, Instructional Facilitator</p>

<p>small group instruction.</p> <ul style="list-style-type: none"> ● PD Power Hours provided for effective intervention. <p>■ Instructional Facilitators will conduct focus walks during remediation and provide feedback. IFs will also provide training and resources on specific interventions as needed.</p>	
<p>Remediation:</p> <ul style="list-style-type: none"> ● DO THE MATH <ul style="list-style-type: none"> ○ 3rd-6th grade students who are two or more years behind will receive remediation during a 30 minute intervention block using the Do the Math. curriculum. ○ Students will be given a pre-, mid-, and post assessment to measure their learning with each Do The Math module. <p>Special Education</p> <ul style="list-style-type: none"> ● SPED teachers will create their own data walls and will track student growth. ● SPED teachers will utilize data from Moby Max Placement test and CFAs to determine standards to reinforce. <p>Math Remediation Action Steps:</p> <ul style="list-style-type: none"> ● The math remediation schedule will be evaluated and more slots will be opened to specifically focus on adding more 3rd and 5th grade students due to the significant lack of growth in those grades. 	<p>Mrs. Sanders, Principal Mrs. Zipfel, Asst. Principal Mrs. Murphy, Instructional Facilitator Mrs. Newcomb, Instructional Facilitator</p>
<p>Additional Initiatives to support the goal:</p> <ul style="list-style-type: none"> ● Student Growth Celebrations <ul style="list-style-type: none"> ○ Quarterly celebrations will be planned and implemented to celebrate the growth of students on their quantile assessment. . ○ Students are expected to show 50 quantiles growth for each semester. ● Instructional Facilitators <ul style="list-style-type: none"> ○ Team Lesson Planning and Data Analysis ○ Lesson plan feedback ○ PD Power Hours ○ Modeling/Coaching ○ ACT Test Strategies and Prep Lessons 	<p>Mrs. Murphy, Instructional Facilitator Mrs. Newcomb, Instructional Facilitator</p>
<p>Planned Professional Development and Support:</p> <p>Training and support for Number Talks. Eureka Math curriculum map training (1-6) 3 Days Planning Professional Development guided by Instructional Facilitators.</p>	<p>Mrs. Murphy, Instructional Facilitator Mrs. Newcomb, Instructional Facilitator</p>

	<p align="center">MicroSociety Magnet School 2020-2021</p>
	<p align="center">Amanda Turner Sanders, Principal Mandy Zipfel, Assistant Principal</p>

Behavioral Goal

Goal 1: 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:
<p>Core Curriculum:</p> <ul style="list-style-type: none"> Capturing Kids' Hearts (CKH) 	<p>Discipline referrals/ quarterly</p> <p>Monitored by: Rob Donner, School Improvement Specialist</p>
<p>Intervention:</p> <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 (CI/CO) for those students who are struggling with meeting expectations. Behavior Intervention Groups <ul style="list-style-type: none"> Students will be identified by the leadership team and classroom teachers and placed into grade level behavioral intervention groups. These groups will meet weekly to address strategies for improving behavior in the classroom and evaluate their weekly progress. Will Intervention Groups <ul style="list-style-type: none"> Students will be identified by classroom teachers and placed into groups to focus on motivation. Groups will meet weekly to evaluate their performance and discuss strategies. 	<p>Focus walks data</p> <p>Number of CI/CO students</p> <p>Monitored by: Rob Donner, School Improvement Specialist</p>
<p>Remediation:</p> <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 	<p>Improved behavior of students in the CI/CO system</p>

<p>Groups with the School Improvement Specialist and Counselors.</p> <ul style="list-style-type: none"> • Students identified as lacking motivation in the classroom will participate in weekly intervention groups with school counselors. Students will complete a daily score sheet based off of effort and discuss daily with their mentor. • An Alternative Learning Environment (ALE) will be provided for students who do not make progress on campus. SUCCESS Achievement Academy is considered when students need a smaller class size with a behavioral interventionist. 	<p>Reduced number of disciplinary referrals for those students with chronic misbehavior</p> <p>Monitored by: Remington Brown/Jenna Green, Counselors</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> • CKH Recharge • PD provided, regarding relationships and mental health, by Midsouth Psychiatrist and Therapist. 	<p>PD set for summer 2020</p> <p>PD provided by The Flippen Group and Midsouth Health Systems Monitored: Rob Donner</p>



MicroSociety Magnet School 2020-2021

Amanda Turner Sanders, Principal
Mandy Zipfel, Assistant Principal

Student Engagement: Attendance Goal

Goal 1: 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">Kane Miller Series (Dr. Sharie Coombes - Child and Family Psychotherapist)	Weekly Attendance Reports Monitored by Remington Brown/Jenna Green, Counselors
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/Jenna Green
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 include absences and behavior as a requirement for attending the quarterly celebrations.Students will be paid for coming to school on time with Micro Money.	Monitored by Remington Brown/Jenna Green, Counselors
Planned Professional Development and Support: <ul style="list-style-type: none">Supporting students through weekly small groups in Behavior/Check-In/Check-Out as attendance does affect behavior, effort, and attendance.The Midsouth therapist will host professional development throughout the year as needed. Information will be distributed to parents at Open House and Parent Teacher Conferences.	Monitored by Remington Brown/Jenna Green



Annie Camp Junior High

2020-2021

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

Literacy

Goal 1: The Weighted Achievement in the 2018-19 school year was 46.64. In the 2020-21 school year, students scoring in the In Need of Support Range on the ACT Aspire will decrease 272 (46%) to 222 (36%) in English Language Arts.

Literacy Plan	Data Point/Monitored By:
<p>To address possible gaps in learning exacerbated by school closures and extended alternative methods of instruction, pacing guides have been re-aligned to include essential standards from the last nine weeks of the previous grade.</p> <p>In order to address extended closures due to COVID-19, all classes will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom.</p> <p>Core Curriculum:</p> <ol style="list-style-type: none">1. Content teachers as well as specialized areas (health, physical education, EAST, drama) will implement Close Reading within their lessons monthly monitored by lesson plans and classroom observations.2. Lead Teachers will be trained in Close Reading in order to train individual teachers within departments as well as Instructional Facilitator will be a resource for these teachers.3. District-approved units are utilized. Essential standards are taught through these units following district pacing guides. Teachers assess essential standards utilizing common formative assessments.4. Special Education teachers as well as classroom teachers will use RISE training and implement greek/latin roots as well as morphology.5. The HMH Reading Inventory will be used to track student reading growth. ~In Fall of 2019, 157 (24%) scored Advanced, 133 (20%) scored Proficient, 165 (25%) scored Basic and 207 (31%) scored Below Basic.	<p>Interim Assessment, Reading Inventory Data</p> <p>Monitor:</p> <ul style="list-style-type: none">• Mrs. Sabbatini Instructional Facilitator• Mr. Murphy, Principal• English Teachers <p>Timeline: August, December, May</p>

<p>~In Winter of 2019, 166 (25%) scored Advanced, 131 (20%) scored Proficient, 175 (26%) scored Basic and 191 (29%) scored Below Basic. A Spring Inventory will be given in May.</p> <p>How will this be monitored: IF will help in the creation of CFAs, Principal and IF will observe RISE lessons.</p>	
<p>Intervention:</p> <ol style="list-style-type: none"> 1. Building wide focus on citing textual evidence in all areas. Grade Level Teams will create formative assessments based over citing textual evidence (R.I. 7.1) 2. 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 the breakdown is occurring. Teachers will use the 30 minutes to focus on particular standards. 3. Collaborative teams will discuss student data and determine an intervention (one on one, small group, team teach) the student needs. 4. After school tutoring will be provided for students after school. Students can get help in math and English. <p>How will this be monitored: Principal will observe Bonus Periods, IF will meet with collaborative teams and Nick Andrews will lead after school tutoring.</p>	<p>Common Formative Assessments, Interim Assessments</p> <p>Monitor:</p> <ul style="list-style-type: none"> • Mrs.Sabbatini, Instructional Facilitator(IF) • Mr.Murphy, Principal • English Teachers <p>Timeline: Quarterly</p>
<p>Remediation:</p> <ol style="list-style-type: none"> 1. Reading Inventory will be used to place students into intervention programs when they score 700 or below on their reading inventory assessment. Students will receive 225 classroom minutes within the intervention programs. Students will rotate through small group, independent reading group and whole group.. Students will test periodically to check for growth using the Reading Inventory, Phonics inventory, and the PAST. 2. The DREAM program will be mandatory for students who are not up to par academically. Students are recommended for DREAM by a teacher, or due to an attendance index below 80.00. The grades of those recommended students are then screened. Students who have a grade point average below 2.75 are officially enrolled in the program. 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 	<p>Reading Inventory</p> <p>Monitor:</p> <ul style="list-style-type: none"> • Mrs. Sabbatini, Instructional Facilitator(IF) • Mr. Murphy, Principal • Intervention Team • English Department <p>Timeline: Every 5 to 6 weeks</p>

<p>school improving their grades. Teachers and students will sign off each week showing the time has been met and students are improving.</p> <p>How will this be monitored: IF will monitor System 44 and Read 180 and several teachers will be assigned to students who are in the DREAM program.</p>	
<p>Additional Initiatives to support the goal:</p> <ol style="list-style-type: none"> 1. Implementation of the One School, One Book program. 2. Implementation of RISE initiative in ELA classes.. 3. Teachers and Co Teachers who attended Co teaching conference in Seattle will implement co teaching models they received training over in Summer 2019. 	<p>Monitor:</p> <ul style="list-style-type: none"> ● Mr.Murphy, Principal ● Mrs.Sabbatini, Instructional Facilitator(IF) <p>Timeline: Monthly</p>
<p>Planned Professional Development and Support:</p> <ol style="list-style-type: none"> 1. Professional Development on Close Reading and Common Formative Assessments 2. RISE training for teachers as well as special education teachers in Summer of 2020. 	<p>Monitor:</p> <ul style="list-style-type: none"> ● Mrs.Sabbatini, Instructional Facilitator(IF) ● Mr. Murphy, Principal <p>Timeline: Summer</p>



Annie Camp Junior High

2020-2021

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

Math Plan

Goal 2: The Weighted Achievement in the 2018-19 school year was 46.64. In the 2020-21 school year, students scoring in the In Need of Support Range on the ACT Aspire will go from 252 (41%) students to 200 (32%) students in math.

	Data Point/Monitored By:
<p>Core Curriculum:</p> <p>In order to address extended closures due to COVID-19, Annie Camp will continue with a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom at the Learning Management System in case there are additional school closures.</p> <p>Eureka Math - All Math teachers in grades 7-8 will continue implementation of the Eureka Math curriculum with a focus on mastering essential standards. Common Formative Assessments, Common Summative Assessments, and Interim Assessments will continually be monitored to ensure student learning. Teachers will diligently work to incorporate Word Study focused on math vocabulary.</p> <p>Edulastic Enterprise assessment subscriptions will be purchased for grades 1-6 using CARES funding in order to:</p> <ul style="list-style-type: none">• Create essential standards screeners for each grade level using the prior year's essential standards to identify learning gaps due to COVID 19 quarantine (Aug. 17-18, 2020)• Teachers will utilize essential standards screener data to intervene with students• Edulastic will be used to create daily formative assessments, common formative assessments, common summative assessments, an interim assessments	Essential Standards Screener/Cassandra Sabbatini

<ul style="list-style-type: none"> ● Edulastic will be used during face to face learning, blended learning situations, or quarantine situations through Google Classroom <p>Imagine Learning Math adaptive software will be purchased for students in grades 1-6 using CARES funding in order to:</p> <ul style="list-style-type: none"> ● Quantile assessments will be given to all students K-12 three times per year to determine growth and assist in identifying tier 1,2, and 3 students. (Grades 3 and up automatically start with the Quantile assessment upon initial login.) ● Assign individual standard(s) pathways, from the previous grade level, to students to help close instructional gaps caused by COVID19 quarantine. ● Assign targeted pathways to support grade level progress enabling teachers to pull small groups as needed for tier 2 and tier 3 instruction. ● Live tutor accessible during classroom software usage or during home usage. ● Assign specific Eureka Math pathways by module if needed during future quarantine ● Recommended time is 45 minutes per week minimum. 	<p>Quantile Scores/Cassandra Sabbatini</p>
<p>Eureka Math Affirm assessment software will be purchased using CARES funding in order to:</p> <ul style="list-style-type: none"> ● Use Eureka Math question bank for previous grade levels as they fill instructional gaps due to COVID 19 ● Use Eureka Math question bank to create common formative assessments and common summative assessments. ● Create assessments that can easily be published through Google Classroom in order to teach students in a traditional classroom, blended classroom, or digital format should future quarantine occur. 	<p>Affirm Data/Cassandra Sabbatini</p>
<p>Core Curriculum:</p> <ol style="list-style-type: none"> 1. Essential standards will be used to create CFAs. Teachers will meet and review CFAs and design a plan of intervention and extension. 2. Assess Essential Standards with common formative assessments. 3. Teachers will use RISE training and implement greek/latin roots as well as morphology. 4. The HMH Math Inventory was used to track student growth in 2019/2020. 	<p>Interim Assessments, CFAs</p> <p>Monitor:</p> <ul style="list-style-type: none"> ● Sabbatini, Instructional Facilitator(IF) ● Murphy, Principal ● Department Chairpersons

<p>~ In Fall of 2019, there were no Advanced students, 49 (8%) students were Proficient, 202 (31%) of students were Basic and 393 (60%) of students were Below Basic.</p> <p>~In Winter of 2019, 47 (7%) of students were Advanced, 77 (12%) were Proficient, 202 (31%) were Basic and 322 (50%) students were Below Basic.</p> <p>~In 2020/2021, Imagine Learning will replace Math Inventory and will be given 3 times a year.</p> <p>How will this be monitored: IF will help in the creation of CFAs, Principal and IF will observe RISE lessons.</p>	<p>Timeline: Weekly PLC meetings</p>
<p>Intervention:</p> <ol style="list-style-type: none"> 1. Imagine Learning will provide three tiered support for students. Students will complete 45 minutes weekly over three sessions to receive the interventions and enrichment they need in math. 2. Building wide focus on rational numbers. Grade Level Teams in math and P.E. will create formative assessments over adding and subtracting rational numbers (7.NS.A.1). 3. 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 the breakdown is occurring. Teachers will use the 30 minutes to focus on particular standards. 4. Collaborative teams will discuss student data and determine an intervention (one on one, small group, team teach) the student needs. 5. Math Workshops and Interventions will occur biweekly on Tuesdays. Students will review foundational skills during workshops and essential standards during intervention time. 6. After school tutoring will be provided for students after school. Students can get help in math and English. <p>How will this be monitored: Principal will observe Bonus Periods, IF will meet with collaborative teams and Nick Andrews will lead after school tutoring.</p>	<p>Imagine Data/Cassandra Sabbatini</p> <p>Interim Assessments, CFAs</p> <p>Monitor:</p> <ul style="list-style-type: none"> • Leadership Team • Murphy, Principal <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. Students are recommended for DREAM by a teacher, or due to an attendance index below 80.00. The grades of those recommended students are then screened. Students who have a grade point average below 2.75 are officially enrolled in the program. 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. <p>How will this be monitored: Several teachers will be assigned to students who are in the DREAM program.</p>	<p>Monitor:</p> <ul style="list-style-type: none"> • Mr. Murphy, Principal • J. Brown, Coordinator <p>Timeline: Weekly</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. 2. Continue support on common formative assessments. 3. RISE Training for all teachers as well as Special Education teachers. 4. Imagine Learning training will occur 2020/2021. 	<p>Monitor:</p> <ul style="list-style-type: none"> • Sabbatini, Instructional Facilitator(IF) • Murphy, Principal <p>Timeline: ongoing and summer</p>



Annie Camp Junior High 2020-2021

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

Subpopulation Goal

Goal 3: African American students taking the ACT Aspire in the spring of 2019 scored an overall score of **54.46**. This overall score will increase to **62.00** in the 2020/2021 school year.

Action Steps	Data Point/Monitored By:
<p>Core Curriculum:</p> <ol style="list-style-type: none"> 1. Roughly one hundred African American students will be targeted for CTAG (Closing the Achievement Gap). The students will be divided into four teams, with 3-5 sponsors assigned to each team. One of the primary objectives of the program is to improve reading skills. The program will feature a weekly book study led by the sponsors for each team. An assessment will be administered at the end of each book. The following books will be used: <ol style="list-style-type: none"> a. <i>The Wizenard Series: Training Camp</i> by Wesley King b. <i>Bronx Masquerade</i> by Nikki Grimes c. <i>The Skin I'm In</i> by Sharon G. Flake d. <i>Dear Martin</i> by Nic Stone <p>How will this action step be monitored?</p> <ul style="list-style-type: none"> - Team sponsors will monitor attendance and participation. 	<p>Monitor:</p> <ul style="list-style-type: none"> • Program Sponsors • Murphy, Principal • Adam Eckard, Coordinator <p>Timeline: Weekly</p>
<p>Intervention:</p> <ol style="list-style-type: none"> 1. USA Test Prep will be incorporated into the CTAG Program to aid students in deficit areas in reading and mathematics. Program sponsors, through the online program, can assign individual assessments and goals for students in order for mastery to occur within standards. <p>How will this action step be monitored?</p> <ul style="list-style-type: none"> - The USA Test Prep coordinator will be responsible for assigning weekly assignments, and also providing reports to the principal/team sponsors. 	<p>Monitor:</p> <ul style="list-style-type: none"> • Program Sponsors • Murphy, Principal • Adam Eckard, Coordinator <p>Timeline: Weekly</p>
<p>Remediation:</p> <ol style="list-style-type: none"> 1. CTAG students will also be required to log extra work time minutes before school, after school, or during lunch. This time can be used for reading the 	<p>Monitor:</p> <ul style="list-style-type: none"> • Jennifer Brown • Patrick Lewis

<p>assigned book, completion of weekly USA Test Prep lesson, or general classwork.</p> <p>How will this action step be monitored?</p> <ul style="list-style-type: none"> - Jennifer Brown and Patrick Lewis will supervise and record work time minutes. 	<p>Timeline: Weekly</p>
<p>Additional Initiatives to support the goal:</p> <ol style="list-style-type: none"> 1. An after school tutoring program will also be available for those students who need extra support. 2. The DREAM Advisory Program will also work closely with CTAG 	<p>Monitor:</p> <ul style="list-style-type: none"> • Principal • After School Staff <p>Timeline: Weekly</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> - The following professional development initiatives will benefit CTAG students: co-teaching, Eureka Math, whole brain teaching, and close reading 	<p>Monitor:</p> <ul style="list-style-type: none"> • Leadership Team <p>Timeline: July 2020 through June 2021</p>



Annie Camp Junior High

2020-2021

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

Attendance Goal

Goal 4: Student Engagement will increase from 64.82 in 2018/2019 to 70.00 in 2020/2021

Action Steps	Data Point/Monitored By:
<p>Core Curriculum:</p> <p>The Annie Camp Staff will monitor attendance data weekly. Students who fall below the 90.00 attendance index for three consecutive weeks will be enrolled in the Triple-A (Arise-Attend-Achieve) attendance intervention program, and placed in one of three levels. Each level affects a student's MacBook access, eligibility in extracurricular activities, and other actions. To exit this program, a student must achieve a 90.00 attendance index for three consecutive weeks.</p> <p>Level 1 (85.00-89.99) students maintain full access to their MacBooks, their parents receive an information letter, and they are required to meet with an attendance monitor once per week</p> <p>Level 2 (80.00-84.99) students have weekday access to their MacBooks, their parents receive an information letter, and they are required to meet with an attendance monitor once per week</p> <p>Level 3 (Below 80.00) students only have school day user status for their MacBooks, their parents receive an information letter, they are required to meet with an attendance monitor once per week, they are enrolled in the DREAM advisory program, and are not allowed to participate in any extracurricular activities</p> <p>How will this action step be monitored?</p> <ul style="list-style-type: none">- Shaun Hicks produces a weekly spreadsheet featuring the attendance indexes for each student. The Lost CTM analyzes the data and place students below the 90.00 into one of three levels for interventions/sanctions.	<p>Absentee data from E-School</p> <p>Monitor:</p> <ul style="list-style-type: none">• The Lost CTM• Shaun Hicks• Murphy, Principal <p>Timeline: Weekly</p>

<p>Intervention:</p> <p>Attendance monitors follow a simple protocol when meeting privately with students each week. The meeting is designed to be positive and encouraging. The main objective is to inform the student of their current attendance index, compared to their attendance index for the previous week. The monitor inquires about any absences during the previous week, and informs students of their total absences for the year.</p> <p>How will this action step be monitored?</p> <ul style="list-style-type: none"> - The counselors lead a group of attendance monitors who meet weekly with the students on the program 	<p>Absentee data from E-School</p> <p>Monitor:</p> <ul style="list-style-type: none"> • The Lost CTM • Counselors, Lunch Duty Staff • Murphy, Principal <p>Timeline: Weekly</p>
<p>Remediation:</p> <p>Since attendance greatly affects academic achievement, students with attendance indexes below 80.00 are automatically enrolled in the DREAM Advisory Program. The DREAM Program is designed for students who have either displayed a lack of effort/concern in one or more of their classes, or have poor grades do to irregular attendance. DREAM students must log a minimum of 60 minutes per week in designated work zones either before/after school, or during lunch. Each student will be assigned an advisor who will meet with him or her weekly concerning academic progress. The advisor will examine the student's latest Interim Progress Report to check for missing assignments and/or assignments with low scores (permission from teacher required for re-dos). A work list for the week will be developed to focus the student's efforts.</p> <p>How will this action step be monitored?</p> <ul style="list-style-type: none"> - Patrick Lewis and Jennifer Brown supervise students as they meet their required 60 minutes of work time. Mr. Lewis calculates the time logs each week. 	<p>Absentee data from E-School</p> <p>Monitor:</p> <ul style="list-style-type: none"> • Patrick Lewis, Jennfer Brown • Murphy, Principal • The Lost CTM <p>Timeline: Weekly</p>
<p>Additional Initiatives to support the goal:</p> <p>This initiative includes quarterly and end of year incentives to promote regular attendance.</p>	<p>Monitor: Murphy, Principal</p>
<p>Planned Professional Development and Support:</p> <p>Mr. Murphy will lead a segment during 2019 professional development week to illustrate the impact Triple-A had on our student engagement score. He will also introduce changes to the program in year two of implementation.</p>	<p>Monitor: Murphy, Principal</p> <p>Timeline: semi-annually</p>



Annie Camp Jr. High 2020-2021

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

Students with Disabilities

Goal 5: Students with Disabilities taking the ACT Aspire scored an overall score of 47.18. This overall score will increase to 50.00 in the 2020-21 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 CTMs.2. Leadership Team will monitor student improvement3. Parents will be notified to help with fidelity of student improvement4. Add curriculum/units/CFAs5. Incorporate RISE training curriculum. <p>How will this be monitored: IF will help in the creation of CFAs, Principal and IF will observe RISE lessons.</p>	<p>Interim Assessments, Reading Inventory</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 and mentor on a regular basis <p>How will this be monitored: Principal will observe Bonus Periods, IF will meet with collaborative teams. Students will be assigned a teacher with documentation during mentoring.</p>	<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 program 2. Students will be able to attend morning or afternoon tutoring <p>How will this be monitored: Teachers who are assigned to students will monitor their success. Nick Andrews will monitor student success in tutoring.</p>	<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. Teachers will use training from Co-Teaching workshop and incorporate methods they learned. 2. IF, District Literacy Specialist, Principal will observe classrooms to see RISE implementation. 	<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. Co Teaching Support with Fall Professional Development from consultant from Bureau of Education. 2. RISE Training from district in the summer 2020. 	<p>Monitor:</p> <ul style="list-style-type: none"> • Sabbatini, Instructional Facilitator(IF) • Murphy, Principal <p>Timeline: spring and summer</p>



Douglas MacArthur Junior High

2020-2021

Todd Rhoades, Principal
Erin Hodges, Assistant Principal
Brandon Craig, Assistant Principal

Literacy Plan

Literacy Goal: By the end of the 2020-21 academic year, students at Douglas MacArthur Junior High in grades 7, 8, 9 will increase Reading/ Proficiency by 5% overall in Reading as demonstrated by ACT Aspire. The team also has a goal to increase the key ideas and details portion of the ACT Aspire.

To address possible gaps in learning exacerbated by school closures and extended alternative methods of instruction, pacing guides have been re-aligned to include essential standards from the last nine weeks of the previous grade.

In order to address extended closures due to COVID-19, all classes will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom.

By the end of the school year, the percentage of 7th grade students who are proficient in key ideas and details will increase from 30% to 35%.

By the end of the school year, the percentage of 8th grade students who are proficient in key ideas and details will increase from 48.2% to 53.1%.

By the end of the school year, the percentage of 9th grade students who are proficient in key ideas and details will increase from 32.1% to 37.2%.

OVERALL READING GOAL %

7 th Grade	30%	35%
8 th Grade	48.2%	53.2%
9 th Grade	32.1%	37.1%

Action Steps	Data Point/Monitored By
<ul style="list-style-type: none"> All students will take the Reading Inventory in August, December and May. Students scoring two or more grades below grade level will be placed in an elective course called Foundations of Reading. Mastery of essential learning standards Intervention- response to CFA data Implement the workshop model Components of RISE- morphology and syllabication All staff members will participate in Year 2 of RISE training Reduce the number of students falling in “the need of support” category All English teachers will implement USA Test Prep software to provide individual support to students on missing skills. Science teachers will implement close reading strategies throughout all instructional cycles. Social studies teachers will attend workshop model training. <p>Core Curriculum: 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.</p> <p><u>7th Grade Key Ideas and Details:</u></p> <ul style="list-style-type: none"> → Include key ideas and detail questions on summative assessments. → Tier 1 interventions → Conduct close reading lessons <p><u>8th Grade Key Ideas and Details:</u></p> <ul style="list-style-type: none"> → Students can state the central idea of a text. → Students can identify key details that support the central idea. 	<p><i>*A specific schedule for monitoring data will be established in August and updated on this plan.</i></p> <p>Reading Inventory scores are monitored by the leadership team in September, January and May. Common formative assessment data will be monitored throughout each cycle of instruction. Students will be provided interventions and extensions based on CFA data. The instructional facilitator and literacy specialist will monitor the workshop model through classroom observations. Feedback and support will be provided as needed. We will provide after school tutoring to students who are currently “in need of support” but only a couple of points away from being “ready”. These students are also being closely monitored in their literacy course as well as in team meetings.</p> <p>CFA data Every 10-13 days: Monitored by the subject area team.</p> <p>Common formative assessments are administered throughout each cycle of instruction. CFA data is used to provide students with appropriate feedback and support throughout the cycle. It is also used to determine summative assessment readiness. If CFA data indicates students are not ready for the summative assessment, team members discuss instructional strategies to implement and adjust the cycle of instruction to better serve our students.</p> <p>Expected proficiency for essential standards was increased from 70% to 80%. Students who score below 80% on assessments are required to participate in tier 1 interventions inside the classroom with their assigned math teacher. Students who still do not meet the 80% proficiency, are required to attend tier 2 intervention with a different math teacher.</p> <p>All English and social studies courses will implement The Workshop model to support explicit instruction in reading skills and strategies and offer extended time for reading. Provides strategic performance assessments to</p>

- Students can explain how the key details support the central idea.
- Tier 1 Interventions

9th Grade Key Ideas and Details:

- Include key idea and detail questions on summative assessments.
- Include regular opportunities for close reading and annotation
- Use graphic organizers
- Tier 1 interventions

help teachers monitor progress, provide feedback, and help students set clear goals for their reading work.

7th Grade Plan to Ensure SMART goal is met

- Daily independent reading to encourage reading stamina.
- Students can identify key details that support the central idea through their in class reading.
- Students can explain how key details support the central idea through their in class reading.
- Provide students with in class Tier 1 Interventions.

8th Grade Plan to Ensure SMART goal is met

- Periodic re enforcement of skills, students continue to demonstrate mastery.
- Students can state the central idea.
- Students can identify key details that support the central idea.
- Students can explain how the key details support the central idea.
- Tier 1 interventions
- Daily independent reading to encourage reading stamina.

9th Grade Plan to Ensure SMART goal is met

Continue to include central idea and key detail questions whenever possible -- in both formative and summative assessments. Provide regular opportunities for close-reading and annotation. Continue to use graphic organizers as a way for students to see their thinking and ideas. Provide daily opportunities for student-selected independent reading. Tier 1 interventions.

READING INVENTORY UPDATE:

https://docs.google.com/document/d/1DeTZg_6ji_YQL82i0KmDS5ROLdv82vCcGN-2La1ly8w/edit?usp=sharing

of students who increased lexile scores by at least 100 points:

7th Grade = 89 students

8th Grade = 80 students

9th Grade = 88 students

	<p>CLOSE READING IN SCIENCE CLASSROOMS</p> <p>All science teachers are implementing the close reading strategies. Mark Onuscheck provided specific science close reading strategies to team members. . He will return for a visit in February where he will complete focus walks with the principal and instructional facilitator. . Each team member will debrief with Mr. Onuscheck and develop an individual to accomplish prior to his next visit. The principal, assistant principal, STEM specialist and instructional facilitator are completing focus walks in our science classrooms for close reading. Feedback and support is provided to teachers.</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 teacher on fast track Monday for additional support and reassessment.</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> <ul style="list-style-type: none"> • Students who score two or more years below grade level on their Reading Inventory screener are placed 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 2 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 	<p>Students are placed for the year and their progress is tracked quarterly by our leadership team.</p>

<p>take the place of one elective course. Students meet for one 45 minute block and 2 90 minute blocks each week.</p>	
<p>Additional Initiatives to support the goal: Continuation of the PLC pilot with support from Solution Tree. Continue support and training on the workshop model.</p>	<p>llBegin after school tutoring for our focus group of In of Support students. Two math teachers and two ELA rs have signed up to tutor.</p>
<p>Planned Professional Development and Support: All certified staff members will participate in one two of RISE Awareness training in June 2020.</p>	



MacArthur Junior High School

2020-2021

Todd Rhoades, Principal
Erin Hodges, Assistant Principal
Brandon Craig, Assistant Principal

Math Goal: By the end of the 2020-2021 academic year, students at Douglas MacArthur Junior High in grades 7, 8, 9 will increase math proficiency by 5% in the overall Math category as demonstrated by ACT Aspire. The team will also increase the justification of mathematical thinking by 5% in each grade level of the ACT Aspire within lesson questioning and summative assessments.

In order to address extended closures due to COVID-19, MacArthur will continue with a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom at the Learning Management System in case there are additional school closures.

OVERALL MATH GOAL %

7 th Grade	30.5%	35.5%
8 th Grade	43.4%	48.4%
9 th Grade	30.6%	35.6%

Action Steps

Data Point/Monitored By:

Core Curriculum:

Eureka Math - All Math teachers in grades 7-8 will continue implementation of the Eureka Math curriculum with a focus on mastering essential standards. Common Formative Assessments, Common Summative Assessments, and Interim Assessments will continually be monitored to ensure student learning. Teachers will

<p>diligently work to incorporate Word Study focused on math vocabulary. Common Formative Assessments, Common Summative Assessments, and Interim Assessments will continually be monitored to ensure student learning. Teachers will diligently work to incorporate Word Study focused on math vocabulary.</p> <p>Pearson Math- All Algebra 1 and Geometry teachers will continue implementing the Pearson curriculum with a focus on mastering essential standards.</p> <p>Edulastic Enterprise assessment subscriptions will be purchased for grades 7-9 using CARES funding in order to:</p> <ul style="list-style-type: none"> ● Create essential standards screeners for each grade level using the prior year's essential standards to identify learning gaps due to COVID 19 quarantine (Aug. 17-18, 2020) ● Teachers will utilize essential standards screener data to intervene with students ● Edulastic will be used to create daily formative assessments, common formative assessments, common summative assessments, an interim assessments ● Edulastic will be used during face to face learning, blended learning situations, or quarantine situations through Google Classroom <p>Imagine Learning Math adaptive software will be purchased for students in grades 7-9 using CARES funding in order to:</p> <ul style="list-style-type: none"> ● Quantile assessments will be given to all students K-12 three times per year to determine growth and assist in identifying tier 1,2, and 3 students. (Grades 3 and up automatically start with the Quantile assessment upon initial login.) ● Assign individual standard(s) pathways, from the previous grade level, to students to help close instructional gaps caused by COVID19 quarantine. ● Assign targeted pathways to support grade level progress enabling teachers to pull small groups as needed for tier 2 and tier 3 instruction. ● Live tutor accessible during classroom software usage or during home usage. ● Assign specific Eureka Math pathways by module if needed during future quarantine 	<p>Essential Standards Screener data/ Adriane Duke</p> <p>Formative Assessment Data/Adriane Duke</p> <p>Quantile Data/Adriane Duke</p>
---	--

- Recommended time is 45 minutes per week minimum.

Eureka Math Affirm assessment software will be purchased using CARES funding in order to:

- Use Eureka Math question bank for previous grade levels as they fill instructional gaps due to COVID 19
- Use Eureka Math question bank to create common formative assessments and common summative assessments.
- Create assessments that can easily be published through Google Classroom in order to teach students in a traditional classroom, blended classroom, or digital format should future quarantine occur.

Core Curriculum:

- Students will take the Imagine Learning math screener in August, December and May.
- Rise Component- morphology and syllabication
- Tier 3 interventions will be embedded into daily instruction by Imagine Learning software.
- Mastery of essential learning standards
- Intervention- response to CFA data
- Use of the gradual release model.
- Reduce the number of students falling in “the need of support” category
- “Why?” questions within lessons instead of funneling questions.
- Embed at least one justification question within summative assessments.

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. 7th and 8th grade math courses will implement Eureka Math curriculum along with the exit tickets provided in the Eureka Math curriculum.

CFA data/Adriane Duke

Quantile scores are monitored by the leadership team in September, January and May. We will provide after school tutoring to students who are currently “in need of support” but only a couple of points away from being “ready”. These students are also being closely monitored in their math course as well as in team meetings.

Lesson plans on 10 day cycles are written during two 90 minute subject area planning meetings. The administrative team is monitoring and providing support for the gradual release model through weekly lesson plans. We maintain a Google document that includes all of the information.

NEXT STEP: Complete focus walks to ensure the gradual release method is implemented during tier 1 instruction.

Eureka Math Update:
Implementation of Eureka Math is monitored through lesson plans and cycles of instruction.

Next Step with Eureka Math:
Discuss and document Eureka Math exit ticket data in team meetings.

MidYear Math Inventory data indicates that

	<p>the number of students scoring below basic decreased by 18% from 64% to 46 % below basic.(that's 119 students!).</p> <p>You've increased the basic category by 8 percent , proficient increased by 6 percent, and advanced by 3 percent. We have an average quantile growth of 61 quantiles during the first semester, 50 quantiles per year is above average.</p> <p>We did not have any 7th grade students fail math for the first semester.</p> <p># of students who increased quantile scores by at least 50 points: 7th Grade = 131 students 8th Grade = 129 students 9th Grade = 90 students</p> <p>In Need of Support Focus Student MI / Missing Skill Update:</p> <p>25 / 37 of our focus “in need of support students increased their quantile score by at least 50 points in 7th grade.</p> <p>15 / 36 of our focus “in need of support students increased their quantile score by at least 50 points in 8th grade.</p> <p>32 / 67 of our focus “in need of support students increased their quantile score by at least 50 points in 9th grade.</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 teacher on fast track Monday for additional support and reassessment.</p>	<p>Common Formative Assessment (CFA) data</p> <p>Every 10-13 days: Monitored by the subject area team. Common formative assessments are administered throughout each cycle of instruction. CFA data is used to provide students with appropriate feedback and support throughout the cycle. It is also used to determine summative assessment readiness. If CFA data indicates students are not ready for the summative assessment, team members discuss instructional</p>

	<p>strategies to implement and adjust the cycle of instruction to better serve our students.</p> <p>Expected proficiency for essential standards was increased from 70% to 80%. Students who score below 80% on assessments are required to participate in tier 1 interventions inside the classroom with their assigned math teacher. Students who still do not meet the 80% proficiency, are required to attend tier 2 intervention with a different math teacher.</p>
<p>Remediation:</p> <p>Tier 3 interventions will be completed in the math classroom by implementing Imagine Learning.</p>	<p>Quarterly</p> <p>Todd Rhoades, Principal Erin Hodges, Asst. Principal Adriane Duke, Instructional Facilitator</p>
<p>Additional Initiatives to support the goal:</p> <p>Classroom focus walks will be used to determine the need for instructional support that will be provided by the instructional facilitator.</p>	
<p>Planned Professional Development and Support:</p> <p>Imagine Learning software training will be provided to math team members.</p>	



MacArthur Junior High School

2020-2021

Todd Rhoades, Principal
Erin Hodges, Assistant Principal
Brandon Craig, Assistant Principal

SPED 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">Utilizing Eureka Math in 7th and 8th gradesRise Component- morphology and syllabicationMath Inventory will be given to ALL students 3 times per yearMastery of essential learning standardsIntervention- response to CFA dataUse of the gradual release model. <p>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.</p>	<p>Math Inventory scores are monitored by the leadership team in September, January and May.</p> <p>Lesson plans on 10 day cycles are written during two 90 minute subject area planning meetings</p> <p>SPED teachers are active participants in our content and are collaborative teams.</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 teacher 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:</p> <p>Tier 3 interventions will be completed in the math classroom by implementing Imagine Learning.</p>	<p>The ITEAM will monitor progress quarterly. The collaborative team members will monitor student progress weekly and provide individual feedback to students.</p>

Additional Initiatives to support the goal: Classroom focus walks will be used to determine the need for instructional support that will be provided by the instructional facilitator.	
Planned Professional Development and Support: Eureka Math training will be provided to our self contained teachers. Imagine Learning training will also be provided.	



Douglas MacArthur Junior High

2020-2021

Todd Rhoades, Principal
Erin Hodges, 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.

Our upward trend goal is 55.5%.

2019 = 47.92%

2018 = 49%

Action Steps	Data Point/Monitored By
<p>Core Curriculum:</p> <ul style="list-style-type: none">• SPED teachers will participate in RISE training.• Implement the RISE decoding and morphology pieces.• Mastery of essential learning standards• Intervention- response to CFA data <p>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.</p>	<p>Reading Inventory scores are monitored by the leadership team in September, January and May.</p> <p>Lesson plans on 10 day cycles are written during two 90 minute subject area planning meetings.</p> <p>SPED teachers are active participants in our content and are collaborative teams.</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 teacher on fast track Monday for additional support and reassessment.</p>	<p>CFA data</p> <p>Every 10 days Monitored by the subject area team.</p> <p>All SPED teachers have administered the diagnostic decoding surveys and the assessment of morphological knowledge. Meetings are planned to determine where to start with syllable types and morphology.</p>

<p>Remediation: SPED teachers will implement USA Test Prep as tier 3 support for students.</p>	<p>Monitored quarterly by teachers</p>
<p>Additional Initiatives to support the goal: Classroom focus walks will be used to determine the need for instructional support that will be provided by the instructional facilitator.</p>	<p>Monitored quarterly by ITEM and collaborative teams.</p>
<p>Planned Professional Development and Support:</p> <ul style="list-style-type: none"> • SPED teachers have completed all 6 days of RISE 3-6 training by June 2020. • SPED teachers will participate in RISE training sessions with the district literacy specialist and instructional facilitator. • Focus walks using the 3-6 Smart Card will be conducted to provide support for RISE. 	<p>Adriane Duke, Instructional Facilitator</p>



The Academies at Jonesboro High School

2020-2021

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

Literacy Plan

10th grade students at The Academies at Jonesboro High School will demonstrate an increase in the overall ESSA School Index score from 61.25 to 62.43. Overall weighted Achievement will improve from 37.30 to 40.69. The number of students In Need of Support will decrease by 30.

Action Steps	Data Point/Monitored By/Timeline:
<p>To address possible gaps in learning exacerbated by school closures and extended alternative methods of instruction, pacing guides have been re-aligned to include essential standards from the last nine weeks of the previous grade.</p> <p>In order to address extended closures due to COVID-19, all classes will move to a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom.</p> <p>Core Curriculum:</p> <ul style="list-style-type: none">Teachers will meet at least twice a week through a process of collaborative planning to<ul style="list-style-type: none">Plan units of study focused on essential standards with clarity about desired learning outcomes and evidence that shows learning has occurred. Teachers will consider Webb's Depth of Knowledge levels of questioning when creating assessments, learning objectives, activities, and projects. Units will include:<ul style="list-style-type: none">Learning targets derived from essential standardsCommon summative assessmentsCommon Formative AssessmentMeasures of successful mastery (rubrics, etc.)Where possible, exemplars of successful masteryTeachers will plan daily lessons for teaching on block scheduling using a template designed around the Gradual Release Method for instruction	<p>PLC Facilitators</p> <p>School administration</p> <p>Russell Stokes, School Improvement Specialist</p> <p>Amy Grubb District Reading Specialist</p> <p>Timeline: Weekly in PLCs</p>
<p>Intervention:</p> <ul style="list-style-type: none">Teachers will plan intervention groups based on Common Formative Assessment (CFA) dataCollaborative teacher groups will discuss the results of CFA data and determine best instructional practice for students requiring intervention.	<p>PLC Facilitators</p> <p>School administration</p>

<ul style="list-style-type: none"> Teachers will utilize the Gradual Release method of instruction to provide a structured time for intervention and extension within the block period. 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 	Russell Stokes, School Improvement Specialist Classroom Teachers Timeline: Weekly
Remediation: The Academies at Jonesboro High School will provide Tier Three intervention for reading through its Critical Reading course. Teachers will use Reading Inventory, Phonics Inventory, and the PAST to determine growth and placement in small group remediation. <ul style="list-style-type: none"> Up to 180 students In addition to required English courses 	Amy Grubb, District Literacy Specialist Timeline: Daily (Reading Inventory: August 2019, December 2019, April 2020)
Additional Initiatives to support the goal: The Academies at Jonesboro High School will continue to implement a process for PLC, which will facilitate the following within all departments: <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 	PLC Facilitators School administration Russell Stokes, School Improvement Specialist
Planned Professional Development and Support: <ul style="list-style-type: none"> Teachers will attend two days of the RISE Awareness Training- <i>The Science of Reading</i> Special Education teachers will attend three days of RISE training Special Education teachers will receive instructional support and coaching to implement morphology in their classrooms Teachers will be trained to use highly effective reading practices and strategies by the Literacy Specialist throughout the school year via PLCs. 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 Common Formative Assessments Intervention Strategies PLC structure 	June 1-2, 2020 Amy Grubb, Literacy Specialist Russell Stokes, School Improvement Specialist Dr. Faught, Executive Principal



The Academies at Jonesboro High School 2020-2021

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 an increase in the overall ESSA School Index score from 61.25 to 62.43. Overall weighted achievement will improve from 37.30 to 40.69. The number of students In Need of Support will decrease by 30 students.

Action Steps	Data Point/Monitored By:
<p>Core Curriculum: In order to address extended closures due to COVID-19, The Academies at Jonesboro High School will continue with a blended learning model in which students receive face to face instruction in the fall with daily/weekly lessons and assignments posted in Google Classroom. This blended model will allow students and parents to become accustomed to Google Classroom at the Learning Management System in case there are additional school closures.</p> <p>Edulastic Enterprise assessment subscriptions will be purchased for grades 10-12 using CARES funding in order to:</p> <ul style="list-style-type: none">• Create essential standards screeners for each grade level using the prior year's essential standards to identify learning gaps due to COVID 19 quarantine (Aug. 17-18, 2020)• Teachers will utilize essential standards screener data to intervene with students• Edulastic will be used to create daily formative assessments, common formative assessments, common summative assessments, and interim assessments.• Edulastic will be used during face to face learning, blended learning situations, or quarantine situations through Google Classroom <p>Imagine Learning Math adaptive software will be purchased for students in grades 10-12 using CARES funding in order to:</p> <ul style="list-style-type: none">• Quantile assessments will be given to all students K-12 three times per year to determine growth and assist in identifying tier 1,2, and 3 students. (Grades 3 and up automatically start with the Quantile assessment upon initial login.)	<p>PLC Facilitators</p> <p>School administration</p> <p>Russell Stokes, School Improvement Specialist</p> <p>Timeline: Weekly</p> <p>Essential Standards Screeners/Russell Stokes</p>

<p>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>Russell Stokes, School Improvement Specialist</p> <p>Timeline: Weekly</p>
<p>Planned Professional Development and Support:</p> <p>Teachers will attend two days of the RISE Awareness Training- <i>The Science of Reading</i></p> <p>The Math Specialist will provide ongoing support during the year</p> <p>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 	<p>June 1-2, 2020</p> <p>Arthur Jackson, Math Specialist</p> <p>Russell Stokes, School Improvement Specialist Dr. Faught, Executive Principal</p>



The Academies at Jonesboro High School 2020-2021

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

Teacher Retention Goal: The Academies of Jonesboro High School will create a layered system of support for teachers new to the school to retain more than 83% of our instructional staff. Attrition has caused school improvement efforts to struggle.

Action Steps	Data Point/Monitored By:
Core Curriculum: <ul style="list-style-type: none">• Provide curricular and instructional support for new and novice teachers through collaborative team time• Provide direction and support for PLC facilitators in an effort to build capacity to lead teachers in their content areas	PLC Facilitators District content specialists Russell Stokes, School Improvement Specialist Timeline: Weekly
Intervention: <ul style="list-style-type: none">• Provide feedback to teachers through classroom observations• Provide support to new teachers through classroom coaching• Increase communication through adoption of a building-wide calendar with alerts at one day and one week for upcoming events• Expand weekly Remind communication to all academies• Quarterly meeting with new and novice teachers to gauge culture and climate of the school• Input from PLC facilitators on building process and procedures	District content specialists Russell Stokes, Improvement Specialist JHS Administration Timeline: As needed