

Howard Perrin Elementary
School Improvement Plan
2018-2019

Needs Assessment results:

Strengths - Several good instructional resources - including the use of iStation & iReady programs; strong professional development opportunities; ACT Aspire Academy Math small-group tutoring in the Spring before standardized testing; According to 2016-2017 ACT Aspire data, Math was our strongest academic area (78% of students ready or exceeding in 3rd grade and 74% of students ready or exceeding in 4th grade); Intervention time established in each grade level

Weaknesses - Too many programs that produce too much data to analyze and give conflicting growth results (iReady, iStation, common formative assessment data); lack of Enrichment opportunities for students who have mastered a concept; uncertainty of Common Formative Assessment process and how to use that data in Professional Learning Community process; According to 2016-2017 ACT Aspire data, Literacy and Science were our weakest academic areas (61% of 3rd graders ready or exceeding in Literacy and 55% in Science - 69% of 4th graders ready or exceeding in Literacy and 63% in Science)

Goal 1 - Students will be able to use Math computational fluency and increase their automaticity in order to be successful with grade-level standards.

When the goal is fully implemented, Common Formative Assessment data and the ongoing results from iReady, iStation, and Reflex Math will show that Howard Perrin students exhibit fact fluency and the ability to solve multi-step problems. In addition to, we should see positive growth results from our efforts on the 2019 ACT Aspire state assessment. Math has been our focus on our School Improvement Plan, so we will not determine how much growth as a goal until we are able to analyze the 2017-2018 ACT Aspire data.

Implementation Plan:

Resources already Available-

- Intervention time in each grade level to fill in gaps from previous grade-level standards
- Establishment of Aspire Academy, an after-school tutoring program before Spring testing
- Teachers trained in CGI (Cognitively Guided Instruction) strategies
- Use of Number Talks in every grade level
- I Ready
- I Station
- Instructional facilitator, Kelli Fuller (assigned to Howard Perrin 2 days per week)
- PLC Project Cohort II participation

Resources Needed-

- Additional resources for effective and systematic Math instruction - our teachers feel that we need a purchased Math curriculum. This curriculum has yet to be determined by the district.

- Parent Nights to educate parents in Math standards and provide resources for how they can help at home
- Fact fluency games and resources
- Purchase of Reflex Math Program
- Instructional Facilitator, Kelli Fuller (assigned to Howard Perrin at least 4 days per week)

Steps to fully implement -

- Professional Development for teachers in new resources when decided upon
- Intentional daily instruction and practice addressing Math fluency and automaticity
- Common Formative Assessments given that address Math fact fluency
- Student practice on Reflex Math program
- Grade level Professional Learning Community meetings designed to analyze Common Formative Assessment data
- Individualized Intervention and Enrichment provided for students based on results of Common Formative Assessment data

How will you evaluate the goal?

- We will evaluate our goal through our quarterly School Improvement Team (SIT) Conferences.
- We will analyze Common Formative Assessment data in our weekly PLC meetings as well.
- We will analyze results from the ACT Aspire standardized test in the Fall of 2019 and determine growth percentage goal then as a result of the most up-to-date data
- We will evaluate our goal by reviewing PLC Cohort II feedback.

The cost of the new resources is unknown at this time. The cost of the Reflex Math program for the school is over \$3200.

Goal 2- *Continue to work toward a positive and collaborative learning environment where students and staff are intrinsically motivated and reflective in regards to achieving our personal best.*

When the goal is fully implemented, all components of Capturing Kids' Hearts will be evident in every classroom. We will also continue to have our monthly student assemblies recognizing students for good behavior and attendance. We will continue to recognize student-nominated Students of the Day on the morning announcements and student-nominated Teacher of the Month in our assemblies as well. As a result of these efforts, our students and staff will have cultivated a culture that is conducive to learning and conducive to the successful application of life skills that will prepare them for future accomplishments.

Implementation Plan:

Resources already Available-

- Capturing Kids' Hearts program
- Monthly ROAR (acronym for positive behavior characteristic specific to Howard Perrin students - Respectful, Obedient, Ambitious, and Responsible) and Attendance celebrations
- Student of the Day nominations and recognition
- Teacher of the Month nominations and recognition
- Professional Growth Plans for 2018 - 2019 that target Capturing Kids' Hearts components

Resources Needed-

- Feedback concerning progress in Capturing Kids' Hearts program from professional visits
- Mid-year self-assessment of PGP goals
- Mid-year review of school-wide CKH implementation with Leadership Team

Steps to fully implement

- All PGPs will have Capturing Kids' Hearts as a professional goal for the 2018-2019 school year
- Train new staff members in Capturing Kids' Hearts implementation
- All teachers master the key components of Capturing Kids' Hearts
- Consistently evaluate the effectiveness of our monthly student assemblies within our Leadership Team through surveys, self-evaluations, and observation

How will you evaluate the goal?

- Capturing Kids' Hearts self evaluation
- Capturing Kids' Hearts professional visit feedback

Cost of Implementation?

- No new funds are needed to implement the goal. We currently purchase incentive gifts for students that are recognized in our student assemblies.
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Goal 3- Students will improve in the area of literacy.

When this goal is fully implemented, Common Formative Assessment data throughout the year will show students' reading abilities are improving. Students in grades Kindergarten through second grade will show marked improvement on the Istation literacy assessments. The number of students in Tier 1 will increase by ten percent from September 2018 to April 2019. Students in 3rd and 4th grades will show marked improvement as well. We will shoot for a 10% increase in the number of students scoring 'Ready' or 'Exceeding' on the ACT Aspire Summative assessment.

Implementation Plan

Resources already Available-

- Intervention time in each grade level to fill gaps from previous grade level standards
- PLC time built into schedule
- Reading Aides
- Teachers and staff trained in Orton Gillingham/Recipe for Reading
- IReady
- IStation
- Souday System (dyslexia intervention)
- Teachers trained in Empowering Writers

Resources Needed-

- RISE training and implementation
- Decodable books

Steps to fully implement -

- Professional Development for teachers
- Development and implementation of Common Formative Assessments for Literacy
- Refining of intervention and enrichment process

How will you evaluate the goal?

- Analyzing CFA data at Professional Learning Community meetings
- Analyzing IReady, IStation, and ACT Aspire data

When will you evaluate the progress of the goal?

Weekly for CFA data and as soon as data becomes available for IReady, IStation, and ACT Aspire

Cost of Implementation?

- Resources to support RISE training - not sure of cost