

Howard Perrin Elementary School Improvement Plan 2019-2020

Needs Assessment results:

The 2019-2020 School Improvement Plan was determined through collaboration with parents, students, staff members, and PLC coaches using the 2018-2019 PLC at Work Needs Assessment Survey, coaching feedback, and 2018-2019 student data.

Strengths:

- A mission and vision statement, as well as collective commitments to focus our efforts on: high levels of learning for all, a positive and safe environment, and a dedication to social and emotional growth;
- Multiple instructional resources - including iStation, iReady, and Reflex Math programs;
- Progress monitoring data using the multiple instructional resources show growth from BOY to EOY in Reading and Math except for one grade level.

	iStation Tier 1 Math	iReady Tier 1 Math	Reflex Fluency	iStation Tier 1 Reading	iReady Tier 1 Reading
K	71% - 91%	n/a	n/a	77% - 79%	n/a
1	65% - 83%	n/a	n/a	55% - 65%	n/a
2	92% - 84%	25% - 70%	11.3% - 51.8%	70% - 74%	n/a

	iStation Tier 1 Math	iReady Tier 1 Math	Reflex Fluency	iStation Tier 1 Reading	iReady Tier 1 Reading
3	n/a	24% - 75%	10.8% - 85.4%	n/a	61% - 79%
4	n/a	39% - 76%	15.6% - 86.9%	n/a	43% - 66%

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- Strong professional development opportunities;
 - Established collaborative time for teachers in the master and duty schedules;
 - ACT Aspire Academy math/reading small-group tutoring in the spring prior to standardized testing;
 - Intervention time established in each grade level
 - Strong staff and promising new hires.
- The Guiding Coalition/RtI Team will review Progress Monitoring from iStation, iReady, PAST, Reflex, and Dibels (TIER 3 only) quarterly to determine intervention/enrichment needs.
 - The Guiding Coalition/RtI team will meet monthly and each grade level rep will bring a Data Analysis Protocol to brief the team on CFA results for the essential standards assessed during the month and determine movement of students to the various tiers of instruction.

Challenges:

- Increasing population of students qualifying for free and reduced lunches;

- Progress Monitoring using iStation Math showed second grade decreased from 92% Tier 1 to 84% Tier 1. That is a 12% decrease.
 - Limited enrichment opportunities for students who have mastered essential standards;
 - Creating common formative assessments at the level of rigor needed and designed in a way that will give the most information - not simply right or wrong.
 - Alignment of common formative assessment to ACT Aspire in 3rd and 4th grade;
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Goal 1 - Math: by Spring 2020, 100% of students will increase his/her proficiency by 10% using i-Station, i-Ready, and/or ACT Aspire measures.

When fully implemented, all students will have made ten percent growth during the 2019 - 2020 school year. All students begin at different readiness levels. Our focus is student by student, standard by standard. Each student's growth goal will be determined after a benchmark is established in September using iStation, iReady, and/or ACT Aspire measures.

Goal 1 Implementation Plan:

Available Resources:

- 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
- PLC Project Cohort II participation

Needed Resources:

- Additional resources for effective and systematic math instruction - our teachers feel a math curriculum is needed. The curriculum has yet to be determined by the district;
- Parent Nights offered to familiarize parents with math standards and provide resources for how they can help at home;
- Fact fluency games and resources;

Implementation Steps:

- Intentional daily instruction and practice addressing Math fluency and automaticity;
- Common Formative Assessments given that addresses Math fact fluency;
- Student practice on Reflex Math program;
- Grade level collaborative team meetings designed to analyze Common Formative Assessment data and to determine small group prevention, intervention, remediation, and extension.

Goal Evaluation:

- Student Intervention Team (SIT) Conferences and Collaborative Team meetings where we discuss data and action steps.
- Analysis of Common Formative Assessment data in our weekly Collaborative Team meetings;
- Analysis of results from 2019 ACT Aspire scores
- Reviewing PLC Cohort II coaches' feedback.

- Evaluate i-Station, i-Ready, and Reflex Math assessment growth at least 3 times during the year.

Goal Progress:

Goal 2 - Literacy: by Spring 2020, 100% of students will increase his/her proficiency by 10% or equivalent using PAST, i-Station, i-Ready, and/or ACT Aspire measures.

When fully implemented, all students will have made a ten percent gain literacy by the end of the 2019-2020 school year. All students begin at different readiness levels. Our focus is student by student, standard by standard. Each student's growth goal will be determined after a benchmark is established in September using universal screeners, iStation, iReady, and/or ACT Aspire measures.

Goal 2 Implementation Plan:

Available Resources:

- 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/RISE strategies
- i-Ready
- i-Station

- Sonday System (dyslexia intervention)
- Teachers trained in Empowering Writers

Needed Resources:

- RISE training and implementation for grades 3 and 4

Implementation Steps:

- RISE Professional Development for teachers
- Reflect on and revise CFAs given during the 2018-2019 school year to assess rigor and alignment to standards.
- Refining of intervention and enrichment process which is the year 2 PLC training focus

Goal Evaluation:

- Analyzing CFA data at Professional Learning Community meetings
- Analyzing iReady and iStation data at least three times this year, and ACT Aspire data when scores are reported during the summer of 2019.

Frequency of Evaluation:

Weekly: CFA data

Monthly: iStation and iReady

Quarterly: iStation, iReady, ACT Aspire interims, universal screeners

Yearly: ACT Aspire (3rd and 4th grade)

Implementation Cost:

- Resources to support RISE training for grades 3 and 4.

Goal Progress

Goal 3: RTI - By Spring 2020, Howard Perrin will have a comprehensive RTI pyramid of intervention focused on ensuring all students are learning the guaranteed curriculum and closing the achievement gap as measured by work products and improved scores on assessment measures.

When fully implemented, the Guiding Coalition/RtI Team will differentiate between prevention, intervention, and remediation; be able to identify essential actions for teacher teams, school wide teams, and intervention teams for TIER I, II, and III; plan for a school wide response to intervention/extension plan that will ensure access to all students who need additional time and support. The Guiding Coalition/RtI Team will review Progress Monitoring from iStation, iReady, PAST, Reflex, and Dibels (TIER 3 only) quarterly to determine intervention/enrichment needs. The Guiding Coalition/RtI team will meet monthly and each grade level rep will brief the team on CFA results for the essential standards assessed during the month and determine movement of students to the various tiers of instruction.

Goal 3 Implementation Plan:

Available Resources

- Instructional facilitator
- Essential standards for each grade level
- Common Formative Assessments for each content area at each grade level
- Reading Aides
- WIN time at grades K and 1; built in intervention time for 2nd - 4th
- RISE training utilizing small groups
- Decodable readers for K-2

- Universal screeners given 3 times per year

Needed Resources:

- RISE training for grades 3 and 4
- New teacher training
- Benchmarks that determine tiered intervention and at what level
- Systematic progress monitoring using consistent measures
- PLC Coaching

Implementation Steps:

- Establish the RtI team or use Guiding Coalition
- Differentiate between prevention, intervention, remediation, and extension
- Identify essential actions for teacher teams, school wide teams, and RtI team
- Plan a school wide response to intervention plan that will ensure access to all students who need additional time and support
- Establish benchmarks to justify placing student in tiers
- Establish progress monitoring plans and benchmarks for moving tiers

Goal Evaluation:

- The use of artifacts and action plans to determine if students are increasing achievement and moving tiers
- School wide results on universal screeners, iReady, iStation, and/or ACT Aspire measures.

Frequency of Evaluation:

Weekly: CFA data

Monthly: iStation and iReady

Quarterly: iStation, iReady, ACT Aspire interims, universal screeners

Yearly: ACT Aspire (3rd and 4th grade)

Implementation Cost:

Revised 6/10/19

- No additional materials are needed at this time

Goal Progress: