CARVER MAGNET ELEMENTARY

2020 - 2021
SCHOOL IMPROVEMENT PLAN

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PRINCIPAL

Focus Area 1: **Achievement**

Goal Statement: To increase overall ESSA scores in achievement, student growth, and SQSS (Student Quality and Student Success) for all students.

Interventions/Measurable Actions	Timeline	Professional Learning	Monitoring of the Goal (Evidence)	Person Responsible

1. Incorporate a daily intervention period into the master schedule to address student remediation and/or enrichment. 2. Identify students who have scored below readiness in math, reading, and science and develop a plan to address their deficits. 3. Teachers will monitor student progress by implementing a data tracking system by quarter/unit. 4. Teachers will use multiple student work samples as artifacts to measure mastery of objectives against the current curriculum to look for evidence of growth. 5. Identify and analyze the ESSA scores for each subgroup (under each area listed above), along with the three-year trend data, to formulate a plan to improve each area (achievement, student growth, and SQSS).	1. July 2020 2. September 2020 –May 2021 3. Quarterly 2020-2021 4. Bi-Weekly 2020-2021 5. September 2020-May 2021	• Wise Ways Research (Indistar) • Educational Consultants • Educational Articles • MySchool Info Website – https:myschoolinfo.arkansas.gove • District- level PD for literacy, math, and science • AR IDEAS (online PD) • Schoology • Charlotte Danielson's **Framework for Teaching** • Wit and Wisdom PD • **Learning by Doing** by DuFour • Staff Meetings	• Conduct 8-12 informal/formal observations weekly in EdReflect and provide feedback to teachers. • Display, discuss, and document student work samples in collaborative meetings. • Monitor eSchool Attendance Data on students. • Collect and use student work samples to measure mastery of objectives and evidence of growth • Analyze NWEA Interim Assessment Results to group students in the Learning Continuum	1. Principal 2. Teachers 3. Teachers 4. Teachers 5. Principal/Teachers

Focus Area 2:   Professional Learning Communities (PLC) and High Reliability School (HRS)

Goal Statement: To improve the school-level implementation of the PLC (Professional Learning Community) and HRS (High Reliability Schools) models and strengthen the alignment between instruction and assessment practices in core and elective content areas.

Interventions/Measurable Actions	Timeline	Professional Learning	Monitoring of the Goal (Evidence)	Person Responsible
1. Teachers will collaborate weekly to discuss student growth and develop a plan to track their growth in literacy and math. 2. Staff will participate in continuous PLC training throughout the 2020-2021 school year. 3. Principal will develop a plan of continuous instructional improvement through the use of data, collaboration, and instructional support. 4. Staff will implement the recommended PLC and HRS strategies for Level 1. 5. Parents and community stakeholders will have involvement in the PLC and HRS processes for Carver Magnet Elementary.	1. Weekly 2020-2021 2. September 2020; December 2020; March 2021 3. October 2020-May 2021 4. September 2020-May 2021	• Professional Learning Community (PLC) PD • High Reliability School (HRS) PD • **Learning by Doing** by DuFour • **High Reliability School** by Marzano • **Time for A Change** by Muhammad • Literature on Guiding Coalition •	• Display, discuss, and document student work samples in collaborative meetings • Use of Pre/Post Assessment Data • Use of CFAs (Common Formative Assessments) with each grade level • High Reliability School (HRS) Survey • Document PLC meetings • PLC Agendas • Sign-in Sheets • HRS Level 1 Surveys • Attendance in Professional Development	1. Teachers/Principal 2. PLC Trainers/Staff Members 3. Principal 4. Principal/Staff Members 5. Principal/Community Stakeholders

Focus Area 3:   Ready to Learn Plan

Goal Statement: To fully implement the processes of the school-level 2020-2021 *Ready to Learn* Plan.

Interventions/Measurable Actions	Timeline	Professional Learning	Monitoring of the Goal (Evidence)	Person Responsible
1. Develop a school-level plan that addresses the aspects of re-opening school for the 2020-2021 school year. 2. Staff will receive professional development on the components of the plan. 3. Create a school-based committee of stakeholders (staff, parents, and community) to continuously provide input to review and revise the components of the plan.	1. July 2020 - August 2020 2. August 2020 3. August 2020	• Arkansas Department of Education; https://ade.arkansas.gov/ • Arkansas Department of Health; https://www.healthy.arkansas.gov/ • Little Rock School District Ready to Learn Plan • Arkansas Ready to Learn Plan • https://www.cdc.gov/ • Carver Magnet Elementary Ready to Learn Plan	• Conduct virtual meetings to address components of the plan • Surveys of the implementation of the Ready to Learn Plan • PD Sign-In Sheets • Staff Reflections • Carver Magnet Elementary Ready to Learn Plan • District Feedback on plan • Stakeholder Feedback on plan	1. Building Principal/Leadership Team 2. Principal/Staff Members 3. Principal

Literacy Plan – ACT 83
With literacy deficits throughout the state, RISE (Reading Initiative for Student Excellence) was developed through the Science of Reading (SoR) model to address the need for stronger reading education for all students. The goal is to strengthen reading instructional practices in classrooms by using the knowledge and practices of the Science of Reading.

LRSD students will receive Tier I core literacy instruction using an evidence-based curriculum, Wilson Reading Series. This series supports the Common Core State Standards (AR State Standards) by providing students with the foundational and language skills that are necessary for them to be able to access grade-level text. The series is a comprehensive program that follows students from grade to grade, as well as, address students with dyslexia.

The principal and all teachers have been or will be trained in the Science of Reading (RISE) and dyslexia. K-2 teachers have attended and completed six days of RISE training; 3-5 teachers have attended and completed three days of RISE training (they will complete the remaining three days during the 2019-2020 school year). The principal has attended and completed RISE Assessor Training to be able to assess RISE trained teachers. Teachers will/have been trained through district-level PD on the Wilson resources.

Our district has chosen to use the Heggerty curriculum to address phonemic awareness; Fundations program to address phonics, spelling, and handwriting for all K-3 students; Wit and Wisdom for all K-5 students to address reading comprehension during literacy blocks. Additionally, teachers in grades 4 -5 will train in Just Words, a Tier 2 program for students who have gaps in their decoding and spelling proficiency, but do not require intensive intervention. Just Words also aligns with the district's RTI framework by focusing on word structure and targeted word study.

Teachers will work collaboratively with each other, with other colleagues throughout the district, with the literacy facilitators to enhance their own teacher capacity, as well as, their growth of the utilization of the Wilson Series. Literacy blocks have been established and designed (as part of the teacher's daily schedule) to ensure enough time is devoted to the implementation and the use of all of the components. Implementing all of the components with fidelity, students should begin to show improvements in their core reading skills. For students who need additional support, they will be provided more small group interventions through a flexible schedule. For students who are not making any growth, they will be referred to the School-Based Intervention Team (SBIT) for possible Tier 3 interventions.

Students will be pre-assessed using various screeners, such as PAST and NWEA. This will assist the teachers with beginning deficits and grouping. Students will also be assessed throughout each module of Wit and Wisdom, along with the district's interim assessment, which will be administered three times a year. Teachers will use the data to re-group students and provide more Tier 1 intensive support. Students in grades 3-5 will continue to take the state's summative assessment, ACT Aspire. The School Leadership Team will meet consistently to analyze data and evaluate the school's current literacy plan for effectiveness. However, adjustments and modifications will be made accordingly.

2020 ESSA SCHOOL INDEX DATA*

Weighted Achievement Data

Subgroup	2019 Weighted Achievement Score
All Students	58.33%
Black or African American	57.14%
Hispanic/Latino	62.04%
White	56.25%
Economically Disadvantaged	54.91%
English Learners	68.75%
Students with Disabilities**	21%

In the table referenced above, it clearly shows that there is gap in achievement with **Students with Disabilities subgroup compared to the other subgroups by at least 30% or more. In an effort to close the gap between this subgroup and others, the following actions will be employed:

Teachers – a) use effective instructional strategies; b) understand and capitalize on students' diverse cultures; c) identify students who need additional instructional support; d) participate in professional development programs that provide strategies for working with students and their families who are not achieving success.

Support Staff – a) provide instructional support to students; b) serve as mentors for students; c) serve as liaison to families and the community

Students – a) share the accountability for their learning; b) engage with teacher(s), classmates, and others in the school community; c) participate, as needed, in supplemental learning programs and opportunities.

Parents – a) share school's and teacher's high expectations for students; b) communicate with teachers and other school personnel; c) participate in school's decision-making.

Growth Data

Subgroup	2019 Growth Score
All Students	82.4%
Black or African American	80.85%

Hispanic/Latino	85.45%
White	81.83%
Economically Disadvantaged	81.74%
English Learners	86.96%
Students with Disabilities	76.58%

SQSS Data (Overall)

Subgroup	2019 SQSS Index Score
All Students	56.13%
Black or African American	55.33%
Hispanic/Latino	54.91%
White	58.47%
Economically Disadvantaged	51.86%
English Learners	52.94%
Students with Disabilities**	32.43%

In the table referenced above, it clearly shows that there is gap in the overall School Quality and Student Success indicator with **Students with Disabilities subgroup compared to the other subgroups by at least 20% or more. In an effort to close the gap between this subgroup and others, the following actions will be employed:

Teachers – a) use effective reading (literacy) instructional strategies; b) understand and capitalize on students' diverse cultures; c) identify students who need additional instructional support in reading and science; d) participate in professional development programs that provide strategies for working with students and their families who are not achieving success.

Support Staff – a) provide instructional support to students; b) serve as mentors for students; c) serve as liaison to families and the community

Students – a) share the accountability for their learning; b) engage with teacher(s), classmates, and others in the school community; c) participate, as needed, in supplemental learning programs and opportunities.

Parents – a) share school's and teacher's high expectations for students; b) communicate with teachers and other school personnel; c) ensure that students are on time and present for school daily.

SQSS Data – Student Engagement

Subgroup	Points Earned
All Students	78.1
Black or African American	80.9
Hispanic/Latino	78.57
White**	55.28
Economically Disadvantaged	79.06
English Learners	76.79
Students with Disabilities	73.91

In the table referenced above, it clearly shows that there is gap in student engagement with the **White subgroup compared to the other subgroups by at least 20% or more. In an effort to close the gap between this subgroup and others, the following actions will be employed:

Teachers – a) use effective instructional strategies; b) understand and capitalize on students' diverse cultures; c) identify students who need additional instructional support; d) participate in professional development programs that provide strategies for working with students and their families who are not achieving success.

Support Staff – a) provide instructional support to students; b) serve as mentors for students; c) serve as liaison to families and the community

Students – a) share the accountability for their learning; b) engage with teacher(s), classmates, and others in the school community; c) participate, as needed, in supplemental learning programs and opportunities.

Parents – a) share school's and teacher's high expectations for students; b) communicate with teachers and other school personnel; c) ensure that students are on time and present for school each day.

SQSS Data – Reading at Grade Level

Subgroup	Points Earned
All Students	31.78
Black or African American**	23.08
Hispanic/Latino	45.83

White	66.67
Economically Disadvantaged**	21.69
English Learners	53.33
Students with Disabilities**	4.35

In the table referenced above, it clearly shows that there is gap in reading at grade-level with the **Black, Economically Disadvantaged, and Students with Disabilities subgroups compared to the other subgroups by at least 20% or more. In an effort to close the gap between these subgroups and others, the following actions will be employed:

Teachers – a) use effective instructional strategies; b) understand and capitalize on students' diverse cultures; c) identify students who need additional instructional support; d) participate in professional development programs that provide strategies for working with students and their families who are not achieving success; e) use a flexible schedule to support additional small group intervention in reading.

Support Staff – a) provide instructional support to students; b) serve as mentors for students; c) serve as liaison to families and the community; d) work with struggling students on reading skills.

Students – a) share the accountability for their learning; b) engage with teacher(s), classmates, and others in the school community; c) participate, as needed, in supplemental learning programs and opportunities.

Parents – a) share school's and teacher's high expectations for students; b) communicate with teachers and other school personnel; c) ensure that students are on time and present for school each day.

SQSS Data – Science Achievement

Subgroup	Points Earned
All Students	34.11
Black or African American**	25.27
Hispanic/Latino	50
White	66.67
Economically Disadvantaged**	21.69
English Learners	53.33
Students with Disabilities**	8.7

In the table referenced above, it clearly shows that there is gap in science achievement with the **Black, Economically Disadvantaged, and Students with Disabilities subgroups compared to the other subgroups by at least 20% or more. Some of these subgroups overlap as some students are a combination of one, two, or all three subgroups. In an effort to close the gap between these subgroups and others, the following actions will be employed:

Teachers – a) use effective instructional strategies; b) understand and capitalize on students' diverse cultures; c) identify students who need additional instructional science support; d) participate in professional development programs that provide strategies for working with students and their families who are not achieving success; e) provide students with science experiences that are unique and "hands-on"; f) provide additional time weekly in science instruction.

Support Staff – a) provide instructional support to students; b) serve as mentors for students; c) serve as liaison to families and the community; d) work with struggling students on reading skills.

Students – a) share the accountability for their learning; b) engage with teacher(s), classmates, and others in the school community; c) participate, as needed, in supplemental learning programs and opportunities.

Parents – a) share school's and teacher's high expectations for students; b) communicate with teachers and other school personnel; c) ensure that students are on time and present for school each day.

SQSS Data – Growth in Science Achievement

Subgroup	Points Earned
All Students	56.56
Black or African American	50.57
Hispanic/Latino	69.05
White	75
Economically Disadvantaged	53.9
English Learners	78.57
Students with Disabilities	44.44

*2020 ACT Aspire Data – Subject Proficiency by Grade Level and Subject

School Wide (grades 3-5)	English	Reading	Science	Math
Exceeding	28%	11%	7%	11%
Ready	34%	20%	18%	31%

Close	31%	30%	33%	41%
In Need of Support	7%	39%	42%	17%

Grade 5	English	Reading	Science	Math
Exceeding	26%	10%	6%	14%
Ready	52%	26%	22%	32%
Close	16%	36%	40%	46%
In Need of Support	6%	28%	32%	8%

*2020 ACT Aspire Data – Subject Proficiency by Grade Level and Subject

Grade 4	English	Reading	Science	Math
Exceeding	36%	17%	9%	13%
Ready	20%	15%	24%	31%
Close	38%	33%	36%	40%
In Need of Support	7%	35%	31%	16%

Grade 3	English	Reading	Science	Math
Exceeding	22%	7%	7%	4%
Ready	28%	17%	7%	30%
Close	41%	20%	24%	37%
In Need of Support	9%	57%	63%	28%

NWEA MAP Data – Fall 2019-2020 (percent of all students scoring in this performance descriptor)

	Lo	LoAvg	Avg	HiAvg	Hi
Grade K - Math	26%	26%	33%	14%	2%

Grade K - Reading	5%	12%	26%	51%	7%
Grade 1 - Math	25%	28%	14%	25%	8%
Grade 1 - Reading	11%	31%	25%	14%	19%
Grade 2 - Math	19%	26%	12%	30%	14%
Grade 2 - Reading	9%	28%	23%	16%	23%
Grade 3 - Math	28%	19%	25%	19%	9%
Grade 3 – Reading	30%	15%	21%	15%	18%
Grade 4 – Math	26%	31%	28%	10%	5%
Grade 4 – Reading	16%	29%	21%	29%	5%
Grade 5 – Math	24%	12%	31%	29%	5%
Grade 5 - Reading	10%	29%	24%	36%	2%

NWEA MAP Data – Winter 2019-2020 (percent of all students scoring in this performance descriptor)

	Lo	LoAvg	Avg	HiAvg	Hi
Grade K - Math	26%	26%	21%	17%	10%

Grade K - Reading	17%	19%	26%	26%	12%
Grade 1 - Math	34%	23%	26%	6%	11%
Grade 1 - Reading	20%	26%	29%	11%	14%
Grade 2 - Math	35%	12%	23%	23%	7%
Grade 2 - Reading	33%	19%	9%	21%	19%
Grade 3 - Math	34%	9%	22%	22%	13%
Grade 3 – Reading	28%	22%	19%	19%	13%
Grade 4 – Math	30%	25%	38%	8%	0%
Grade 4 – Reading	29%	24%	24%	17%	5%
Grade 5 – Math	22%	24%	24%	22%	7%
Grade 5 - Reading	15%	20%	27%	39%	0%

NWEA MAP Data – Spring 2019-2020 (percent of all students scoring in this performance descriptor)

	Lo	LoAvg	Avg	HiAvg	Hi
Grade K - Math					

Grade K - Reading				
Grade 1 - Math				
Grade 1 - Reading				
Grade 2 - Math				
Grade 2 - Reading				
Grade 3 - Math				
Grade 3 – Reading				
Grade 4 – Math				
Grade 4 – Reading				
Grade 5 – Math				
Grade 5 - Reading				