

**Central School Improvement Plan Summary**  
**Central Elementary**  
**2020-2021**

**Demographics**

Approximately 530 students- Ethnicity: *Caucasian* 70%,- *Asian*=1%, *Black*=4%,  
*Hispanic/Latino*= 17%, *Native American/Alaskan Native*= 2%, *Two or More Races*= 7%,*English Learners*= 12%, *G/T*= 3%, *Economically Disadvantaged*= 74%, *Special Education*= 17%,

Central's Leadership Team has analyzed data from multiple sources and multiple demographic subpopulations. Some data sources are as follows: ESSA data, Student data (grades, attendance, discipline), ACT Aspire Interims and Summative, Istation data, Phonics Inventories, IEP Conferences, 504 Conferences, Dyslexia Screenings. Based upon the data we have identified the following needs:

**Aspire Interim Data (in lieu of '19 summative testing due to COVID-19)**

**\* Reading**

Interim 1 & 2 = 20%

**\* Math**

Interim 1 & 2 = 37%

Analysis Data shows a need for improvement in ACT Aspire Scores along with other diagnostic assessments.

**Goals**

1. Improve Reading Scores on ACT Aspire
2. Improve Math Scores on ACT Aspire
3. Implement Blended Learning

## **Actions**

1. Continue implementing Foundations. Staff developers will be providing professional development for K-3.
2. Continue implementing 95% Group interventions, particularly for grades K-3.
3. Implement a blended learning system. Professional Development provided in the use of Seesaw and Lincoln Learning as a Learning Management System.

**Literacy Plan for Reading Achievement-** We will use the five components of an effective literacy program to improve reading performance. These five components are:

1. Phonics: Foundations for K-3; 95 Percent Group/Multi-Syllabic Response Cards K-5
2. Phonemic Awareness: Heggerty
3. Fluency: Calkins Units of Study
4. Comprehension: Calkins Units of Study
5. Vocabulary: Independent Read-Alouds, Word of the Day

We will also continue with the science of reading professional development as a district.

## **Evaluation**

- Principal and assistant principal will monitor classroom implementation of Foundations on a regular basis. Debrief will take place in grade level team meetings.
- Principal and assistant principal will monitor 95% Group interventions. We will evaluate the process every six weeks during RTI reviews with the leadership team and relevant teacher involvement along with utilizing data from ACT Aspire Interims/Istation data and PSI/PASI inventories pursuant to our RTI Referral System.
- Principal and assistant principal will monitor that Seesaw and Lincoln Learning are being taught in the classroom at least two days per week. This is crucial so that a seamless transition in learning can take place in the event students are learning at home.

## King School Improvement Plan Summary School Year 2020-21

### 2019-20 Outcome Data:

#### Needs Assessment

King Elementary has approximately 503 students in Preschool through fifth grade. Included in the student population are: 37.7% Hispanic, 43.32 White, 2.2% American Indian, 2.8% Asian, 3.2% African American, 7.8% two or more races.

- 80.52% of our student population qualify for free or reduced lunches.
- 13% of students receive Special Education Services.
- 26% are English Language Learners

The Leadership Team analyzed test scores from the 2019-20 ACT Aspire Interim, Istation scores, PAST, Dibels, PSI, RTI conference data and student data (grades, attendance, discipline).

**Istation ISIP Data (K-2):**  
(Proficient – Level 4 & 5)

#### **Kindergarten – Second Grade**

Reading: January-26%  
Math: January – 37%

**ACT Aspire Interim Data (3-5):**  
(Meets Benchmark)

#### **Third-Fifth Grade**

English – 76%  
Reading – 16%  
Science – 18%  
Math – 33%

**Analysis:** Data show a need for improvement in Reading scores for both Istation and ACT Aspire.

#### Goals:

- Improve reading scores.
- Improve math scores.
- Improve attendance rates.
- Implement blending learning.

#### Actions

- Phonics: Foundations for K-3; 95 Percent Group/Multisyllabic Response Cards 4-5
- Phonemic Awareness: Heggerty
- Fluency: Calkins Units of Study
- Comprehension: Calkins Units of Study
- Vocabulary: Independent Read-Alouds, Vocabulary Surge (4-5)
- Implement Google Classroom, Seesaw, and Lincoln Learning
- 1:1 initiative- provide students with a Chromebook/ Ipad and technology backpack.  
Utilize Arkansas Reading for Learning Playbook- focusing on missed curriculum from 2019-20  
Provide after school tutoring for literacy and math.
- Provide professional development:
  - Google Classroom, Seesaw, Lincoln Learning, IXL
  - Continue coaching for 95% Group and Foundations
  - Science of Reading- focusing on teacher proficiency
  - Kagan- student engagement

#### Monitoring/ Evaluation

Curriculum will be monitored by administration and the Leadership Team using the following methods:

- Classroom walkthroughs
- TESS Observations
- ACT Aspire and Istation assessments
- RTI data
- Data from- PSI, PAST and other classroom assessments
- Perceptual data

**School Improvement Summary  
Oliver Springs Elementary School  
2020-2021**

**Demographics (Approximate)**

Total Students: 394 Male: 143 Female: 155

Ethnicity:Asian: 1.9%, American Indian: 1.9%, Black/African American: 3.4%,  
Hispanic/Latino: 3.9%, Two or More Races: 2.9%, White: 79%

English Learners: 6%

Economically Disadvantaged: 51%

Special Education: 15%

504: 3%

The Oliver Springs Lead Team has analyzed data from multiple sources and multiple demographic subpopulations. Some data sources are as follows:

**Aspire Interim Data (PV Data)**

**Reading Meets Benchmark**

3rd: 33%

4th: 36%

5th: 25%

**Math Meets Benchmark**

3rd: 48%

4th: 41%

5th: 47%

**Istation Data (January PV Data)**

**Reading (Levels go from low scores to high scores)**

K: Level 1: 35%, Level 2: 26%, Level 3: 19%, Level 4: 9%, Level 5: 10%

1st: Level 1: 26%, Level 2: 29%, Level 3: 15%, Level 4: 19%, Level 5:11%

2nd: Level 1: 13%, Level 2: 25%, Level 3: 25%, Level 4: 27%, Level 5:10%

**Math**

K: Level 1: 25%, Level 2: 29%, Level 3: 17%, Level 4: 10%, Level 5: 19%

1st: Level 1: 26%, Level 2: 15%, Level 3: 11%, Level 4: 19%, Level 5: 29%

2nd: Level 1: 8%, Level 2: 13%, Level 3: 19%, Level 4: 16%, Level 5: 44%

**Analysis:**

After studying the data, the Oliver Springs Lead Team identified a need for improvement in reading and math. We will also implement blended learning, while focusing on curriculum..

**Goals:**

1. Improve Reading Scores on ACT Aspire/Istation
2. Improve Math Scores on ACT Aspire/Istation
3. Implement Blended Learning

**Actions:****Reading**

1. Implement Foundations
2. Implement Heggerty
3. Implement 95% Group Intervention
4. Implement Workshop Model

**Math**

1. Implement Investigations
2. Implement Workshop Model

**Blended Learning**

1. Implement Seesaw
2. Implement Lincoln Learning
3. Implement Google Classroom
4. Implement Foundations Videos
5. Implement Pearson Math Online

**Monitoring**

To monitor implementation of the plan, the principal and assistant principal will be responsible for conducting weekly classroom walkthroughs to watch lessons. We will also use formative and summative data to observe progress of the goals and actions.

**Literacy Plan/Strategies**

Reading Achievement: The Oliver Springs staff is currently undergoing the Science of Reading through RISE and through the Ideas portal. We will continue to use observations, formative, and summative assessments to identify literacy concerns. We will continue to use Foundations and Heggerty to improve phonemic awareness and phonics and a literacy workshop model to improve fluency and comprehension. Oliver Springs Elementary will purchase updated technology, professional development, materials, and supplies with Title 1 funds.

**Evaluation**

- Classroom Observations
- Reading and Math ACT Aspire Scores
- Reading and Math Istation Scores
- Dibels Data
- Classroom Reading Scores

**School Improvement Summary**  
**Parkview Elementary**  
**2020-2021**

**2019-20 Outcome Data**

**Needs Assessment**

**Demographics for 2020-21**

Approximately 405 students Ethnicity: *Caucasian* 79%, *Asian*=2%, *Black* 2%, *Hispanic/Latino* 10% *Native American/Alaskan Native*= 2%, *Two or More Races*= 5%, English Learners 7% G/T= 1% Economically Disadvantaged= 63%, Special Education= 18%, 504 5%

Parkview's Leadership Team has analyzed data from multiple sources and multiple demographic subpopulations. Some data sources are as follows: ESSA data, Student data (grades, attendance, discipline), ACT Aspire Interims and Summative Istation data, Phonics Inventories, IEP Conferences 504 Conferences, Dyslexia Screenings Based upon the data we have identified the following needs:

**Aspire Interim Data (Only able to complete October and January)**

• **Reading**

Interim 1= 35%

Interim 2= 39%

\***Math**

Interim 1 = 51%

Interim 2= 59%

**Analysis Data** shows a need for improvement in ACT Aspire Scores along with other diagnostic assessments. A tighter implementation of the curriculum and a focus on standards based instruction is needed in order to increase student achievement.

**Goals**

1. Improve Reading Scores on ACT Aspire
2. Improve Math Scores on ACT Aspire
3. Implement Blended Learning

## **Actions**

1. Continue implementing Foundations. Staff developers will be providing professional development for K-3. Principal will monitor in all classrooms weekly.
2. Continue implementing 95% Group interventions K-5. Additional PD through on-line webinars. Principal meets with grade levels after 5 week cycle.
3. Implement a blended learning system of learning. Professional Development provided in the use of Seesaw and Lincoln Learning as a Learning Management System.
4. Utilizing Marzano's Art and Science of Teaching, we will implement Element 20 assigning Purposeful Homework by utilizing the technology students will be taking home daily. (p. 60)
5. Utilizing Marzano's Art and Science of Teaching, we will implement Engagement Strategies, specifically Element 25: Physical movement and Element 3: Providing Opportunities for Students to Talk about Themselves. Planning will be for face to face implementation, as well for at home instruction via technology. (p. 74)

**Literacy Plan for Reading Achievement** We will use the five components of an effective literacy program to improve reading performance. These five components are:

1. Phonics: Foundations for K-3; 95 Percent Group/Multi-Syllable Routine Cards 4-5
2. Phonemic Awareness: Heggerty
3. Fluency: Calkins Units of Study
4. Comprehension: Calkins Units of Study
5. Vocabulary: Independent Read-Alouds, Vocabulary Surge (3-5)
6. Continue with the science of reading professional development.

## **Evaluation**

\*Principal will monitor classroom implementation of Foundations on a regular basis. Debrief will take place in grade level team meetings.

\*Principal will monitor 95% Group interventions. Monthly RTI reviews of data with the leadership utilizing data from ACT Aspire Interims/Istation data and PSI/PASI inventories, as well as classroom assessments.

\*Principal and assistant principal will monitor that Seesaw and Lincoln Learning are being taught in the classroom at least two days per week. Our goal will be pivoting to at home learning without a delay in instruction.

## **Rena School Improvement Plan Summary School Year 2020-2021**

### **Rena Comprehensive Needs Assessment for 2020-2021**

Rena has approximately 450 students. Rena Elementary is primarily Caucasian. We have 72.37% White, approximately 1.3% Black, 14% Hispanic, and 2.3% Asian. 4.47% of our students are served in our GT Program and 11.58% are served through Special Education. The percent of students receiving Free or Reduced meals is approximately 43%.

Through our needs assessment, we reviewed our technology inventory and use. Our technology review indicated we need to replace several outdated technology tools. We will need to add more devices in order to assign each student a device so we can implement blended learning. Our overall 2019 ESSA Index Score was 77.95. As we looked at the Two Year School Index Scores by Subgroup, we found we have made improvements in our white subgroup, our ELL subgroup and our Students with Disabilities Subgroup from 2018 to 2019 with the greatest improvement in our Students with Disabilities subgroup. Our students with disabilities subgroup continues to be our lowest performing group as well as our economically disadvantaged subgroup.

### **Goals**

#### **All Students will Increase Reading Achievement**

1. Move at least 75% of our K-2 students to Proficient on the ISIP Assessment from 46% proficient in January 2020.
2. Move at least 50% of our 3rd-5th grade students to Proficient on the ACT Aspire from 42% in April 2019.
3. Students in K-2 will increase their iStation iSip Vocabulary scores from 52% proficient to 70% proficient.

#### **Actions:**

1. Improve phonics instruction. To improve our instruction in phonics teachers will: Implement Foundations Phonics Curriculum( Grades K-3)/95 Percent Group Multi-Syllabic Response Cards (Grades 4-5)
2. Improve vocabulary instruction. To improve instruction in vocabulary teachers will: Explicitly teach vocabulary during read aloud and will provide visual cues to help students understand new vocabulary.

**Monitor:** Principal and Assistant Principal will conduct monthly classroom walk-throughs to check for implementation.

#### **All Students and Certified Staff will Implement Blended Learning**

The percentage of students and staff who are implementing blended learning will increase from 10% to 100%



**Actions:**

1. All teachers will be trained to use blended/virtual learning opportunities in the classroom daily.
2. All students will be assigned a device to be used at home and at school.
3. All students will be taught to use devices, Learning Management Systems (LMS) and use online platforms to access learning at school and at home.

**Monitor:** Principal and Assistant Principal will conduct monthly classroom walk-throughs to check for implementation. Perceptual data will be obtained through surveys of our students, staff and parents.

**All Students will Increase Math Achievement**

1. Move at least 70% of our 3rd-5th Grade students to Proficient on ACT Aspire Math from 68% proficient.
2. Move at least 80% of our K-2 students to Proficient on the ISIP Assessment from 62% proficient in January 2020.

**Actions:**

1. Provide small group instruction to students not proficient in structuring numbers to the appropriate level for each grade.

**Monitor:** Assistant Principal will ensure small group instruction is going on in each classroom through data in Team Meetings and observations.

**Literacy Plan 2020-2021**

Rena Elementary utilizes the five essential components of reading as well as writing instruction in our literacy plan. We will provide professional development on the science of reading yearly.

1. Phonemic Awareness: Haggerty Program
2. Phonics: Foundations for K-3; 95 Percent Group/Multi-Syllabic Response Cards 4-5 and Word Journeys (Blended Learning-Virtual lessons from Foundations as well as teacher Zooms and recordings.)
3. Fluency: Interactive Read Aloud (Blended Learning-Teacher Zooms and recorded lessons, Lincoln Learning, iStation and Google Classroom)
4. Comprehension: Calkins Units of Study for Reading (Blended Learning-Teacher Zooms and recorded lessons, Lincoln Learning, iStation and Google Classroom)
5. Vocabulary: Interactive Read Aloud, Vocabulary Surge (Grades 4 & 5) (Blended Learning-Teacher Zooms and recorded lessons, Lincoln Learning, iStation and Google Classroom)
6. Writing: Calkins Units of Study for Writing (Blended Learning-Teacher Zooms and recorded lessons, Lincoln Learning, iStation and Google Classroom)

**School Improvement Summary**  
**Tate Elementary**  
**2020-2021**

**2019-20 Outcome Data**

**Needs Assessment**

**Demographics for 2020-21**

**School Year**

Approximately 450 students Ethnicity: *Caucasian* 75%, *Asian*=2.5%, *Black* 2.8%  
*Hispanic/Latino* 14% *Native American/Alaskan Native*= 2%, *Two or More Races*= 5%,*English Learners* 6% *G/T*= 5% *Economically Disadvantaged*= 72%, *Special Education*= 7%

Tate's Leadership Team has analyzed data from multiple sources and multiple demographic subpopulations. Some data sources are as follows: ESSA data, Student data (grades, attendance, discipline), ACT Aspire Interims and Summative Istation data, Phonics Inventories, IEP Conferences 504 Conferences, Dyslexia Screenings Based upon the data we have identified the following needs:

**Aspire Interim Data**

**(in lieu of '19**

**summative testing**

**due to COVID-19)**

**• Reading**

Interim 1= 30%

Interim 2= 33%

**\*Math**

Interim 1 = 40%

Interim 2= 41%

Analysis Data shows a need for improvement in ACT Aspire Scores along with other diagnostic assessments.

## **Goals**

1. Improve Reading Scores on ACT Aspire
2. Improve Math Scores on ACT Aspire
3. Implement Blended Learning

## **Actions**

1. Continue implementing Foundations. Staff developers will be providing professional development for K-3.
2. Continue implementing 95% Group interventions, particularly for grades 2-5.
3. Implement a blended learning system of learning. Professional Development provided in the use of Seesaw and Lincoln Learning as a Learning Management System.

**Literacy Plan for Reading Achievement** We will use the five components of an effective literacy program to improve reading performance. These five components are:

1. Phonics: Foundations for K-3; 95 Percent Group/Multi-Syllabic Response Cards 4-5
2. Phonemic Awareness: Heggerty
3. Fluency: Calkins Units of Study
4. Comprehension: Calkins Units of Study
5. Vocabulary: Independent Read-Alouds, Vocabulary Surge (4-5)

We will also continue with the science of reading professional development as a district.

## **Evaluation**

\*Principal and assistant principal will monitor classroom implementation of Foundations on a regular basis. Debrief will take place in grade level team meetings.

\*Principal and assistant principal will monitor 95% Group interventions. We will evaluate the process in monthly RTI reviews with the leadership team and relevant teacher involvement and utilize data from ACT Aspire Interims/Istation data and PSI/PAST inventories pursuant to our RTI Referral System.

\*Principal and assistant principal will monitor that Seesaw and Lincoln Learning are being taught in the classroom at least two days per week. This is crucial so that a seamless transition in learning can take place in the event students are learning at home.

**School Improvement Summary  
Butterfield Trail Middle School  
School Year 2020-2021**

**Statistics:**

Approximately 700 students - 59.9% White, 25.0% Hispanic, 3.0% African American, 3.3% American Indian, 2.7% Asian, and 6.0% identified as two or more races. Our special education sub-population is 15%, English Language Learners make up 11%, and 71% of our population is identified as low income.

After a review of multiple data sources and the progress that has been made up to this point, BTMS will continue to focus on improving reading and math. Some of the data sources are as follows: ESSA data, attendance, discipline, grades, ACT Interim Assessments, and IStation.

**IStation Assessment Data:**

36% of students were categorized as Tier 4 and 5 (at or above the 80th percentile rank) in reading.  
50% of students were categorized as Tier 4 and 5 in math

**Analysis:**

Data from multiple sources indicate that the current curriculum is ineffective for improving reading and mathematics.

**Goals:**

1. Improve Reading Scores on IStation Assessments
2. Improve Math Scores on IStation Assessments
3. Implement Blended Learning

**Actions:**

1. Research and implementation of an intervention curriculum for struggling readers such as "Just Words."
2. Use team meetings to identify essential standards, develop common formative assessments, and analyze the results of student learning on those common formative assessments to plan the next steps.
3. Professional development provided for teachers in the use of Canvas LMS and video creation software for making lessons available online.
4. Use IStation Assessments to identify needs and use research-based strategies like using visual representations and coaching students to reflect on the problem-solving process.

**Literacy Plan:**

Continued training in RISE and implementation of research-based strategies for reading development based on the science of reading. Butterfield will use the following programs to address the five components of reading.

1. Phonemic Awareness - iStation, Just Words, MindPlay, RISE Training, and "An Introduction to Language and Literacy" LETRS
2. Phonics - iStation, Just Words, MindPlay RISE Training, and "An Introduction to Language and Literacy" LETRS
3. Fluency - Calkins Units of Study, iStation, Just Words, MindPlay, RISE Training, and "An Introduction to Language and Literacy" LETRS
4. Comprehension - Calkins Units of Study, Just Words, Notice and Note, Seravallo materials, Newsela, and MindPlay
5. Vocabulary - Independent Reading, Just Words Flocabulary, Newsela, and MindPlay

**Evaluation:**

The leadership team will use multiple sources of data to evaluate the effectiveness of our actions and literacy plan.

# School Improvement Summary

## Northridge Middle School

### School Year 2020-21

## 2019-2020 Outcome Data

### Needs Assessment

#### Demographics for 2020-21 School Year

Approximately 697 students - **Gender** -330 females and 367 males. **Ethnicity** -Asian=2.58%, African American= 3.01%, Hispanic/Latino= 12.77%, Native American/Alaskan Native= 1.29%, Two or More Races= 3.30%, White= 76.76%. **English Learners**= 6.74% , **G/T**= 12.63%, **Economically Disadvantaged**= 54%, **Special Education**= 14.35%, **504**= 8.46%.

Our team reviewed data from ACT Aspire Interim scores, attendance, monthly Istation assessments, discipline, parent survey feedback, current pacing guides, and professional development content.

Our team reviewed data from ACT Aspire Interim scores, attendance, monthly Istation assessments, discipline, parent survey feedback, current pacing guides, parent and student feedback from last spring's AMI lessons, IEP conferences, 504 conferences, characteristics of dyslexia screenings, and professional development content.

#### ACT Aspire Interim Data

- **Reading**
  - Interim 1 & 2 Average = 56%
  - State Average = 42%
- **Math**
  - Interim 1 & 2 Average = 55%
  - State Average - 43%

### Analysis

Data show a need for improvement in ACT Aspire scores along with other diagnostic assessments.

### Goals

1. **Reading** -Improve ACT Aspire Interim Goal: Increase **56%** at grade level to **60%** at grade level (**7% increase**)
2. **Math** -Improve ACT Aspire Interim Goal: Increase **55%** at grade level to **60%** at grade level (**9% increase**)
3. **Implement Effective Blending Learning Model**

### Actions

- Monitor implementation of reading strategies (based on the science of reading- R.I.S.E.) in classroom instruction, *95 Percent Group* curriculum.

- Teachers will be trained in new technology such as the Canvas, Lincoln Learning, and Google Classroom learning management systems to create an environment that fosters curiosity and learning through collaborative communication online.
- Teachers will record lessons daily to post online as a resource to students and for professional reflection.
- Grade-level faculty will meet with students individually to review interim data, and set short-term and long-term performance goals for subsequent assessments.

## Monitoring

Principals, counselors, and departmental teams will provide data for monitoring progress towards goals

- ACT Aspire Interims
- Online diagnostic screeners
- Staff RTI process and procedures

## Literacy Plan

- Our staff is still undergoing the Science of Reading training either through face-to-face RISE training or the IDEAS professional development portal.
- Phonological awareness, using Istation, possibly Wilson Learning curriculum *Just Words*
- Phonics, Reading instruction with a focus on morphology and etymology.
- Comprehension, Calkins units
- Fluency, Calkins units
- Vocabulary, 95% Group Vocabulary Surge

## Evaluation

- **Goal 1** -Review TESS/RISE observations monthly to examine TESS/RISE Scores
- **Goal 2** -Survey students, parents, and teachers monthly to analyze blended learning implementation
- **Goal 3** -Observe teacher proficiency in recording and posting lessons online each day.
- **Goal 4** -Analysis of Aspire interim data and other online diagnostic screeners quarterly.

# School Improvement Summary

## Freshman Academy

### School Year 2020-21

## 2019-20 Outcome Data

### Needs Assessment

#### Demographics for 2020-21 School Year

Approximately 451 students- **Gender**- 231 Females and 220 males. **Ethnicity**- *Asian*=2.5%, *Black*=2.8%, *Hispanic/Latino*= 15%, *Native American/Alaskan Native*= 2%, *Two or More Races*= 5%, *White*= 68%. **English Learners**= 6%, **G/T**= 14%, **Economically Disadvantaged**= 61%, **Special Education**= 13%, **504**= 6.7%.

The Lead team has analyzed data from multiple sources and multiple demographic subpopulations. Some data sources are as follows: ESSA data, Student data (grades, attendance, discipline), ACT Aspire Interims and Summative, Phonics Inventories, IEP Conferences, 504 Conferences, Dyslexia Screenings. Based upon the data we have identified the following needs:

#### Aspire Interim Data

- **Reading**
  - Interim 1= 37%
  - Interim 2= 34%
  - State Average= 41%
- **Math**
  - Interim 1= 41%
  - Interim 2= 40%
  - State Average= 42%

#### Analysis

Data shows a need for improvement in ACT Aspire Scores along with other diagnostic assessments.

#### Goals

1. Improve Reading Scores on ACT Aspire
2. Improve Math Scores on ACT Aspire
3. Implement Blended Learning

## **Actions**

1. **Implementation of Morphology, Phonemic Awareness, Comprehension, Fluency, and Vocabulary with the use of State Standards, No Red Ink, IXL, Reading Inventory in classroom instruction.**
2. **Implementation of Math practices using State Standards, IXL, and Prodigy in classroom instruction.**
3. **Implementation of Google Classroom and Lincoln Learning provided by Professional Development by certified staff and administration to use in classroom instruction.**

## **Monitoring**

Principals, Counselor, and departmental teams will provide data for monitoring progress towards goals

- ACT Aspire Interims
- Periodic Literacy/Math Inventories in class
- Staff RTI Process/Procedures

## **Literacy Plan**

**Reading Achievement-** Our staff is still undergoing the Science of Reading either through RISE training or the IDEAS PD Portal. We continue to use Phonics and Reading Inventories to identify Literacy/Reading concerns. We will continue to identify incoming Freshman from our Middle Schools who need interventions based on ACT Scores and Reading Inventories. The Freshman Academy will purchase updated technology, online service providers for diagnostic screenings and inventories, professional development, and Dyslexia Aide with Title I funds.

## **Plan and Delivery Methods**

- **Phonics-** Critical Reading
- **Phonological Awareness-** RISE and Critical Reading
- **Comprehension-** IXL and Lincoln Learning
- **Fluency-** IXL and Lincoln Learning
- **Vocabulary-** RISE Strategies and Marzano

## **Evaluation**

- We will evaluate the process periodically with Administration and our Indistar Lead Team.
- Utilize data from ACT Aspire Interims
- Reading Inventories
- Math Inventories
- RTI Referral System
- Perceptual Data



# Van Buren High School Improvement Plan 2020-21

**Analysis:** Data shows a need for improvement in reading, math, graduation rates.

## **Goals:**

Improve reading scores on the ACT Aspire and ACT

Improve math scores on the ACT Aspire and ACT

Increase graduation rates

Provide more opportunities for remediation for students with deficiencies in these areas

## **Actions:**

1. Implementation of Morphology, Phonemic Awareness, Comprehension, Fluency, and Vocabulary with the use of State Standards, No Red Ink, IXL, Reading Inventory in classroom instruction.
2. Implementation of Math practices using State Standards, IXL, ACT prep class, and individual tutoring during a teacher led study hall.
3. Implementation of Google Classroom and Lincoln Learning provided by Professional Development by certified staff and administration to use in classroom instruction.

## **Monitoring:**

Principals, Counselors, and the RTI team will monitor progress toward goals

1. Math/Literacy Inventories in class
2. RTI team intervention process for students in need

## **Literacy Plan**

Teachers are receiving the Science of Reading training.

English teachers will be doing assessments of student reading.

Incoming freshman will be targeted by the RTI team using ACT Aspire data to determine literacy course of action.

## **Actions:**

- **Phonics-** Critical Reading
- **Phonological Awareness-** RISE and Critical Reading
- **Comprehension-** IXL and Lincoln Learning
- **Fluency-** IXL and Lincoln Learning
- **Vocabulary-** RISE Strategies and Marzano

## **Evaluation:**

- We will evaluate the process periodically with Administration and our Indistar Lead Team.
- Utilize data from ACT Aspire Interims
- Reading Inventories
- Math Inventories
- RTI Referral System
- Perceptual Data

**School Improvement Summary  
River Valley Virtual Academy  
2020-2021**

**2019 – 2020 Outcome Data**

**Needs Assessment**

**Demographics for 2020 – 2021 School Year**

**Total Students: 44 students**

Ethnicity:

White: 75%

Black: 7%

Two or more races: 14%

Hispanic or Latino: 4%

Meal Status Summary:

Economically Disadvantaged: 57%

The River Valley Virtual Academy has analyzed data from multiple sources. Data sources include ESSA, grades, attendance, iStation, and ACT Aspire results. Based on the data, the River Valley Virtual Academy has identified the need for improvement in reading and math.

**iStation Data (January Data)**

Tier I: 14%

Tier II: 14%

Tier III, IIII, IV: 72%

**ACT 11<sup>th</sup> Grade Composite Score:**

2018 – 2019: 18

2019 – 2020: 21

**Course Completion Rates:**

Fall 2017: 88%

Spring 2018: 99%

Fall 2018: 94%

Spring 2019: 99%

Fall 2019: 95%

Spring 2020: 98%

**Analysis:**

The data demonstrate a need to improve ACT Aspire and iStation scores.

**Goals:**

1. The River Valley Virtual Academy students will be ready or exceeding on the ACT Aspire mathematics summative assessment.
2. The River Valley Virtual Academy students will be ready or exceeding on the ACT Aspire reading summative assessment.

**Actions:**

1. Provide additional support for students through the use of iStation and supplemental support sessions.
2. Evaluate student progress weekly.
3. Provide professional development to staff members in the Learning Management System to ensure appropriate monitoring of student achievement and support.

**Monitoring**

To monitor implementation of the plan, The River Valley Virtual Academy will record school-level data to ensure students are on-track to complete courses successfully. The River Valley Virtual Academy will also monitor communication between RVVA staff members and students to ensure an on-going conversation with families.

**Literacy Plan**

Reading Achievement: The River Valley Virtual Academy staff is currently engaged in professional development in the Science of Reading through RISE and the Ideas portal. Reading will be a focus for the River Valley Virtual Academy. Students reading or writing below grade level will receive additional support through Connections multitiered instructional support program. Teachers will use formative assessment data to determine a student's most significant area of need. A variety of supplemental instructional support programs are available to support student learning in the areas of phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing.

The River Valley Virtual Academy will purchase additional technology to support student needs, provide professional development to staff members, and purchase materials and supplies to assist families.

**Evaluation**

- Reading and Math ACT Aspire Scores
- Reading and Math Istation Scores
- K-8 Reading Assessments
- Teacher and Student Communication