

Earle Elementary School: 2021-2022 School Improvement Plan

Step 1: PLAN

Ready for Learning Plan:

https://drive.google.com/file/d/1BvJGQ2nw4LeIMi_DuPF6Efv9XUjNT_g/view?usp=sharing

NEEDS ASSESSMENT DATA:

- Summative Assessment Data
- [Interim Assessment Data](#)
- [Data Snapshot](#)
- Observation data from EdReflect
- Perceptual Data

Multiple Measures of Student Performance	Demographic	Processes and Programs	Perceptual
2018, 2019, 2021 ACT Aspire Summative scores	Attendance data (students and teachers)	# Novice teachers mentored through CRESC	AdvancED survey data (Student, Educator, and Stakeholders)
2018, 2019, 2020, 2021 ACT Aspire Interim scores	Observation data from EdReflect	# Teachers in programs seeking licensure	
2018 & 2019 NWEA Summative Scores			
2018, 2019 ESSA School			

DATA ANALYSIS:

Students are attending school however the majority of students continue to score in need of support on the ACT Aspire.

	In Need of Support	Close	Ready	Exceeding	Total Close, Ready, Exceeds
2021 ESSA School Index Weighted Achievement – ELA					
2021 ESSA School Index Weighted Achievement- Math					
2019 ESSA School Index Weighted Achievement – ELA	97/138 70.28%	19/138 13.76%	22/138 15.94%	N<10	56.58%

Earle Elementary School: 2021-2022 School Improvement Plan

Index (weighted achievement, growth, reading at grade level)				2019 ESSA School Index Weighted Achievement-Math	36/143 25.17%	73/143 51.04%	34/143 23.77%	N<10	74.82%
				2018 ESSA School Index Weighted Achievement - ELA	95/150 63.33%	39/150 26%	16/150 10.66%	N<10	37.41%
				2018 ESSA School Index Weighted Achievement - MATH	35/147 23.81%	91/147 61.90%	21/147 14.28%	N<10	76.19%
<ul style="list-style-type: none"> ● 2020-21 Add data for interims 2 and 3 ● 2020 ESSA Score: N/C due to COVID Pandemic ● 2019 ESSA Score: 56.44 (F) ● 2018 ESSA Score: 55.83 (F) ● 100% Poverty Rate ● 2019 Weighted Achievement Score: 36.75 ● 2018 Weighted Achievement Score: 35.43 ● 2019: Value-added Growth Score: 76.71 ● 2018 ELA Value-added Score: 75.45 ● 2018 Math Value-added Score: 74.05 ● 2019 Reading at Grade Level: 22/138 students (SQSS) ● 2018 Reading at Grade Level: 35/200 students (SQSS) ● 2020-21 Teacher Attendance Data - add data for 3rd and 6th grade ● Attendance Rate Data- ● Attendance Rate Data 2019 - 44% of 95% attendance goal (eSchool) ● 2020-21 Edreflect: 0 teachers ineffective ● 2019-20 Edreflect: teachers opted to waive summative evaluation to carry over to 2020-21 ● 2020-Did not provide HRS survey to staff or parents due to school closure ● 2019 - Did not provide the HRS survey to staff or parents. 									

	<ul style="list-style-type: none"> • Current model of instruction- Gradual Release Model • Current - Teachers verbalize that they are working diligently by incorporating best practices and content knowledge to improve learning outcomes for students. • Current- Teachers have begun to implement strategies such as 3-2-1/KWL, grouping based on skill attainment in order to accelerate or remediate, think-pair-share/write, bell ringers'/exit tickets, and active participation. Other strategies and best practices include the close reading strategy UNRAAVEL for literacy and math, annotating, and graphic organizers.
<p>PRIORITIES:</p> <p>The focus of the 2021-2022 school year is to utilize the PLC model to build and sustain a collaborative school culture where teachers plan lessons based on a deeper understanding of the standards, analyze student progress data, and provide instruction using a common instructional model. Areas of concentration:</p> <p>Academic - Arkansas Academic Standards</p> <ul style="list-style-type: none"> • Reading - Implementation of SOR strategies in all classrooms; Improved use of curriculum add goals, how this will be monitored • Math - Improved use of Go Math Curriculum and continued professional development add goals, how this will be monitored • Professional Learning Communities (PLC) <p>Student Support Systems</p> <ul style="list-style-type: none"> • Improve student attendance • Improved use of MTSS- Academic and Behavioral Interventions (PBIS) <p>Human Capital Management</p> <ul style="list-style-type: none"> • Professional Learning Communities (PLC) • Improved teacher attendance • Decreased teacher turnover <p>Family and Community Engagement</p>	<p>THEORY OF ACTION 1:</p> <p>If content-area and cross-curricular teams are used to conduct consistent analysis of student data to identify and implement effective evidence-based practices and procedures on a continual basis;</p> <p>Then, students in each performance range accelerating to the next level of academic performance for both reading and math.</p>

<ul style="list-style-type: none"> • Increased engagement onsite • Increased community partnerships 	
<p>THEORY OF ACTION 2:</p> <p>If leaders provide training on the implementation and use of the Professional Learning Communities (PLCs) model;</p> <p>Then, we will build and sustain a collaborative school culture and increase teacher capacity, resulting in improved academic student outcomes in Reading and Math.</p>	<p>OVERARCHING GOALS:</p> <ol style="list-style-type: none"> 1. Seventy-five percent of all students in kindergarten will make sufficient progress on the NWEA. All students in grades 1-6 will meet or exceed their estimated growth trend with approximately 15% of students in each performance range accelerating to the next level of academic performance for both reading and math by July 2021 as reported on NWEA and ACT Aspire. 2. Teachers and administrators will build a safe, supportive, and collaborative culture to increase student achievement and growth in reading and math.
<p>Evidence Based Instructional Strategies or Practices:</p> <ol style="list-style-type: none"> 1. Principal, instructional support staff and teachers will establish a team structure with specific time for instructional planning and collaborative conversations about student learning. 2. Principal and instructional facilitator will conduct observations to provide timely feedback and monitor progress. 3. Principal, instructional facilitator, and teachers will conduct observations to gather data on the use of evidence-based instructional strategies and procedures. 	

	Step 2: DO				
	GOAL	ACTION	TIMELINE	MONITORING	DATE COMPLETED/UPDATE

Earle Elementary School: 2021-2022 School Improvement Plan

<h1>ACADEMICS</h1>	<p>1. Teachers and administrators will build a safe, supportive and collaborative culture to increase student achievement and growth in reading and math by providing a multi-tiered system of support. The collaborative culture will include input from students, parents/guardians and community members.</p> <p style="padding-left: 20px;">a.</p>	<p>1. Instructional teams will continue the work to align the curriculum for Literacy & math using the purchased the Critical Concepts (Proficiency Scales) from Marzano Research.</p> <p>2. Teachers & interventionists will continue to utilize the strategies attained in RISE training in their classrooms with fidelity.</p> <p>3. Teachers, para-professionals, and interventionists will continue to utilize Phonics First in their classrooms with fidelity via observations.</p> <p>4. The Guiding Coalition (SLT) will monitor student progress in literacy through DIBELS, classroom assessments and other identified data sources to guide instruction.</p>	<p>Year 1: July 2019 – June 2020</p> <p>Year 2: July 2020 – June 2021</p> <p>Year 3: July 2021 – June 2022</p>	<p>Principal, Instructional Facilitator, Guiding Coalition (SLT)</p> <p>Evidence: Curriculum documents</p> <p>Evidence: 1.Observations, 2. RISE checklists</p> <p>Evidence: 1. Observations 2. Protocol form</p> <p>Evidence: 1. DIBELS data report, 2. Progress monitoring, 3.Data analysis forms for Interim Assessments, common assignments, teacher created assessments</p>	<p>Year 1 (2019-2020): July 15-16 -ELA, Grades K-6</p> <p>July 22-23 -Math, Grades K-6</p> <p>July 25-26 –ELA & Math, Grades K-6</p> <p>*Embedded in grade level meetings</p> <p>Year 2 (2020-2021): Phonics First Training (Brainspring) June 15-19</p> <p>Additional Support TBD</p> <p>1st Semester Update: Teams have established norms and are meeting monthly to review student progress, data, and plan lessons. Administrators and support staff are conducting informal observations, providing feedback; modeling lessons, and providing support as determined.</p> <p>Teachers are open to feedback and eager to do what is best for students, following the pacing guide, reflecting on standards before teaching a unit, and tracking student proficiency based on standard. Teachers are also providing instruction to face-to-face and virtual students simultaneously.</p> <p>Next steps include focusing on unit design so that teachers can continue to align essential standards, create proficiency level descriptors, and assessment with instruction.</p>
	<p>2. To continue to align the present curriculum so that it is evidence and standards</p>	<p>1. Restructure/redesign units of learning and create common formative assessments to customize</p>	<p>Year 1: July 2019 – June 2020</p> <p>Year 2:</p>	<p>Principal, Instructional Facilitator, Leader-ship Team*</p>	<p>Year 1: July 15-16 -ELA, Grades K-6</p>

Earle Elementary School: 2021-2022 School Improvement Plan

	<p>based and builds background knowledge for students.</p>	<p>the curriculum, using backwards design.</p> <p>2. Participate in bi-weekly school-wide instructional team meetings to review and analyze data sources to determine next steps in providing instruction and support to students.</p> <p>Teams will monitor their progress towards established learning goals,</p>	<p>July 2020 – June 2021</p>	<p>Evidence:</p> <ol style="list-style-type: none"> 1. Sign-in sheets, 2. Meeting agenda 3. Units of Instruction 4. Common assessments and assignments <p>Evidence:</p> <ol style="list-style-type: none"> 1. Team meeting protocol form 2. Data analysis form 	<p>July 22-23 -Math, Grades K-6</p> <p>July 25-26 –ELA & Math, Grades K-6</p> <p>Year 2: May 2020</p> <p>Other dates will be determined and embedded in the building calendar for the year.</p> <p><u>1st Semester Update:</u></p> <ol style="list-style-type: none"> 1. Teachers are required to submit their summative assessments before teaching the standards. From their summative assessment the teachers use that to guide the instruction and the creation of the formative assessments. 2. During weekly meetings with the instructional facilitator, the teachers are discussing student data and how students are progressing on their essential standards. The tracking document is evidence of teachers using the data to guide instruction. On the tracking document all essential standards are listed to monitor how the students are progressing towards our goals.
	<p>3. To continue to build capacity in improving practices and systems that ultimately support student learning.</p>	<p>1. Leadership Team attended the PLC Leader-ship Academy at EACC (6 Days) and the</p>	<p>Year 1: August 2019 – May 2020</p> <p>Year 2:</p>	<p>Principal, Instructional Facilitator, Guiding Coalition (SLT)</p> <p>Evidence:</p>	<p>Year 1: September 23-24, 2019 December 2-3, 2020 March 12-13, 2020</p>

Earle Elementary School: 2021-2022 School Improvement Plan

		<p>MTSS Training at CRESC with Judy Elliot.</p> <p>1a. School wide collective commitments will be defined.</p> <p>1b. Teams will create norms to define actions to make effective collaboration.</p> <p>1c. The Guiding Coalition (SLT) will examine multiple indicators of student learning and factors to determine the current reality.</p> <p>The Guiding Coalition will utilize early warning systems to monitor student performance and provide targeted support.</p> <p>1d. Teams will establish goals to ensure high levels of learning for all.</p> <p>2. Partner with Crowley’s Ridge ESC to co-plan, model, and provide feedback on instruction in the area of ELA (Phase II) and Science (Phase I). Math support was not provided.</p> <p>2a. Continue support to co-plan and model components of the literacy</p>	<p>June 2020 – June 2021 September 29-30, 2020</p>	<p>Collective Commitments Document</p> <p>Team Norms Document</p> <p>Evidence:</p> <ol style="list-style-type: none"> 1. Data Snapshot (Document) 2. SAM results 3.EWS Spreadsheet <p>Evidence:</p> <ol style="list-style-type: none"> 1. Meeting minutes 2. Data analysis form <p>Evidence:</p> <ol style="list-style-type: none"> 1. Observations 2. Curriculum documents 	<p>Year 2:</p> <p>This foundational work will be embedded throughout the year and will be ongoing as this is our first year to fully implement components (from the training) that we’ve identified as areas of priority.</p> <p>1st Semester Update:</p> <p>We have created Collective Commitments that are reflective of our values and habits as lead learners in our school community These Collective Commitments were agreed upon as a staff through consensus, with an overwhelming majority of support.</p> <p>Teams have created norms, meeting time is provided (as evidenced by master schedule), calendars have been established, and artifacts are maintained as evidence (reporting form, meeting calendar, minutes,etc.)</p> <p>Through observation and a climate survey administered to students,</p> <p>1d. Teachers met and created Smart goals for the Interims based on our current reality. We are focused on growing 15% from each interim. Also each student had to create a personal goal.</p> <p>2a. During weekly meetings, teachers and IF discuss how to improve the small group instruction according to the look-fors of the Science of Reading. Teachers must have a notebook or chart that list students in each group and what intervention is being provided to the students.</p> <p>3. Math date- November 16-17</p>
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Earle Elementary School: 2021-2022 School Improvement Plan

		<p>block. Priority will also be given to establishing routines for small group. Support for science is to be determined.</p> <p>3. Partner with Solution Tree (content specialists) for ELA, Math to support our efforts to identify essential standards, ensure assessments are aligned to the standards, revise pacing guides, and identify learning tasks that align with these standards</p>		<p>Evidence: 1. Curriculum work day calendar 2. Curriculum documents</p>	<p>Literacy date- December 8-9 Assessment date December 14</p> <p>Solution Tree Dates: Literacy: May 17, 18, 24 Assessment: May 19 Math: may</p>
Step 3: Check (EVALUATION)					
INTERVENTION/ PRACTICE TO BE EVALUATED	PERSON RESPONSIBLE	PROCEDURES FOR EVALUATION	TARGET DATE	GOALS	FINDINGS TOWARDS GOALS
<p>1. Attend professional development provided by ADE to review Critical Concepts Scales and determine district implementation measures</p> <p>1a. Embedded professional development for curriculum development.</p>	<p>Instructional Facilitator Guiding Coalition (SLT)</p>	<p>Agenda, Sign-in Sheet, & PD Survey</p>	<p>Year 1: July 2019</p> <p>Year 2: May 2020 –June 2021</p> <p>August 17-21 Literacy 17,18 Science/Aux 19 Math 20-21</p>	<p>1. Gain knowledge and understanding to train content teachers to understand skills needed to master standards in order to align Critical Concepts Scales for ELA and Math.</p> <p>1a. Identify learning targets and skills needed</p>	<p>Year 1: The IF for Earle High School attended the session and provided training for the IF assigned to the elementary school.</p> <p>Year 2: <u>1st Quarter Update:</u> We've selected essential standards for the year for</p>

Earle Elementary School: 2021-2022 School Improvement Plan

					to master standards, supported by Critical Concept Scales for ELA and Math	literacy and math. Pacing guides have been created for math and first quarter for literacy. developments for quarter 2 are in progress for literacy We have mapped out the Phonics First pacing for this school term but noticed that we need to revamp pacing to meet the essential standards chosen
	Attend curriculum work session in collaboration with ADE to align Critical Concepts Scales and focus standards to the target skills in each unit and create/revise assessments	Principal, Instructional Facilitator, Teachers (ELA, Math)	Agenda, Sign-in Sheet, PD Survey, & Critical Concept Scales for ELA & Math	<p>Year 1: July 15 & 16, 2019 July 22 & 23, 2019 July 25 & 26, 2019 *Monthly dates for the year TBD</p> <p>Year 2: N/A</p>	To utilize Critical Concepts Scales for ELA and Math, to complete Unit One for both areas.	<p>Year 1: Staff attended curriculum work sessions to begin targeted curriculum revision but the format of the CCS was not conducive to these efforts for literacy. Work was continued at varying paces throughout the year. This cycle of alignment and revision will be a 2-3-year process at best as we work with staff to focus instructional efforts to essential standards.</p> <p>Year 2:</p>

Earle Elementary School: 2021-2022 School Improvement Plan

						<p><u>1st Quarter Updates:</u></p> <p>CCSs have not been integrated into the curriculum at this time. Essential standards have been selected for the year, CFAs have been created but are still a work in progress for us.</p> <p><u>Year 2: 1st Quarter Updates:</u></p>
Attend PLC Leadership Academy	Principal, Instructional Facilitator, Guiding Coalition members (SLT	Registration and Certificate of Attendance from CRESC	<p>Year 1:</p> <p>September 23 & 24, 2019 December 2 & 3 2019 March 12 & 13, 2020</p> <p>Year 2:</p> <p>September 29-30</p>	<p>Knowledge of effective implementation of PLCs and protocols</p> <p>Evidence of school teams PLC concepts and protocols</p>	<p>Year 1:</p> <p>The team completed the first year of the academy. We are currently working on the implementation plan for this foundational work school-wide. Efforts have been centered on creating the PLC structure, collective commitments, identifying essential standards, and use of data in planning instruction. Structures and</p>	
High Reliability Schools Conference	Principal, Instructional Facilitator, Teachers (ELA, Math)	Registration and Certificate of Attendance from CRESC	<p>Year 1:</p> <p>July 17 & 18, 2019</p> <p>Year 2:</p> <p>Dates for work with Solution Tree are scheduled for May/June</p>	<p>Evidence of curriculum realignment: units of instruction, pacing guides, assessments</p>		
Solution Tree Curriculum Development Sessions		Surveys, Agenda, Sign-in sheets				

Earle Elementary School: 2021-2022 School Improvement Plan

				<p>Year 1: EES Coaching Dates, ELA: May 13, 20, 27, June 2, 2020</p> <p>EES Coaching Dates for Math: May 5, 12, 19, 26, 2020</p> <p>Year 2: Priority School Coaching:</p> <p>June 24, 2020* July 24, 2020* November 30- December 1, 2020 March 15-16, 2021 April 1-2, 2021 May 17-18, 2021 June 3-4, 2021</p> <p>ELA: December 8-9, 2020 April 12, 2021 May 2021*</p> <p>Math: November 16-17, 2020: December 8, 2020 January 25-26, 2021 May 12, 2021</p>		<p>protocols will be implemented gradually to ensure sustainability.</p> <p>Year 2: <u>1st Semester Update:</u> Teams have norms and are established, meet at least bi-weekly with norm.. Weekly instructional meetings are held with teachers in order to support curriculum implementation, plan for instruction, and review data.</p> <p>Curriculum folder has been created for this school year that contains unit plans, pacing guides, essential standards that have been unpacked, alignment documents, and assessments.</p>
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Earle Elementary School: 2021-2022 School Improvement Plan

	<p>Monitoring the use of the Critical Concepts Scales in ELA and Math classrooms.</p> <p>Embedded use of Critical Concept Scales within the curriculum for ELA and Math classrooms.</p>	<p>Instructional Facilitator, School Leadership Team Principal</p>	<p>Walk-through data</p> <p>Observation data</p> <p>Aggregate reports</p>	<p>Year 1: August 2019 - May, 2020 *Minimum of once per week in each ELA and Math classrooms</p> <p>Year 2: May 2020-May 2021</p>	<p>Evidence of teachers using the Critical Concepts scales to guide classroom instruction</p> <p>Evidence of teachers using the Critical Concepts scales embedded in curriculum.</p>	<p>Year 1: We did not utilize the CCS with fidelity as we would have liked. As the year progressed, it was determined that we were lacking deep knowledge of standards. This limited efforts to provide sound instruction on essential standards, create/design assessments or identify resources that can be utilized to demonstrate that students have mastered the essential standard.</p> <p>Year 2: <u>1st Quarter Update:</u> Critical Concept Scales have not been incorporated into the curriculum at this time. Plans for the second semester is to utilize them by selecting those proficiency scales that align with essential standards and embedding them in the curriculum..</p>
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STUDENT SUPPORT SYSTEMS	Step 2: DO				
	GOAL	ACTION	TIMELINE	MONITORING	DATE COMPLETED/UPDATE
	1. To develop internal capacity, build consensus, and the infrastructure to support the systemic implementation of a multi-tiered system of support	Members of the building leadership team will continue training in the Multi-Tiered System of Support (MTSS) to ensure each student is receiving personalized support as identified by teacher data (FAs, Dibels, Interim assessments, etc.)	<p>Year 1: July 2018 – June 2019</p> <p>Year 2: August 2019 – May 2020</p> <p>Year 3: August 2020 – June 2021</p>	<p>Principal, Instructional Facilitator, Guiding Coalition (SLT)</p> <p>Evidence: Attendance reports Discipline reports Data Analysis form</p>	<p>Year 1: September 10, 2019</p> <p>Year 2: <u>1st Semester update:</u></p> <p>Early warning systems have been established to include academics. Teachers maintain a tracking form that serves as a springboard for conversations centered around curriculum, instruction, and interventions. Data sources include data tracking forms, lesson plans, support plans for interventions.</p>
	2. (see goal above)	The school will continue to build capacity and work toward full implementation of Positive Behavior Interventions and Support (PBIS) model.	<p>Year 1: July 2019 – June 2020 (See calendar for Tier I training dates and agenda)</p> <p>Year 2: August 2020– May 2021</p>	District PBIS Coach PBIS Team	<p>Year 1: October 8, 2019 November 21, 2019</p> <p>Year 2: <u>1st Semester update:</u></p> <p>Early warning systems have been established to include behavior.. Buy in for the PBIS Rewards system is increasing for both students and staff. Data is reviewed regularly and serves as a springboard for conversation centered around expectations,</p>

Earle Elementary School: 2021-2022 School Improvement Plan

					procedures, student behavior, and social emotional learning/support.
3. (see goal above)	All teachers will report individual students to the school counselor and parent/teacher liaison after two (2) absences. The counselor and liaison will intervene by conferencing with students and parents to create a plan of action/ support.	<p>Year 1: August 2019 – May 2020</p> <p>Year 2: August 2020– May 2021</p>	Guiding Coalition (SLT)	<p>Year 2: 1st Semester update: Attendance is monitored daily and attendance reports are run monthly. These reports are reviewed by teachers for accuracy and resubmitted to the office to be corrected if needed. Missing submission reports are run daily to assist in monitoring data input.</p> <p>Best practices include direct communication from teachers, emails, calls, attendance letters, home visits conducted by the parent liaison, administrative conferences.</p>	
Step 3: Check (EVALUATION)					
INTERVENTION/ PRACTICE TO BE EVALUATED	PERSON RESPONSIBLE	PROCEDURES FOR EVALUATION	TARGET DATE	GOALS	FINDINGS TOWARDS GOALS
Attend MTSS/RTI Leadership Training with Judy Elliot at CRESC	Building Administrator, School Leadership Team Members	Registration and Certificate of Attendance from CRESC	<p>Year 1: September 10, 2019 November 4, 2019 January 31, 2020 March 10, 2020</p> <p>Year 2 No dates for year 2</p>	To continue to build capacity and infrastructure to support the implementation of a Multi-Tiered System of Support.	<p>Year 1: The core team has completed the second year of training. The implementation plan for this foundational work school-wide is being refined. The focus will be to utilize early warning systems to provide optimal support for all</p>

Earle Elementary School: 2021-2022 School Improvement Plan

						<p>students. Structures and protocols will be implemented gradually to ensure sustainability.</p> <p><u>Year 2</u> <u>1st Quarter updates:</u> Early warning systems have been established to include academics; Tracking documents have been created for k-4; 5-6 are in progress. Data sources include screening tools, assessments, Dibels, PAST, CFAs, teacher observation.</p>
	Attend designated training for PBIS Tier I and implement identified components	Superintendent, District PBIS Coach, school team	Registration, sign-in sheets, observations, implementation protocol/checklists	<p>Year 1: July 24, 2019, August 1, 2019, September 10, 2019, October 2019, November 21, 2019, December 2019, January 23, 2020, February, September 2020</p> <p>Year 2: No training dates</p>	To continue to build capacity and infrastructure to support the implementation of a Multi-Tiered System of Support.	<p>Year 1: The core team has completed the first year of training. The implementation plan for this foundational work is being refined. PBIS is one of the systems that is incorporated in our early warning systems for behavior. The team is working to</p>

Earle Elementary School: 2021-2022 School Improvement Plan

						<p>finalize the final three steps in the master action plan for implementation.</p> <p><u>Year 2:</u> <u>1st Semester updates:</u> Early warning systems have been established to include behavior.</p> <p>Building team and meeting schedule has been established.</p> <p>Data sources include referrals and teacher observation.</p>
	Identify students at risk for absenteeism by implementing a system for tracking and intervention related to absences	School counselor, Student Success Team, District Parent Liaison, Teachers	Reporting form for teachers, Attendance reports from eSchool, communication log and/or sign-in sheet and documentation of meetings	<p>Year 1: August 2019 – May 2020</p> <p>Year 2: August 2020 – May 2021</p> <p>September 2, 2020 November 20, 2020 December 10, 2020 February 1, 2021</p>	To increase the number of students attending 95% of the time from 44% to 60%	<p>Year 1: Attendance improved significantly as we continued to monitor this data for all students. We implemented the use of phone and face-to-face meetings and attendance contracts with good results. The team will create a watch list for at risk students and evaluate/determine targeted supports and interventions for next year</p>

Earle Elementary School: 2021-2022 School Improvement Plan

						<p><u>Year 2:</u> <u>1st Semester</u> <u>updates:</u></p> <p>Early warning systems have been established to include attendance.</p> <p>Attendance is monitored daily and attendance reports are run monthly. These reports are reviewed by teachers for accuracy and resubmitted to the office to be corrected if needed. Missing submission reports are run daily to assist in monitoring data input.</p> <p>Best practices include direct communication from teachers, emails, calls, attendance letters, home visits conducted by the parent liaison, administrative conferences.</p>
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HUMAN CAPITAL MAN	Step 2: DO				
	GOAL	ACTION	TIMELINE	MONITORING	DATE COMPLETED/UPDATE
	1. To develop internal capacity, build consensus, and the infrastructure to support the systemic implementation of a multi-tiered system of support	<p>Earle Elementary School’s PBIS Leadership Team will be established and attend training to facilitate PBIS implementation across the building.</p> <p>1a. School PBIS Team will be established and hold monthly meetings.</p>	<p>Year 1: July 2019 – June 2020</p> <p>Year 2: August 2020 – June 2021</p>	<p>District PBIS Coach, Guiding Coalition (SLT)</p> <p>Evidence: 1. Sign in sheet 2. Meeting Minutes</p>	<p>Year 1: October 8, 2019 November 21, 2019</p> <p>Year 2: <u>1st Quarter updates:</u> School PBIS Team has been created and a meeting calendar established. The team works in collaboration with members of the Guided Coalition to review data and monitor effectiveness.</p>

Earle Elementary School: 2021-2022 School Improvement Plan

AGE MENT		<p>1b. School will continue to build capacity and work toward full implementation of Positive Behavior Interventions and Support (PBIS) model.</p> <p>1c. Student handbook will be provided to stakeholders and school community regarding school-wide expectations and student behavior.</p>		<p>3. Student handbook 4. Teacher Expectations</p>	<p>A student handbook and parent guide to PBIS have been created and provided to both groups of stakeholders. Parents have also been provided the login information for their student so they are able to monitor points awarded, disciplinary referrals, etc.</p>
	<p>2. To build teacher capacity; thus, improving instructional outcomes for students</p>	<p>Earle Elementary School will support novice teachers with a mentoring process (in addition to co-op support) designed to improve the progression of teacher certification and retention.</p>	<p>Year 1: August 2019 – May 2020</p> <p>Year 2: August 2020 – May 2021</p>	<p>Principal, Instructional Facilitator, Guiding Coalition (SLT)</p> <p>Evidence: 1. Sign-in sheets 2. Agenda 3. PGPs 4. Surveys</p>	<p>Year 1: September 5, 16, 30 2019 October 1, 15, 2019</p> <p>Year 2: <u>1st Quarter updates:</u> Calendar has been established and teacher artifacts are maintained with Ms. Maples.</p>
	<p>3. To reduce teacher absenteeism, thus improving instructional</p>				

	outcomes for students.					
Step 3: Check (EVALUATION)						
	INTERVENTION/PRACTICE TO BE EVALUATED	PERSON RESPONSIBLE	PROCEDURES FOR EVALUATION	TARGET DATE	GOALS	FINDINGS TOWARDS GOALS
	Implementation of training and components of PBIS, school-wide systems and processes	Superintendent, District PBIS Coach, school team	Registration, sign-in sheets, observations, implementation protocol/checklists.	<p>Year 1: August 2019 – May 2020</p> <p>Year 2: August 2020 – May 2021</p>	<p>To ensure team members are attending training and implementing components;</p> <p>To ensure practices are aligned to build capacity and support infrastructure</p>	<p>Year 1: The core team has completed the first year of training and is working to implement each step of the master action plan to be ready for full implementation in the fall.</p> <p>Year 2: <u>1st Quarter Updates:</u></p> <p><u>Progress:</u> PBIS Rewards System (electronic) has been implemented school-wide.</p> <p>School -wide expectations and behavior matrices have been established.</p> <p>Early warning systems have been</p>

Earle Elementary School: 2021-2022 School Improvement Plan

						<p>established to include behavior.</p> <p>Building team and meeting schedule has been established.</p> <p><u>1st Semester Updates:</u></p> <p>EWS systems and processes are being monitored. The PBIS Rewards System is being utilized and a calendar for the Bulldog Store has been established. This resource has significantly improved the culture of our school as student buy-in has increased.</p>
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Earle Elementary School: 2021-2022 School Improvement Plan

	Effectiveness of mentoring and retention plan	School based leadership team	Registration, sign-in sheets, observations, implementation protocol/checklists, retention and exit surveys	<p>Year 1: August 2019 – May 2020</p> <p>Year 2: August 2020 – May 2021</p>	To build teacher capacity and reduce teacher turnover; thus retaining quality teachers	<p>Year 1: Novice teachers have received support from both school and external support staff to build capacity in the area of instruction, best practices, classroom management, and test preparation. District and CRESC staff will continue providing guidance and support for teacher certification if needed</p> <p>Year 2:</p> <p><u>1st Semester Updates:</u> Instructional and mentoring support has been identified for novice teachers. Meeting calendar has been established. Action plans have been created in collaboration with teachers to assist them in obtaining licensure. Weekly check-ins are conducted and support is provided as needs are identified.</p>
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FAMIL Y AND COMM UNITY ENGA GEME NT	Step 2: DO				
	GOAL	ACTION	TIMELINE	MONITORI NG	DATE COMPLETED
	<p>1. To strengthen the relationship between school and community.</p> <p>2. Teachers and administrators will build a safe, supportive and collaborative culture to increase student achievement and growth in reading and math by providing a multi-tiered system of support. The collaborative culture will include input from students, parents/guardians and community members.</p>	<p>1. Earle Elementary School will hold monthly parent/guardian meetings to communicate current school initiatives and progress, share student data and solicit input.</p> <p>2. Calendar of events/topics will be created and provided to stakeholders. Topics to be determined as needs are identified.</p> <p>3. Surveys will be administered to stakeholders at the end of session to gauge effectiveness and identify needs for additional support.</p> <p>-</p>	<p>Year 1: July 2019 – May 2020</p> <p>Year 2: July 2020 – May 2021</p>	<p>Parent liaison, School/ community liaison,</p> <p>Evidence: 1. Surveys 2. Agenda 3. Sign –in sheets 4. Calendar of events 5. Communication to stakeholders</p>	<p>Year 1: Ongoing; Communication included newsletters, parent memorandums, and social media posts. An artifact binder of written communication was maintained at the building level. The Facebook page is titled Earle Elementary School.</p> <p>Year 2: <u>1st Semester Updates</u> In lieu of face-to-face meetings, we have opted to share information using social media, newsletters, and our messaging system.</p>
		<p>2. Earle Elementary School will obtain parent/guardian volunteers to serve on committees and assist with school events</p>	<p>Year 1: July 2019-May 2020</p> <p>Year 2: August 2020 – May 2021</p>	<p>Parent liaison, School/ community liaison</p> <p>Evidence: 1. Sign in sheets 2. Agenda 3. Calendar</p>	<p>Year 1: Follow up is in process so that we are able to have an initial meeting by December 15th. The volunteer handbook is located at the building and with the district’s parent liaison. A volunteer survey has been created and was administered during Parent Registration on July 22-25th and July 27th</p>

Earle Elementary School: 2021-2022 School Improvement Plan

					<p>Year 2: <u>1st Semester Updates:</u> Participation is solicited throughout the year; however, on-site school events have been postponed. Future plans include Interest Meetings that will be held in the Fall (September) and Spring (January) semesters. A calendar of events will be created and provided to volunteers.</p>
		<p>The Guiding Coalition (SLT) will review student attendance data consistently to determine interventions and needed support for individual students and families.</p>	<p>Year 1: August 2019 – May 2020 Year 2: August 2020 – May 2021</p>	<p>Parent liaison, District Student Success Coordinator School/ community liaison</p> <p>Evidence: 1. Attendance reports, letters, contracts 2. Communication logs 3. Sign-in sheets</p>	<p>Year 1: Attendance was reviewed weekly and interventions were provided accordingly.</p> <p>Year 2: <u>1st Semester Updates:</u> Members of our GC review attendance regularly. Interventions are provided as needs are identified. Students that have been identified as at-risk are closely monitored in an effort to reduce additional absence, with attendance letters being mailed weekly.</p> <p>Students receive PBIS reward points for daily attendance. Interventions include telephone calls to students, student and parent conferences; attendance contracts if needed.</p>
<p>Step 3: Check (EVALUATION)</p>					

Earle Elementary School: 2021-2022 School Improvement Plan

INTERVENTION/PRACTICE TO BE EVALUATED	PERSON RESPONSIBLE	PROCEDURES FOR EVALUATION	TARGET DATE	GOALS	FINDINGS TOWARDS GOALS
Effectiveness of monthly parent meetings	Parent liaison in collaboration with the Guiding coalition (SLT),	Agenda, registration/ sign-in sheets, surveys	<p>Year 1: August 2019 – May 2020</p> <p>Year 2: August 2020 – May 2021</p>	To ensure that an effective two-way line of communication has been established with stakeholders that shares information and elicits feedback.	<p>Year 1: The goal was not met. To ensure that this expectation is met next year, the team has begun to create the calendar of events. The calendar will be shared with parents at the start of the school year</p> <p>Year 2 <u>1st Semester Update:</u> Face to face parent meetings have been suspended. There are plans to resume late in the Spring Semester.</p>
Implementation and effectiveness of the volunteer program	Parent liaison in collaboration with the Guiding coalition (SLT),	Registration, sign-in sheets, Agenda and minutes from meetings, orientation, volunteers log (names, hours, type of service)	<p>Year 1: August 2019 – May 2020</p> <p>Year 2: August 2020 – May 2021</p>	To establish and sustain a team of volunteers that actively participate in the school.	<p>Year 1 (2019-20): The Volunteer Program was not effective this year. It is being redesigned.</p> <p><u>1st Semester Update:</u> Onsite participation for the volunteer program has been suspended.</p>

Earle Elementary School: 2021-2022 School Improvement Plan

	<p>Implementation and effectiveness student support systems</p>	<p>Counselor in collaboration with the Guiding coalition (SLT), school and district Student Success Coordinator</p>	<p>Review of data reports, sign-in sheets, agenda and minutes, evidence of work in the student success plans</p>	<p>Year 1: August 2019 – May 2020</p> <p>Year 2: August 2020 – May 2021</p>	<p>To ensure that systems, procedures, and processes are implemented with fidelity, thus contributing to student growth.</p>	<p>Year 1: Student success plans were not fully implemented. The Guiding Coalition will work with the district student success coordinator to align this work.</p> <p><u>1st Semester Update:</u> We have seen an increase in positive culture in the first semester. We are continuing to build on this to continue to improve student achievement and increase teacher buy-in. We are currently working with Dr. Michael Watson to create a flow-chart for both teacher-managed and office managed behaviors to streamline the referral process.</p>
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