

**BOOKER ARTS MAGNET SCHOOL
2018-2019 SCHOOL IMPROVEMENT PLAN**

FOCUS AREA 1: Increase Effective Instructional Practices through Collaboration, Observation, and Reflective Feedback

GOAL: To increase the percentage of teachers receiving ratings of “Distinguished” on TESS Indicators 1f, 3b, and 3d by 5% as measured by administrative observations documented on EdReflect for the 2018-2019 school year.

CURRENT IMPLEMENTATION:

Booker Arts Magnet School instructional and administrative staff met weekly in grade level/subject area teams (or Professional Learning Communities) to examine student assessment data; to select research-based interventions to assist students in filling skill gaps in foundational skills and in mastering grade level content; and to plan standards-based small group, differentiated instruction.

The Leadership Team also met regularly to examine student assessment results, aggregated teacher observation data, and perceptual survey results. The Leadership Team utilized this data to structure interventions (after-school tutoring and daily school-wide Acceleration Period) and to plan professional development for the instructional staff. When developing the School Improvement Plan, the Leadership Team examined the following data for this focus area:

- Teacher Observation Reports from EdReflect for the 2017-2018 school year
- Results from the Arkansas A+ Schools Self-Assessment Identity Scale completed by teachers on May 7, 2018
- ACT Aspire Summative Assessment results for the 2015-2016, 2016-2017, and 2017-2018 school years
- NWEA MAP K-2 Assessment results for the 2017-2018 school year
- ELPA21 Assessment results for the 2017-2018 school year

An analysis of this data led the Leadership Team to recommend continued focus on Indicators ID07, ID10, and IID02 from School Leadership and Decision Making and Curriculum, Assessment, and Instructional Planning. It also prompted the Leadership Team to assess Indicator IF04: Professional development for teachers includes observation by peers related to indicators of effective teaching and classroom management from Aligning Classroom Observations with Evaluation Criteria and Professional Development.

ACTION STEPS FOR FOCUS AREA 1 include but are not limited to the following:

1. Utilize weekly grade level/subject area PLC meetings to plan quality targeted, small group, differentiated instruction.
2. Utilize bi-monthly Leadership Team Meetings to examine student assessment results, aggregated teacher observation data, and perceptual survey results; structure/modify interventions; and plan professional development.
3. Conduct peer observations, provide reflective feedback, and share feedback at monthly professional development sessions (IFO4) by:
 - a. Create self-assessment and protocol for peer observations.
 - b. Administer self-assessment.
 - c. Match observers with presenters.

- d. Conduct peer observations and provide reflective feedback according to protocol.
- e. Share observation feedback during monthly professional development sessions.
- f. Compile aggregated teacher observation results from administrator-conducted observations focusing on TESS Indicators 1f, 3b, and 3d and share Teacher Observation Reports during monthly professional development sessions.

PROFESSIONAL DEVELOPMENT:

- Monthly school-based professional development sessions to share observation feedback and aggregated observation reports
- R.I.S.E. for K-5 teachers, reading teacher, and administration
- CGI/ECM
- Arkansas A+ Schools Eight Essentials—Collaboration
- Project-Based Learning
- School-based professional development on utilizing assessment results, demographic data, and perceptual survey results to drive instruction and school-improvement planning

OTHER SUPPORT:

- LRSD Testing and Evaluation Department professional development on utilizing interim and summative assessment results to guide instruction
- LRSD ESOL Department professional development on providing differentiated instruction, appropriate Instructional Modifications, and appropriate Testing Accommodations
- LRSD Multi-Site Instructional Facilitators' participation in grade level PLCs

EVALUATION:

- Aggregated teacher observation results for TESS Indicators 1f, 3b, and 3d
- Agendas, minutes, and sign-in sheets for weekly grade level/subject area PLCs, Leadership Team Meetings, and professional development sessions

FOCUS AREA 2: Improve Student Achievement in Reading and Mathematics

GOALS:

1. To increase the percentage of third-fifth grade students moving from “In Need of Support” to “Close” by at least 5% in Reading and Math as measured by the 2018-2019 ACT Aspire Summative Assessment.
2. To increase the percentage of third-fifth grade students moving from “Close” to “Ready” by at least 5% in Reading and Math as measured by the 2018-2019 ACT Aspire Summative Assessment.
3. To increase the percentage of third-fifth grade students moving from “Ready” to “Exceeding” by at least 5% in Reading and Math as measured by the 2018-2019 ACT Aspire Summative Assessment.

CURRENT IMPLEMENTATION

An examination of the 2017-2018 Pre-Kindergarten and Kindergarten End of the Year Assessments; the 2017-2018 End of the Year Slosson, WRAP, and Scholastic Math Inventory; the 2017-2018 NWEA MAP K-2 assessments; the 2017-2018 ELPA 21 assessment results for grades K-5; and the 2017-2018 ACT Aspire Summative Assessment for grades 3-5 indicated the following greatest areas of need:

READING

P3	Letter Recognition and Identification, Writing
P4	Letter Identification
K	Reading Comprehension, Language, Writing
1 st	Reading Comprehension, Language, Writing
2 nd	Reading Comprehension, Vocabulary Acquisition
3 rd	Decoding, Integration of Knowledge and Ideas
4 th	Decoding, Integration of Knowledge and Ideas
5 th	Reading Comprehension, Key Ideas and Details

MATHEMATICS

P3	Number Identification
P4	Number Identification
K	Operations and Algebraic Thinking
1 st	Geometry, Measurement and Data
2 nd	Geometry, Measurement and Data, Number and Operations
3 rd	Number and Operations Base 10, Geometry
4 th	Justification and Explanation
5 th	Justification and Explanation

Further examination of the ACT Aspire Summative Assessment data in Reading indicated that:

- Third grade males and Economically Disadvantaged Students scored the lowest in the Integration of Knowledge and Ideas.
- Fourth grade males, Hispanic students, English Language Learners, and Students with Disabilities scored lowest in the Integration of Knowledge and Ideas.
- Fifth grade males, Hispanic students, and Students with Disabilities scored lowest in Key Ideas and Details.

ELPA 21 scores for the 2017-2018 school year indicated that fewer students received the “4” or “5” proficiency ratings in Reading and Writing than in Listening and Speaking.

Further examination of the Act Aspire Summative Assessment Data in Mathematics revealed that:

- Third grade African American students, Economically Disadvantaged students, females, and English Language Learners scored the lowest in Number and Operations Base 10.
- Fourth Grade Hispanic students, males, English Language Learners, and Students with Disabilities scored lowest in Justification and Explanation.
- Fifth Grade African American students, males, and Students with Disabilities scored lowest in Justification and Explanation.

The ESSA Weighted Achievement Score for the 2016-2017 school year was 58.65, and the Value Added Growth Score was 79.23. The Value Added Growth Score was higher for Hispanic students, White students, and English Language Learners than for African American students, Economically Disadvantaged students, and Students with Disabilities.

Analysis of this data led the Leadership Team to recommend continued focus on Indicators IID09, IID10, and IIIA01 from Curriculum, Assessment, and Instructional Planning and Classroom Instruction. The data also pointed to a glaring need for vocabulary development that is directly linked to reading Comprehension and Justification and Explanation in all subject areas. Therefore, the Leadership Team also assessed Indicator CCO2: All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives from Student Focused Learning.

ACTION STEPS FOR FOCUS AREA 2 include but are not limited to the following:

1. Identify vocabulary words in all content areas to target and plan for explicit instruction.
2. Provide explicit differentiated small group instruction in each content area by reading daily to students, conducting field trips, utilizing Vocabulary Journals with illustrations, focusing upon a Word of the Day during morning announcements, utilizing Word Walls with pictures, and facilitating discussions focusing upon deepening comprehension of vocabulary words.
3. Provide explicit vocabulary instruction during the school-wide Acceleration Period, after-school tutoring program, and AR Kids read tutoring sessions targeting students who have not demonstrated mastery of grade-level vocabulary in the content areas.
4. Utilize formative assessments, interim assessments, and teacher observation to monitor student progress and provide differentiated instruction based on assessment results.
5. Utilize the Academic Intervention Specialist and Reading Teacher to provide Tier II and Tier III interventions for identified students who are reading below grade level and/or have not demonstrated mastery of grade level concepts in Reading and Mathematics.
6. Conduct formal and informal observations and document on EdReflect.

PROFESSIONAL DEVELOPMENT:

- R.I.S.E. for K-5 teachers, reading teacher, and administration
- CGI and ECM
- Project-Based Learning
- Arkansas A+ Schools—Eight Essentials
- School-based professional development on utilizing assessment results to plan targeted, small group, differentiated instruction for students

OTHER SUPPORT:

- LRSD Testing and Evaluation Department professional development on utilizing interim and summative assessment results to guide instruction
- LRSD ESOL Department professional development on providing differentiated instruction, appropriate Instructional Modifications, and appropriate Testing Accommodations
- LRSD Multi-Site Instructional Facilitators' participation in grade level PLCs

EVALUATION:

- Formative and interim assessment data NWEA MAP K-5; R.I.S.E. assessments; Beginning, Middle, and End of Year school-based assessments for the 2018-2019 school year
- Summative assessment data such as NWEA MAP K-5, ELPA 21, and ACT Aspire Summative Assessment for the 2018-2019 school year
- Aggregated teacher observation data collected by administrator and documented on EdReflect
- Minutes, agendas, and sign-in sheets from professional development sessions

FOCUS AREA 3: Improve School Culture to Increase Student Engagement

GOAL: To increase student engagement by reducing by 5% the number of students receiving office referrals in the 2018-2019 school year.

CURRENT IMPLEMENTATION:

Out of School Suspension data from the 2013-2014, 2014-2015, 2015-2016, 2016-2017, and 2017-2018 school years ranged from 1.3% to 5.0% of students receiving out of school suspensions, with the majority of suspensions received by males, African American students, Economically Disadvantaged Students, and Students with Disabilities. While the number of out of school suspensions varied from 6 to 22 per year and was at its lowest number in the 2017-2018 school year, the number of males, African American students, Economically Disadvantaged Students, and Students with Disabilities receiving the suspensions was disproportionate to the number of these groups of students enrolled in the school. During the 2017-2018 school year, 276 office referrals were made to the administration for behavioral interventions. One hundred of these office referrals were made by bus drivers during before and after school transportation. These 276 office referrals resulted in six Out of School Suspensions, 49 In-School Suspensions, and 222 parent conferences. Fifty-one of the students receiving Office Referrals received more than one Office Referral. While these Office Referrals were addressed by the administration, the referred students were not engaged in instructional activities.

The ESSA School Index School Quality Student Success Score, Student Engagement Score was 80.02, exceeding the state average of 72.46. The Student Engagement Score reflected student attendance.

Perceptual data was gathered from teachers and parents in the form of the following three surveys:

- Booker Arts Magnet School teachers ranked School Climate as the fifth highest of the Arkansas A+ Schools Eight Essentials when completing the Self-Assessment Identity Scale on May 7, 2018.
- Respondents to a survey administered to parents during the 2017-2018 Parent Teacher Conference Days did not include any responses indicating that the respondents had concerns about the school culture/climate.
- Respondents to a Teacher Climate Survey completed on May 7, 2018 indicated that most teachers felt that the school was a safe place in which to work. The majority of respondents felt that students trusted the teachers and that the administrator trusted the teachers' professional judgment. However, responses to additional questions indicated that most respondents addressed bullying behavior at least once a month. The majority of respondents were unsure if the teachers worked to foster a supportive climate for students and felt that racial barriers to economic and educational opportunity had not been eliminated at the school.

Analysis of this data led the Leadership Team to recommend continued focus on Climate and Collaboration, two of the Arkansas A+ Schools Eight Essentials. It also prompted the Leadership Team to assess Indicator SE04: All teachers are attentive to students' emotional states, guide students in managing their emotions, and arranges for support and interventions when necessary from Social/Emotional Competency: Provide Instruction, Modeling, Classroom Norms, and Caring Attention that Promotes Students' Social/Emotional Competency.

ACTION STEPS FOR FOCUS AREA 3 include, but are not limited to the following:

1. Select a curriculum designed to assist students in recognizing and managing their own emotional states.

2. Engage teachers in professional development designed to assist them in developing strategies to facilitate their students' emotional development.
3. Provide explicit instruction utilizing the selected curriculum.
4. Engage community members in mentoring relationships with identified students to promote students' emotional development.
5. Utilize social stories to assist students in recognizing their emotions and the impact of their emotions on others.
6. Utilize the Behavior Intervention Specialist, School-Based Mental Health Providers, Counselor, and the School-Based Intervention Team to provide Tier II and Tier III behavioral interventions to identified students.
7. Conduct formal and informal observations of TESS Domains 1 and 2 Indicators and Indicator 3c.

PROFESSIONAL DEVELOPMENT:

- School-based professional development on selected Social and Emotional Growth Curriculum
- Social Stories
- Project-Based Learning
- Arkansas A+ Schools Eight Essentials—Climate
- Working Effectively with Children with Mental Health Concerns
- Teaching and Motivating Children of Poverty

OTHER SUPPORT:

- LRSD Counseling Department—professional development
- LRSD Mental Health Department—professional development
- Living Hope and New Beginnings School-Based Mental Health Provider—professional development
- LRSD Special Programs Department—professional development on providing interventions to children with Disruptive Mood Disregulation Disorder, Oppositional Defiant Disorder, and other handicapping conditions
- Pfeifer Camp for identified students

EVALUATION:

- Office Referral data and Out of School Suspension data for the 2018-2019 school year
- ESSA School Index School Quality Student Success: Student Engagement Score for the 2018-2019 school year
- Arkansas A+ Schools Self-Assessment Identity Scale for the 2018-2019 school year
- Teacher Climate Survey results for the 2018-2019 school year
- Aggregated teacher observation data on TESS Domains 1 and 2 Indicators and Indicator 3c as documented on EdReflect
- Minutes, agendas, and sign-in sheets for professional development