

Chicot Elementary School Improvement Plan 2018-19

Focus Area 1: A Culture of Leadership (Goal: to cultivate a school culture around a common mission and vision that encompasses our core values of leadership, and our purpose of student growth and achievement)

Our focus for this year will include implementing The Leader in Me as a whole school transformation process focused on student leadership. Through direct-teach lessons of Franklin Covey's Seven Habits of Highly Effective Kids, students will learn appropriate behavior, social-emotional control, and develop leadership skills.

We will continue to make sure that our rituals and routines are in place to provide the structure and support, safety, and orderliness of classrooms and public spaces, needed for student achievement. We will establish expectations (T.R.I.B.E. – PBIS acronym) for all common areas of the school conducting school-wide Chicot Chief Camp rotations.

Based on our Measurable Results Assessment (MRA), along with our school's discipline and attendance reports, we have identified the following indicators to guide our work:

- IIIC06 All teachers maintain well-organized student learning materials in the classroom.
- IIIC08 All teachers display classroom rules and procedures in the classroom.
- IIIC09 All teachers correct students who do not follow classroom rules and procedures.
- IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them.
- IIIC11 All teachers conduct an occasional "behavior check."

- **IE01:** Principal makes sure everyone understands the school's mission, clear goals, and their roles in meeting the goals.
- **IE02 The principal develops the leadership capacity of others in the school.**

Professional Development:

- Continue with implementation of The Leader in Me – Year 2: Aligning Academics, as a whole school transformation process: Advanced membership- (\$18,000.00)

- The staff will collaboratively develop guiding school-wide mission and vision statements, school-wide and individual goals, and establish student-led conferences – August 2, 2018 (\$2,500.00 – stipends, 1003(a) SIG funds)
- Sustain The Leader in Me through 7 Habits Training for new staff (\$1500.00 – travel and registration fees)
- Staff will participate in site visits and debriefing to other LIM Lighthouse schools
- Our school level data will determine additional professional learning needs for our staff. (General professional development \$10,000.00)

Evaluation:

We will assess our progress in supporting and upholding the common mission and defined purpose, and toward achieving Lighthouse School status, through use of the self-assessment rubric provided through TLIM; staff, student, and parent responses to the MRA (Measurable Results Assessment) survey through TLIM Online.

Focus Area 2: Effective Instructional Practice (Goal: to improve data-driven instructional practices that positively impact student achievement and growth)

- **Chicot Elementary** will ensure sound instructional practices to support student achievement. The schedule will ensure adequate time for the various building level teams to meet regularly to improve instructional practices and to analyze student data and work samples.
- During our grade-level-team planning time, or in our professional learning communities (PLCs), our instructional staff will continue to refine and implement selected evidenced-based strategies that have been effective in our core content areas (SIOP student engagement and language-learning strategies, Lexia Core 5, Dreambox Learning Math, Workshop Models in Literacy and Math, R.I.S.E., and Small group instruction). Teachers will review student data and use that information to improve core instruction as well as identify appropriate interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals. Based on our data trends, our student growth and achievement goals for **literacy** are to improve reading comprehension and vocabulary. We analyzed text reading levels and retelling checks to determine these areas in literacy that are most challenging to our students. Students who fall a half year behind in text reading will be referred to the SBIT (School-Based Intervention Team). The team will establish goals, individual intervention plans, and progress monitor students for response to intervention. If students fail to close the gap between their current level and the grade level expectation, interventions will be modified and

intensified. Current interventions include booster groups, or Tier 2 intervention with the reading teachers or targeted interventions with a Tier 3 reading interventionist (programs used Orton Gillingham, RISE strategies, LLI); 21st Century after school tutoring program utilizing Do the Math, and Reading is Fundamental; AR Kids Read tutors

Based on our data trends, our student growth and achievement goals for **Math** are to improve understanding of base ten and fluency with number sense. To support students who are lacking basic foundational skills, we will continue to implement a supplemental math intervention/enrichment block (WIN – What I Need) in the daily schedule. Based on results of prerequisite skills tests, students are grouped in flexible and fluid groups by common needs across all classes in the grade level and provided targeted instruction in the area of deficit for 30 minutes daily using Do the Math Resources and other targeted interventions. Our school will begin to implement a system of pre/post testing to determine movement between groups and the instructional focus for each group in response to the data. An additional part time math interventionist has been employed to minimize group size. We will monitor our students' achievement and growth using various assessments. We will monitor our plan for effectiveness in Indistar.

As an instructional leadership team, we have identified indicators of effectiveness in the categories of (a) Curriculum, Assessment, and Instructional Planning and (b) Classroom Instruction to improve our practices. The indicators of effective practice that we have identified are the following:

Curriculum, Assessment and Instructional Planning Indicators

- **IIA01** Instructional Teams develop standards-aligned units of instruction for each subject and grade level
- **IIA02** Units of instruction include standards-based objectives and criteria for mastery
- **IID11** Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red-flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.
- **IE06:** Principal monitors the work of the Instructional Teams and helps to keep them focused on instructional improvement.

Classroom Instruction Indicators

- **IIIA02** All teachers develop weekly lesson plans based on aligned units of instruction.
- **IIIA05** All teachers maintain a record of each student's mastery of specific learning objectives
- **IIIA07** All teachers differentiate assignments (individualize instruction) in response to individual performance on pre-tests and other methods of assessment.

- MTV01 All teachers promote a growth mindset by attributing learning success to effort and self-insist upon (and reward) persistence to mastery.
- MET02 All teachers include self-checks, peer-checks, and documentation of learning strategies assignment completion.
- IICC05 All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).

Professional Development:

- Provide support to grade level teams or content teams to support their understanding of aligned instructional units
<http://www.indistar.org/app/Resources/IndicatorResources/UnitsofInstruction.pdf>
<http://www.indistar.org/app/Resources/IndicatorResources/CreatingUnitPlans.pdf>
- Third through fifth grade teachers will attend RISE training to further develop strategies to foster language and vocabulary development through effective instruction in phonics and word meanings (derivatives, affixes, etymology, root words). K-2 teachers new to the school will attend 6 days of RISE training.
- Teachers will engage in school-based SIOP training Days 4-5 to build instructional strategies in engaging students in language and vocabulary learning strategies (funded by ESOL Department)
- Provide ongoing site-based professional development through grade level PLCs in SIOP elements and features, workshop models, small group instruction, and creating a classroom culture for learning and accountability with TLIM.
- Teachers will attend CGI/ECM training to develop strategies for teaching mathematical thinking (Title 1 funds \$1,500.00 tuition)
- Teachers will examine student assessment and achievement data, and analyze student work weekly in PLC meetings to determine instructional focus and grouping.
- Provide ongoing professional development in student leadership notebooks, student goal-setting, and self-monitoring, through TLIM on-site coaching and self-assessment on the Lighthouse rubric.

Other Actions and Costs:

In order to provide all staff with high quality, on-going job embedded and differentiated professional development (IF11), we will use Title I funds to support an Academic Intervention Facilitator (\$85,000.00 salary and benefits)

Title 1 funds will be used to support implementation of the workshop model through the purchase of selected materials (\$25,000.00).

Part-time certified math and literacy interventionists are employed to provide Tier 2 and Tier 3 interventions (funded by Title 1, 1003(a) SIG funds).

- **Evaluation:** Our expectation is that at least 90% of our core content teachers will use these selected strategies daily with fidelity. Classroom observation data will be used to determine if we are meeting this goal. The Leadership Team will analyze and organize data for reporting progress toward school-wide goals for student achievement in literacy (80% of students reading on grade level) and in Math (80% of students in WIN groups will achieve readiness in foundational skills to succeed in grade level math standards).

Focus Area 3: Parent Engagement (Goal: to improve adult practices that support student achievement, growth through improved parent engagement.

Chicot Elementary views parents as partners within our school community. We believe that student learning and school culture benefit tremendously when parents are fully aware and in support of our mission, vision and beliefs associated with teaching and learning. Our Parent Involvement Plan will serve as the basis of this priority. In reviewing our parent survey data, we have jointly decided to address the following to improve our parent school partnership.

- Parenting Partners (supported by Title I District)
- National Network of Partnership Schools (\$ 400.00 membership fee)
- Provide opportunities for Hispanic parents to complete various levels of education through the Community Plaza in partnership with the Mexican Consulate
- Provide opportunities for English Language learning for parents through school-based ESL classes (El Zocalo)
- Publicize school events and parent engagement opportunities through partnership with La Opinion newspaper.

Cost:

In order to provide increased opportunities and access to services to all parents, a bilingual parent coordinator will be employed (\$40,000 salary and benefits)

A parent center will be maintained and supplied to provide engagement and learning opportunities to parents (\$3000.00)

Family nights will be held three times each year to inform parents about the instructional program and involvement opportunities (\$ 2400.00)

A bilingual Home-School Advisor will be employed to support and enhance parent communication through interpretation and translation services (\$40,000.00)

Evaluation:

We will assess our progress in improving parent engagement through responses to parent engagement and culture surveys, increased numbers of VIPS hours, increased parent participation at school events and parent engagement opportunities at the school and in the community.