

Wakefield Elementary

School Improvement Plan

FOCUS AREA 1: Effective Instructional Practice

Goal: Wakefield Elementary will move fifty percent of our students out of the ACT Readiness Level, “In Need of Support.,” 100 percent of students will meet their growth goal in Reading on the ACT Aspire.

In analyzing ACT Aspire data, Reading was our greatest area of concern. The data revealed only 17% of our students reached ACT Aspire Ready or Exceeding level over the course of the last three years. In 2018, 55% of our students were scored as “In Need of Support.”

Students Scoring “In Need of Support”

| | |
|-----------------------------|----|
| 3rd Grade | 54 |
| 4th Grade | 47 |
| 5th Grade | 49 |

Wakefield Elementary will continue to implement quality, research based tier I instruction. Teachers will meet weekly in Professional Learning Communities (PLC) to analyze common formative assessments and student work to determine if the instruction was effective, rigorous, and relevant. This information will guide teachers in determining their next steps for planning future lessons. Furthermore, teachers will be paid a stipend to meet regularly after school for vertical planning (\$10,000.00), providing teachers an opportunity to operationalize language, study the relationships within the standards from grade to grade, and develop school wide practices to create consistency within the literacy block.

Students who scored in the category of “in need of support,” will meet with their classroom teacher for tier II small group intervention. The academic intervention specialist (\$47,738.00) and ESL interventionist will provide additional literacy support within the classroom. Students who are in need of tier III interventions will meet with the academic intervention specialist or the reading teacher. Teachers and specialists will meet regularly to evaluate the fidelity of the interventions provided, and monitor student

progress. Should interventions prove inadequate, the team will discuss how to modify and differentiate the intervention plan.

Professional Development

- Teachers will participate in colleague visits and debriefing in order to increase instructional capacity in literacy.
- Professional Learning Communities (grade level and vertical)
- School based professional development on guided reading
- School based professional development on analyzing data

Additional Resources

- Part-time literacy interventionists (\$8,000.00)
- Partnership with Pulaski Heights United Methodist Church (tutors)
- Lexia (\$5,000.00)
- Multi-site literacy facilitator

Evaluation

We will monitor our progress toward our goal through ongoing evaluation of the following data:

- common formative assessments
- student work
- NWEA interim
- DRA level
- progress monitoring
- informal evaluation
- Focus Walks (administrators/leadership team)
- Classroom Observations (formal and informal)

Goal: All kindergarten, first, and second grade teachers will implement Reading Initiative for Student Excellence (R.I.S.E.) strategies in the classroom with fidelity.

In accordance with Act 1603, all K-2 teachers will participate in R.I.S.E training. Teachers and all literacy support staff will attend six days of training during the 2018-2019 school year. Wakefield will provide teachers with additional support in

implementing R.I.S.E. through weekly PLCs and regular meetings with the district multi-site literacy facilitator. A partnership between the district literacy facilitator, and the on-site reading teacher and academic interventionist will allow a smooth transition to R.I.S.E. In addition, grade level teams will align their professional growth plans with the R.I.S.E. initiative.

Professional Development

- R.I.S.E. training
- Professional Learning Communities
- Colleague visits

Additional Resources

- Part-time literacy interventionists (\$8,000.00)
- Partnership with Pulaski Heights United Methodist Church (tutors)
- Lexia (\$5,000.00)
- Multi-site literacy facilitator

Evaluation

We will monitor our progress toward our goal through ongoing evaluation of the following data:

- NWEA interim
- progress monitoring
- informal evaluation
- Focus Walks (administrators/leadership team)
- Classroom Observations (formal and informal)

FOCUS AREA 2: School Culture

Goal: Wakefield Elementary will have no more than 5% of the student population tardy per day.

Goal: All Wakefield students will have no more than 8 tardies per semester.

Goal: Each Wakefield student will have no more than 5 absences per semester.

According to the 2017-18 Student Attendance Data, 42 students were absent ten days or more in the first semester. One hundred and forty-two students were absent 5 days or more.

Wakefield Elementary will implement an incentive program to encourage students to attend school regularly and to be on time. In order to meet our goals, teachers will create weekly incentives to encourage attendance. Monthly schoolwide incentives will be held for students who have no more than 1 absence per month. Excessive tardies and/or absences will result in an attendance conference with the teacher and administrator. The counselor will work with parents to create an attendance and/or tardy improvement plan. Teachers will be responsible for collecting monthly attendance reports from e-School, which will be used to monitor the attendance goals. The PBIS Leadership team will review the quarterly attendance reports at monthly meetings to determine the current progress in reaching our goals.

Additional Resources

- Partnership with Crain Chevrolet (hot dog cookout)
- Partnership with Pulaski Heights United Methodist Church (funding)
- Partnership with Whetstone Boys and Girls Club (facilities)

Evaluation

We will monitor our progress toward our goal through ongoing evaluation of the following data:

- Monthly attendance reports
- Number of student tardies
- Number of students attending the incentive parties
- Tracking overall monthly improvement
- Tracking progress of students with an improvement plan

