

Booker T. Washington Elementary School Improvement Plan for 2018-2019

Principal: Ms. Katherine Snyder

This is a working document. Faculty and staff will review and refine at the beginning of the school year. School Instructional Leadership Team (SILT) will monitor the plan twice monthly.

<u>Focus Area #1: Student Growth & Achievement</u>	
Data Source(s):	ACT Aspire: <ul style="list-style-type: none"> • Mean Growth Percentile: <ul style="list-style-type: none"> ○ (3rd to 4th grade = 33 Low Growth) ○ (4th to 5th grade = 46 Average Growth) ○ Note: 50th %tile = a year of growth. • Percent of students at Ready/Exceeding Levels of Proficiency: <ul style="list-style-type: none"> ○ English (3rd grade = 51%) (4th grade = 34%) (5th grade = 52%) ○ Math (3rd grade = 23%) (4th grade = 12%) (5th grade = 18%) ○ Science (3rd grade = 3%) (4th grade = 5%) (5th grade = 25%) ○ Reading (3rd grade = 3%) (4th grade = 5%) (5th grade = 25%)
Goals:	<ul style="list-style-type: none"> ➤ By June 2019, students in Grades 3-5 will achieve more than one year's growth in Reading and Math as measured by the ACT Aspire Mean Growth Percentile.
Point Person Responsible	<ul style="list-style-type: none"> ➤ Katherine Snyder, Principal ➤ Literacy & Math Instructional Facilitators ➤ Members of School Improvement Leadership Team
Indicator:	<ul style="list-style-type: none"> • CL12 – All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students. • IIB04 – Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

	<ul style="list-style-type: none"> • IILD04 – The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.
Professional Development & Support:	<ul style="list-style-type: none"> • Lexia Core5 • Learning without Tears Keyboarding(Grades 2-5) • RISE Year I (Grades K-2) • Differentiated Instruction Using Flexible Grouping
Barriers:	<ul style="list-style-type: none"> • Instructional fidelity, teacher buy-in, effective comprehensive lesson planning, grade level and vertical collaboration, full compliance with instructional schedule for all core subject areas.
Costs:	<ul style="list-style-type: none"> • Academic Interventionist • Instructional Technology Specialist • Lexia CORE 5 • Learning without Tears Site License
Initial Actions:	<ul style="list-style-type: none"> • Daily Intervention Block for Reading utilizing all available teachers, specialists, and instructional paraprofessionals. Progress monitoring every ten days • Introduce and fully implement Lexia CORE5. • Fully implement keyboarding instruction.

Focus Area #2: Parent, Family & Community Engagement

Data Sources:	<ul style="list-style-type: none"> • Parent attendance at October 2018 and February 2019 conferences • Parent attendance at monthly Family First Tuesdays • PTA membership data • ViPs Hours • Demographic data: mobility, home/language, F/R lunch, homeless, • PIEs
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	<ul style="list-style-type: none"> • School outreach
Goals:	<ul style="list-style-type: none"> • Parent Goal: By April 2019 parental involvement will increase by 20% as measured by" <ul style="list-style-type: none"> ○ volunteer hours per parent/child (one hour per month), ○ PTA membership, ○ accountability (parents personally sign-in at office window when students are tardy). • Family Goal: Students' families will participate in two or more school events during the first three quarters of the school year: <ul style="list-style-type: none"> ○ Opportunities may include Back to School Bash, Title I Annual Meeting, Family First Tuesdays, student field trips, family surveys, family projects, attendance at school-wide assemblies, Field Day, promotions, etc. • Community Goal: Sustain and expand PIE with SoMa Community (Cornbread Festival, Tree-Lighting Ceremony, Mardi Gras Parade, Community Bike Ride, Community Basketball Game, Movie Night, increased digital / social media presence; opening of Time Capsule at Alumni Homecoming event.
Point Persons Responsible	<ul style="list-style-type: none"> • Tonya Sproles, Counselor & Co-Parent Facilitator • Deanna Woods, Teacher & Co-Parent Facilitator
Indicators:	<ul style="list-style-type: none"> • FE01 – Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. • FE02 – The school's key documents (Parent Involvement Guidelines, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students.
Professional Development & Support:	<ul style="list-style-type: none"> • Power of Our Words • The Leader in Me • The Energy Bus
Barriers:	<ul style="list-style-type: none"> • Staff Leadership and Participation, Advertising, Funding
Costs:	<ul style="list-style-type: none"> • Meals, presentation materials, transportation.

Initial Actions:	<ul style="list-style-type: none"> • SoMa Get Acquainted Event • Create calendar of events • Establish parent involvement monitoring system • Provide access to key documents online and in Parent Center
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Focus Area #3: Response to Academic & Behavioral Intervention	
Data Sources:	Academics: from School-Based Intervention Team (SBIT) Behavior: from School-Wide Information System (SWIS)
SMART Goal:	<p>#1 - By the end of the first academic quarter (October 11, 2018), students requiring Tier III interventions for academic and/or behavioral needs will have been reviewed at least once by the School-Based Intervention Team (SBIT) and initial steps toward appropriate interventions will be in place as measured by student rosters, progress monitoring logs, teacher referrals, SWIS data, and intervention plans.</p> <p>#2 – School-Based Intervention Team (SBIT) will meet twice monthly during the 2018-2019 school year to support newly referred students and to monitor intervention plans already in place as measured by team minutes, intervention plans, progress monitoring data.</p>
Point Persons Responsible	<ul style="list-style-type: none"> • Deborah Winston, Reading Specialist, SBIT Coordinator • Karen Worsham, PBIS / Behavior Interventionist and PBIS Team Leader
Indicators:	<p>IIID02 – The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.</p> <p>IIID03 – The school’s tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored.</p>
Professional Development & Support	<ul style="list-style-type: none"> • Lexia CORE5 • Monthly interpretation of SWIS data by PBIS Vertical Team, School Instructional Leadership Team (SILT), and School-Based Intervention Team (SBIT) • Differentiated individual behavior intervention plans and collection of behavior data
Barriers:	<ul style="list-style-type: none"> • Teacher ownership and accountability • Quantity of students exhibiting severe disruptive behaviors requiring frequent removal

	<p>from class and lengthy adult intervention(s)</p> <ul style="list-style-type: none"> • Inadequate placement options for students displaying chronic Tier III behaviors • Greater assistance for students with Tier II behavioral needs
Costs:	<ul style="list-style-type: none"> • Incentives @ \$3000.00 • Paper and supplies for consistent implementation (i.e., binders, paper, & posters) @ \$1000.00
Initial Actions:	<ul style="list-style-type: none"> • Schedule SBIT, SILT, and PBIS Vertical Team Meetings • Schedule professional development and secure facilitators/presenters • Distribute and review school Response to Intervention Handbook with all instructional faculty/staff • Review status or returning students re: academic and behavioral success • Review available data and assess students new to school re: academic and behavior success • Identify students requiring Tier III support, develop intervention plans, and assign cohorts of students to individual specialists for monitoring.