

**Ida Burns Elementary School  
School Action Plan  
2018-2019**

**Area of Concern**

Research identifies the fact that one of the most critical indicators of whether a child will graduate high school is their reading level in the third grade. Students reading at grade level is an area of concern at Ida Burns and this concern grows out of the understanding that reading ability impacts future success in many ways. Out of the students in grades three and four tested, 82 students are reading below grade level. Performance by population are as follows:

| 3rd Grade                  | Performance | 4th Grade                  | Performance |
|----------------------------|-------------|----------------------------|-------------|
| Black/African American     | 27%         | Black/African American     | 27%         |
| Hispanic/Latino            | 33%         | Hispanic/Latino            | 75%         |
| White                      | 44%         | White                      | 71%         |
| Economically Disadvantaged | 32%         | Economically Disadvantaged | 27%         |
| English Learners           | 50%         | English Learners           | NA          |
| Students with Disabilities | 25%         | Students with Disabilities | 33%         |

**Goal**

Our goal is to decrease the number of students who are not reading on grade level by at least 18 students and move from Close to Ready. Another area of concern are those students who ranked in the In Need of Support category which included 39 students. Our goal is to decrease this number

by at least 13. The goal of IBES is to move all students into the next higher performance level.

This year our K-2 students participated in the NWEA assessments or MAP testing. This assessment is a tool used to better understand student learning and performance. Students MAP scores help to predict whether students are on track to be “ready” or “above” on the ACT Aspire in years following. Our RIT score data follows:

|              | SPRING 2018<br>READING | SPRING 2018<br>MATH |
|--------------|------------------------|---------------------|
| KINDERGARTEN | 154                    | 155                 |
| FIRST        | 174                    | 173                 |
| SECOND       | 180                    | 180                 |

### **Strategies**

- Continue to incorporate a culture of reading within the school
- Classworks use within the class and/or intervention time
- Connection between school to home (book club, book bags)
- Increase the depth of knowledge for teachers (R.I.S.E.)
  - Teachers will understand the importance of Phonics and phonological awareness. This will be incorporated into daily reading groups for students showing deficits in this area. Teachers will use the Heggerty book to implement this strategies school wide. The Heggerty book is systematic and moves through the Phonological awareness continuum in order to make sure students are learning the skills they need to build upon other skills. When teachers know the deficits their students have, then they will be able to plan more targeted instruction in order to best serve their students.

- Teachers will teach the letters and sounds in a systematic order. When they do this, it allows students to practice what they are learning without having to “guess” what sound they should say in order to read words. Taking the guesswork out of reading will allow students to read more fluently, which in turn will help them understand and comprehend more what they are reading.
- Teachers will utilize a sound wall to help students be more aware of sounds and how they should be spelled. The sound wall will place the individual sounds with a picture that represents exactly what it should sound like. One sound wall will have the vowels along with the appropriate way to form the sound in your mouth. This also helps with vocabulary. Students will begin to be introduced to more words and understand the meaning of the words.
- Since students will be gaining a more in depth knowledge of letters and sounds along with their meaning, you will see that students writing will improve. Students will be better spellers, and will also use a wider variety of words.
- Teachers will use screeners, as well as, informal assessments to target their instruction. They will be able to know exactly what gaps in phonological awareness and phonics the students have in order to provide the best explicit individualized instruction. These assessments will be analyzed on a regular basis and adjustments in instruction will be made according to what the data shows.
- Ensure teachers have appropriate resources and research based strategies to lead students
- Incorporate multisensory measures
- Connections Program as appropriate
- Teachers in 3rd and 4th grade will provide students with explicit instruction through guided reading and guided reading plus small groups. The teachers will use screeners and informal assessments to

identify the deficits the student has. Phonological awareness and phonics activities will be an integral part of these lessons to help these students in their weaker areas.

- Teachers in 3rd and 4th grade will ensure students are receiving the appropriate amount of classroom intervention time to be able to make gains in their reading level.
- Through PLCs with 3rd and 4th grade teachers, we will take a look at the different strategies they can use for students who are not performing on grade level to ensure that the best one is being used to most benefit the child.

### **Professional Development**

This summer our Kindergarten teachers were introduced to the science of reading through R.I.S.E. Training. This three day training is designed to increase the depth of knowledge for teachers in all areas of reading instruction. Ongoing discussion will continue within the building at professional learning community meetings, as well as training and updates provided by the district. As the K-2 teachers work to improve root reading strategies we expect to see the strategies become commonplace in students. Staff will attend professional development provided by Conway Public Schools in Classworks implementation and planning.

As teachers begin to plan for the first term, they will be guided through extensive reviews. As we progress, teachers in 3rd-4th grade will be exposed to topics such as the phonics/phonological awareness piece and its impact on fluency and vocabulary thus becoming more aware of and identify these deficits as well as provided with useful strategies with older learners. In August of 2018, all teachers not teaching core subjects will be trained in the Awareness Component of (R.I.S.E.). This credentialing will provide teachers an awareness of the science of reading instruction and provide all teachers the foundational pieces of effective reading instruction. This is important because all staff will help to reach the school wide goal of increasing reading levels of our students.

## **Implementation Plan**

Summer 2017 - First grade PD Connections Spelling

Summer 2018 - Second Grade PD Connections Spelling

Summer 2018 - Kindergarten to attend R.I.S.E. training

Summer 2018- Classworks Planning for continued implementation

Fall/Winter- Kindergarten to complete R.I.S.E. training

Fall 2018- Non-Core to begin Awareness Component of R.I.S.E.

Ongoing- R.I.S.E. strategies in PLC

## **Evaluation**

Evaluation will occur informally in the first few months of school and continue throughout. This formative evaluation will include at minimum;

- Screeners
- Progress Monitoring through Dibels
- Monitoring of student outcomes through Classworks (ILP)
- Monitoring of students RIT score in order to group/intervene
- Evaluation of the core components of reading instruction (phonological awareness, phonics, vocab, fluency, comprehension)
- Modeling
- Team coaching/observation and review of informal assessments
- Goals for use and monitoring of student usage in Classworks
  - Tier 1: 30-45 minutes per subject per week total
  - Tier 2: 45-60 minutes per subject per week total
  - Tier 3: 60-90 minutes per subject per week total
- Teachers will review the recommendation report and Individualized Learning Reports at least weekly
- Teachers will progress monitor regularly and results will be shared with Administrators and Instructional Facilitator.
- Review of final RIT scores from NWEA data for use with identifying deficits and planning intervention

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**Area of Concern**

The leadership team identified that the poverty rate at Ida Burns is at 72.24%, making it one of Ida Burns' major concerns. Three-fourths of our student population is below the poverty line. Our two subpopulations, African American and Students with Disabilities, are part of this area of concern. Through book studies and conferences, Ruby Payne has taught that poverty directly impacts student achievement and notes that instead of learning, they are on a fight or flight mindset.

**Goal**

Based on ACT Aspire results, we want to increase academic performances in math and reading. We currently have 22 students who are "In Need of Support" and 42 students who are "Close". Our goal is to move four students from "In Need of Support" to "Close" and move eight students from "Close" to "Ready" in the 2018-2019 school year.

**Strategies**

Educate the teachers and staff on how to serve this populations' needs and incorporate ideas into action.

- Create a positive mindset for the school environment
- Serve the social-emotional, academic and mental needs of learners
- Create a support system with positive role models, model reading to parents for support at home
- Incorporation of multicultural literature within the classroom and small group instruction with the specific students in the two areas we are focusing on
- Guide students through learning styles inventory and use the data to plan or supplement lessons

- Incorporation of rhythm and movement, AA children learn best when used
- Identify the manner of at home learning and pair activities (if students play cards at home, create sight word as a card game for home use)
- Explicit teaching of mathematical concepts in parts
- Teachers will include real life applications in mathematics to meet the needs of learners

### **Professional Development**

Teachers will take part in a book study, See Poverty...Be the Difference! by Dr. Donna M. Beegle during our back to school professional development as well as weekly collaboration time. We will implement Growth Mindset training in conjunction with the book study to help increase a positive mindset within our student body.

### **Implementation Plan**

- August 2018 - Launch back to school professional development and book study
- Teachers will communicate with parents through a variety of sources: Class Dojo, Remind 101, classroom newsletters, social media (Facebook, Twitter etc.), Conway Public Schools App, ParentLINK
- Collaboration with mentors, faculty, and family members through open house, and report to the public/meet the teachers night
- Family nights to encourage and teach parents how to work with their students in literacy, math, and/or science a
- In order to help with academics and social skills, students will be paired with a college student mentor or “Big Buddy” from Hendrix College.

### **Evaluation**

Evaluation will occur informally in the first few months of school and continue throughout the year. Informal and formative evaluation will include:

- Evaluation results gathered from back to school professional development break out groups
- Survey results from learning style inventory
- Collaboration agendas that list specific talking points and areas of interest for both the poverty book study and the growth mindset PD.
- Communication logs such as phone logs, Class Dojo messages, newsletters
- Lesson plans showing growth mindset incorporated into morning meeting
- ACT Aspire Formative data
- Classworks data

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**Area of Concern**

There have been numerous research studies completed to show the link between family engagement/involvement and student learning. At Ida Burns, it is imperative that we usher in families of students and assure them that the school to home connection is strong. With a 72.24% poverty rate, we are in position to improve learning by engaging parents/families and therefore directly impacting students. According to the Panorama Survey completed in the spring of 2018, family engagement was a weaker area at 19% of parents responding favorably with gathering 53 responses. In 2017 the survey rendered 55 responses however engagement measured more favorable at 25%.

**Goal**

Positive parental involvement is centered on connecting families to student learning by sharing data, providing strategies to support learning at home, and providing two-way communication opportunities. All families want

their children to be successful in school regardless of the socio-economic status, racial and ethnic background, or education attainment levels. Our goal, at Ida Burns Elementary, is for teachers to participate in focused activities designed to increase positive relationships with student families and to increase the number of families completing the survey by 50%.

**Strategies**

Family engagement can be defined as the degree to which families become involved with and interact with their child’s school. It will be important for the team at Ida Burns to be aware of the number of parents participating in school activities and attending school programs as well as to find ways to involve parents in the academic lives of the students. The sample of survey questions are below and these are the questions/areas to be first addressed.

| Questions regarding engagement  | # of replies 2017 | % Favorable 2017 | # of replies 2018 | % Favorable 2018 |
|---|-------------------|------------------|-------------------|------------------|
| Q1 How involved are you in parent groups at your child’s school?                        | 55                | 15%              | 53                | 12%              |
| Q2 How often have you helped out in school?   | 55                | 15%              | 53                | 15%              |
| Q3 How often have you visited your child’s school?                                      | 55                | 40%              | 53                | 38%              |
| Q4 Over the last year how involved have you been in fundraising efforts as your school? | 55                | 40%              | 53                | 21%              |

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Other strategies include;

- Ongoing professional development in interpreting data from the Panorama survey
- Each classroom teacher will make positive parent contact early in the school year. This will be documented using a communication log (either phone log, Class DoJo, etc...).
- Each grade level will send home weekly newsletters (either paper or digitally or both) that will explain to parents what is going on in the classroom and how they can help at home.
- Every parent, student, and teacher will sign the Title One Compact which outlines specific responsibilities in the learning process and ensures that every party will uphold that responsibility to the best of his/her ability.
- Every teacher (including Activity and Specialty teachers) will keep communication logs that show documentation of two-way parent communication.
- Classroom teachers will utilize Class DoJo. This provides parents with instant access to their child's teacher along with communicating student work habits and behavior.
- The school will use the CPSD App, ParentLINK, and social media to keep parents informed of special events and important information.
- Parents will be extended a personal invitation and encouraged to attend school/classroom celebrations (special snack days, enrichment days, field-trips, guest speakers, etc..).
- Ida Burns will host a minimum of two Parent Engagement Nights. These nights will be used to involve parents in the learning process. It will model what type of learning is being encouraged at our school and provide ways for parents to help their child at home.

- Ida Burns will host a minimum of two Parent-Teacher Conferences throughout the course of the year. These conferences encourage home to school communication, provide parents with specific information regarding their child's academic performance, and ways to help at home.

### **Professional Development**

Professional development will include the following;

- Use of Pandata in determining needs (regarding ideas for increased engagement)
- Book Study/Group Learning to support teachers' knowledge and provide additional ideas for the development of a personal relationship with families.
  - *See Poverty, Be the Difference!*

### **Implementation Plan**

- August 2018 -Positive Parent Contact
- August 2018 -Title One Compact
- August 2018 -May 2019 Parent invitations to special events
- August 2018-May 2019 Parent Communication Logs
- August 2018-May 2019 Weekly Newsletters
- August 2018-May 2019 Use of Class DoJo, the CPSD APP, ParentLINK, and social media
- August/September 2018- 4.5 week checks on parent contact (log)
- October 2018 and March 2019 Parent Teacher Conferences
- October 2018 and April 2019 Parent Engagement Nights

### **Evaluation**

As we evaluate the portions of our plan we will use a variety of means to gather data and then use that data to continue the efforts to improve parental contact/relationship and engagement. With stronger relationships built, the leadership teams believes that this will in turn illicit changes including (1) an increase in attendance (2) a decrease in discipline referrals

and (3) an increase in the number of parents completing the survey in the future.

Data for this evaluation will include

- Survey results including but not limited to:
  - Number of parents *completing* the survey (goal is 50% more parents)
  - Increase the number of parents involved in parent groups (goal is 50% more)
  - Increase number of parents involved in helping out at the school (goal is 50% more)
- At open house, booths will be set up to gain PTO participants, room moms etc. (sign-up sheet/photo)
- During the first 4.5 weeks, all members of the faculty will have contacted each parent via email or telephone with positive communication
- Every six weeks all members will have contacted each child's parent with a positive note home
- Teachers will keep anecdotal notes of contact and outcome, response from parent in order to evaluate if the contact is promoting unity