



## School Improvement Plan 2022-2023: Central

**Mission Statement:**

Our mission is to educate, empower, and encourage all students to become compassionate and responsible citizens who can soar to excellence in all aspects of life.

**Lead Team Members:** Jason Moore, Susie Loyd, Shelby Norris, Brittany Ibarra, Ginny Elliott, Amanda Le, Corie Williams (Include Principal, Assistant Principal, Counselor, Specialty Teacher, Classroom Teachers, and Parents)

Title	Name (Type Names in this Column)
Principal	Jason Moore
Assistant Principal	Susan Loyd
Counselor	Shelby Norris
Special Education Teacher	Brittany Ibarra
Teacher	Ginny Elliott
Teacher	Amanda Le
Parent	Corie Williams

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment:

(include the following)

1. Review of Demographics
2. Review of Assessment Data
  - a. Include several sources (i.e. iSip, ACT Aspire, ACT, IXL, etc.)
3. Review of Perceptual Data (surveys from staff/parents)
4. Identified needs
5. Proposed Title I purchases based on needs

Central currently has 415 active students. We have 17% active SpEd students, 12% ELL/LEP students, and 74% free and reduced lunch.

After reviewing our data, we determined that literacy will be a main focus for the 2021-2022 school year. Central Elementary's literacy plan is to focus on phonemic awareness, phonics, fluency, comprehension, and vocabulary. We will pay specific attention to phonemic awareness, phonics and comprehension.

- Phonemic Awareness: We will utilize 95% Group Intervention to help with phonemic awareness.

- We will provide professional development during team meetings to ensure all teachers know how to utilize and implement 95% Group in their classrooms. We will use Title I funds to pay for 95% Group trainers to come in and work with teachers.

- We will inform parents of the new curriculum and allow them to observe pieces of the new curriculum during a parent literacy night. We will communicate this night to the parents through social media and Peachjar.

- To monitor implementation of the plan, the principal and the assistant principal will be responsible for conducting weekly classroom walkthroughs to watch lessons. We will also use Dibels, 95% Group PSI, 95% Group PASI, the Phonological Awareness Skills Test (PAST), and/or Heggerty Phonemic Awareness Placement Assessment (PAPA) to monitor implementation.

- We will purchase additional supplies when necessary.

• Phonics: We will continue to deliver the Foundations Curriculum to help with phonics.

-The district will provide ongoing professional development during contracted professional development days to ensure all teachers know how to utilize and implement Foundations in their classrooms. The district and Foundations staff will be responsible for this professional development.

-We will purchase and make use of decodable texts to increase reading skills and fluency.

-We will inform parents of the new curriculum and allow them to observe pieces of the new curriculum during a parent literacy night. We will communicate this night to the parents through social media and Peachjar.

-To monitor implementation of the plan, the principal and assistant principal will be responsible for conducting weekly classroom walkthroughs to watch lessons. We will also use Dibels data and the PSI and PASI data to monitor implementation.

-We will purchase additional supplies when necessary.

• Fluency: We will use Lucy Calkins Units of Study as well as leveled books.

• Comprehension: We will use Lucy Calkins Units of Study along with Jennifer Serravallo assessments and lessons as needed.

• Vocabulary: We will use Interactive Read Alouds and Vocabulary Surge.

• Phonics: We will use Foundations, 95% Group PSI, and Multi-Syllable Routine Cards (MSRC).

Our literacy intervention will include 95% Group, iStation, and Small Group/Individualized Instruction. Our dyslexia program is Susan Barton.

After reviewing our math and science data, we determined that we will focus on analyzing, interpreting, and making decisions based on data.

• Analyzing, Interpreting, and Making Decision Based on Data: We will continue to implement Investigations and PLTW. We will purchase and use MobyMax for math intervention.

-We will provide professional development in team meetings to ensure teachers are able to effectively focus on data in both math and science. The principal will be the person responsible for the professional development.

-We will allow parents to observe pieces of these curriculums during a parent math night. We will communicate this night through social media and Peachjar.

-To monitor implementation of the plan, the principal and the assistant principal will be responsible for conducting weekly classroom walkthroughs to watch lessons. We will also use math assessments and quizzes to determine progress.

-We will purchase additional supplies when necessary.

-We will hold after-school tutoring in the Spring for students who need extra help in these areas. We will use STMath, Istation, and MobyMax for after-school tutoring.

After reviewing our perceptual data, our community/parent involvement focus for the 2021-2022 school year will be to continue to communicate effectively. Over 90% of parents were satisfied with the support that was provided to their students. We will continue to communicate progress or lack of progress to parents at least twice per quarter through various modes of communication and provide opportunities for parents to be involved in their child's education. In order to ensure effective communication, we will use Title 1 money to provide materials, supplies, and other resources for parents.

By utilizing remediation materials such as, but not limited to, 95% Group, our school will target low progress readers in summer school programs in 2021 and after school tutoring during the 2021-2022 school year. Any student achieving below grade level on the reading portions of Istation/ACT Aspire may be targeted for these extended day programs. Our population is suffering from reading loss partially due to COVID and the subsequent loss of instructional time.

## Goals

**Develop Goals based on identified needs from Needs Assessment. (Must include a Math Goal and a Reading Goal.)**

Write a SPECIFIC Goal:

Example Goal: All students at John Doe School will increase reading achievement.

Example Performance Indicator: Students in \_\_\_ grade will increase their iStation iSip Vocabulary scores from 64% proficient to 70% proficient by May 2022.

**Goal 1** All students will show an overall 5% increase in math achievement.

**Math Performance Indicator** - Percentage of students at/above proficiency in math assessment scores

<b>Data Source: April iStation (K-2)</b>	<b>Baseline Year: 2017-18</b>	<b>Baseline: 64%</b>
Target Date: 2018-19	Target: 69%	Actual: 83%
Target Date: 2019-20	Target: 88%	Actual: 50% (January)
Target Date: 2020-21	Target: 88%	Actual: 58%
Target Date: 2021-22	Target: 63%	Actual:
<b>Data Source: ACT Aspire (3-5)</b>	<b>Baseline Year: 2016-17</b>	<b>Baseline: 57%</b>
Target Date: 2017-18	Target: 62%	Actual: 53%
Target Date: 2018-19	Target: 58%	Actual: 46%
Target Date: 2019-20	Target: 51%	Actual: 37% (Interim II)
Target Date: 2020-21	Target: 51%	Actual: 37%
Target Date: 2021-22	Target: 42%	Actual:

**Goal 2** All students will show growth in reading. Our goal is to show 5% overall growth.

**Reading Performance Indicator** - Percentage of K-2 students showing proficiency reading assessment scores.

<b>Data Source: April Istation (K-2)</b>	<b>Baseline Year: 2017-18</b>	<b>Baseline: 55%</b>
Target Date: 2018-19	Target: 60%	Actual: 79%
Target Date: 2019-20	Target: 65%	Actual: 48% (January)
Target Date: 2020-21	Target: 70%	Actual: 60%
Target Date: 2021-22	Target: 65%	Actual:
<b>Data Source: ACT Aspire (3-5)</b>	<b>Baseline Year: 2016-17</b>	<b>Baseline: 34%</b>
Target Date: 2017-18	Target: 39%	Actual: 28%
Target Date: 2018-19	Target: 33%	Actual: 27%
Target Date: 2019-20	Target: 33%	Actual: 21% (Interim II)
Target Date: 2020-21	Target: 30%	Actual: 26%
Target Date: 2021-22	Target: 31%	Actual:

**Goal 3** Implement a blended learning system with the use of Seesaw and Google Classroom as a Learning Management System.

**Performance Indicator** - Students using Seesaw/Google Classroom platforms as measured by usage time on these platforms.

<b>Data Source: Usage Reports</b>	<b>Baseline Year: 2020-21</b>	<b>Baseline: 0%</b>
Target Date: 2020-21	Target: 50%	Actual: 100%

**GOAL COMPLETE**

**Goal 4** Address learning loss through summer school and after school tutoring by showing growth in phonics skills from pre-assessment to post-assessment.

**Performance Indicator** - Average level of growth from pre-assessment to post-assessment.

<b>Data Source: PSI</b>	<b>Baseline Year: 2020-21</b>	<b>Baseline:</b>
Target Date: 2020-21 Summer School	Target: Average of 2 levels	Actual: Average of 2.21 levels
Target Date: 2021-22 After School	Target: Average of 2 levels	Actual:

# Mid-Year Goal Monitoring

To be completed at the end of the first Semester-(December20\_\_)

Under each goal describe progress made toward achieving each goal. Be specific and include measurable data.

**Goal 1.** (Type Goal 1 Here)

**Progress toward meeting Goal 1:** (Type Here)

**Goal 2.** (Type Goal 2 Here)

**Progress toward meeting Goal 2:** (Type Here)

**Goal 3. (Optional)** (Type Goal 3 Here)

**Progress toward meeting Goal 3 (Optional):** (Type Here)

# Literacy Plan

## Literacy Plan

(include the following)

- Implementation
- Monitoring
- Professional Development
- Parent Involvement
- Evaluation

Type here

Elementary only- (for each of the 6 areas of literacy)

1. Phonemic Awareness: Heggerty Program
2. Phonics: Foundations for K-3; 95 Percent Group/Multi-Syllabic Response Cards 4-5 and Word Journeys (Blended Learning-Virtual lessons from Foundations as well as teacher Zooms and recordings.)
3. Fluency: Interactive Read Aloud (Blended Learning-Teacher Zooms and recorded lessons, iStation, and Google Classroom)
4. Comprehension: Calkins Units of Study for Reading and Jennifer Serravallo Assessments and Lessons (Blended Learning-Teacher Zooms and recorded lessons, iStation, and Google Classroom)
5. Vocabulary: Interactive Read Aloud, Vocabulary Surge (Grades 4 & 5) (Blended Learning-Teacher Zooms and recorded lessons, iStation, and Google Classroom)
6. Writing: Calkins Units of Study for Writing (Blended Learning-Teacher Zooms and recorded lessons, iStation, and Google Classroom)



## FINAL EVALUATION OF 2021-2022 SCHOOL IMPROVEMENT PLAN

Describe the progress made toward the completion of EACH goal in your 2021-2022 School Improvement Plan. Please identify if each goal has been met, not met, continues to be a goal for 2022-2023, or has been removed. Place a check in the appropriate box.

### Goal 1. (Copy and Paste Goal 1 Here)

	<input type="checkbox"/>	<b>MET</b>
	<input type="checkbox"/>	<b>NOT MET</b>
	<input type="checkbox"/>	<b>CONTINUE IN 2022-2023</b>
	<input type="checkbox"/>	<b>REMOVED</b>

DESCRIPTION: (Describe your progress for Goal 1 here)

### Goal 2. (Type Goal 2 Here)

	<input type="checkbox"/>	<b>MET</b>
	<input type="checkbox"/>	<b>NOT MET</b>
	<input type="checkbox"/>	<b>CONTINUE IN 2022-2023</b>
	<input type="checkbox"/>	<b>REMOVED</b>

DESCRIPTION: (Describe your progress for Goal 2 here)

**Goal 3. (Optional)** (Type Goal 3 Here)

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUE IN 2022-2023</b>
	<b>REMOVED</b>

DESCRIPTION: (Describe your progress for Goal 3 here)

**Celebrations**

(Type Here)