

FES School Improvement Plan 22-23

The Flippin Elementary School Improvement plan is a continuous cycle of studying data, planning for improvement, following the plan, checking on the success of the plan, then starting all over again by studying the data, planning for improvement, following the plan, and checking for success of the plan, etc.

Plan:

- Data
 - Explore all data to make decisions
- Literacy Plan
 - The school will address the five components of Effective Literacy Instruction.
 - Five Components of Effective Literacy Instruction per the National Reading Panel
 - Phonemic Awareness – Heggerty
 - Phonics
 - Vocabulary
 - Fluency
 - Comprehension
- Professional Learning Communities
 - School leadership teams will develop and use programs and materials to supplement programs for the purpose of increasing student achievement both academically and in the area of assessment.
- Every student will work to improve their independent reading level by more than one academic year.
- Ready for Learning Plan
 - The school will implement a system of blended learning to ensure flexibility of both onsite and remote instruction and provide support for teachers, parents, and students.

Do:

- Human Capital
 - Maintain
 - Paraprofessionals will continue to assist classroom teachers for student success
 - Paraprofessionals will continue to offer Barton Interventions for dyslexia
 - Summer school staff will provide interventions in dyslexia, literacy, and math to close the learning gap incurred from school years 20-21 and 21-22
 - Additional Supports to be provided for 22-23:
 - Enhanced after-school tutoring to close the learning gap
- Program Development and Curriculum
 - Maintain

- Intervention supports for grades K-4
 - WIN (Whatever I Need) Time – multi tiered system of Tier 2 support for all students. Literacy and mathematics intervention in place
 - Enhanced focus on Susan Barton Interventions
 - Software/Curriculum/Assessments
 - Accelerated Reading for elementary students
 - RISE Arkansas
 - Review grammar/reading/writing curriculum based on data indicators
 - Discovery Education (Science) grades 3-4
 - C-TOPP Screener (Comprehensive Test of Phonological Processing)
 - DIBELS
 - KAMI
 - Eureka Math
 - PAST Assessments
 - ACT Aspire Summative Assessments
 - ESSA Reports
 - Progress Monitoring
 - iReady interim assessments for K-4
 - Grade-level data
 - Standards Based Report Cards
 - Google Classroom for virtual instruction
 - Additional Supports to be provided for 22-23:
 - Social Emotional Learning Curriculum
 - iReady pathways instructional piece based on most recent assessment data
 - Alternative Learning Classroom K-4 with certified ALE instructor
- Professional Development
 - Maintain
 - Professional Learning Communities
 - RISE Arkansas
 - Content Specific
 - Learning Management System for Blended/Digital learners
 - Google Classroom
 - Additional Supports to be provided for 22-23:
 - Trauma Awareness training for faculty
 - Dr. Ruby Payne on Emotional Poverty
- Materials/Technology
 - Maintain
 - Chromebooks for students K-4, touchscreen for K-2
 - Chromebooks for teachers K-4
 - iPads for K-2 students and teachers
 - Go Guardian
 - Wireless document cameras

- Webcams
 - Additional Supports to be provided for 22-23:
 - Collaboration with schools for tech delivery and return
- Professional Learning Communities
 - Maintain:
 - Teams will meet regularly throughout the year
 - Agendas/Minutes
 - Determine essential skills, create common assessments, and set proficiency SMART goals
 - Develop products such as student-focused schedule and common assessments to make data informed decisions regarding student progress
 - Identify targeted essential academic and social behaviors a universal guide to tier 1 prevention
 - Continued training for teachers to recognize and prevent behaviors that will impede social-emotional learning and academic progress
 - 4th grade hybrid departmentalized
 - Curriculum Alignment
 - Guiding Coalition teams with regular meetings
 - Additional Supports to be provided for 22-23:
 - Leadership team development
- Health and Wellness
 - Maintain
 - Committee of stakeholders with elementary facilitator
 - Meetings with Agenda/Minutes/Sign-in Sheets
 - Required Policy Reviews
 - Health & Wellness Plan
 - Checklist
 - “Plan, Do, Check” Tool quarterly
 - Additional Supports to be provided for 22-23:
 - Weekly food distribution options from food pantry program
- Family and Community Engagement
 - Maintain
 - Committee of stakeholders with facilitator
 - Meetings with Agenda/Minutes/Sign-in Sheets
 - Family and Community Engagement Plan
 - Parent Call System
 - Parent Link App
 - District Website
 - Class Dojo for elementary parents
 - Summer reading program with take home books for students
 - Additional Supports to be provided for 22-23:
 - Parent Program/Technology support for remote learners

Check:

- Human Capital
 - Check for data to determine success of paraprofessionals, tutoring, summer school, and virtual academy regarding students' success and modify as needed.
- Program Development/Curriculum
 - Check for data to determine success of software, curriculum implementation and assessments on student learning and modify as needed.
- Professional Development
 - Check for data to determine success of professional development offerings and focus areas.
 - Progress Monitoring Proficiency Spreadsheet provided by Curriculum Director.
- Materials/Technology
 - Check for data via needs assessments and technology surveys from teachers and parents and modify as needed.
- Professional Learning Communities
 - Check for documentation, conduct observations of PLC team progress and goal completion, and student achievement.
- Health and Wellness
 - Review the school Health and Wellness Priority as well as the ASBA policies for Health and Wellness annually to determine actions and needs.
- Family and Community Engagement:
 - Review the school FACE Plan annually and data from parent surveys and school/community events to determine actions and needs.