

Friendship Aspire Academy Elementary School Friendship Aspire Arkansas

Step 1: PLAN

NEEDS ASSESSMENT DATA:

Multiple Measures of Student Performance	Demographic	Processes and Programs	Perceptual
2019 and 2020 NWEA Data Edgeunity Data	Attendance data Observation data from EdReflect	# teachers attended RISE # teachers implementing RISE Predominant instructional practices	Level One High Reliability School Survey

PRIORITIES:

High Quality Teaching and Learning
Student Engagement

THEORY OF ACTION 1:

All teachers implement researched based multisensory phonic strategies
Teachers will utilize the manipulatives in classroom instruction and provide for scholars
All teachers will provide explicit modeling

THEORY OF ACTION 2:

All teachers will use the strategies and format for math instruction that are aligned with Engaged NY.
Teachers will utilize the manipulatives in classroom instruction

DATA ANALYSIS:

Students are attending school however majority of students continue to score in need of support on the ACT Aspire.

	In Need of Support	Close	Ready	Exceeds	Total Close, Ready, Exceeds
<u>2019</u> Achievement - ELA	58/109 53%	32/109	1/109	18/109	47%
<u>2019</u> Achievement - Math	56/109 51%	29/109	2/109	22/109	49%

2019 ELA Growth: N/A
2019 Reading at Grade Level: 19/109 students

Attendance Rate Data 2019 - 97.15%

2019 - EdReflect: zero teachers ineffective
Current - Teachers comment that they are doing the best they can.
Current - No identified written predominant instructional strategies.

GOAL 1:

There will be a 50% increase in the number of scholars ready or exceeding for each grade level in reading scores as determined by the NWEA (Baseline will be administered in the fall and we will progress monitor with the winter and spring assessments)

GOAL 2:

There will be a 50% increase in the number of scholars ready or exceeding for each grade level in math scores as determined by the NWEA (Baseline will be administered in the fall and we will progress

and provide for scholars All teachers will provide explicit modeling	monitor with the winter and spring assessments
Evidence Based Instructional Strategies or Practices:	
<ol style="list-style-type: none"> 1. All teachers implement researched based multisensory phonic strategies 2. All teachers will use the strategies and format for math instruction that are aligned with Engaged NY. 	
Literacy Curriculum Program: Heggerty, Phonics First, Wit and Wisdom Professional Development Program: Brainspring	

Step 2: DO			
	ACTIONS	TIMELINE	MONITORING
Goal 1	<ul style="list-style-type: none"> • Teams will collaboratively develop weekly lesson plans for each component of the literacy block. • Teachers will implement instructional practices based on the science of reading. 	<p style="text-align: center;">August 2020-May 2021 (See school schedule for each team's meeting dates)</p> <p style="text-align: center;">August 2020-2021 (Weekly)</p>	<ul style="list-style-type: none"> • Weekly lessons plans completed for each literacy component • Teachers will self-monitor and monitor colleagues for implementation of instructional practices based on the look-fors provided in R.I.S.E. training. • Administrators will monitor implementation of instructional practices through weekly walk throughs, observations, feedback to teachers, and discussion during team meetings. • ESC specialists will monitor implementation of instructional practices and provide feedback to teachers and principal.
	Teachers and principal will monitor student learning in	October 2020	<ul style="list-style-type: none"> • Quarterly updates to the data

	<p>literacy through the use of a data wall. The data wall will be updated quarterly.</p>	<p>January 2020 April 2020</p>	<p>wall are posted and actions are taken as a result of the review.</p> <ul style="list-style-type: none"> • Team meeting minutes reflect discussions of assessment data and actions.
	<p>Teachers and principal will actively participate in R.I.S.E. training.</p> <p>Teachers and principal will work with the local education service cooperative (ESC) to determine needed components of the literacy block at each grade level.</p> <p>A schedule will be created for the literacy block.</p>	<p>August 2020-May 2021</p>	<ul style="list-style-type: none"> • ESC sign-in sheets to verify each educator completes the required training • Literacy block meets the required components in science of reading • Literacy block schedules are followed daily
Goal 2	<p>Implement Academic RTI</p> <ul style="list-style-type: none"> • RTI/SSST will meet weekly • Teachers will gather data • Record interventions & response • School-wide intervention/enrichment period 	<p>October 2020 - May 2021</p>	<ul style="list-style-type: none"> • ESC sign-in sheets to verify each educator completes the required training • Math block meets the required components in science of reading • Math block schedules are followed daily
	<p>Teams will collaboratively develop weekly lesson plans for each component of the Math block.</p> <p>Teachers will implement instructional practices based on the Engage NY.</p>	<p>August 2020-May 2021 (See school schedule for each team's meeting dates)</p> <p>August 2020-2021 (Weekly)</p>	<ul style="list-style-type: none"> • Weekly lessons plans completed for each Math component • Teachers will self-monitor and monitor colleagues for implementation of instructional practices based Eurkea Math/ Engage NY training. • Administrators will monitor implementation of instructional practices through weekly walk

			<p>throughs, observations, feedback to teachers, and discussion during team meetings.</p> <ul style="list-style-type: none"> • ESC specialists will monitor implementation of instructional practices and provide feedback to teachers and principal.
	Teachers and principal will monitor student learning in Math through the use of a data wall. The data wall will be updated quarterly.	<p>October 2020 January 2020 April 2020</p>	<ul style="list-style-type: none"> • Quarterly updates to the data wall are posted and actions are taken as a result of the review. • Team meeting minutes reflect discussions of assessment data and actions.

Step 3: CHECK (Evaluation)					
Intervention or Practice to be Evaluated	Person(s) Responsible	Procedure for Evaluation	Target Date	Goals	Findings toward meeting Goals (to be included in SIP following year)
1. Teachers and administrators will establish a daily literacy block of uninterrupted time to implement instructional strategies based on the science of reading.	Principal and Grade Level Team Leader	<ul style="list-style-type: none"> *Verify student progress recorded on data wall quarterly. *Examine the fidelity of implementation of the daily literacy block. *Examine the fidelity of implementation of predominant instructional practices *Examine TESS data 	May, 2021	Students reading close, ready, or exceeds will increase to 50% or above by July 2021 as reported on NWEA.	Modify predominant instructional practices to gain better outcome of student progress as noted from data wall and summative assessment (move to higher yield instructional practices to gain

		*Examine measures of academic progress based on summative data			better outcome)
1. Teachers and administrators will establish a daily math block of uninterrupted time to implement instructional strategies based on the Engage NY/Eureka Math.	Principal and Grade Level Team Leader	*Verify student progress recorded on data wall quarterly. *Examine the fidelity of implementation of the daily math block. *Examine the fidelity of implementation of predominant instructional practices *Examine TESS data *Examine measures of academic progress based on summative data	May, 2021	Students reading close, ready, or exceeds will increase to 50% or above by July 2021 as reported on NWEA.	Modify predominant instructional practices to gain better outcome of student progress as noted from data wall and summative assessment (move to higher yield instructional practices to gain better outcome)