

DREW CENTRAL ELEMENTARY
2019-2020
SCHOOL IMPROVEMENT PLAN

GOAL	TASKS	PERSON RESPONSIBLE	EVALUATION
<p>Student Growth – The number of students achieving ready/exceeding and/or achieving growth in math, reading/writing, English and science will increase.</p>	<ul style="list-style-type: none"> • Teachers will analyze classroom formative assessments weekly at their PLC meetings. • Implement R.I.S.E in all reading literacy, and content classes. • Facilitators will lead teachers in analyzing summative data from the ACT Aspire test. • Utilize Moby Max assessments to assist in fluency and understanding of state standards. • Beginning in the 19-20 school year, an RTI period will be established to work on weak areas in math, literacy, and science according to formative classroom assessments as well as summative state data. 	<p>Classroom Teachers, Literacy and Math Facilitators, Director of Academic Instruction, & the Leadership Team</p>	<ul style="list-style-type: none"> • Data will be evaluated weekly during the PLC. • The leadership team will evaluate the PLC meetings for effective data disaggregation. • Annual reviews of the effectiveness of each program based on ACT Aspire data and ESSA scores.
<p>Reading Growth – The number of students reading on grade level will increase.</p>	<ul style="list-style-type: none"> • Test scores will be analyzed from the 18-19 ACT Aspire. • R.I.S.E will continue to be implemented in K – 4. The principal will begin the process of evaluating teachers after finishing assessment training. • Coordinate dyslexia interventions with the dyslexia interventionist. • Teachers will analyze classroom formative assessments weekly at their PLC meetings. 	<p>Classroom Teachers, Literacy facilitator, Dyslexia Interventionist, Director of Academic Instruction, & the Leadership Team.</p>	<ul style="list-style-type: none"> • Data will be evaluated weekly during the PLC. • The leadership team will evaluate the PLC meetings for effective data disaggregation. • Annual reviews of the effectiveness of each program based on ACT Aspire data and ESSA scores.

	<ul style="list-style-type: none"> • Wide reading by students will be promoted using various methods. 		
<p>Student Behavior – The number of discipline referrals and classroom disruption will be decreased by the end of the 19-20 school year.</p>	<ul style="list-style-type: none"> • P.B.I.S will be implemented in the 19-20 school year to improve discipline and classroom disruptions. • Character Education will be implemented following the G.U.I.D.E. model as outlined by the Arkansas Department of Education. • DCES will continue the Leadership in Me – 7 Habits model. 	<p>PBIS Team, Leadership team, & Classroom Teachers</p>	<ul style="list-style-type: none"> • Discipline data will be analyzed monthly during the leadership team meetings. • Students’ involvement and progress in the G.U.I.D.E. model and The Leader in Me (7 Habits) will be evaluated at each step of the program.
<p>Attendance – The number of students who have chronic absenteeism will be decreased.</p>	<ul style="list-style-type: none"> • The Pirate Challenge will be implemented to reward students for excellence in attendance. • Attendance data will be monitored monthly. • Schedules will be analyzed comparing pull out services for speech, dyslexia interventions, OT/PT, and special education services to minimize the amount of classroom instruction that is missed by any student. • Attendance incentives will be awarded to students. 	<p>Principal, Leadership Team, Classroom Teachers, & Kathy Kellum</p>	<ul style="list-style-type: none"> • Data will be analyzed weekly and monthly during the leadership team meetings and the PAC meetings. • A spreadsheet will be created and evaluated that details missed days and missed class due to pull-out time periods.