



Valley Springs School District



Valley Springs Elementary School

Overall District Weakness Identified in ESSA School Reports:

Achievement: ELA Math Science

Growth: Content-Math and ELA English Language Proficiency

Graduation Rate: Four Year Five Year

SQSS: Chronic Absence Reading Achievement Science Achievement
Science Growth On-Time Credits ACT Composite
ACT Benchmark Readiness High School Final GPA
AP/Concurrent Credits Computer Science Credits
Community Learning Services Credits

Identified Sub Groups Needing Attention: All Students White
Black or African American Hispanic/Latino English Learners
Economically Disadvantaged Students with Disabilities

District Priorities:

1. Increase achievement in the areas of ELA and Math
2. Identify students with specific weaknesses
3. Provide targeted interventions and utilize the RTI process
4. Develop curriculum and assessment aligned to Arkansas Standards

District Expectations: School level plans will emphasize the priorities listed above identifying the evidence based instructional strategies and interventions being used at each grade level.

School Improvement District Goal #1

Curriculum, Assessment, and Instructional Planning - Engage teachers in aligning instruction with standards and benchmarks

- ☐ IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)
- ☐ IIA02 Units of instruction include standards-based objectives and criteria for mastery. (89)
- ☐ IIA03 Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)

Rationale: Istation, DIBELS, and ACT Aspire data indicate a significant number of students are not performing at grade level in both math and reading skills.

Action Steps	Resources Needed	Evidence	Evaluation	Updates
<ol style="list-style-type: none"> 1. Create a schedule to support bi-weekly PLC's in the master schedule. 2. Grade level PLC's will meet every other week and once a month after school to identify essential skills and create a pacing guide aligned to grade level standards. 	<ul style="list-style-type: none"> • Time • Support staff • Professional Books 	<ul style="list-style-type: none"> • Agendas • Pacing Guide • Formative Assessments for Essential Skills 	Istation data, teacher observation, Pre- & Post Test data	

School Improvement District Goal #2

Classroom Instruction - Provide a tiered system of instructional and behavioral supports and interventions

- ☐ IIID01 The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention. (5193)
- ☐ IIID02 The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers. (5194)
- ☐ IIID03 The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored. (5195)
- ☐ IIID04 The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers. (5196)

Rationale: Fewer than 85% of our students are performing Ready or Exceeding on the ACT Aspire assessment.

Action Steps	Resources Needed	Evidence	Evaluation	Updates
<ol style="list-style-type: none"> 1. Attend Science of Reading PD 2. Identify math essential skills and align Math curriculum to the standards 3. Attend PD on school based mental health and PBIS 4. Give pre & post test in math 5. Assess reading skills using the PAST assessment and a phonics assessment to determine areas of concern 6. Attend grade level PLC's at least 3 times per month to analyze data 7. Create intervention groups based on data 8. Check-In/Check Out System for Tier II behavior interventions 	<ul style="list-style-type: none"> • Literacy Specialist • PAST assessment • Phonics Assessment • A.W.A.R.E. support staff 	<ul style="list-style-type: none"> • Growth shown from formative assessments following targeted interventions • Pre and Post test data • Increase in the number of students performing ready or exceeding • Reduction in discipline referrals 	Istation data, teacher observation, Pre- & Post Test data	
School Improvement School Goal #3				
Classroom Instruction - Expect and monitor sound instruction in a variety of modes - Preparation				
IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)			
IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives. (114)			

<p>IIIA06 All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)</p>				
<p>Rationale: To provide documentation to parents of their student's progress and areas of strengths and weaknesses.</p>				
Action Steps	Resources Needed	Evidence	Evaluation	Updates
<ol style="list-style-type: none"> 1. Create a pacing guide for math and literacy standards 2. Assess using pre and post test 3. Create a document to maintain accurate records 	<ul style="list-style-type: none"> • Pacing Guide • Create pre & post tests • Time 	<ul style="list-style-type: none"> • Accurate records • Pacing guide • Report Cards 		

Superintendent Signature _____ **Date** _____

School Plans Approved by Board of Education **Date** _____

Valley Springs Elementary Literacy Plan

1. Professional Development:

- i. LETRS Training-Days 1-4 Summer of 2018; ADE SoR Phonological Awareness; ADE SoR Phonics-Decoding; ADE SoR Phonics-Encoding Summer of 2019 (Pathway B)
 1. Principal, K-2nd grade teachers, Special Education teachers, Interventionist
- ii. 3-6 R.I.S.E Training Day 1-3 Summer of 2019; Days 4-6 Summer of 2020 (Pathway C)
 1. Principal, 3rd Grade teachers, 4th Grade Literacy teacher
- iii. ArkansasIDEAS Learning Path: Science of Reading (Pathway D); plus 3 additional days from the following list:
 1. ADE Science of Reading Overview
 2. ADE SoR Phonological Awareness
 3. ADE SoR Phonics-Decoding
 4. ADE SoR Phonics-Encoding
 5. ADE SoR Content-Based Morphology

6. ADE SoR Content-Area Reading Strategies
7. Principal, 4th grade Science & Math teacher, media specialist, music, art, PE, GT teachers

2. Educators:

- i. Teachers will implement strategies learned through the Science of Reading; multi-sensory strategies, explicit instruction, phonemic awareness, phonics, comprehension, vocabulary, fluency
- ii. DIBELS, PAST Assessment, AR-RAN, DSA, screenings will be administered for all K-2 students and any 3rd or 4th graders who are not reading on grade level
- iii. Istation Reading Assessment will be done monthly for all K-4 students; ACT Aspire Interim and Classroom assessments will be administered in 3rd and 4th grade
- iv. The master schedule will provide PLC's to meet every other week for an hour and four 1.5 hour after school PLC's have also been built into the calendar to analyze formative data, teacher observation data, and assessment data to create targeted intervention groups. Curriculum binders will also be created for each grade level/subject area to reduce gaps in instruction across grade levels
- v. Full time interventionist will keep data, work collaboratively with the teachers to create and schedule targeted interventions, conduct small group instruction, Dyslexia interventions; an additional part time interventionist will conduct small group interventions focusing on struggling 3rd and 4th graders
- vi. Interventions/Enrichment will take place daily for 30 minutes in every grade level; 3rd Grade has an additional 40 minutes of small group reading instruction daily

3. Students:

- i. All K-2 students will be screened using the following assessments: DIBELS, PAST Assessment, AR-RAN, DSA
- ii. 3rd and 4th grade students will be assessed using the above assessments if they are not reading on grade level
- iii. Students will be placed into a targeted intervention group based on data
- iv. Students will be progress monitored on a regular basis in order to ensure effective intervention strategies are being implemented; changes will be made if necessary

4. Parents and Community Partners:

- i. Parent Engagement committee will brainstorm strategies for involving parents and community members in reading with students and the overall RISE Initiative.
- ii. Literacy nights will be planned each semester to involve the community in the reading initiative

