

SCHOOL IMPROVEMENT PLAN					
SCHOOL NAME:	Jessieville Elementary				
SCHOOL YEAR:	2021-2022				
SCHOOL MISSION:	Our JES team will provide a safe, secure environment, establish high expectations, and grow each student socially, emotionally, and academically. Learning Increases Opportunities Necessary for Success (LIONS)				
GRADE SPAN:	TITLE I: Schoolwide				
Priority 1:	Attendance				
Goal:	No student will miss more than 9 unexcused days during the school year.				
Supporting Data:	Student attendance numbers in eSchool, Cognos reports				
Intervention:	Communication between teachers and parents, contact from administration, court diversions, FINS, attendance letters, text messages, parent/teacher meetings, notes home to each student				
Evidence Based Research:	Sprick, J and R. (2019). School Leader's Guide to Tackling Attendance Challenges. Alexandria, VA: ASCD.				
	http://www.attendanceworks.org/research/				
Actions:	Person Responsible:	Timeline:	Resources:	PD/Training Needed	Assessment/Program Evaluation:
Recognize perfect attendance each 9 weeks	Teachers, Principal	every 9 weeks	eSchool, Cognos	N/A	eschool attendance, state test scores
Organize awards for attendance	Teachers, Principal	Yearly	N/A	N/A	eschool attendance, state test scores
Attendance incentive party	Teachers, Principal	Every 9 weeks	N/A	N/A	eschool attendance, state test scores
Weekly attendance letters sent home to students that have missed more than the allotted days	Principal, Administrative Assistant	Weekly	eSchool, Cognos	N/A	eschool attendance, state test scores
Parental contact from teacher and/or administration	Teachers, Principals, Counselor	Ongoing	N/A	N/A	eschool attendance, state test scores
Priority 2:	Literacy				
Goal:	1) When provided with appropriate instruction, 65% of K-2nd grade students will be at or above their grade level norm RIT on their MAP EOY Reading assessment. 2) When provided with appropriate instruction, 55% of 3rd-5th grade students will be Ready or Exceeding on the ACT Aspire test in Reading. 3) Reduce the number of retentions, Rtl and SpEd referrals for students in K-2.	ACT Aspire Data: 2017/2018 3rd - 31%, 4th- 37%, 5th-, 40% 2018/2019 3rd- 44%, 4th 47%, 5th- 40%	K-2 20-21 MOY MAP Data:K 70%, 1st 68%, 2nd 63%		
Supporting Data:	ACT Aspire scores, MAP scores, RISE assessments, DIBELS, STAR test, PAST, dyslexia screeners				
Intervention:	direct instruction, small group instruction, interventions, R.I.S.E training, aligning assessments to essential reading standards, common formative assessments, PLC collaboration, targeted instruction grades 3-5, summer school, after school, Lexia, IXL				

Evidence Based Research: R.I.S.E. Training, http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Science-of-Reading-Research.aspx											
	Schomker, M. (2016). Leading with Focus: Elevating the essentials for school and district improvement. Alexandria, VA: ASCD.	Marzano, R.J., Warrick, P.B., Rains, C.L., & DuFour, R. (2018). Leading a High Reliability School. Bloomington, IN: Solution Tree Press.									
Actions:	Person Responsible:	Timeline:	Resources:	PD/Training Needed	Assessment/Program Evaluation:						
independent reading of self selected books- STAR reading assessment	all staff, Media Specialist	daily	N/A	N/A	number of AR books read, points earned, tests passed						
Accelerated Reader will continue to be utilized in order to encourage reading for enjoyment and comprehension.	Teachers, Principal, Media Specialist	Ongoing	AR Scores and Points	N/A	AR Goals						
Implementation of R.I.S.E training for all teachers.	Teachers, Principal	Yearly	N/A	R.I.S.E. Training	ACT Aspire, MAP scores, DIBELS, PAST, STAR						
Use the reading intervention team for Tier 2 small group instruction.	Reading Interventionist and team	Ongoing	Sonday System	Sonday System	ACT Aspire, MAP scores, DIBELS, PAST, STAR						
Dawson Cooperative reading specialist/Elbow to Elbow	Amanda Bean / Toni Lockhart	Ongoing	Dawson Cooperative/E2E	R.I.S.E. Training	ACT Aspire, MAP scores, DIBELS, PAST, STAR						
Tier 1 and Tier 2 small group instruction - reading support and remediation	Teachers, RI team	daily	N/A	N/A	ACT Aspire, MAP scores, DIBELS, PAST, STAR						
Lexia - supplemental intervention, small group instruction	Teachers, RI team	daily	Lexia	Lexia	ACT Aspire, MAP scores, DIBELS, PAST, STAR						
Continue district wide PGP goal - read, write and discuss daily in all classrooms.	Teachers, principals	Ongoing	N/A	N/A	ACT Aspire, MAP scores, DIBELS, PAST, STAR						
Priority 3:											
	Effective Instruction										
Goal:	Instruction will continue to be rigorous, data driven, and based on essential standards. Teachers will use effective teaching strategies, data, and targeted instruction to improve student learning during the 2021-2022 school year.										
Supporting Data:	ACT Aspire Scores (interim and classroom assessments), lesson plans, MAP Scores, grade book data, CFA, informal and formal evaluations, targeted instruction data, strength based coaching (NIET)										
Intervention:	review research based instructional strategies to improve classroom instruction, PLC conversations, implementation of PLC collaborative outcomes, peer evaluations										
Evidence Based Research:	Schomker, M. (2016). Leading with Focus: Elevating the essentials for school and district improvement. Alexandria, VA: ASCD. http://journals.sagepub.com/doi/abs/10.1177/0888406417700961	Hattie, J. (2009). Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. NY, NY.	Marzano, R.J., Warrick, P.B., Rains, C.L., & DuFour, R. (2018). Leading a High Reliability School. Bloomington, IN: Solution Tree Press.								
Actions:	Person Responsible:	Timeline:	Resources:	PD/Training Needed:	Assessment/Program Evaluation:						
Formal evaluations and feedback	Kendal Glomski	Yearly	TESS	N/A	TESS Rating						
Informal evaluations and feedback	Amanda Sarver	Yearly	TESS	N/A	TESS Rating						
Identify essential standards/BYOC	Amanda Sarver	Yearly	AR state standards, BYOC	K. Glomski	Walk-throughs, student data						

PLC collaborative time- analyze student data	Teachers, Principal	Ongoing	PLC's That Work	Solution Tree PLC training	ACT Aspire, MAP data, student growth					
Targeted instruction in 4th-5th grade classrooms	Teachers, Principal	Ongoing	student data: ACT Aspire and MAP	N/A	ACT Aspire, MAP data, student growth					
Dawson Cooperative/Elbow 2 Elbow, reading specialist	Amanda Bean/Toni Lockhart	Ongoing	Dawson/E2E	N/A	RISE assessments					
Classroom walkthroughs/Strength based coaching	Administration, NIET, Leadership Team	Yearly	NIET	NIET	Observation					
Priority 4:	Math									
Goal:	1) When provided with appropriate instruction, 65% of K-2nd grade students will be at or above their grade level norm RIT on their MAP EOY Math assessment. 2) When provided with appropriate instruction, 65% of 3rd-5th grade students will be Ready or Exceeding on the ACT Aspire test in Math. 3) Reduce the number of retentions, Rtl and SpEd referrals for students in K-2.	ACT Aspire Data: 2017/2018 3rd - 61%, 4th- 37%, 5th-, 39% 2018/2019 3rd- 74%, 4th 53%, 5th- 58%	K-2 20-21 MOY MAP Data:K 73%, 1st 70%, 2nd 60%							
Supporting Data:	ACT Aspire scores, MAP scores									
Intervention:	direct instruction, small group instruction, interventions, IXL, aligning assessments to essential math standards, common formative assessments, PLC collaboration, targeted instruction grades 3-5, summer school, after school									
Evidence Based Research:	Schomker, M. (2016). Leading with Focus: Elevating the essentials for school and district improvement. Alexandria, VA: ASCD.	Marzano, R.J., Warrick, P.B., Rains, C.L., & DuFour, R. (2018). Leading a High Reliability School. Bloomington, IN: Solution Tree Press.								
Actions:	Person Responsible:	Timeline:	Resources:	PD/Training Needed	Assessment/Program Evaluation:					
SumDog	classroom teachers	Ongoing	SumDog	N/A	ACT Aspire, MAP					
Reflex Math- math facts fluency	classroom teachers	Ongoing	Reflex Math	N/A	ACT Aspire, MAP					
Classroom walkthroughs/Strength based coaching	Administrators, NIET, Leadership Team	Yearly	NIET	NIET	Observation					
Tier 1 and Tier 2 small group instruction -math support and remediation	Teachers	daily	N/A	N/A	ACT Aspire, MAP					
Dawson Cooperative	Cindy McAfee, specialists	ongoing	N/A	N/A	ACT Aspire, MAP					
Continue district wide PGP goal - read, write and discuss daily in all classrooms.	Teachers, principals	Ongoing	N/A	N/A	ACT Aspire, MAP					