

Mount Ida Schools K-6: Bobby Barrett Elementary School Level Improvement Plan 2020-2021

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Posted by: Aug 1

COMPONENT ONE: Comprehensive Needs Assessment

The following is a description of how the school has completed a comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the state academic content standards. The summary includes information from measures of data - student achievement data, school programs/process data, and demographic data. The data is cross-analyzed to identify the needs of educationally disadvantaged students.

ATMOSPHERE:

The **vision** of Mount Ida Public Schools is to provide a secure learning environment for all students and staff. Our goal is to guide students through an enriched educational curriculum based on relevant technology and higher level thinking skills to become responsible, productive citizens.

The **mission** of Bobby Barrett Elementary is to engage students in advancing their own learning through a process of instructional strategies that establish pride, respect, dedication, and involvement to prepare students for their success in the future. We have something to roar about. We are raising a lion PRIDE.

We are **Proud**.

We are **Respected**.

We are **Involved**.

We are **Dedicated**.

We are **Educated**.

FAMILY ENGAGEMENT: Bobby Barrett Elementary is committed to involving parents.

1. Schedule at least two (2) parent teacher conferences. (District)
2. Schedule at least two Family Nights. (Mrs. Donna, Mrs. Austin and ALL)
3. Offer a weekly Parent Center. Parents may come and get help with homework, check out books, AR tests, and use a parent resource area. (Mrs. Austin)
4. Work with our active Parent Teacher Organization helping organize several events/activities including purchasing School Supplies, Open House, Grandparents Day, Fall Festival, Dr. Seuss Day, K-2 Field/Fun Day, and a School Dance. (Mrs. Donna, Mrs. Austin, and ALL)
5. Ask PTO for regular meeting days and earlier start time
6. The school offers basketball, archery, trap, and football pee wee sports programs that involve many parent volunteer coaches and parent fans.
7. The community offers fishing, cheer, softball and baseball pee wee sports programs that involve many parent volunteer coaches and parent and community fans.
8. Host a Science and Social Studies Fair for grades K-6. (Mrs. May, Mrs. Rouse, Mrs. Smith, 5-6 S.S, Mrs. Donna, and ALL)
9. Host an 3-6 ACT Aspire Night for grades K-6. (Mrs. Rouse, Mrs. Leach, Mrs. Scurlock, Mrs. Ashburn, Mrs. Donna, and ALL)
10. Host a Reading Fair for grades K-6. (Mrs. Austin, Mrs. Smith, and Mrs. Stroud)

STAFF: "Teacher and Paraprofessionals Highly Qualified" Bobby Barrett Elementary has a staff of 22 licensed teachers teaching in their licensed area and 8 highly qualified paraprofessionals. 100% of the teachers and paraprofessionals are highly qualified and Bobby Barrett Elementary will continue the practice of hiring HQT teachers and paraprofessionals. Administration will continue to use hiring practices that include highly qualified teachers and paraprofessionals. If recruitment practices are needed, advertisements are put on the AAEA job search site and in the local paper. Administration will continue to strive for instructional staff of 100% highly qualified status. If a paraprofessional is hired and not highly qualified, they are administered the paraprofessional exam. If a teacher is hired and not highly qualified, administration will work from a waiver or Alternate License Plan which must be approved by the Department of Education. The teacher is given 3 years to attain highly qualified status. The teacher can meet highly qualified status by passing the Praxis or enrolling in a course of study. If the teacher does not pass the Praxis, he/she must actively pursue 6 hours of college credit each year, and also report their grades/scores to the Department of Education until they attain highly qualified status. If they have not attained the highly qualified status by the end of the 3 year period, the ALP is void and the teacher is non-renewed for that position. All teacher professional growth plans, informal observations, formal observations, and summative scoring are entered into Deflect and will be completed by June yearly. Professional Growth Plans and Professional Development from DeQueen Mena Educational Service Cooperative for teachers will be determined by the observation in the classrooms.

ATTENDANCE: Bobby Barrett Elementary is committed to encouraging student and teacher attendance. If students aren't at school they cannot learn and if teachers are not at school students' learning is lessened.

1. Students receive perfect attendance awards each nine weeks, recognition at awards assembly, and a reward to comply with the attendance policies.
2. Recognize parents as well. (Mrs. Donna and Counselor)
3. Attendance Matters Bulletin Board motivation/recognition for the class with the best monthly attendance. (Mrs. Donna, Mrs. Vicki, and Counselor)
4. Make a Poster of the Importance of Attendance—Attendance Matters. (Mrs. Donna, Mrs. May, and Counselor)
5. Use Cognos reports for class with the Best Attendance Competition. (Mrs. Donna, Mrs. Vicki, and Counselor)
6. Reward Perfect Attendance for each Nine Weeks by the drawing of a scooter. (Mrs. Donna, Mrs. Vicki, and Counselor)
7. Each Nine Weeks a student receives Perfect Attendance their name will be placed in a drawing for a portable DVD player or a bicycle at the last Award assembly. (Mrs. Donna, Mrs. Vicki, and Counselor)
8. Students and Parents with yearly perfect attendance and the best yearly attendance will be recognized. (Mrs. Donna and Counselor)
9. Absent reports are pulled at 5 weeks and each nine weeks for 3 or more absences. Notices are sent home to parents. Phone calls will be made. (Mrs. Donna, Mrs. Vicki, and Counselor)
10. At 6 absences, a notice and report of absences are mailed to parents. A parent phone call is made for a parent phone conference. (Mrs. Donna, Mrs. Vicki, and Counselor)
11. At 12 unexcused absences, a letter is sent to the parent and the prosecutor and a FINS Petition is reported. (Mrs. Donna, Mrs. Vicki, and Counselor)
12. Early Check Outs and Tardies (3) are also pulled and reported to parents. A parent phone call will be made for a parent phone conference. (Mrs. Donna, Mrs. Vicki, and Counselor)
13. Use Facebook to encourage and express the importance of Attendance—Attendance Matters. (Mrs. Donna and Counselor)

14. Teachers fill out a scheduled staff absence and text the principal and secretary for late absences, then, fills out a slip. The principal contacts WillSub and makes an effort to get the best sub for the classroom. (Mrs. Donna and Mrs. Vicki)
15. The principal will provide Sub Binder materials. (Mrs. Donna)
16. All teachers will develop Sub Binders. (Mrs. Donna and ALL)
17. Teachers and staff who have no absences each month will have their names placed in a drawing for a \$10 gift card. Two names will be drawn each month. (Mrs. Donna, Mrs. Vicki, and Counselor)

Goal—2019--94% or more Average Daily Attendance

DATA

1. **ENROLLMENT: 3rd Quarter Average Daily Membership**

2014-15=267; 2015-16=248; 2016-17=250; 2017-18=231;
2018-19=235 **2019-20=236**

2. **SCHOOL QUALITY AND SUCCESS: ENROLLMENT from Report Card**

2016-17=250; 2017-18=244; 2018-19=242 **2019-20=**

3. **ATTENDANCE RATE:** The Average Daily Attendance for Bobby Barrett Elementary for the past years has been:

2014-15=93.39%, 2015-16=93.5%, 2016-17=92.92%, 2017-18=93.54%
2018-19=95%, **2019-20**

4. **SCHOOL QUALITY AND SUCCESS: ATTENDANCE from Report Card**

2016-17=94%, 2017-18=93% 2018-19=95%, **2019-20=**

5. **ECONOMICALLY DISADVANTAGED:** The Economically Disadvantaged numbers for the past years has been: 2015-16=70% 2016-17=75% 2017-18=76% 2018-19=75%
2019-2020=77%

6. **ACT Aspire Testing Data:** The data consists of student scoring "Close or Needs Improvement"

2016	Reading 67%;	English 31%;	Math 60%;	Science 61%;	Writing 82%
2017	Reading 60%;	English 14%;	Math 37%;	Science 56%	Writing 58%
2018	Reading 58%;	English 18%;	Math 49%;	Science 54%	Writing 50% (Avg.60-40%)
2019	Reading 51%;	English 17%;	Math 41%;	Science 49%	Writing % (Avg.60-40%)

7. **ACT Aspire Testing Data:** The data consists of student scoring "Needs Improvement"

2018	Reading 27%;	English 4%;	Math 11%;	Science 23%	Writing 50% (Avg.60-40%)
2019	Reading 26%;	English 2%;	Math 6%;	Science 23%	Writing % (Avg.60-40%)

8. **K-12 Schoolwide Title I School.**

9. **National School Lunch Funded School**

SUMMARY OF DATA

The leadership team looked at comprehensive needs assessment of the entire school based on student achievement, student attendance, parental involvement, and classroom walkthroughs.

According to the 2014 Accountability Report, Bobby Barrett Elementary School (Grades K-6) is a Needs Improvement School in Math and an Achieving School in Literacy. In 2014, Bobby Barrett Elementary did not meet Performance AMO in math and did not meet AMO Growth in Literacy or Math. In Literacy, the "All Students" groups scored 77.32% in Growth.

2016, Bobby Barrett Elementary School analyzed the ACT ASPIRE's subject proficiency by grade for all of 3rd-6th. The data analysis concluded that 31% of the student population was not ready for English, 60% of the student population was not ready for Math, 61% of the student population is not ready for Science, 67% of the student population was not ready for Reading, and 82% of the student population was not ready for Writing.

2017, the Bobby Barrett Elementary School analyzed the ACT ASPIRE's subject proficiency by grade for all of 3rd-6th. The data analysis concluded that 14% of the student population was not ready for English, 37% of the student population was not ready for Math, 56% of the student population is not ready for Science, 60% of the student population is not ready for Reading, and 58% of the student population is not ready for Writing.

2018, the Bobby Barrett Elementary School analyzed the ACT ASPIRE's subject proficiency by grade for all of 3rd-6th. The data analysis concluded that 18% of the student population was not ready for English, 49% of the student population was not ready for Math, 54% of the student population is not ready for Science, 58% of the student population is not ready for Reading, and an average between 40-60% for Writing roughly calculated. We are closing the gap in reading and science steadily. Math % is fluctuating. We are still striving to close the gap in reading, and math.

2019, the Bobby Barrett Elementary School analyzed the ACT ASPIRE's subject proficiency by grade for all of 3rd-6th. The data analysis concluded that 17% of the student population was not ready for English and 2% was "needs support." The data analysis concluded that 41% of the student population was not ready for Math and 6% were "needs support." Data revealed 49% of the student population is not ready for Science and 23% were "needs support." Data indicated 51% of the student population is not ready for Reading and 26% were "needs support." Data analysis showed an average of students less than 50% for Writing were not ready, roughly calculated. We are closing the gap in all subjects and strive to close the gap further.

2020, the Bobby Barrett Elementary School had no ACT Aspire Data due to COVID 19 School Closures. We have concerns of the growth of our students with the 4th Nine Weeks Closure. We missed approximately 45 days of "face to face" instruction.

The first 10 days, AMI Packet 1 concentrated on letter writing, data, charts and graphs, money, science experiments, reading, and retelling. All were student driven by choices of activity along with Life Skills. The next 10 days of AMI Packet 2, we uncovered standards. The teachers gathered paperwork from the uncovered standards. Teachers were asked to keep in mind that the standards chosen to be covered needed to be ones that parents or grandparents could help with and help teach. Grades 5-6 conducted a survey to determine if parents would like to have paper or a digital format. The 5-6 teachers did paper packets for those who indicated paper only (4 out of 38 on 6th and 15 out of 37 in 5th). 5-6 assignments were loaded into Google Classroom for all except in math and a paper copy was sent for all math. As students and parents started with the internet, there was some loss of service, incorrect filling out of the survey, and inability to work with the digital. Parents of six (6) students in 6th and one student (1) in 5th called to be changed for paper.

This data showed 26% in 6th without digital capability and 43% in 5th without digital capability.

Therefore, admin decided to AMI Packet 3, all students would receive a paper copy and parents would have the option to do the platform that worked best for them, but if the digital platform went down, they had the paper copy in hand. Teachers were still to concentrate on uncovered standards in which parents or grandparents could help in teaching. Other topics teachers were asked to gather were: VOCABULARY for high utility words, antonyms, synonyms, homophones, sight words, prefixes, suffixes, comparing, retelling, sequencing, and story elements which are all running standards at all grade levels.

All grade levels, with AMI Packet 2 and 3 developed digital support that included creating Classroom Facebook Pages, ClassDojo Lessons, or videoing teaching of lessons, and texting those videos to parents. Some classes are also Zooming with the students to have some "face to face" interaction socially among the students. Students also began recording themselves reading or FaceTiming with classmates while reading a story. The older classes put their read-alouds on the younger students' classrooms digital platform.

- Heggerty, Saxon, and Math/Reading Drops in the Bucket were videoed by Kindergarten.
- Lessons were videoed by first grade.
- Videos of lessons were texted to parents in the second grade. Facebook was used by third grade to go over math.
- Math videos were added to fourth grade Facebook Page to teach the math lessons.
- Zoom meetings were held weekly for 5-6 grades and 3 subjects were put on Google Classroom.

During the COVID 19 closure, IEP and 504 students received their modifications and assignments from their resource teachers. Services were continued by our LEA through tele services for Occupational Therapy, Physical Therapy, and Speech. Each parent was contacted to get their wishes for services.

Dyslexic services were continued during the COVID 19 closure by a modification on the sounds that are gone over in our dyslexic programs. Each student who was working in a dyslexic program received a paper copy of the sound to review each day.

During the COVID 19 closure, the librarian opened up the 4th Nine Weeks and Summer months to "At Home AR and Vocabulary Testing." The announcement was made through the Facebook Page and students were encouraged to continue to read.

We realize we have no control over who can get service digitally, but this played a big part in our students NOT getting the "face to face" instruction. We have the technology devices, but in the rural areas, we do not have the consistent equality of service for ALL.

We continued to educate through paper packets and supplemented with digital "face to face" when parents were able to have service. We understand the last Nine Weeks the uncovered standards will need to be addressed next year. We did a "Reflection Email" to the Principal and the next grade level teachers to document details about the standards that we had not yet covered. This will give us a start for next year.

1. Email uncovered standards.
2. Brainstorm how to get those standards taught.
3. Brainstorm how to make up 40 days of remediation.
4. Possibility to increase numbers in tutoring.
5. Possibility to add another tutoring day 1st Semester.
6. Continue with the digital platforms to keep parents engaged digitally, Remind 101, ClassDojo, Facebook Pages, Zoom, and Google Classroom.

Our goal is to close this gap of “Not Ready=Close or Needs Improvement”

ACT Aspire Testing Data of student scoring “Not Ready=Close or Needs Support”

2016 Reading 67%;	English 31%;	Math 60%;	Science 61%;	Writing 82%
2017 Reading 60%;	English 14%;	Math 37%;	Science 56%;	Writing 58%
2018 Reading 58%;	English 18%;	Math 49%;	Science 54%;	Writing 50%(Avg 60-40%)
2019 Reading 51%;	English 17%;	Math 41%;	Science 49%	Writing 50%(Avg.60-40%)
2020 No Data				

Goal	2019 Reading 50-48%;	Same	Math 40-35%;	Science 45-40%;	Writing 40%
Goal	2020 Reading 50-45%;	Same	Math 40-35%;	Science 45-40%;	Writing 35%

ACT Aspire Testing Data of student scoring “Needs Support”

2018	Reading 27%;	English 4%;	Math 11%;	Science 23%	Writing 50% (Avg.60-40%)
2019	Reading 26%;	English 2%;	Math 6%;	Science 23%	Writing % (Avg.60-40%)
2020	No data				

Goal---Never, ever, ever, ever, get to the **State Cut for “Needing Support as a School” at 40% and 50 %** of our students in **“Needs Support.”**

Goal 2020 Reading 15-20%; Same Math 5-10%; Science 10-15%;

Component Two: School wide Reform Strategies

The following is a description of how school wide programs will have school wide focus for a well-rounded education for all students within the school. Targeted subjects for improvement and tasks to close the achievement gap and transitions between grades and schools and tasks to improve student learning are described. A focus on realigning of curriculum horizontally and vertically from grade to grade and from building to building has been considered. Our lists of tasks, funding, and professional development needed to bring about the school wide reforms are included.

Literacy Plan including components of technology, reading, reading comprehension and writing.

Technology

Through team discussion and observation, it has been decided that on-line testing needs to be focused upon as an area needing improvement. Our students were unsuccessful in the technology aspect of the testing. We will complete the following tasks:

1. K-6 grade students will use Chromebooks one to one.
2. Students will practice keying on the technology device.
3. Students will practice at the ACT ASPIRE Testing exemplars.
4. Students will key in responses and see what an answer that is “**Exceeding**” looks like on the technology device.(ALL)
5. Students will practice reading, two passages toggling between the two on a technology device. (ALL Language Arts, Science, and Social Studies teachers by using ReadWorks)
6. ACT Interim Test will be given to 3-6 students in Reading, Math, and Science.(3-6 Teachers and Counselor)
7. Change the order of the subject’s testing day to: Reading, Science, Math, Writing, and English.

8. In the **All grade levels** we will focus on taking the writing process from being done on paper to being done, start to finish, on technology at least one piece a semester in 1st and 2nd and 3-6 a piece a nine weeks. (ALL)
9. Replace equipment as needed yearly by each teacher turning in a technology work order for repairs or replacement.
10. Request for technology work orders to be done in a timelier manner.
11. Technology Needs: Adaptors K=6 and 4=5
Headphones K-2=15 Large, 3rd= Small 2.50, 4-6 Earbuds
Ipads=7 to use with technology

Reading

Students Reading % decreased by 7% for 2019 and 16% over a 3 year span of students **"Close and Needs Improvement."** Bobby Barrett Elementary is working to decrease this gap by completing the following tasks:

2019 Close and Needing Improvement=51%

2019 "Needs Improvement"=26%

TIER I: Core Instruction

1. Give all teachers State **test scores** & disaggregate the data yearly by Aug. (Mrs. Donna)
2. Use **Heggerty, Saxon Phonics and R.I.S.E training** as core curriculum to drive and increase the reading achievement in K-2.(ALL)
3. Practice with **Decodable readers** in correlation with the Saxon Phonic skills. (ALL K-2)
4. Incorporated multisensory while learning the Heggerty and Saxon. (Mrs. Donna & ALL K-2)
5. Use the **Wonders reading program** to drive reading instruction to increase reading achievement.(ALL Literacy)
6. Spelling will come from the **Wonders spelling list.** (K-6)
7. **Spelling mapping by sound dot**, then add grapheme that makes the sound, then write the word. (K-2 ALL) Move from traditional spelling list to the **spelling rule. ½ of the spelling test words on the rule sheet and other examples.** (K-2)
8. All students have the **Spelling Rule Tool.** (ALL K-6)
9. Become a "R.I.S.E School" by having all teachers R.I.S.E. K-2 and R.I.S.E. 3-6 trained.(ALL and Mrs. Donna)
10. Teachers that have completed R.I.S.E. training will attend the follow-up training.(ALL and Mrs. Donna)
11. Use the learning from the R.I.S.E. trainings to drive reading instruction.(ALL and Mrs. Donna)
12. **Sound Walls up in K-2** and using them during instruction.(Labeled and sample Words) (Mrs. Donna and ALL K-2)
13. **Sound Wall Folders** for all desks. (Mrs. Donna, Mrs. Rae and All K-3)
14. **Explicit handwriting with K-2(print) 2-6(cursive).** (ALL K-6)
15. Use Heggerty(Practice Heggerty Website), ReadWorks, SRA, Ooka Island, and W.O.R.D programs along with, Sounds-Abound, Florida for Center of Reading Research, and Edulastic as a **supplement materials.**(ALL)
16. Administer the **Star Literacy Test pre, throughout each nine weeks, and post** to determine student growth in reading comprehension and **distribute that data with student's reading level to the teachers and parents each nine weeks (4 times).** Kindergarten 2 times per year. (ALL Literacy Teachers)
17. **Progress monitor using Dibels** Literacy at beginning, middle, and end of the year.(Literacy Teachers and Mrs. Rae)

18. Monitor independent reading through the **Accelerated Reader Program (STAR)** excluding Kindergarten each nine weeks. (ALL)
19. **Develop and follow the AR Guidelines.**(Mrs. Donna and ALL)
20. ***Each night the students take a reading piece for homework***; Quick Read, Decodable Reader, Library Book, etc. (ALL)
21. Morning/Afternoon work, **all read and reread (2-3 times) and AR test** if ready. (K-2).(ALL)
22. Morning/Afternoon work, **all read and AR test** if ready (3-6) (ALL)
23. Ensure that **all Resource students are included in the Accelerated Reader Program** and reading level appropriate books are available to the resource students.(Mrs. Wingfield, Mrs. Duggan, Mrs. Austin, and Mrs. Donna)
24. **Administer ACT Aspire Interim Testing for 3-6 grade** in Reading, Math, and Science.(Counselor, 3rd grade, and Mrs. Donna)
25. **Change the order of the subject's testing day** to: Reading, Science, Math, Writing, and English.
26. **Practice ACT ASPIRE Practice test, Readworks, and Edulastic to read two** passages and practice toggling between the two on a technology device.(ALL)
27. **Practice citing textual evidence** in writing open responses from reading passages.(ALL)
28. Place **Reading Boxes** at community stops.(Mrs. Donna and Mrs. Austin)

Tier II: Small Group Instruction

1. **Schedule Intervention times** for reading tutorials to close the achievement gap and to improve all students. Consider restructuring remediation time depending on test scores by September.(Mrs. Donna and Mrs. Rae and Grade level Teachers)
2. **Create Intervention groups** by needs from the state testing, from progress monitoring data from STAR, Dibels, and MindPlay, as well as teacher observation each Nine Weeks. (Mrs. Donna and Mrs. Rae and Grade level Teachers)
3. Use Accelerated Reader, STAR, SRA, Guided Reading, Project Read, A-Z Reading, Barton, Heggerty, QuickReads, ReadWorks, Windsor Sonday, and MindPlay Literacy Programs to improve student achievement in reading comprehension and fluency based on individual needs. (Mrs. Donna, Mrs. Rae and Grade level Teachers)
4. **Screen students who are not showing progress for dyslexic indicators.** (Mrs. Rae and Mrs. Donna)
5. **Use Windsor Sonday in a group with fidelity.**(Mrs. Rae)
6. ***Provide dyslexic students services with Barton or Windsor Sonday.*** (Mrs. Rae and Instructional Aides)
7. **Offer tutoring** for those showing academic need from State Testing, STAR, Dibels, MindPlay, and teacher observation. (Mrs. Donna and Tutors)
8. **Provide challenging activities** based upon identified goals and expected evidence of learning, including differentiated instruction based on individual needs. (ALL)

Tier III: Individual Instruction

1. **Use MindPlay** with K-6 students showing need from State Testing and Dibels as a screener and on an individual student basis depending on learning style and specific need.
2. **Use Barton and Windsor Sonday** with K-6 students showing need from State Testing, STAR, and Dibels on an individual student basis depending on learning style and specific need.
3. Students, who are not showing progress, **screen for dyslexic indicators.**
4. ***Provide dyslexic students services with Barton or Windsor Sonday.***
5. **Use Ooka Island (K-2) and W.O.R.D (K-6)** with all students weekly to daily. (ALL)
6. **Transition conferences** are conducted by resource teachers during beginning of year in-service.

Comprehension Instruction: State Testing data, Dibels, STAR Progress Monitoring, teacher observation, and Special Education/Resource Referrals are showing a lack of reading comprehension.

TIER I: Core Instruction

1. **Align** Reading Curriculum (Saxon and Wonders) to Common Core State Standards vertically and horizontally with the new reading program.(ALL Literacy Teachers, DMESC, &Mrs. Donna)
2. **Distribute List of Dolch Words, Prefixes, and Suffixes per grade Level.** (Mrs. Donna and Mrs. Rae)
3. Use the learning from **R.I.S.E. training, "WORD and Latin and Greek Roots," books in Grade 3-6 to teach morphology, root, base, prefixes, suffixes, antonyms, synonyms, homophones and homographs** and have a process consistent vertically.(3-6)
4. **Develop a visual TREE for Root, Base, Prefixes and Suffixes** across grade levels (3-6)
5. **Develop an anchor chart for Word Attack Process** across grade levels (2-6)
6. **Readworks.org** also has the vocabulary along with each article. We should be incorporating those Readworks.org articles and the vocabulary.
7. **Reading Information Standards and Reading Language Standards and STAR Standards** are given to all teachers. We need to incorporate these every time a book is read. The STAR standards need to be taught. They lined up with the Reading standards as well.

Standards for Grades 1-6 that should be done EVERY TIME a story is read:

RI1/RL1	Asking Questions, Key Details, Predicting, Inferring
RI2/RL2	Main Topic, Retelling Details, Recounting (in Order,) Sequencing, Summarizing
RI3/RL3	Story Elements (Character, Setting-Beginning, Problem-Middle, Solution-End), Individuals, Events, Ideas, Pieces of Information, Cause/Effect, Sequencing
RI4/RL4	Asking Questions about Vocabulary (High Utility Vocabulary), Getting the Meaning of Words, General Academic Meaning, Domain Topic Vocabulary Meaning
RI5/RL5	Book and Text Features, Front and Back Cover, Title Page, Table of Contents, Headings, Bold Print, Subheadings, Key Words, Sidebars, Captions, Glossary, Index, Chronology, Cause/Effect, Problem/Solution, Comparison Compare Two Texts
RI6/RL6	Author and Illustrator and Character Intent, Purpose and Perspective and Point of View
RI/7RL7	Relations between Illustrations and Text or Visualizing Diagram, Maps, Photographs, Graphs, Charts, and Timelines
RI8/RL8	Author's Purpose--Reasons and Evidences
RI9/RL9	Venn Diagrams, Compare and Contrast, Similarities and Differences, Two Texts
RI10/RL10	Grade Level Texts Fluent with Accurate Comprehension is the Total Goal

STAR Tested Concepts: VOCABULARY

3rd Grade:	Antonyms Roots Shades of Meaning Function of Glossaries and Dictionaries	Homophones and Homographs Affixes and Base words Literal and Nonliteral Meanings
4th Grade:	Relate words to Antonyms and Synonyms Greek and Latin Roots Common Idioms and Adages Simple Similes and Metaphors	Homophones and Homographs Affixes and Base words Function of the Thesaurus (synonyms)
5th grade:	Synonyms and Antonyms Latin and Greek Affixes & Roots Figurative Language Similes and Metaphors	Homophones and Homographs Common Idioms and Adages
6th grade:	Homophones and Homographs Latin and Greek Affixes and Roots Figures of Speech: Idioms and Personification	Word Relationships Analogies

8. Vocabulary will be emphasized and implemented daily. (ALL)

- a. Promote **Meaningful Talk**
- b. **Make Connections**—Use pictures, visuals, video, etc.
- c. Build **Concepts of Words from explicit instruction**—Origin and meaning of word parts
- d. **Study Word Parts-- Prefixes and Suffixes** K-2 top 15 and top 25. (2-6)
- e. **Teach Figurative Language**---Visually and the Literal Meaning. (3-6)
- f. **Teach Dictionary Skills.** (3-6)

9. All students will participate in **comprehension strategy instruction**. This includes teacher explanation and modeling of all comprehension strategies, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers or as homework. (ALL)

Comprehension Strategy Instruction

10. Daily Read-Alouds (ALL)

- a. **Telling** the content in a STORY and **making mental pictures**
- b. **Practice Visualization Skills**—use pictures, draw or create pictures, and develop mental pictures.
- c. **Make it Multisensory**—Write, Say, Do, Create, Draw, Engineer, Add a Motion, Develop a Project or Presentation
- d. **Chunk Information into Smaller Bites**—Graphic Organizers, Lists, Groups of 3,
- e. **Make Connections**—Mnemonics, Connect to prior or Background Knowledge or if there is no Background or Prior Knowledge Make Connections.
- f. **Do Active Reading**—Model Sticky notes, Stop and Think, Think Alouds, Ask Questions, What did we get from that section, Determine Importance of Information, Monitor understanding.
- g. Having the **Students Teach** another student.
- h. **Teach Inferring** by Scaffolding ---“I See, I Know, I Infer”

11. Teachers will bring student’s background knowledge or create background knowledge about the events of the story to be added for comprehension. (ALL)

- a. **Make Connections to experience.** Many of our students do not have experiences, and we have to build the experiences through pictures, stories, videos, creating, tasting, etc.

TIER II: Small Group Instruction

1. K-2 **Use storyonline.com** for students to hear texts read aloud. They may test on those books if they also read the book twice after the read aloud.
2. Students identified as not meeting the expectation for success will receive additional comprehension strategy instruction in small groups using guided reading and strategic reading standards.
3. **After school tutoring** will be made available. (Mrs. Donna)
4. **Provide challenging activities** based upon identified goals and expected evidence of learning, including differentiated instruction based on individual needs. (ALL)

TIER III: Individual Instruction

1. **Promote Independent Reading**--Use the Accelerated Reader and STAR Reading with emphasis on monitoring comprehension and as a placement tool for leveling reading instruction to meet the needs of the students in grades 1-6. Additional diagnostic assessments will be administered to those students shown to be at risk of reading failure. (ALL)
2. **Vocabulary Test** that come with the AR book tests should be taken each time they are offered with an AR Test. If a book has a Vocabulary test, the students need to take the Vocabulary test as well. This test does not count against them.
3. **Use the W.O.R.D Program(ALL) and Ooka Island(K-2)** with students individually. (ALL).

Writing Process:

The students' writing % decreased over a year span of students "**Close and Needs Improvement.**" Bobby Barrett Elementary is working to decrease this gap by:

TIER I: Core Instruction

1. Give all teachers State test scores and disaggregated the data yearly by Aug. (Mrs. Donna)
2. Align writing instruction with the Arkansas Common Core State Standards. (Literacy Teachers)
3. **Align writing instruction with ACT ASPIRE EXEMPLARS and format.** (ALL)
4. Each teacher in grades K-6 will utilize writing instruction in literacy and core curriculum classes. (ALL)
5. **Use conventions of writing in all subjects and at all times.** (ALL)
6. All students will participate in writing instruction. This includes teacher explanation and modeling of all writing skills, followed by guided practice and independent practice. Additional practice may be integrated in literacy centers or as homework. (ALL)
7. **Refer to anchor charts vertically across the grades K-6—RACE and CAPS Sentences.** (ALL)

R—Restate the Question

A—Answer Starter—Answer the question

C—Cite the Evidence

E—Explain with Facts, Opinions, Reasons, Details

C--Capital

A--Appearance

P--Punctuation

S—Spelling and Spacing

8. Teachers will engage students in the essay process in all subject areas by providing writing prompts and assignments. **3rd Grade Descriptive, 4th Grade Narrative , 5th Grade Argumentative/Persuasive, 6th Grade Narrative (Literacy Teachers and ALL)**
9. **Writing will include grade level writing tasks with technology integration and Open Response questions weekly.** (ALL)
10. Teachers will **compare students' writing to the ACT ASPIRE writing Exemplars for Exceeding**, and students will monitor progress. (Literacy Teachers)
11. Provide classroom instruction using technology. Emphasis taking the writing process from being done on paper to being done from start to finish on technology. (ALL Second Semester)
12. **Practice using the ACT ASPIRE formatting and technology tools.** (ALL)
13. Change **the order of the subject's testing day to:** Reading, Science, Math, Writing, and English
14. K-6 grade students will use Chromebooks one to one. (ALL)

Literacy: Title I Funding for Literacy Yearly

1. **Employee full-time instructional assistants** to provide additional literacy instruction to all students who need additional help.
2. **Purchase and Renew** MindPlay Reading Coach, Renaissance Reading web-based programs, Heggerty, Ooka Island, W.O.R.D, Windsor Sonday, and leveled readers. (Mrs. Donna and Mrs. Wilson)
3. **Renew web-based support programs** Accelerated Reader and Star Literacy to supplement literacy instruction to provide remediation for students. (Mrs. Donna and Mrs. Wilson)
4. **Provide tutoring after school.** (Mrs. Donna, Teachers, and Mrs. Wilson)
5. The district will **sponsor the Dolly Parton Imagination Library** for all future Mount Ida School District Students from age 0-5. Families have the opportunity to sign up as siblings register for school, Open House, Family Nights, Assemblies, PreSchool, Head Start, and First Step (Participating children will receive one book per month from birth to 5).(Mrs. Donna and Mrs. Wilson)
6. Purchase **Reading Boxes** for community stops. (Mrs. Austin and Mrs. Donna)
7. Evaluate programs yearly. (Mrs. Wilson, Mrs. Donna, and ALL)

Literacy: Professional Development for Literacy

1. **Align Literacy curriculum (Saxon 2019-20 and then Wonders)** to Common Core State Standards. (Mrs. Donna and ALL)
2. Analyze data annually. Monitor and review all student achievement in ACT ASPIRE yearly by August. (ALL)
3. Review data yearly from ACT ASPIRE to determine if targeted areas have improved yearly by Aug. (ALL)
4. **Monitor the use of Released Items from ACT ASPIRE sample items and Common Core State Standards to drive format of instruction by Sept and Jan. (ALL)**
5. **ACT ASPIRE Exemplar Training for all teachers from the counselor in September and January. (Counselor and Mrs. Donna)**
6. Writing Instructional Training for grades 2-6 from DeQueen Mena Educational Service Cooperative. (Mrs. Donna)
7. **Conduct Renaissance Training for all teachers as needed.** (Mrs. Donna and ALL)
8. Schedule time for classroom teachers to consult with Literacy/Math specialists from the DeQueen Mena Educational Cooperative and STEM Center facilitators as needed.(Mrs. Donna)
9. Literacy team and resource teacher will meet monthly to discuss curriculum, discipline, data, parental contact, and instructional strategies to close the achievement gap and how to use ACT ASPIRE sample items, in regular classrooms, as well as in the resource classrooms.

10. **Create and Implement a Student Success Data Plan** to replace the Academic Improvement Plans for all students with emphasis on students who score below ready on State Testing by 2019-2020. (Mrs. Donna and Mrs. Rae)
11. **Choose a pathway for each teacher** to meet the science of reading law—R.I.S.E K-6 Training from DeQueen Mena Educational Service Cooperative and Arkansas IDEAS. Have all teachers trained by 2020-21 school year and train new teachers as needed as hired. (Mrs. Donna)
12. **Training of ALL pathways for Principal**—R.I.S.E K-2, 3-6, and IDEAS Training from DeQueen Mena Educational Service Cooperative and Arkansas IDEAS. Principal will be trained in all pathways before being trained in the Assessors by 2020-21 school year. (Mrs. Donna)
13. **Training for Windsor Sondag dyslexic program** from DeQueen Mena Educational Service Cooperative for Dyslexic Interventionist and Instructional Aides by September yearly. (Mrs. Rae and Instructional Aides)

Math

Students' Math gap % decreased by 8% last year with a 4 year decrease of 19% of students
"Close or Needs Improvement."

2018 Close and Needing Improvement=49%

2019 "Close and Needs Improvement=41%"

2018 "Needs Improvement=11%"

2019 "Needs Improvement=6%"

TIER I: Core Instruction

1. **Align our math curriculum with AR State Standards.**
2. Give all teachers State **test scores** and disaggregated the data yearly by Aug. (Mrs. Donna)
3. **Identify the low areas** of state testing with each group of students based on previous years testing yearly by Aug. (Mrs. Donna).
4. 3rd Grade students were lowest in Numbers and Operations Base 10 and Operations of Algebraic Thinking. (Same 2 years)
5. 4th grade students were lowest in Geometry and Operations of Algebraic Thinking. (Same)
6. 5th grade students were lowest in Geometry, Number Operations-Fractions and Justification and Explanation, Measurement and Data.
7. 6th grade students were lowest in Expression and Equation, Geometry, Modeling, and Justification and Explanation.
8. Implement CCSS to boost student achievement in applying real world math skills and to refocus Open Response math skills using technology yearly by Aug. (Mrs. Donna and ALL).
9. **Practice Open Response areas giving justification, explanation** of evidence of solution. (ALL)
10. Practice **ACT ASPIRE test formatted all** on technology devices for **open responses.** (ALL)
11. Practice **ACT ASPIRE test formatted all** on technology devices for **grade level tools.**(ALL)
12. Use Exemplars from ACT ASPIRE sample items and Common Core State Standards to guide exemplifying of the **format.** (Mrs. Donna, Counselor, and ALL)
13. **Administer ACT Aspire Interim Testing for 3-6 grades** in Reading, Math, and Science. (Counselor, 3rd grade, and Mrs. Donna)
14. Change the **order of the subject's testing day to:** Reading, Science, Math, Writing, and English.
15. **Administer the Star Math pretest**, throughout each nine weeks, and post test to determine student growth in math (ALL)
16. **Purchase Rocket Math and use it to aid in mastering math facts** by Sept. (Mrs. Donna and Mrs. Wilson and ALL)
17. Research **Freckle on Renaissance** (Mrs. Austin, Mrs. April, Mrs. Ashburn)
18. Research K-6 Math Curriculum (6th and up). (Mrs. April)
19. Research IXL Math Program (Mrs. April, Mrs. Ashburn, Mrs. Leach)
20. K-6 grade students will use Chromebooks one to one. (ALL)

TIER II: Small Group Instruction

1. **Instructional assistants used** for math tutorials to close the achievement gap and to improve all students' understanding of new testing system and technology.
2. Use Star Math Programs to promote student achievement level in math.
3. Monitor independent math through the Star Math Program and Dibels.(ALL and Mrs. Donna)
4. **Review data 3 time a year: Beginning, Middle, and End. (ALL and Mrs. Donna)**
5. Research Online Dibels Math with the computation component. (Mrs. Donna and Mrs. Wilson)
6. **Offer tutoring after school.**
7. Transition conferences are conducted by resource teachers during beginning of year in-service. (Mrs. Standridge and Mrs. Duggan)

TIER III: Individual Instruction

1. **Use Rocket Math use for math fact practice by Sept.** (Mrs. Donna)
2. **Administer the Star Math pretest**, throughout each nine weeks, and post test to determine student growth in math. (ALL)

Math: Title I Funding for Math

1. Employee full-time instructional assistants to provide additional math instruction to students who need additional help.
2. Purchase additional math materials and supplies for grades K-6, such as calculators and supplemental math materials. (Mrs. Donna and Mrs. Wilson)
3. **Purchase Rocket Math for fact fluency.** (Mrs. Donna and Mrs. Wilson)
4. Research IXL for Elementary.
5. **Provide tutoring after school.** (Mrs. Donna and Mrs. Wilson)
6. Evaluate programs yearly. (Mrs. Wilson, Mrs. Donna, and ALL)

Math: Professional Development for Math

1. **Align Math Standards** (ALL and Mrs. Donna)
2. Analyze data from all student achievement in ACT ASPIRE yearly. (Mrs. Donna and ALL)
3. Review data yearly from ACT ASPIRE to determine if targeted areas have improved. (ALL)
4. Align the mathematics curriculum to Common Core State Standards. (Mrs. Donna and ALL)
5. **Conduct Renaissance Training for new teachers????**
6. **Conduct or send teachers to ACT ASPIRE training for all teachers for technology integration. (Mrs. Donna and Counselor)**
7. Schedule monthly math meetings with all teachers to ensure that all objectives are being taught. (Mrs. Donna and ALL)
8. Schedule meetings to ensure coordination of instructional objectives, grade level progression, and justification and explanation. (Mrs. Donna and ALL)
9. Math team will meet monthly to discuss Common Core State Standards, discipline, data, parental contact, and instructional strategies to close the achievement gap. (Mrs. Donna and ALL)
10. In math team meetings, teachers will discuss how to implement classroom challenging activities based upon identified goals and expected evidence of learning, including differentiated instruction based on individual needs. (Mrs. Donna and ALL)
11. **Create and Implement a Student Success Data Plan** to replace the Academic Improvement Plans for all students with emphasis on students who score below ready on State Testing. (Mrs. Donna)

Science

Students' Science gap % decreased by 5% with a 4 year decrease of 12% of students **"Close or Needs Improvement."**

2018 Close and Needing Improvement=54%.

2019 "Close and Needs Improvement=49"

2018 "Needs Improvement=23%"

2019 "Needs Improvement=23%"

1. **Align Science Standards** (ALL and Mrs. Donna)
2. Give all teachers **State test scores** and disaggregated the data yearly by Aug. (Mrs. Donna)
3. **Identify the low areas** of state testing with each group of students based on previous years testing. (Mrs. Donna and ALL)
4. **Investigate the School Quality and Success Indicator Components.** Science is count 2xs: Science Achievement and Science Growth. Science is also counted in the test score (Exceeding and Ready). **Brainstorm K-6 ways to improve.**
5. Utilize the science core instruction time to cover grade level science standards K-6. (Mrs. Donna and ALL)
6. Develop a grade level pacing guide. (Mrs. Donna and ALL)
7. **Use Exemplars from ACT ASPIRE sample items and Common Core State Standards to guide examples of the format into instruction by Sept and Jan.** (Mrs. Donna, Counselor, and ALL)
8. **Administer ACT Aspire Interim Testing for 3-6 grade** in Reading, Math, and Science.(Counselor, 3rd grade, and Mrs. Donna)
9. Change the **order of the subject's testing day to:** Reading, Science, Math, Writing, and English.
10. Incorporate **data, graphs, and charts for interpreting information into core curriculum. (ALL)**
11. **Conduct and Interpret more data from Scientific Inquiry, investigations and experiments.**
12. **Aide the scaffolding and vocabulary building to read non-fiction informational text (ReadWorks.org, Mystery Science, and Science Spin) from science. (ALL)**
13. **20% of Science should be LAB. (ALL)**
14. Create a science lab for storage and use of equipment. (Mrs. Donna and Mrs. Wilson)
15. Organize all equipment and materials in labeled see-through bins on shelves. (Mrs. Donna and Mrs. Wilson)
16. Create a check out system for materials. (Mrs. Donna and Mrs. Wilson)
17. Create a lab schedule when the room is available. (Mrs. Donna and Mrs. Wilson)
18. **Review Science curriculum at the grades 3.** Determine if the curriculum meets rigor for science state standards and science growth. (Mrs. Donna, Mrs. Leach)
19. Continue using **Mystery Science and Science Spin** as supplemental instruction materials. (Mrs. Donna and ALL)
20. Research purchasing "Explore Learning" for data, graphs, and charts.
21. **Research Renaissance for "Discovery Education."**
22. K-6 grade students will use Chromebooks one to one.

Science: Title I Funding for Science

1. Purchase additional science materials and supplies for grades K-6 to create and organize the science lab, such as bins, tape, shelving, wood, and consumable items that need to be replaced as needed, etc.(Mrs. Donna)
2. **Renew Mystery Science** for visual supplemental material. (Mrs. Donna and Mrs. Wilson)
3. **Renew "Scholastic News" and "Spin Science."**
4. Research purchasing "Explore Learning" for data, graphs, and charts.
5. **Purchase textbooks for 3rd grade.????**
6. Evaluate programs yearly. (Mrs. Wilson, Mrs. Donna, and ALL)

Science: Professional Development for Science

1. **Align the science curriculum** to Common Core State Standards. (Mrs. Donna and ALL)
2. Analyze data annually during the day. Monitor and review all student achievement in ACT ASPIRE by Aug. (Mrs. Donna and ALL)
3. Review data yearly from ACT ASPIRE to determine if targeted areas have improved by Aug. (Mrs. Donna and ALL)
4. Conduct or send all science teachers to ACT Aspire Training for technology integration. Grasping Science at DeQueen Mena Education Service Cooperative. (ALL)
5. Invite Henderson STEM Center into instruction. (ALL 3-6)
6. In monthly science team meetings, teachers will discuss how to implement challenging activities in the classroom based upon identified goals and expected evidence of learning, including differentiated instruction based on individual needs for science. (ALL)

Alignment of Core Curriculum

The classroom walk through data, resource referrals, testing and monitoring data indicated a need for improved scaffolding of academics; therefore:

1. The Bobby Barrett Elementary School will continue grade/building level vertical/horizontal teams in an attempt to align literacy, math, and science curriculum across subjects and grade levels.
2. Purchasing new reading program and R.I.S.E Training will aide in this process. (Mrs. Donna)

Health and Wellness Recommendations

1. Update Crisis Plan. (Mrs. Donna and Mrs. Wilson)
2. Concession Stand Signs and Healthier Foods Sold—Apples, Carmel, Oranges, Bananas, Grapes, Applesauce, GoGurts, Granola Bars, Pretzels, Jerky, Gold Fish, Chex, Peanuts, Pecans or Almonds, Peanut Butter in a Cup, String Cheese, Bags of Veggies with Ranch, Crackers. (Mrs. Donna and Mrs. Abernathy)
3. Health Standards given to ALL Health, Science, and Social studies teachers. (Mrs. Donna)

Health and Wellness Facilities

1. Doors sealed,
2. Trim tree limbs,
3. Snake powder reapplied,
4. Burn back brush,
5. Feed and Weed lawn,
6. Broken black barriers replaced,
7. Basketball goals replaced,
8. Flooding cut down at back,
9. Magnetic Door Buzzer added to front door.
10. Intercom on the Art End.

Health and Wellness Programs:

1. Student Training on EpiPens, Diabetic, Asthma, Tobacco, Jules. (Mrs. Donna and Mrs. Lisa)
2. Aide in transitions—5-6 go to HS events and load there, tour of campus before activity. (Mrs. Donna, Mr. McGuire, 5-6 Teachers)
3. New Student Ambassador System created. (Mrs. Stroud for 4-6 and Counselor for K-3)
4. Enrichment for ALL students 1-2 Fridays a month. (ALL)
5. Students added on Health and Wellness Committee. (Mrs. Donna)
6. Positive Climate created. (ALL)
7. Night Crew Cleaning at Elementary improved. (Mrs. Donna and Mr. White)
Teachers' Workroom and restrooms Nightly and Daily. (Mrs. Donna and Mrs. Holly)
K-2 Night Crew thoroughly clean edges, rugs, restrooms, and mopped nightly.
8. Teachers attending Reproductive Health Presentation. (Mrs. Donna and Mrs. Lisa)
9. Teachers attending HIV and STD Training Presentation. (Mrs. Donna and Mrs. Lisa)
10. Research Individualized Health Plans for PE. (Mrs. Donna and Coach TK)

Health and Wellness Purchases

1. Smoking Signs at softball field added. (Mrs. Donna)
2. Elem. Curriculum for Counseling—Kindness, good character, conflict resolution, Bus safety, Bullying—Rude, Mean, Bullying. (Mrs. Donna and Counselor)
3. ALL Doors Locked: Door Bell and Camera for the front door. (Mrs. Donna, Mr. Frank, and Mr. White)

Evaluation

1. Evaluate programs yearly. (Mrs. Wilson, Mrs. Donna, and ALL)

Board Approved Curriculum

Reading

K-6/Wonders—McGraw Hill

K-3/Saxon

K-2/Heggerity

1-6/SRA

QuickReads

Purchased Yearly

PreK/Dolly Parton Imagination Library

K-6/Rennaiance Star AR, Discovery, Freckles

K/6 Dibels

K-2/Ooka Island

3-6/W.O.R.D

IXL

Free

K-6/Readworks.org

K-2/StoryOnLine.org

Sounds-Abound

Florida for Center of Reading Research

K-6/Edulastic

Math

K-5/My Math—McGaw Hill

6/Big Ideas

Purchased Yearly

K-6/Dibles

K-6/Rocket Math

Dyslexic

K-6/Barton

K-6/Windsor Sunday

Purchased Yearly

1-6/MindPlay

Science

4-5/-McGraw Hill

6/-McGraw Hill

Purchased Yearly

K-3/Mystery Science

K-4/Science Spin

Social Studies

5-6/McGraw Hill

Purchased Yearly

K-6/Scholastic News

3/National Geographic

Component Three: Activities to Ensure Mastery

Transitioning--The following is a description of how the school will assist preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or any State-run preschool program, to the local elementary school.

The ABC program students will participate in a variety of campus-wide activities.

1. Preschool is also housed on the Bobby Barrett Elementary School Campus and use our Cafeteria, gym, facilities, and buses.
2. **PreSchool teachers are added to the emails for K-6** to enhance communication. (Mrs. Donna)
3. **Include PreSchool in all notes.** (Mrs. Donna, Mrs. Austin, and Mrs. Vicki)
4. Headstart/CADC PreSchool students will tour campus, meet Kindergarten teachers, and visit classrooms at Kindergarten Registration.
5. The Bobby Barrett Elementary School's **principal and Kindergarten teachers will attend "Transition Conferences** from Headstart/CADC to Kindergarten" and ABC pre-school parent meetings. (Mrs. Donna, Mrs. Ellison, Mrs. Scott)
6. The **Kindergarten Readiness Indicators brochures will be distributed and curriculum presented to the parents.**
7. For PreSchool and Headstart/CADC, purchase Heggerty books and encourage the usage. (Mrs. Donna)
8. **Share the Kindergarten Screener with Preschool** and CADC preschool teachers. (Mrs. Donna)
9. **The district will sponsor the Dolly Parton Imagination Library** for all Mt Ida School District Students from age 0-5. The school district will register these students as siblings register for school, Open House, Family Nights, Assemblies, Pre-School, Head Start, and First Step (Child will receive one book per month from birth to age 5)). (Mrs. Donna and Mrs. Wilson)
10. **We see a need to develop a transition program from 6th to 7th grade.** We will be brainstorming, researching other schools, creating, and developing this transition. Items to consider are different campuses, different resource teachers, resource transition conferences, policy differences, smart core or common core choices, etc. (Mrs. Donna, Mr. McGuire, and 5-6 teachers)
11. **Grades 5-6 are structured to make the transition smoother to grades 7-12.** (Mrs. Donna and 5-6 Teachers)
12. **Classes will trade 5 times.** (Mrs. Donna and 5-6 Teachers)
13. **Restroom between classes and office needs between classes.** (Mrs. Donna and ALL Teachers)
14. **Issue TAC logins and teach students to check grades on TAC.** (Mrs. Donna, Counselor, 5-6 Teachers)

Component Four: Coordination of Programs

The following is a description of how the school will coordinate and integrate federal, state, and local services and programs. Specifically, how the school will create coherent services among (a) other ESEA (NCLB) Title programs such as LEP, Migrant, and Homeless education services, (b) IDEA programs, and (c) as applicable, violence prevention programs, health services and nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Bobby Barrett Elementary School strives to coordinate and integrate federal, state, and local services and programs to students, faculty, and community members. Title I Funding is used to supplement our curriculum to meet the needs of our TAGG groups. Programs, tutoring, supplemental materials, web based programs, and technology equipment are funded through Title I programs. Annually, the Title I Programs are evaluated by a committee. These programs are used in our Intervention period and in the classrooms to serve our students with deficits or to enhance our students' strengths.

Forms are sent home every year as part of the Bobby Barrett Elementary Student Packet on Open House Night the week before school starts. Our principal, food service director and staff are educated on the rules and regulations involving students who are considered homeless, migrant, and/or qualify for the NSL Meal Application. Also, the Residency Information Form and Agriculture Survey are sent in the Student Packet along with the National School Lunch Form to help meet nutritional needs.

In the Bobby Barrett Elementary Handbook and Student Packet, the Parent Engagement Form and Parent, Teacher, Student Contract is included. The Internet Usage Agreement and Cyberbullying are also part of the Student Handbook and Packet.

The elementary school has a wellness committee which meets regularly to address student and school needs in health and nutrition. The Food Service Director works closely with the Wellness Chairperson and nurse to improve upon the evaluation recommendations. The school nurse provides various physical, medical, and emotional services.

Bobby Barrett Elementary School housed the Healthy Connection counselor to meet the students' counseling needs. We are also teaming with Healthy Connection to have a Physician's Assistant on campus one day a week to see our students with health issues. Also, we are teaming with Healthy Connections to have a first serve policy with students sent home from school due to illness.

Tutoring is provided after school in math and literacy. A grant has been written to provide after school tutoring snacks to students receiving tutoring services.

Annually, DeQueen Mena Educational Coop (DMEC) is used to meet our professional development needs of teachers based on TESS Evaluation Data. Also, program evaluations are done by staff to determine any lack in Professional Development. Local policies are reviewed yearly for bullying and discipline. Other issues are covered on the rotating basis such as suicide awareness and prevention, child maltreatment, and Arkansas history. The Coop offers a wide variety of professional development including curriculum alignment, literacy, reading, math, science, physical education, technology, etc...

The Mount Ida School District provides services of an LEA, IDEA, and 504 Coordinator and Supervisor to oversee compliance with special education and 504 services. Students are locally referred, tested, and identified using IDEA standards. In coordination with DMEC, Head Start, and First Step, we are able to provide educational, physical, occupational, developmental, and speech therapies which help transition students from preschool to elementary school, and to high school. A reading interventionist is employed to identify dyslexic, English second language, and low achieving reading students. An RTI program has been developed to identify and meet the needs of at risk learners.

School Improvement Plan

Team Member 1st Review Date:

Principal:

Guidance Counselor:

Parental Engagement Coordinator:

Team Leader:

Team Leader:

Team Leader:

Teacher:

Teacher:

Teacher Assistant:

Instructional Support Teacher:

Parent:

Parent:

Student:

Team Member 2nd Review Date:

Principal:

Guidance Counselor:

Parental Engagement Coordinator:

Team Leader:

Team Leader:

Team Leader:

Teacher:

Teacher:

Teacher Assistant:

Instructional Support Teacher:

Parent:

Parent:

Student:

Review

Team Member 3rd Review Date:

Principal:

Guidance Counselor:

Parental Engagement Coordinator:

Team Leader:

Team Leader:

Team Leader:

Teacher:

Teacher:

Teacher Assistant:

Instructional Support Teacher:

Parent:

Parent:

Student:

Team Member 4th Review Date:

Principal:

Guidance Counselor:

Parental Engagement Coordinator:

Team Leader:

Team Leader:

Team Leader:

Teacher:

Teacher:

Teacher Assistant:

Instructional Support Teacher:

Parent:

Parent:

Student: