



**2019-2020  
SCHOOL IMPROVEMENT PLAN**

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**SCHOOL: Elmer H. Cook Elementary**

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**PLANNING TEAM:**

Team must include parent(s), community member(s), teacher(s), and student(s) (for secondary schools).

Name	Title
Courtney Morawski	Principal
Stephanie Beadle	Parent
Britney Bruce	Community Member
Nicole Shaffer	Assistant Principal
Amber Damiano	Counselor
Dani Nichols	Third Grade Teacher
Cami Stancil	Kindergarten Teacher
Lindsey Estell	Sixth Grade Teacher
Leslie Stewart	Art Teacher
Melissa Bramlett	Second Grade Teacher
Melody Priester	Pre-K Teacher
Pattye Goodman	Specialists
Brandi Gilliaum	1st Grade
Allison Hart	4th Grade

<b>Planning Team (Continue)</b>	
<b>Traci Pixley</b>	<b>5th Grade</b>

## **NEEDS ASSESSMENT**

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### **REVIEW OF DATA:**

**Include multiple sources of data such as the most recent ACT Aspire scores, the School ESSA Reports, Letter Grades, etc.**

All data was reviewed including demographic information, Istation Reading and Math, and ACT Aspire Reading, Writing, English, Math, and Science scores. The demographics of our students include 68% White, 13% Hispanic, 9% Black , and 11% other. Cook is a Title I school and has 49% of the student population identified as economically disadvantaged. As for assessment data over the last three years, a couple of trends have developed. In the Weighted Achievement Index, we have subgroups that are not performing at the level that we believe they can. Four student groups show a need for intervention and they are Students with Disabilities, Economically Disadvantaged, English Language Learners, and African American students. In the area of School Value-Added Growth, Students with Disabilities and African American students appear in the Lower Achievement/Lower Growth area. These need to be addressed as well.

Our student needs are increasing each year as our student population diversifies. As indicated by our last two years of ESSA index scores, the score for every population of students has dipped with the exception of a slight increase in Students with Disabilities. Most alarming is the drop in the score of English Language Learners. This group of students is growing in our school and we need to have systems in place that support their needs.

## NEEDS ASSESSMENT (Continue)

In the area of Weighted Achievement Scores, it is also upsetting to see approximately half of our students falling into the two lower growth quadrants. Our mission statement, designed collaboratively among the staff this year, states that we are going to “Inspire, Encourage, and Grow All Students.” Our campus has a strong desire to grow all students, however our data indicates that we are not there yet.

### IDENTIFIED NEEDS WITH DATA SOURCE:

Based upon the Review of Data, identify at least one need to be used in developing school improvement goal(s).

**1:** Campus staff need to have time to plan differentiated and engaging lessons, and monitor student results during the instructional day. We need to continue implementation of Professional Learning Community collaborative planning practices with daily intervention time for students. These practices commit to the learning of each student.

**DATA SOURCE:** Istation, Lindamood-Bell, NWEA Interims, ACT Aspire, and other campus data.

**2:** Our student needs are increasing each year as our student population diversifies. According to our ESSA report, the scores for every population of students has dipped, with the exception of a slight increase in Students with Disabilities between 2017 and 2018. Most alarming is the drop in the score of English Language Learners. However, all student groups need to improve in the area of Reading and Math on our state assessments.

**DATA SOURCE:** ACT Aspire 2017 and 2018, Istation

## **IDENTIFIED NEEDS WITH DATA SOURCE: (Continue)**

**3:** There is a need for increased rigor with common formative assessments across all grade levels that align to the state assessments. Common formative assessments provide timely, vital feedback to transform student outcomes. Common Assessments are in the beginning stages at Cook Elementary and would benefit by incorporating higher-order questions that are needed to sustain and monitor the rigorous instruction that prepares students for state assessments.

**DATA SOURCE:** Istation, Lindamood-Bell, NWEA Interims, ACT Aspire.

## **IDENTIFIED GOALS**

Based on identified needs, develop at least one goal with interventions and practices for effectiveness. You will also need to establish a timeline for each goal (up to 3 years).

**GOAL 1:** Continue implementation of Professional Learning Communities, collaborative planning time, and intervention time, with teachers during the instructional day.

### **INTERVENTIONS / PRACTICES FOR MEETING GOAL 1:**

Revise schedule for next year to include all Collaborative Planning to be held on one day. Create staff collective commitments. Revisit Mission and Vision and update if needed. Organize grade levels to maximize teacher collaboration.

### **TIMELINE:**

1. Reorganize grade levels to create collaboration opportunities for all teachers - May 2019
2. Redesign master schedule to include collaborative planning for every grade all in one day - July 2019
3. Review and update Shared Core Beliefs, Mission, and Vision - August 2019
4. Create Collective Commitments - August 2019
5. Teacher will meet for 60 minutes each week to make instructional decisions and plan for intervention - Monthly during Collaborative Planning time

## **IDENTIFIED GOALS (Continue)**

**GOAL 2:** All students will improve in the area of Reading and Math using the goals below.

- Istation: At the end of the Year, 75% or more of students will be in Tier 1 Reading.
- Istation: At the end of the Year, 80% or more of students will be in Tier 1 Math.
- ACT Aspire: In July of 2020, 60% or more of our students (3rd-6th) will be Ready or Exceeding in the area of Reading. (+7% points)
- ACT Aspire: In July of 2020, 67% or more of our students (3rd-6th) will be Ready or Exceeding in the area of Math. (+3% points)

### **INTERVENTIONS / PRACTICES FOR MEETING GOAL 2:**

Implement reading and math strategies that prepare students for the state assessments school-wide (ie: Close Reading, CGI, etc.). Focus on Standards-Based instruction that incorporates higher-level thinking. Reinforce ELL effective teaching strategies. Use Essential Standards for teaching.

### **TIMELINE:**

1. Summer Book Study: Learn Like a Pirate - Summer 2019
2. Review research-based instructional strategies/Higher Order Thinking Skills - Monthly during Collaborative Planning time
3. Set expectations for higher-level thinking questions on daily assignments and common formative assessments - August 2019 (60% at DOK level 3 or 4).
4. Review ELL SIOP strategies - One per month during Collaborative Planning time
5. Determine and deconstruct Essential Standards for each Unit - Ongoing during Unit Planning time

**GOAL 3:** Teachers will become proficient at creating rigorous common formative assessments during collaborative planning meetings to connect standards-based instruction and assessment.

## IDENTIFIED GOALS (Continue)

### INTERVENTIONS / PRACTICES FOR MEETING GOAL 3:

Interventions will include: determining what capacities teachers need to effectively use common formative assessments, determine how equipped teachers are to develop, use and act upon common formative assessments and the student data resulting from these assessments, and develop teachers' capacity to implement effective common formative assessments.

### TIMELINE:

- August-September 2019: Define when and how Common Formative Assessments and Common Summative Assessments will be used per grade level.
- September-December 2019: Analyze common formative assessments for rigor during planning time using calibration tool.
- October-May 2019: Analyze student samples of common formative assessments
- January 2020-Ongoing: Implement strategies to design quality and rigorous common formative assessments based on teacher needs.

## GOAL MONITORING PLAN

Describe how you will ensure progress is made towards meeting each goal.

**GOAL 1:** Continue implementation of Professional Learning Communities, and intervention time, with teachers during the instructional day.

### Plan for Monitoring:

- Weekly agendas for meetings
- Intervention Lesson Plans
- Engaging lesson plans evident by classroom walk-throughs

## GOAL MONITORING PLAN (Continue)

**GOAL 2:** All students will improve in the area of Reading and Math using the goals below.

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- Istation: At the end of the Year, 80% or more of students will be in Tier 1 Math.
- ACT Aspire: In July of 2020, 60% or more of our students (3rd-6th) will be Ready or Exceeding in the area of Reading. (+7% points)
- ACT Aspire: In July of 2020, 67% or more of our students (3rd-6th) will be Ready or Exceeding in the area of Math. (+3% points)

### Plan for Monitoring:

- Monthly Data Analysis during Collaborative Planning time
  - Istation for K-2, Istation for 3-6, NWEA Map quarterly
- Intervention plans based on data

**GOAL 3:** Teachers will become proficient at creating rigorous common formative assessments, and student assignments, within collaborative planning meetings to connect to standards-based instruction and state assessments.

### Plan for Monitoring:

- Common Assessments will be used regularly and student data will be available to all planning partners (ie: Admin, Instructional Specialists, Team Members, etc.)
- Instructional decisions during planning time will utilize student data and be evident in the weekly Collaborative Planning agendas.
- 60% or more of student work is at DOK Level 3 or 4 as evidenced by using a calibration tool.





# Literacy Plan

Fort Smith Public Schools provides the training, resources and materials necessary to ensure effective implementation of R.I.S.E (Reading Initiative for Student Excellence) and the Science of Reading related practices.

ADE Prescribed Pathways  
of *Proficiency* Credentials

ADE  
RISE and  
Science of  
Reading

ADE Prescribed Pathways  
of *Awareness* Credentials

A, C, D

Online Path

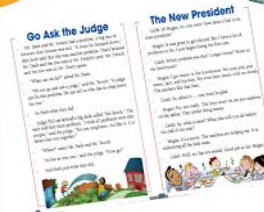
Grade Span	July 2019	August 2019	October 2019	February 2020	March/June 2020	
K-2 (Cohort 3) 3-6 (Cohort 1-2)	Cohort 3 - Day 1-3	Cohort 3 - Day 4	1/2 Cohort 1 - Day 5	1/2 Cohort 1 - Day 5	Cohort 1 - Day 6	
		Cohort 2 - Day 1	1/2 Cohort 2 - Day 2	1/2 Cohort 2 - Day 2	Cohort 2 - Day 3	
Grade Span	July 2020	August 2020	October 2020	February 2021	March/June 2021	Summer 2021
3-6 (Cohort 2) K-2 (Cohort 3-4)		Cohort 3 - Day 4	1/2 Cohort 2 - Day 5	1/2 Cohort 2 - Day 5	Cohort 2 - Day 6	
		Cohort 3 - Day 4	1/2 Cohort 3 - Day 5	1/2 Cohort 3 - Day 5	Cohort 3 - Day 6	
		*Cohort 4 - Day 1	1/2 Cohort 4 - Day 2	1/2 Cohort 4 - Day 2	Cohort 4 - Day 3	Cohort 4 - Day 4-6
Grade Span	September 2019	November 2019	December 2019			
7-12 Sp. Ed.	Cohort 5 - Day 1	Cohort 5 - Day 2	Cohort 5 - Day 3			
	Cohort 6 - Day 1	Cohort 6 - Day 2	Cohort 6 - Day 3			



Sound Walls  
posted in  
each  
classroom



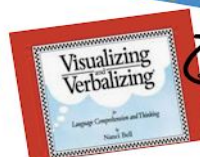
Decodable  
text for  
student use



Increases  
automaticity  
of word  
recognition



Increases  
strategies in  
language  
comprehension



All K-2 and select 3-12 teachers, along with certified support staff attend professional development to address the diverse literacy needs of our district; this includes remediation and acceleration



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## FINAL EVALUATION OF 2018-2019 SCHOOL IMPROVEMENT PLAN

**Describe the progress made towards the completion of EACH goal in your 2018-2019 school improvement plan. Please identify if each goal has been met, continues to be a goal for 2019-2020, or has been removed.**

**Goal 1:** Implement a dedicated intervention time for each grade level next year to ensure differentiated instruction occurs based on student results from frequent standards-based assessments. A four-tier model will be used and quarterly RTI committee meetings will dictate intervention instruction and monitor individual student success.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2019 - 2020 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**

**Goal 2:** Implement Professional Learning Communities with teachers during the instructional day. These collaborative meetings will commit to the learning of each student. Campus staff will plan engaging lessons, monitor results, and offer a variety of questioning through the instructional day.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUED IN 2019 - 2020 PLAN</b>
	<b>REMOVED</b>

**DESCRIPTION:**