

Academy Park 2021-2022 Continual Improvement Plan

Needs Assessment:

Levels of Achievement:

What strengths and areas for improvement stood out while reviewing student levels of achievement?

- **What are areas of high student performance or significant growth?**
 Significant growth in Science Sage/Rise scores (up 18% from 2017 to 2019)
 Growth in ELL subgroup on the WIDA 2020
 Rise scores increasing in all areas
- **What were the areas of lowest achievement?**
 Student with disabilities.
 WIDA speaking scores
 Growth but only 20% proficient
 Stagnant on Acadience growth
- **What performance gaps exist?**
 ELL and SWD
- **Which are the school's highest (or lowest) achieving programs or grade levels?**
 Math is the highest achieving area
 K, 3, 4 had an increase in ACADIENCE pathways of progress scores
- **What were other observations made in your data review?**
 1st time instruction is weak

School Goals, Strategies

School SMART Goal #1

Students will increase their proficiency on the ELA RISE assessment in the Spring of 2022 (compared to the performance of each grade level in the Spring of 2019) by five percentage points in all grade levels. Current levels of preliminary RISE for 2021 are 3rd at 21%, 4th grade at 21%, 5th grade at 20%, 6th grade at 26%.

Tracking School SMART Goal #1

Data Used to Track School Goal 1 (check all that apply):

- RISE Proficiency Scores
 RISE Growth Scores
 WIDA Scores
 RISE Interim Scores
 Other data: Coaching cycle data (for Strategy 1)
 Other data: Tracking student referrals and attendance (for Strategy 4)

How will Goal 1 be monitored (check all that apply):

- Consistent data review in department or grade-level teacher PLCs
 Consistent data review in Building Leadership Teams and/or school MTSS team
 Consistent data review with Community Council and other parent stakeholder groups
 Other goal monitoring: _____

How will the success of Goal 1 be communicated to stakeholders (check all that apply):

- Shared with Community Council and other parent stakeholders
 School website
 Published on Community Section of school website
 Shared at school events
 Other ways: _____

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Strategy #1 to accomplish this goal

If we develop deliberate coaching, observation, and feedback structures to support instructional improvement that is individualized for every teacher, then we will increase the efficacy of day to day instruction of core standards, and students will invest more fully in their own learning to experience greater academic proficiency and growth.

This strategy will be measured through coaching logs, observation logs, and student growth.

Strategy #2 to accomplish this goal

If teacher Professional Development is content-focused, incorporates active learning utilizing adult learning theory, supports collaboration, uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, then teacher practices and subsequently positive student outcomes will increase.

Strategy #3 to accomplish this goal

If the faculty critically examines (then shifts) practices to create a more cohesive instructional community focused on equitable practices to support student learning with high expectations for all, then teachers will be more effective instructors and collaborators, and students will more fully invest in their own learning to experience greater academic proficiency and growth.

Strategy #4 to accomplish this goal

If we implement school-wide initiatives to address students Social and Emotional well-being, attendance, behavior, and safety concerns, and motivation to try their best in school, then students will be present more often for Tier 1 instruction and will have increased coping skills helping them navigate stress and trauma, allowing them to more effectively engage in the learning process, reaching proficiency in grade level standards for ELA (and other content areas).

School SMART Goal #2

Students will increase their proficiency on the Math RISE assessment in the Spring of 2022 (compared to the performance of each grade level in the Spring of 2019) by five percentage points in all grade levels. Current levels of 2021 RISE are: 3rd grade 11%, 4th 19%, 5th 19%, 6th 15%.

Tracking School SMART Goal #2

Data Used to Track School Goal 2 (check all that apply):

RISE Proficiency Scores
 RISE Growth Scores
 WIDA Scores
 RISE Interim Scores
 Other data:
 Other data: For Strategy 1: Implementation data (master schedule ensures PLC time, and also PLC agendas)

How will Goal 1 be monitored (check all that apply):

Consistent data review in department or grade-level teacher PLCs
 Consistent data review in Building Leadership Teams and/or school MTSS team
 Consistent data review with Community Council and other parent stakeholder groups
 Other goal monitoring: _____

How will the success of Goal 2 be communicated to stakeholders (check all that apply):

Shared with Community Council and other parent stakeholders
 School website
 Published on Community Section of school website
 Shared at school events
 Other ways: _____

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Strategy #1 to accomplish this goal:

If we more efficiently utilize our PLC time to develop high quality, engaging, standards-based Tier 1 units of instruction that are anchored in quality formative and summative assessments AND collaboratively problem solve student learning in the current units of instruction based on ongoing formative assessments AND design and monitor more powerful and appropriate interventions and extension opportunities in Tier 2 and 3, then all students will more fully invest in their own learning to experience greater academic proficiency and growth in math (and other content areas).

Strategy #2 to accomplish this goal

If teachers' ability to create and use both formative and summative assessments to reliably measure student proficiency on core standards increases, then reteaching, extension, and small group interventions will be targeted and based on students' needs, increasing students' ability to perform well on summative math (and other) assessments.

Strategy #3 to accomplish this goal

If we develop a system of vertical PLCs focused on high quality, engaging, standards-based Tier II ELA instruction (Power Up) across two grade levels (K-1, 2-3, 4-5) and including Special Education resource teachers (with ongoing opportunities to collaboratively problem-solve student learning and adjust groups accordingly), then we will be able to provide targeted interventions for students, helping them perform well on their summative math (and other) assessments.

Strategy #4 to accomplish this goal

If we increase family and community engagement, assisting families in helping their children academically, then they will be able to better assist their child(ren) in the learning process.

School SMART Goal #3

Students will increase their proficiency on the Acadience Reading EOY benchmark assessment in the Spring of 2022 to 66% of total students showing typical or above typical growth in grades K-5. Current levels 2021 show 61% typical or above typical growth in grades K-5.

Tracking School SMART Goal #3

Data Used to Track School Goal 3 (check all that apply):

RISE Proficiency Scores
 RISE Growth Scores
 WIDA Scores
 RISE Interim Scores

Other data: Acadience reading assessments
 Other data: Progress monitoring

How will Goal 3 be monitored (check all that apply):

Consistent data review in department or grade-level teacher PLCs
 Consistent data review in Building Leadership Teams and/or school MTSS team
 Consistent data review with Community Council and other parent stakeholder groups
 Other goal monitoring: _____

How will the success of Goal 3 be communicated to stakeholders (check all that apply):

Shared with Community Council and other parent stakeholders
 School website
 Published on Community Section of school website
 Shared at school events
 Other ways: _____

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Strategy #1 to accomplish this goal:	<i>If class-size reduction strategies are used (hiring more teachers and/or paraprofessionals), teachers will be able to provide more targeted reading (and other types of) instruction.</i>
Strategy #2 to accomplish this goal:	<i>If we support classroom instruction with <u>classroom technology</u>, then teachers will be better able to individualize and differentiate instruction and increase rigorous learning in every classroom, allowing students to read and perform well on their Acadience (and other) assessments.</i>
Strategy #3 to accomplish this goal:	<i>If rigorous afterschool and <u>summer school programming</u> is provided to students, then they will be able to receive additional support in reading (and other skills and content areas).</i>

Reflection:

Celebration(s):	<ul style="list-style-type: none"> ● Preliminary Acadience data shows students improving ● Preliminary RISE data shows same amount of students proficient in ELA ● Office referral data - Minor down from 350 to 321, Suspensions down from 43 to 11 ● School culture is more positive ● Trends of using teacher clarity principles and posting learning intentions has vacillated between 76% to 100%. (76%, 64%, 72%, 95%, 100%, 77%, 84%) ● Coaching cycles have increased ● Improved SEL with teaching growth mindset lessons, creating a wellness center, and each room having a “Zen Zone” to calm and reset for learning when needed. ● Social Media presence has increased. Communication has improved using Class Dojo, parent nights, face to face and using a parent liaison. ● Despite COVID restrictions, home visits were successful at 50 visits. ● Improved the interventions during the SST process.
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Reflection on goal(s):	<p>TSSA goal - We will increase the percentage of students achieving proficiency and also increase the median growth percentiles (MGP) per grade level on the RISE ELA and Math by 10% over the percentages achieved in Spring 2019. With current levels in 2019 of 21% proficiency and 40% growth on ELA RISE; 29% proficiency and 37% growth on Math RISE. We will increase to 75% of total students reaching typical or above typical growth in grades K-10 in reading using Acadience from BOY to EOY testing. Current levels in 2019 were 64%.</p> <ul style="list-style-type: none"> ● Reduce office referrals and OSS (data above) <ul style="list-style-type: none"> ○ Wellness room for students has been established. ● Acadience scores were at 61% of students making typical or above typical growth, with 48% proficient. The goal was 75% of students reaching typical or above typical growth. With levels in 2019 at 64% with many students doing distance learning we were able to almost maintain but not meet our goal. ● RISE data is still being collected. Preliminary scores show a 23% proficiency which is 2% higher than 2019.
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Link between expenses and school success:	<ul style="list-style-type: none"> ● The social worker funded through TSSA funds helped with supporting student behavior and providing social emotional learning and support. She put together the student wellness center and the calm down area in each room, “Zen Zones” . This helped students reset and become ready to learn.
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- The behavior health assistant funded through TSSA funds supported students needing additional support.
- Lower class sizes have given teachers an opportunity to reach individual needs of students.
- The after school tutoring program has helped students reach their reading goals on Acadience reading.
- A full time STS has supported and helped teachers as they have learned and used new technology platforms.
- Summer school will be available to help remediate learning gaps.
- New literacy resources to support all grade levels.
- Math manipulatives were purchased to help engagement and deeper learning of math concepts.
- Voice enhancement systems funded through TSSA funds have helped students hear the teachers better while implementing multisyllabic routine cards and the Heggerty phonemic awareness program. Data in the above box. These systems also helped our ELL learners hear more clearly as they try to access another language. WIDA data not available until fall 2021.
- Materials for Big 3 night helped this activity be successful in helping parents help students at home with current concepts teachers are covering at school.

Closing learning gaps (how to find, assess, and address student needs):

Here you write how your school plan above addresses learning loss stemming from COVID-19, specifically how your school ESSER II funding will help close student learning gaps. **Specifically, how will you find, assess, and address the needs of students? How will ESSER II funds support these efforts?**

- Find: Identify students needing additional support to close learning gaps
- Identify: Core Phonics screener and Acadience reading scores were used to identify students with learning gaps.
- Address - Afterschool and summer tutoring programs, social emotional support for students so they can access the curriculum, and use the “Power Up” program to address individual student’s learning needs.
- ESSER II funds will be used for:
 - Summer School
 - Afterschool and summer tutoring programs
 - Full time social worker and behavior health assistant helping students with social/emotional needs so that students can access academic curriculum
 - Pay for an additional teacher to create smaller class sizes