

Calvin S. Smith 2021-2022 Continual Improvement Plan

Needs Assessment:

Levels of Achievement:

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

In reviewing our student achievement data we are celebrating the following areas of growth:

- WIDA for Multilingual Learners increased on all subtests.
- Proficiency on SAGE/RISE testing (based on available data) continues to show averages higher than the district averages in all subjects.
- MGP (Median Growth Percentile) remained consistent except for science with decrease due to the new SEED new standards on testing.
- DIBELS POP scores in Kindergarten increased from 49% of students proficient to 75% during a pandemic year.
- During the 2020-2021 school year, reading scores are still growing or maintaining despite the effects of the COVID-19 pandemic.

In reviewing our student achievement data the following are areas in which we need to improve or continue our focus:

- The gap is wider between highs and lows in both English Language arts and Math.
- Math is our lowest area of achievement.
- ELL's need more support and additional small group time.
- Need some type of program or some resources to writing instruction school wide.

School Goals, Strategies:

School SMART Goal #1

Calvin Smith students will show increased growth on the Acadience Pathways to Progress report from Beginning of Year to Middle of Year during the 2021-2022 school year. Our goal is to increase to 60% of students that will demonstrate typical or above typical growth.

School SMART Goal #2

Calvin Smith students will show a 3% increase in proficiency in RISE Math, Science, and English Language Arts from spring 2021 to spring 2022.

Tracking School SMART Goal #1

Data Used to Track School Goal 1 & 2 (check all that apply):

RISE Proficiency Scores
 RISE Growth Scores
 WIDA Scores
 RISE Interim Scores
 Other data: Acadience
 Other data: _____

How will Goal 1 & 2 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: School-wide PLC's or Faculty meetings

How will the success of Goal 1 & 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 | Teachers will participate in LETRS training to improve Tier 1 reading instruction. This is an extensive 2 year professional learning curriculum provided by USBE to increase the use of best practices during literacy instruction. |
| Strategy #2 to accomplish this goal | The Coaching Team will conduct monthly observations focused on specific high impact instructional strategies to give teachers specific feedback and to monitor student engagement. |
| Strategy #3 to accomplish this goal | Paraprofessionals will provide instruction and support for small groups and progress monitoring. Substitutes will be hired to provide PLC time for teachers. |
| Strategy #4 to accomplish this goal | Systematically engage students and families in a <u>shared common commitment to student academic and social/emotional development</u> , then our students will more fully invest in their own learning experience and see greater academic proficiency. |
| Strategy #5 to accomplish this goal | Provide summer school during June 2021 for identified students to provide opportunity to fill learning gaps due to COVID 19. |

Reflection:

Celebration(s): Despite the challenges created by the COVID-19 Pandemic we have seen a steady growth in our students' reading scores. Teachers have learned to instruct in a variety of new ways with having to support face to face and distance learning. Teachers and students are both walking away with a greater skill set due to the challenges.

Reflection on goal(s): Our lofty goal for the 2020-2021 school year was to have 75% of our students achieving typical or above typical growth according to DIBELS NEXT Pathway to progress data between the Beginning of Year and End of Year Benchmark test. Due to the pandemic and the impacts that it has had on our students and the amount of instructional time this goal was not met.

Our preliminary ELA data for 5th and 6th grade was the closest to meeting our overall goals. We have recognized the impact of not being able to hold small groups as we have done in the past and plan to reimplement our Intervention time.

POP scores showed growth from mid-year to end of year. Adjustments were made at mid-year and phone calls were made to all distance learners who had not made typical progress so we could discuss their data and encourage them to return to in-person instruction.

Link between expenses and school success: LAND Trust funds were used to add paraprofessional support this year to support students in small groups. They were also used to hire subs to help facilitate teacher collaborations with parents.

TSSA funding was used to contract with Playworks. They helped a great deal in providing guidance to students as they worked to understand how to play safely during a pandemic. TSSA funds helped to support additional administrative support, providing an additional half

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time intern assistant principal. Remaining funds were used to purchase classroom size touch screens for the two kindergarten rooms and one first grade classroom that do not currently have Smart Boards. This will allow for teachers and students to engage in appropriate ways with the reading curriculum.

Closing learning gaps (how school will find, assess, and address student needs)

We will be providing a targeted Summer Program during the month of June 2021. Students identified below proficient in reading have been offered this service. This will include reading, writing, math, and STEM sessions. This program will be funded utilizing the last ESSER II funding, Land Trust and district reading funds. We offered this program to over 130 students in grades K-5. We utilized end-of-year testing data to identify our participants then did a core phonics survey on each to to level and group them.

Next year's funding will focus on LTRS training for all teachers and paying for our social worker to be full-time at our location. This additional social worker will allow for additional support of student social and emotional needs and development. As a result of COVID-19 we are seeing an increase of students struggling with school anxiety.