

Charleston Elementary School Improvement Plan 2019-2020

Goals based on outcomes of data and needs assessment:

1. Improve reading on grade level.
2. Increase daily attendance.

Act 83 of 2019– An Act concerning school-level improvement plans and the Right to Read Act; to mandate that a public school include in its annual school-level improvement plan a literacy component that requires the curriculum and professional development to be in accordance with the Science of Reading. By the beginning of the 2020-2021 school year, the Arkansas Department of Education shall identify and create an approved list of materials, resources, and curriculum programs for the public schools that support the Science of Reading, which the school will purchase. By the beginning of the 2018-2019 school year, the school shall provide professional development in the Science of Reading instruction for their teachers. All staff at the Elementary school will be trained in RISE, LETRS, or the Awareness of Reading by the end of 2020-2021 school year. To obtain our literacy goals, the School Improvement Team will seek collaboration with the Specialists at the Guy Fenter Education Cooperative and participate in targeted literacy trainings.

1. Reading on grade level: With all students reading at grade level as our goal, the school will host literacy parent nights, provide information through social media and newsletters, conduct family conferences, and collaborate with the public library to encourage a culture of literacy that emphasizes the importance of students being exposed to reading experiences after the school day has ended. At Kindergarten screenings, there will be conferences with each parent to give them information on reading from the RISE initiative and a packet of items that they can use with their child. Each student will also receive a book to read with their parents before beginning kindergarten.

The Charleston Elementary School Team will meet periodically to evaluate current interventions. Grade level meetings will take place on a regular basis to analyze student data for the purpose of RTI placement. We will institute locally derived essential standards and develop a more systematic approach to methods and procedures for the collection, analyzation and utilization of student data. Yearly vertical departmental meetings will be conducted for the purpose of curriculum alignment and development. The RTI small groups that were put into place during 2018-2019 will continue in 2019-2020.

| ACT Aspire | 2017 | 2018 |
|---------------------|-------------|-------------|
| Overall Index | 80.57 | 77.29 |
| Achievement | 84.15 | 77.29 |
| Growth | 83.5 | 81.47 |
| Grade Level Reading | 50.9 | 50.18 |
| Science | 52.33 | 53.82 |
| Growth in Science | 50 | 53.92 |

| Istation | March 2018 | March 2019 |
|---|--|--|
| K to 1st grade Tier 1 Tier 2 Tier 3 | 71% 16% 13% | 78% 11% 11% |
| Istation 1st to 2nd grade Tier 1 Tier 2 Tier 3 | 62% 24% 15% | 60% 19% 21% |

2. Attendance: To address our goal of increased daily attendance, the school will provide specific parent education on the importance of daily attendance at school. This will be done through social media, newsletters, parent conferences, open house, and parent nights. During parent nights the school will cover various topics to improve relations with parents and emphasize the importance of education. Each morning, any parents who have not called the office by 9:00AM to inform the school that their child is absent will be contacted by school staff. Chronic absences decreased from 80.74 to 80.57 during the 2017-2018 school year.

The Wellness Committee: After completing the School Health Index the Charleston Elementary School will work on Parent and family Engagement activities to promote health and family parenting strategies.