

Charleston Elementary School Improvement Plan 2024-25

Goals based on outcomes of data and needs assessment:

1. Improve reading on grade level.
2. Improve math proficiency.
3. 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. All staff at the Elementary school will be trained in RISE, LETRS, or the Awareness of Reading by the beginning of the 2023-24 school year. The staff will be provided with Science of Reading on an annual basis. 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.

The Charleston School District will continue to implement Foundations for Grades K-3. Foundations is a supplemental reading/spelling research-based program designed to reduce the need for later intervention by giving all students a solid foundation. Charleston Elementary will also use Heggerty and Kilpatrick for phonemic awareness for Grades K-3. Grades K-2 will build a standards-based literacy curriculum with common formative assessments to meet the five elements of the Science of Reading: Phonics, Phonemic Awareness, Fluency, Vocabulary and Comprehension.

Grades 3 – 6 purchased Wonders 2020 from the approved Literacy Programs list provided by the Arkansas Department of Education. *Wonders* empowers readers and writers to take an active role in learning and exploration, and expand their world through literacy by supporting students in building knowledge in the following areas:

1. Foundational Reading Skills
2. Phonics/Word Analysis
3. Fluency
4. Reading Literature
5. Vocabulary Development

When paired with Foundations and/or Just Words, students benefit from a researched based program which provides them with the tools necessary to become completely proficient in skills supported by the science of reading. Wilson Just Words is a concentrated word study program with an emphasis on Phonemic Awareness, alphabetic principle, word study, and English orthography. The Wilson Just Words

curriculum systematically and thoroughly teaches students about the orthography, or spelling structure of English words.

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 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 will continue in the 2024-25 school year.

Previously, the Charleston Elementary School implemented a data document for literacy and math to track student progress in lstation. We used the 5 levels of lstation for this data. The students were assessed each month in reading and math. The new interim assessment will be through ATLAS. This data will determine which students need the most intense intervention. Teachers will meet to discuss data and to observe progress of students.

The Charleston Elementary will develop an RTI committee that consists of the principal, counselor, speech pathologist, special education teacher, interventionist, and reading specialist. The mental health provider will be included if one of their students they see is presented for RTI. Classroom teachers will refer students for intervention. Based on data, the type of intervention they need will be decided and their progress will be monitored for a determined amount of time. The students will then be evaluated to see if progress was made with the intervention and if not, the committee will determine the next plan of action.

2. Improve Math Proficiency: The school will host parent nights, provide information through social media and newsletters, and conduct family conferences to emphasize the importance of Math proficiency.

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3. **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.

The Wellness Committee: After completing the School Health Index the Charleston Elementary School will work on Family and Community Engagement activities to promote health and family parenting strategies. The committee would like to recommend that the elementary school implement more physical activity in the daily curriculum.