

Yellville-Summit Elementary Ready for Learning/ Improvement Plan
2020-2021



BELIEVE-ACHIEVE-SUCCEED

Grades K-6

Calvin Mallett, Principal

Ready for Learning Plan 2020-2021

The Yellville-Summit School District is providing Blended Learning with face-to-face instruction as well as technology-driven instruction delivered by Yellville-Summit instructors. The Ready for Learning Plan describes this blended learning. A Digital Learning opportunity is also available through the Yellville-Summit Digital Learning Program. This program offers students the opportunity for complete on-line instruction through a variety of digital providers. The digital providers will also supply the teacher of record. Parents will select the initial path of instruction; however, if a student is needing to make a change, flexibility will be available.

Instruction:

Plan:

The Yellville-Summit Elementary will be using different methods of instruction to meet students' diverse needs across various platforms. Google Classroom/Buzz is the Learning Management system (LMS) teachers will use to offer blended learning of selected curriculum that aligns with essential Arkansas learning standards. Teachers will supplement core instruction in the classroom by utilizing the Arkansas Playbook, Lincoln Learning, PREZI, SeeSaw, and other selected services.

Do:

- Our Digital Learning Program will offer various platforms of instruction for offsite on-line learning. (Lincoln Learning (K-5), Red Comet (Grade 6))
- Blended Learning professional development for Google Training will be provided June and July, 2020.
- Lincoln Learning professional development will be provided August, 2020.

- Reading and Math Interventions will be delivered to all students. Individualized learning will be determined by the assessment data.
- Dyslexia services will be offered on an on-line platform to provide a continuum of services.
- IEP accommodations, modifications and related services will continue to be provided regardless of instructional modality.

Check:

- Google Training completed June 25, 2020 and July 1, 2020

Assessment:

Plan:

The Yellville Summit Elementary will assess students using a combination of STAR Early Literacy, STAR Literacy, PAST, STAR Math, and formative assessments. In accordance with state guidelines and individual student needs, the school will be utilizing the Arkansas Playbook to address learning gaps that may exist due to the extended school closure in the spring.

- Grades K-2 will assess with DIBELS, RAN, and PAST the first weeks of school. K-2 will assess with STAR Early Literacy, STAR Literacy and STAR Math for initial assessment during the state mandated testing window. Students will be reassessed mid-year and end of year.
- Grades 3-6 will assess students with STAR Reading, DIBELS, RAN, and PAST the first month of school for initial assessments. The students will be reassessed at mid-year and end of year.
- ACT Aspire Interims will be administered.
- Special Education, related services, and dyslexia will offer scheduled onsite assessments that conform to DESE and ADH guidelines.

Do:

- Assessments will be given at designated times.
- Data will be disaggregated to determine achievement gaps and students will then be instructed to close these learning gaps.

Check:

Social Emotional Support:

Plan:

The Yellville-Summit Elementary will be implementing RULER (Recognizing Emotion, Understanding, Labeling, Expressing, and Regulating Emotions) curriculum for K-6, beginning in October.

Do:

- Using G.U.I.D.E for Life, the counselor will prepare units, train teachers, and distribute materials to support emotional needs of student and staff.

- Counselor will introduce Guide for Life to students through the monthly classroom lessons.
- Principal and counselor will attend the **RULER** Approach to Social and Emotional Learning (for six weeks beginning in October)
- School Based Mental Health Services and School Based Health Clinic are available on-site.

Check:

Schedule:

Plan:

The Yellville-Summit Elementary will be following state guidelines for uninterrupted learning as well as providing face-to-face blended instruction and/or virtual learning. According to state guidelines, an intervention plan of 30 minutes for Reading and Math will be implemented each day to close the gap in last year's standards.

Do:

- Provide grade K-2 students 180 minutes of English Language Arts instruction, 60 minutes of Math instruction, and 30 minutes of Science/Social Studies.
- Provide grade 3-6 students 100 minutes of English Language Arts instruction, 100 minutes of Math, and 75 minutes of Science/Social Studies.
- A vertical Professional Learning Community (PLC) will discuss missing standards and develop a plan to close the gap within 9-14 weeks of intervention.

Check:

Teachers contacted families in July to determine the learning path of each child. For blended instruction, teachers will be prepared to incorporate Lincoln Learning as well as Google Classroom. If families choose digital learning, they will be contacted by the digital learning director.

Staffing:

Plan:

The Yellville-Summit Elementary school will survey staff for health concerns using email or REMIND to determine who is/is not planning on returning for the 2020-2021 school year. Any staff member expressing concerns is encouraged to communicate with their immediate supervisor.

Do:

- Send Email and REMIND to all staff members.
- When concerns arise, each staff member will keep an open line of communication with their immediate supervisor.
- Teachers will continue to meet with Vertical PLC's to communicate learning goals, curriculum progress, and all other needs.

Check:

- Principal sent out REMIND/Email on June 22, 2020

Communication:**Plan:**

The Yellville-Summit Elementary teachers will contact each family to collect information about instructions, communication options, as well as communication preferences. Each parent will be able to join their child's Google Classroom to stay informed about assignments and grades. Parents can also stay informed through HAC, REMIND, School Facebook page, and by Emailing Teachers directly.

Do:

- Administration to Staff: Administrator will use REMIND to notify staff
- Administrator to Family: Elementary administrator will provide a weekly update called Tuesday News Day by 4:00 p.m. in the event of off-campus learning. This will update the parents on the progress of Ready to Learn.
- Staff to Families: Teachers will contact families through REMIND, email and Google Classroom.
- Staff to Students: Teachers will utilize Google Classroom, Email, and Zoom or Google Meets

Check:

- Parents/Guardians were surveyed by the teachers the first two weeks of July.

Technology:**Plan:**

The Yellville-Summit Elementary will conduct surveys to determine the technology needs of each student to ensure each student has access to appropriate technology for blended learning using Google Classroom.

Do:

- Technology professional development will be provided.
- Technology PD day will be given in August on the Lincoln Learning LMS Platform.
- In the event of off-site instruction: Chromebooks, hotspots, and thumb drives will be available to students with technology barriers due to lack of internet access at home, family dynamics, family size, family belief system or lack of internet knowledge, or socioeconomic disadvantage.

Check:

- Google Training completed June 25, 2020 and July 1, 2020

Yellville-Summit Elementary Data 2018-2019

Strengths Regarding ESSA Results	Timeline:
School Quality and Student Success (SQSS) State Average 56.58% Yellville-Summit Elementary Average 60.68%	2019
Demographic Groups: Low-Income State Average 68.49% Yellville-Summit Elementary Average 69.86%	2019
Special Education ESSA School Index Score: State Average 55.68% Yellville-Summit Elementary 55.8%	2019

Areas to Monitor Regarding ESSA Results	
Reading on Grade Level State Average: 41.95% Yellville-Summit Elementary Average: 38.23%	2020-2021
Overall ESSA Index Score: State Average: 71.3% Yellville-Summit Elementary Average: 70.15%	2020-2021

Goal 1: Improve Overall Student Achievement

Action Steps:	Team:	Timeline:
Review and modify Essential Standards for Literacy, Math and Science.	Principal Horizontal and Vertical PLC teams	2020-2021
Professional Development activities aligned with student learning. <ul style="list-style-type: none"> • Performance Assessment • Blended Learning • RISE • Google Suite 	Administrators PLC Teams	2020-2021
Student Data analyzed and an RTI process developed and utilized.	PLC Teams Principal	2020-2021
Professional Learning Communities (PLC) collaborate with special education instructors on ways to increase student achievement	PLC Teams Principal LEA Supervisor Sp. Ed. Instructors	2020-2021
Instructors implement recommended special education suggestions to increase student achievement.	Instructors	2020-2021
Science and Social Studies Instructors implement non-fiction reading strategies and vocabulary to improve student achievement and growth in science and social studies.	Instructors	2020-2021
Continue to utilize School-wide leadership team to guide decision-making.	Instructors Administrators	2020-2021
Implement reward incentive program for daily class attendance.	Instructors Counselor Principal	2020-2021

Goal 1: Evaluation

PLC Team Agendas and Sign in Sheets	Principal Instructors	2020-2021
Essential Standards selected for subjects of ELA, Math, and Science.	Instructors	2020-2021
Evaluation of Student Data with Instructors	Instructors Administrators	2020-2021
Analyze attendance data weekly.	Principal Counselor Instructors	2020-2021

Goal 2: Improve Reading Levels of all Students (Literacy Plan)

Action Steps:	Team:	Timeline:
Analyze literacy needs of all K-6 students and place in relevant intervention programs (Tiers 1, 2, & 3).	Instructors Principal	2020-2021
Provide professional development to help improve reading skills (in accordance with the Science of Reading Initiative).	OUR COOP Literacy Specialist AR IDEAS Portal	2020-2021
All K-6 instructors include R.I.S.E concepts in their professional growth plan (PGP) goals.	Instructors Principal	2020-2021
Heggerty Phonemic Awareness Curriculum implemented in K-2.	Instructors	2020-2021
All K-2 instructors create and implement the use of sound walls in their instruction.	Instructors	2020-2021
Saxon Phonics implemented into all K-3 Classrooms for phonics instruction.	Instructors	2020-2021
K-2 Instructors implement use of decodable readers in their classroom until leveled text are appropriate developmentally.	Instructors	2020-2021

K-6 instructors assessed by a Science of Reading Assessor for proficiency.	Science of Reading Assessor Instructors	2020-2021
K-6 instructors coached through the Science of Reading Assessment Process.	Instructors Principal Curriculum Director	2020-2021
K-6 grade students screened for markers of Dyslexia. Interventions provided where applicable. Students re-evaluated on an annual basis.	Instructors	2020-2021

Evaluation of Goal 2:

Professional Development records of Science of Reading training.	OUR COOP AR IDEAS portal	2020-2021
Professional Growth Plans developed with RISE initiative incorporated.	Instructors Principal	2020-2021
Conduct classroom observations of the implementation of Saxon Phonics and Heggerty Phonemic Awareness.	Instructors Principal	2020-2021
K-6 Student Test Data for Reading Placement in Tier 1, 2, and 3 intervention programs.	Instructors Principal	2020-2021
Analyze reading test scores to determine success of school literacy plan.	PLC Teams Instructors Principal	2020-2021

Goal 3: Developing a High Reliability School

Action Steps:	Team:	Timeline:
Complete the High Reliability School Survey Level 1 by parents, staff, and students.	Parents Instructors Students	Spring 2019
Complete the High Reliability School Survey Level 2 by parents, staff, and students.	Parents Instructors Students	Spring 2020

Review the High Reliability School Surveys by the School Leadership Teams.	School Leadership Teams	2020-2021
Continue true process of implementation of a school-wide Professional Learning Community (PLC)	Instructors Administrators Horizontal and Vertical PLC teams	2020-2021
Professional development designed to support the needs of the instructors.	Students Instructors Principal Parents	2020-2021
Teachers encouraged to observe in other classrooms focusing on more effective classroom instruction to implement in their own classrooms.	Instructors Principal	2020-2021
Acknowledge highlights of the school and individual student/staff on the district web page and Facebook as appropriate.	Instructors Principal	2020-2021

Evaluation of Goal 3:

Agendas and Sign in Sheets to reflect the School Leadership Teams analyzing the data.	School Leadership Teams Instructors Parents	2020-2021
Teacher observation logs of other classrooms.	Principal Instructors Students	2020-2021
Re-administer the High Reliability School Survey and compare results with previous survey.	Students Parents Instructors Administrators	Spring 2021
Agendas, sign-in sheets, and minutes for PLC meetings.	PLC members	2020-2021

Goal 4: Family and Community Engagement (FACE) Plan

Work to involve and engage parents/guardians in many aspects, including school improvement planning, annual evaluation of committee efforts, updates with policies and implementation of appropriate activities, as well as providing resources to parents and the opportunity to share any concerns.	Instructors Principal FACE committee members	2020-2021
Teach/reiterate effective strategies for family and community engagement and designate a facilitator to work with staff members to ensure best practices.	Instructors Principal Facilitator	2020-2021
Develop a school-parent-student compact to share responsibility for improving student academic achievement and develop a partnership between all parties involved.	Instructors Parents Students	August 2020
Provide opportunities for parent participation through volunteering and innovating scheduling.	Instructors Principal Parents Facilitator	2020-2021
Provide instruction to parents/guardians on incorporating appropriate learning activities in the home environment and use of websites and tools for learning.	Instructors Parents FACE committee members	2020-2021
Provide parents with log-in information for the Home Access Center (HAC) to obtain grades, homework, missing work, upcoming due dates, teacher contact information, etc.	Instructors Counselor	August 2020
Share with parents/guardians summaries and explanations of test scores, progress reports, report cards, and invitations to school activities.	Instructors	2020-2021
Use findings from evaluation processes to make	FACE committee members Principal	2020-2021

recommendations for policy revisions for future school years.		
Use appropriate communicative media to publish information related to meetings, trainings, events, etc.	Instructors Principal FACE committee members	2020-2021
Form partnerships between the school and local businesses, civic groups, and alumni for the purpose of advice and guidance for school improvement.	Instructors Principal FACE committee members	2020-2021
Provide computers to families where needed and make hotspots available for at home internet access.	Technology Department Principal Facilitator	2020-2021

Evaluation of Goal 4:

Agendas and Sign in Sheets to reflect family and community involvement.	Instructors Parents Facilitator	2020-2021
Copy of the school-parent-student compact filed in students' folders in office.	Principal Secretary Facilitator	2020-2021
Maintain volunteer log.	Principal Secretary Facilitator	2020-2021
Minutes of meetings showing changes in relevant policies.	Facilitator FACE committee members	2020-2021
List of computers and hotspots checked out from campus.	Technology Department	2020-2021