

Izard County School District School Improvement Plan

Focus

Every school in the Izard County School District will improve their rating one level as provided by the ESSA index.

Goals

By July 2020, each student will improve their STEM and Literacy scores by 3% over their 2019 score as measured by ACT Aspire and Aspire formative assessments. Students in grades K-2 will show iStation scores along a steady growth trajectory.

Evidence-based Practices

Arkansas Math Quest will be utilized to improve math scores in grades 3-12. This is a program initiated through the Arkansas Department of Education in which math teachers will be trained to better instruct problem solving and higher-level thinking skills to students to better their overall understanding of math skills.

The Arkansas RISE initiative will be utilized to raise the literacy level of each student. This initiative has been developed and implemented through the Arkansas Department of Education.

Timeline

This school improvement plan spans the time frame from June 2019- July 2020. Each school will review and monitor the plan through collaborative team sessions. District-level monitoring will occur monthly with the District PLC team.

Evaluation

A comprehensive needs assessment is done annually by the district and each school that identifies the areas in which the district and schools will focus. The building level teams meet once a month to discuss data, instructional practices, and current research to assess the current needs of the school. Additionally, the schools have PLC's that meet monthly to focus on strategies to improve instruction in the classroom. Researched-based reform strategies are directly aligned with the needs assessment. PLC's will study Marzano's *Leading a High Reliability School* and will implement his strategies in schoolwide reform. Improvement plans focus on core academic areas that address the needs of all students, especially those that are at risk.

Izard County Elementary School

All teachers in grades kindergarten through second grade have been trained in Apple Connections OG in 3D, a program that provides explicit and systematic phonics instructions. This program is used in dyslexia interventions as well. In this way, the phonics curriculum will be coherent and cohesive across whole class instruction, small group intervention, and dyslexia interventions. In addition, the state has identified phonemic awareness as a skill in which

struggling readers need richer and deeper development. In response to this research, students who are identified as struggling readers in grades kindergarten through second will receive additional phonemic awareness interventions. Students in grades 3-4 have a forty-five minute block each day within which they receive either interventions or extensions according to individual ability. Through grades kindergarten through fourth, students work with Istation's reading program in addition to face-to-face interventions. In Istation, students are assessed each month to determine growth and current ability level. Subsequent instruction through the month is at that ability level to grow students according to individual ability. Vocabulary is addressed using Isabel Beck's vocabulary model. The remaining literacy components- comprehension, fluency, and writing- are addressed through robust tier one instruction and remediated in small group interventions by classroom teachers.

ACT Aspire Data 2018/2019						
Grade	English	Math	Science	Reading	ELA	STEM
3rd	77.1	71.4	68.6	51.4	51.4	28.6
4th	41.7	41.7	30.6	19.4	19.4	11.1

ACT Aspire Data 2017/2018						
Grade	English	Math	Science	Reading	ELA	STEM
3rd	61.8	47.1	32.4	20.6	26.5	14.7
4th	69.7	57.6	42.4	45.5	33.3	24.2

Izard County Middle School

The building level teams meet once a month to discuss, data, instructional practices, and current research to assess the current needs of the school. Additionally, the schools have PLC's that meet monthly to focus on strategies to improve instruction in the classroom.

Researched-based reform strategies are directly aligned with the needs assessment. In our PLC's, we are studying Marzano's High Reliability Schools and implementing his strategies in schoolwide reform. Improvement plans focus on core academic areas that address the needs of all students, especially those that are at risk.

The district and schools evaluate the plans effectiveness throughout the school year by monitoring the academic achievement of all students. We evaluate whether the goals of the plan are achieved through professional development, peer review, and monitoring of school

improvement plans. Each teachers' data is reviewed and compared to other teachers in the district and teachers in our local educational cooperative area.

ACT Aspire Data 2018/2019						
Grade	English	Math	Science	Reading	ELA	STEM
5th	74.0	43.0	40.0	45.0	42.1	7.9
6th	76.0	53.0	51.0	33.0	47.6	16.7
7th	89.0	33.0	36.0	31.0	47.2	13.9
8th	77.0	49.0	50.0	47.0	45.5	18.2

ACT Aspire Data 2017/2018						
Grade	English	Math	Science	Reading	ELA	STEM
5th	76.0	32.0	50.0	42.0	50.9	13.2
6th	82.0	54.0	51.0	56.0	46.2	12.8
7th	84.0	49.0	51.0	41.0	51.4	16.2
8th	74.0	58.0	42.0	45.0	60.5	15.8

Izard County High School

A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly. Interim tests are given to students throughout the school year and the Instructional Teams will review the results of these tests to make decisions about the curriculum and instructional plans. They will also use the results of these tests and ACT Aspire to identify students in need of intervention, both students in need of tutoring/extra help and students needing enhanced learning opportunities. The high school has in place a 45 minute student success period where those students in need of intervention are given extra instructional time during the school day and also have on and off campus tutoring set up for students needing extra help two to three times per week. Student progress is monitored

throughout the school year in order to identify those students who may become at risk and in need of extra instructional time.

ACT Aspire Data 2018/2019						
Grade	English	Math	Science	Reading	ELA	STEM
9th	68.3	36.6	41.5	36.6	48.8	7.3
10th	66.7	19.4	44.4	41.7	52.8	11.1

ACT Aspire Data 2017/2018						
Grade	English	Math	Science	Reading	ELA	STEM
9th	52.9	29.4	32.4	35.3	44.1	5.9
10th	46.2	26.9	19.2	26.9	26.9	15.4

ACT Data 2018/2019	
<u>Subject</u>	<u>Average Score</u>
English	21.3
Math	19.5
Reading	21.6
Science	20.8
Composite	20.1

ACT Data 2017/2018

<u>Subject</u>	<u>Average Score</u>
English	20.1
Math	19.8
Reading	20.9
Science	19.7
Composite	20.2