



DREW CENTRAL ELEMENTARY SCHOOL SCHOOL IMPROVEMENT PLAN

2021-2022



Back to School Plan for DCE

Vision: “BUILDING LIFE-LONG LEARNERS!”

Mission: “DCE will provide leadership, support, high quality learning experiences, and student-focused education to prepare all students for career, college, and community success.”

Literacy Plan 2021-2022

Goal	Tasks	Person Responsible	Evaluation
Student Growth – The number of students achieving ready/exceeding and/or achieving growth in math, reading/writing, English and science will increase by at least 10%.	1. Teachers will identify and align essential standards in each content area, planning for lost learning from the previous school year. Aligned curriculum for literacy and math will be implemented in K-4.	1. Classroom teachers, teacher leaders and facilitators	1. Students will be assessed on a regular basis to assess growth in math, reading/writing, English and science.

	<p>2. Teacher leaders will facilitate the process with teachers in analyzing summative data from the ACT Aspire test and lead ongoing professional development in best practices.</p>	<p>2. Teacher leaders, classroom teachers, assistant principal, principal, and NIET support staff</p>	<p>2. Administrators and NIET support staff will analyze data</p>
	<p>3. Teachers will analyze classroom formative assessments weekly at their PLC meetings.</p> <p>4. Implement the Science of Reading (SoR) in all reading literacy, and content classes.</p> <p>5. Common formative and summative assessments will be created for each content area.</p> <p>6. Students (SPED, dyslexia, speech, GT) who are virtual will be assessed through virtual means.</p>	<p>3. Classroom teachers and facilitators</p> <p>4. Classroom teachers, principal, assistant principal & Co-op specialists</p> <p>5. Classroom teachers, facilitators, Co-op Specialists, principal and assistant principal</p> <p>6. SPED teachers & staff, SPED LEA Supervisor, dyslexia therapist, GT teacher, and principal</p>	<p>3. Data will be evaluated weekly during the PLC.</p> <p>4. The leadership team will evaluate the PLC meetings for effective data disaggregation.</p> <p>5. Each content area will have common formative and summative assessments in place.</p> <p>6. Meetings will be documented in students records, IEPs, etc.</p>

	<ol style="list-style-type: none"> 7. K-4 teachers will continue implementing Illustrative Math (IM) in their math classrooms during the 2021-2022 school year. Illustrative Math is vertically aligned K-12. 8. Facilitators will lead teachers in analyzing summative data from the ACT Aspire test. 9. Utilize i-Ready assessments, lessons and diagnostics to assist in fluency, remediation, enrichment and interventions. 10. A 30 minute RTI period is established to work on weak areas in math, literacy, and science according to formative classroom assessments as well as summative state data. 11. Special services (GT, dyslexia, special education, OT, PT, speech, etc.) will be provided. 12. Instructional schedules will be set to allow adequate time for core course instruction and remediation. 	<ol style="list-style-type: none"> 7. Classroom teachers, math facilitator, Co-op specialist & IM representatives 8. Certified teachers, assistant principal, principal and facilitators 9. Teachers (including SPED teachers), assistant principal, and principal 10. Classroom teachers, facilitators, Co-op specialists, assistant principal and principal 11. LEA SPED Supervisor, SPED teachers, principal and assistant principal 12. Teachers, principal, assistant principal and classroom teachers 	<ol style="list-style-type: none"> 7. Annual reviews of the effectiveness of the IM program based on ACT Aspire data, i-Ready data and ESSA scores. 8. Success of student growth will be based on ACT Aspire scores/I-Ready and an improved ESSA Index. 9. Services will be documented for each student receiving such services. 10. Schedules will be evaluated periodically to check for adequate time for instruction. 11. Special services schedules 12. Instructional schedules with minutes per subject indicated. 13. Program data reports will indicate the time spent on content and passing percentage.
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	<p>13. Each student will be provided with a Chromebook to use in the classroom for i-Ready lessons and other programs to assist in remediation, enrichment and interventions.</p>		
<p>Reading Growth – The number of students reading on grade level will increase by at least 10%.</p>	<ol style="list-style-type: none"> 1. Reading/literacy programs have been adopted for the 2021-2022 school year: Benchmark Readers and Writers Workshop (K-4) for Core, Foundations (K-3) for phonics and Vocabulary Surge (3rd & 4th) for phonics/morphology. 2. Reading levels will be evaluated through formative assessments, iReady and other classroom assessments. 3. The Science of Reading (SoR) will continue to be implemented in K – 4. The principal will continue the process of evaluating teachers. 4. Coordinate dyslexia interventions with the dyslexia interventionist. 5. Teachers will analyze classroom formative 	<ol style="list-style-type: none"> 1. Teacher leaders, classroom teachers and facilitators 2. Classroom teachers, literacy facilitator, coop literacy specialists, and principal 3. Classroom teachers, literacy facilitator, coop literacy specialists, and principal 4. Dyslexia Therapist and principal 5. Classroom teachers, facilitators and principal. 6. Classroom teachers, Library Media Specialist, Dyslexia Therapist, Literacy Facilitator, assistant principal, and principal 	<ol style="list-style-type: none"> 1. Data will be evaluated weekly during the PLC. 2. The leadership team will evaluate the PLC meetings for effective data disaggregation. 3. Annual reviews of the effectiveness of each program based on ACT Aspire data, iReady formative and summative assessments, and ESSA scores. 4. Student data will be analyzed. 5. PLC minutes and data reports 6. Books given to students for “DCE Reads One Book”

	<p>assessments weekly at their PLC meetings.</p> <p>6. Wide reading by students will be promoted using various methods.</p>		
<p>Student Behavior/Social Emotional Support – The number of discipline referrals will be decreased by 10% by the end of the 2021-2022 school year.</p>	<ul style="list-style-type: none"> • P.B.I.S. will continue to be implemented to reinforce positive behaviors and provide interventions for students with behavior challenges. • Character Education will be implemented following the G.U.I.D.E. model as outlined by DESE. G.U.I.D.E. for Life 	<ul style="list-style-type: none"> • PBIS Team, Leadership team, Principal, & Classroom Teachers • Leadership team, Principal, Counselor & Classroom Teachers 	<ul style="list-style-type: none"> • Discipline data will be analyzed quarterly or as needed during the leadership team meetings. • Students' involvement and progress in the G.U.I.D.E. for Life model will be evaluated at each step of the program. The leadership team/PBIS team will analyze data.
<p>Attendance – The number of students who have chronic absenteeism will be decreased by at least 10%.</p>	<ol style="list-style-type: none"> 1. The Pirate Challenge will be implemented to reward students for excellence in attendance. 2. Attendance data will be monitored weekly. 3. Schedules will be analyzed, coordinating pull out services for speech, dyslexia interventions, OT/PT, and special education services to minimize the amount of classroom instruction that is missed by any student. 	<ol style="list-style-type: none"> 1. Principal, Leadership Team, Classroom Teachers, & Principal's Secretary or designee. 2. Principal's secretary or designee 3. Counselor, Special Education Supervisor 	<ul style="list-style-type: none"> • Attendance data will be analyzed during the leadership team meetings and the PAC meetings. • The Attendance Secretary will track attendance and notify the principal and teacher of concerns. <p>Schedules that protect classroom instruction</p>

<p>Excellence in Teaching (NIET) – If Drew Central district leadership and school leadership build, communicate, and calibrate on a shared vision for the elements of effective instruction and use high-quality instructional materials and build capacity of teachers, then there will be an increase in student engagement with standards-aligned materials, resulting in increased student achievement.</p> <p>DCES will engage in professional learning on shared instructional leadership and instructional best practices and then support alignment of these practices while implementing high quality curriculum and instructional materials.</p>	<ul style="list-style-type: none"> ● DCES will identify a common language that describes prioritized instructional best practices to promote student engagement and offer training opportunities for all teachers. ● Teachers will receive support and coaching on incorporating strategies that enhance student engagement. ● Teachers will incorporate high quality instructional materials that are aligned to content standards. ● Increase active student engagement in classes to 75% through the use of identified instructional best practices. ● The district will develop an implementation rubric for Illustrative Math and utilizes it to monitor and support curriculum implementation in classrooms. 	<ul style="list-style-type: none"> ● NIET support staff, teachers, teacher leaders, assistant principals, and principals 	<ul style="list-style-type: none"> ● Student engagement will increase in the following ways: <ul style="list-style-type: none"> ○ Reduced absenteeism ○ Reduced discipline referrals ○ Reduced failure rate
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