

Berryville Public School Improvement Plan

School: Berryville Intermediate School

Year: 2018-2019

Goal # 1: Engage teachers in aligning instruction with standards and benchmarks

(What do we hope to accomplish?)

Current Reality: Where Are We Now

- ❖ Added a School Improvement Specialist and Curriculum
- ❖ Added a Dyslexia Coordinator
- ❖ Added an additional Math and an additional Literacy Instructional Facilitator
- ❖ Established a district curriculum team
- ❖ Established a district instructional team to work on curriculum documents.
- ❖ Established grade level curriculum alignment teams for literacy and math
- ❖ Alignment teams have met twice this year to begin aligning standards K-12
- ❖ Purchased curriculum platform (Chalk.com) to house curriculum documents
- ❖ Instructional teams worked with Chalk on template to be used within platform
- ❖ Instructional team continues to review evidence based resources and curriculum
- ❖ Implemented literacy and math instructional blocks
- ❖ Instructional team received training in the lesson study process and presents at PLC to elicit volunteers.
- ❖ IFs and volunteer math, literacy and science teachers have been working on implementing this lesson planning process to improve instructional practices.
- ❖ Train Teachers in the Science of Reading
- ❖ Planning district wide reading initiative
- ❖ Implemented 10 Bobcat Traditions to build character and community responsibility
- ❖ Built a state of the art outdoor classroom to be used for instruction

After reviewing the current data and trends, the district instructional team developed two district goals and then working in conjunction with the school's Indistar Leadership Team selected two additional school goals, and then develop an action plan for each goal which is detailed in the charts below. The following components are addressed in each goal.

- **Actions: Plan-** (Brainstorm and Prioritize)
- **What PROJECTS Will it Take to Get There**
 - (Resources- Time, People, \$)
 - (Organizational Supports)
 - (Knowledge and Skills- PD)
 - (Resisting forces to address)
- **Timeline-** (When will it take place?)
- **Who-** (Who will be responsible?)
- **How We'll Know If We Are Successful-** (Systems for data collection and analysis. Evaluation to ensure quality implementation and sustainability)

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	<ul style="list-style-type: none"> ❖ Continue to improve the routines of the math block ❖ Align Eureka Math modules and focus on the specific lessons 			
<p>Literacy Focus</p> <ul style="list-style-type: none"> ❖ Implement updated schedules to include an uninterrupted phonics and word study block which will be taught at the beginning of the literacy rotation. ❖ Continue the implementation of Phonics First ❖ Purchase Michael Heggerty Phonemic Awareness Curriculum ❖ Implement the use of phonemic awareness in small group instruction to intervene with struggling readers. ❖ Implement Empowering Writers Curriculum ❖ Teachers will begin RISE (The Science of Reading) training this summer ❖ Implement Structures ❖ Update and expand bookroom 	<p>Literacy Focus</p> <ul style="list-style-type: none"> ❖ Teacher will maintain the integrity of the literacy block ❖ Teachers will continue implementing Phonics First, incorporating decodable books, early in the literacy block. Phonics should be stressed in every other literacy component. Literacy IF will continue conducting fidelity checks and offering coaching tips ❖ Literacy IF will train teachers with the Michael Heggerty Phonemic Awareness Curriculum. ❖ Teachers will begin to implement Empowering Writers <ul style="list-style-type: none"> ○ Third grade will focus on narrative ○ Fourth grade will focus on expository writing ○ Fifth grade will focus on opinion/argumentative ❖ 4th and 5th grade teachers will implement structures ❖ Continue to improve literacy block ❖ Update and expand the bookroom to add decodable books and trade books to support Empowering Writers and Everyday Editing 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>June 5-7</p>	<p>Ogden</p> <p>Ogden</p> <p>Ogden</p> <p>Ogden</p> <p>Geran</p>	<p>Schedules</p> <p>Increased reading achievement on Isation</p> <p>Lesson plans</p> <p>Lesson plans</p> <p>PLC agendas</p> <p>Student writing samples</p> <p>i-Reading , Reading Plus data</p> <p>Teachers utilizes the resources from the book room</p>
<p>Continue to promote the 10 Bobcat Traditions</p>	<ul style="list-style-type: none"> ❖ Teachers will incorporate the 10 Bobcat Traditions in the routines and lessons of the classroom ❖ School counselor will teach lessons tied to the 10 Bobcat Traditions ❖ Celebrations will be planned for monthly assemblies utilizing a free flow design in which 	<p>Ongoing</p>	<p>Geran</p> <p>Non-Core Teachers</p>	<p>Lesson plans</p> <p>Lesson plans</p> <p>Social Media Release</p> <p>Decrease in discipline referrals</p>

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Berryville Intermediate School 2018-2019 Job Chart for Goal #1 (DO)

(School Name)

Engage teachers in aligning instruction with standards and benchmarks **PROJECT**

ACTION PLAN

What?	Who?	When?	Confirmation/ Communication
Provide "Release Time" each quarter to work on alignment, units, pre/post-tests, and design activities.	<p>Lit Alignment Team-Williams, Hutchison, Johnson, Logan, Kesler, Sharp, Sayer, Phillips, Albertson, High, Lindsey, Sugg, Harrison, Turner, Zaloudek, Ogden</p> <p>Math Alignment Team-Curtis, Kartes, Zeman, Kidwell, Curtis, O'Dell, Davis, Cole, Ferguson, Colbert, Weaver, Mease, Brown, Feltmann</p>	Quarterly	
Designated PLCs time for IFs to work with grade level teachers <ul style="list-style-type: none"> o Horizontal Alignment o Research based instructional strategies 	Grade level teams, principal, instructional facilitator	Weekly	
Instructional facilitators will seek out evidence based resources, curriculum, and instructional strategies with the greatest effect size (may require training or professional text to train teacher during PLCs)	Heather Ogden and Jill Jones	Ongoing	
Teachers attend appropriate professional development aligned to PGP.	All K-5 teachers	Ongoing	
Train teachers using Chalk.com	All K-5 teachers	Jan 2, 2018	
Provide release time for teachers to participate in lesson study and observe each other teachers	Volunteer teachers, Heather Ogden, Jill Jones	Ongoing	
Implement District Wide Reading Initiative	Heather Ogden and Christy Graham	Aug 2018- May 2019	
Expand the bookroom	Heather Ogden	Sept 2019	

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School: Berryville Intermediate School

Year: 2018-2019

Goal # 2: Provide a tiered system of instructional and behavioral supports and interventions with an emphasis on Math and Literacy Achievement; Focus on improving grade level reading.
(What do we hope to accomplish?)

Current Reality: Where Are We Now

- ❖ Implemented a reliable and valid system-wide screening process for academics by a tool to identify students' specific needs for targeted instruction.
- ❖ Updated the Response to Intervention RTI (three-tiered system) that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers to align with the K-5 schools.
 - Instructional facilitators (IF), school improvement specialist (SIS), Apryl Harmon (Sped Supervision), and Kim Ray (Dyslexia Coordinator) met to refine the Response to Intervention (RTI) process. Reviewed Script programs documentation.
 - IFs and SIS created RTI packets which included documents, aligned with K-5, to track student data and prescribed interventions.
 - Reviewed Istation data to determine initial WIN placement.
 - Implemented a 25 minute WIN time to be used for remediation and a flex time for students.
 - Teachers use a Google document to track students throughout the WIN rotations.
 - Continue to assess RTI students in math with Assessing Math Concepts and provide targeted intervention with Developing Number Concepts and Number Talks.
- ❖ Developed an RTI team to review data and make instructional decisions for students.
 - RTI meetings were held at 6 and 12 weeks to review data and make instructional decisions for students. Students not making adequate progress after 12 weeks were referred for Special Education or Dyslexia testing.

After reviewing the current data and trends, the district instructional team developed two district goals and then working in conjunction with the school's Indistar Leadership Team selected two additional school goals, and then develop an action plan for each goal which is detailed in the charts below. The following components are addressed in each goal.

- **Actions: Plan-** (Brainstorm and Prioritize)
- **What PROJECTS Will it Take to Get There**
 - (Resources- Time, People, \$)
 - (Organizational Supports)
 - (Knowledge and Skills- PD)
 - (Resisting forces to address)
- **Timeline-** (When will it take place?)
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Actions: Plan	<u>What PROJECTS</u> Will it Take to Get There	Timeline	Who	How We'll Know If We Are Successful
Academic RTI:	Academic RTI:			
<ul style="list-style-type: none"> ❖ Continue to refine the use of i-Ready data as one screening systems and progress monitoring tool for Literacy and Math ❖ Work to target students' specific needs to improve WIN RTI Tier II remediation time <ul style="list-style-type: none"> ● Use data to target student remediation in "WIN" Tier II instruction ● Refine the process to determine placement of students for Tier II and Tier III interventions ● Create If. . .then Math and Literacy Charts to help refine and improve the RTI (three tiered) process to be more targeted to meet students' need ● Teachers use evidence-based instruction and a variety of instructional modes for targeted remediation in Tier 1, 2, and 3 	<ul style="list-style-type: none"> ❖ Refine WIN Time remediation <ul style="list-style-type: none"> ● Screen and progress monitor students using i-Ready and Reading Plus ● Teachers will use data to plan for targeted interventions ● RTI students will be assigned to Tier II or Tier III teachers for specific targeted interventions ● SIS and Dyslexia Coordinator will work with IFs to create an If. . .then document to aide teachers in identify reading and math difficulties and determine the best interventions for identified weaknesses ● Teachers will use evidence-based instructional programs 	Ongoing	Jones Ogden All core teachers	<p>Istation Data ACT Aspire</p> <p>"WIN" lesson plans</p>
<p>Continue to improve and streamline the RTI process.</p> <ul style="list-style-type: none"> ● Review and discuss progress of RTI students with previous grade at the beginning of the year ● RTI teams will continue to meet, analyze data, and determine the best instructional decisions for students ● Use the i-Ready and Reading Plus to progress monitor to progress monitor RTI students monthly ● Train IFs and teachers to begin to utilize the Script program to document and track student information and data 	<p>Allow time for teachers to talk about RTI student progress</p> <ul style="list-style-type: none"> ● Allow teachers to meet with previous teachers to discuss progress on RTI in PLC ● IF will work with teachers to ensure understanding of the RTI process, the utilization of data in determining best instructional decisions and assigning evidence-based instruction ● Hold RTI meetings every 6 and 12 weeks to review monthly progress monitoring. Sped or Dyslexia referrals will be made for students not making adequate progress. ● Train Teachers in the use of Script during PLCs 	Ongoing	Jones Ogden All core teachers	PLC agendas and notes

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<p>Piloting Integrated Learning System (iLs) to target specific students for remediation and determine if this is a valid and reliable system to assist some of our struggling students</p>	<p>Mrs. Geren and a few selected teachers will be trained to use the Integrated Learning System (iLs) which</p> <ul style="list-style-type: none">● is designed essentially to rewire the brain through specific and repeated stimulation,● builds neurological pathways and synaptic activity at any age.● influences the following<ul style="list-style-type: none">○ Reading○ Sensory Processing○ Speech○ Learning Ability○ Attention and Regulation○ Auditory Processing			<p>i-Ready, Reading Plus, and Lexia data</p>
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Berryville Public School Improvement Plan

Berryville Intermediate School

(School Name)

2018-2019 Job Chart for Goal #2 (DO)

Provide a tiered system of instructional and behavioral supports and interventions with an emphasis on Math and Literacy Achievement; Focus on improving grade level reading. PROJECT

ACTION PLAN

What?	Who?	When?	Confirmation/ Communication
Screen students in Math and Literacy	All Core Teachers	September	
Identify students' specific needs for targeted instruction using Istation data	All Core Teachers	Ongoing	
Progress monitor RTI Students	ALL Core Teachers	September	
Create If. . .then Math and Literacy Charts to help refine and improve the RTI (three tiered) process to be more targeted to meet students' need	Ogden, Jones, Graham, Ray	Ongoing	
Ensure evidence based instructional strategies and curriculum is being used for targeted interventions	Geren, Ogden, Jones	Ongoing	
Establish collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instructions across all tiers	Geren	Ongoing	
Train teachers to use Script Platform	Ogden, Jones	September	
Purchase Integrated Learning System, train selected teachers, purchase three learning systems	Geren, Graham	April-June	

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School: Berryville Intermediate School

Year: 2018-2019

Goal # 3: Align classroom observation with evaluation criteria and professional development

(What do we hope to accomplish?)

Current Reality: Where Are We Now

- ❖ The school currently uses non-evaluative McRel Powerwalk Throughs
 - The data is sent to principals four times
 - Data is shared with staff
- ❖ Principals and IFs currently conduct non-evaluative observation using McRel
- ❖ District instructional team and building principals currently determine the professional development needed in the building
- ❖ Principal currently observes indicators of effective teaching and classroom management
- ❖ IFs have attempted some instructional rounds
- ❖ The intermediate school began participating in Lesson Study with the support of the University of Arkansas this year
 - Several volunteer teachers participated in literacy and science
 - The school will continue expanding lesson study to other teachers next year.

After reviewing the current data and trends, the district instructional team developed two district goals and then working in conjunction with the school's Indistar Leadership Team selected two additional school goals, and then develop an action plan for each goal which is detailed in the charts below. The following components are addressed in each goal.

- **Actions: Plan-** (Brainstorm and Prioritize)
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Actions: Plan	<u>What PROJECTS</u> Will it Take to Get There	Timeline	Who	How We'll Know If We Are Successful
The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.	<ul style="list-style-type: none"> ❖ The District will evaluate its use of the non-evaluative McRel Powerwalk Throughs and looking at a couple of alternatives ❖ A decision will be made in the near future, so the school can continue to collect non-evaluative observations ❖ The data will be collected and shared multiple times with faculty and staff. 	Summer 2018	Geren Graham	McREL data ACT Aspire i-Ready Reading Plus
The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.	<ul style="list-style-type: none"> ❖ Principal will compile a bullet list of strengths and weakness as determined from informal, formal, or McRel observation data without revealing teacher names ❖ Principal will share the data with the leadership team and they will work to determine the most appropriate PD needs of the teachers 	End of year	Geren Leadership Team	Observation data
Professional development for teachers include observation by principal and peers related to indicators of effective teaching and classroom management.	<ul style="list-style-type: none"> ❖ Professional Development survey will be sent out to determine PD needs of teacher. ❖ Principal will continue informal and formal observations ❖ Implement instructional rounds to get teachers observing teachers effective instructional practices and classroom management ❖ Observations could include McRel, fidelity checklist, or other forms determined necessary to complete an effective observation ❖ Teachers will debrief about the observation 	End of year Ongoing	Geren IFs	Survey results Instructional round notes Conversations with teachers Classroom Observation
The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.	<ul style="list-style-type: none"> ❖ IFs will continue to work with volunteer staff to participate in lesson study and instructional rounds. ❖ IFs will focus PLCs and professional development days on observed instructional needs and concerns as determined by the teacher and classroom observations 	Ongoing	Geren IFs	Lesson Plans Lesson Study observation feedback PD Agendas

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2018-2019 Job Chart for Goal #3 (DO)

(School Name)

Align classroom observation with evaluation criteria and professional development **PROJECT**

ACTION PLAN

What?	Who?	When?	Confirmation/ Communication
Evaluate McRel and determine which non-evaluative system the district would like to use	Administrative Team	Sept/Oct	
Principal will routinely make informal and formal observations.	Geren	Ongoing	
Professional Development survey will be sent out to determine PD needs of teacher.	IFs and Geren	Quarterly	
Data from observations will be compiled and shared with faculty and staff.	Geren	Quarterly	
A bullet list of strengths and weakness as determined from informal, formal, or McRel observation data will be compiled without revealing teacher names.	Leadership team	Quarterly	
The leadership team will evaluate the data and determine the most appropriate PD needs of the teachers	Leadership team	Quarterly	
PLCs and PD will be planned to meet the instructional needs and concerns as determined by the leadership team using teacher and classroom observations	IFs and Graham	Ongoing	

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School: Berryville Intermediate School

Year: 2018-2019

Goal # 4: Assess student learning frequently with standards-based assessment

(What do we hope to accomplish?)

Current Reality: Where Are We Now

- ❖ The school currently tests students monthly using Istation ISIP assessment and reviews the data each month in PLCs.
- ❖ The school purchased i-Ready and Reading Plus to replace Istation.
- ❖ Teachers use multiple formative assessments at the beginning of the year to identify additional weaknesses.
 - Phonics 1st Diagnostic/ layer spell check
 - Rapid Naming
 - Initial phonemic awareness screener (PAST)
- ❖ Teachers currently set classroom and individual student goals.
- ❖ Implemented standards-based report cards for third grade.

After reviewing the current data and trends, the district instructional team developed two district goals and then working in conjunction with the school's Indistar Leadership Team selected two additional school goals, and then develop an action plan for each goal which is detailed in the charts below. The following components are addressed in each goal.

- **Actions: Plan-** (Brainstorm and Prioritize)
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Actions: Plan	<u>What PROJECTS</u> Will it Take to Get There	Timeline	Who	How We'll Know If We Are Successful
The school tests each student at least 3 times a year to determine progress toward standards-based objectives.	<ul style="list-style-type: none"> ❖ The school will make a transition back to i-Ready for math and literacy using the diagnostic and using the progress monitoring tool for math only. ❖ The school will purchase Reading Plus to be used for progress monitoring for lit. Students who are not ready will be placed in Lexia. ❖ The school will continue to assess monthly using the i-Ready for math, Reading Plus, and Lexia assessment. ❖ Science will assess 3 times a year using ACT Aspire interims. ❖ Teachers will use multiple data sources to drive instructional decisions <ul style="list-style-type: none"> o Classroom formative assessment o ACT Aspire 17-18 data o ACT Interims for science o i-Ready- Math and Lit o Reading Plus o Reading screeners 	September January April	Geren	i-Ready Completion Report i-Ready data ACT Aspire data
Yearly goals are set for the school by the Leadership Team, utilizing student learning data.	<ul style="list-style-type: none"> ❖ The Leadership team will set school goals utilizing the 18-19 i-Ready Diagnostic 1 scores. ❖ Teachers will continue to set classroom and individual goals and add grade and building level goals using i-Ready data for literacy and math. 	Yearly Three times a year	Geren Spears Brewer Jackson	Goal tracking sheet
Leadership team monitors school-level student learning data.	The Leadership team will monitor school-level student learning data using monthly i-Ready, Reading Plus, and Lexia data.	Ongoing	Geren Spears Brewer Jackson	i-Ready data Reading Plus
Instructional Teams consisting of IFs and teachers will use student learning data to plan instruction.	Instructional teams will plan instruction for Tier I and Tier II instruction while also identifying students who need Tier III support or enrichment.	Ongoing	IFs	i-Ready data Lesson plans

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Berryville Intermediate School

(School Name)

2018-2019 Job Chart for Goal #4 (DO)

Assess student learning frequently with standards-based assessments **PROJECT**

ACTION PLAN

What?	Who?	When?	Confirmation/ Communication
Assess Students	All core teachers	September, January, April	
The Leadership team will set school goals	Geren, Graham, Jones, Ogden, Brewer, Spears, Jackson	October	
The Leadership team will monitor school-level student learning data	Geren, Graham, Jones, Ogden, Brewer, Spears, Jackson	Ongoing	
Teachers use formative assessment and other data sources to make instructional decisions.	All core teachers	Ongoing	
Plan instruction for Tier I, Tier II Tier III, and enrichment	All core teachers	Ongoing	
Deconstruct the standards to create common skills checklist	Jones, Ogden and all core teachers	May 2019	
Create rubrics for a 3 point scale	Jones, Ogden and all core teachers	May 2019	
Create common assessments	Jones, Ogden and all core teachers	Ongoing	

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Berryville Intermediate School Check: Progress of Goals and Actions 2018-19

(School)

Goal #1	If the school provides release-time and designates PLC time, then teachers will have an opportunity to align standards, create units of study including rigorous and engaging activities, and create authentic pre/post assessment. This will result in a cohesive, rigorous, and engaging learning environment which will challenge students and ultimately increase student achievement.
	Student reading, math, and science achievement will increase 5% on the grade level ACT Aspire in 19-20.
	Provide a narrative describing the progress of Goal #1.
	Explain the next steps needed to accomplish Goal #1. (Consider any/all factors hindering completion of goal.)
Goal #2	If the school provides professional development and release time to train the teachers to identify specific learning difficulties and prescribe a targeted intervention, then teachers can review assessment data and plan and deliver appropriate remediation for all students. This will result in fewer instructional gaps of our students which will ultimately increase student achievement and decrease special education referrals.
	Goal is to have only 5 to 10 % of student population identified as Tier III, 10 to 15% identified as Tier II, and 80% identified as Tier I. We would like to see a decrease of special education referrals.
	Provide a narrative describing the progress of Goal #2.
	Explain the next steps needed to accomplish Goal #2. (Consider any/all factors hindering completion of goal.)
Goal #3	If the leadership team can develop appropriate professional development influenced by the collected observation data, instructional practices will improve, ultimately, increasing student achievement.
	Student reading, math, and science achievement will increase 5% on the grade level ACT Aspire in 19-20.
	Provide a narrative describing the progress of Goal #3.
	Explain the next steps needed to accomplish Goal #3. (Consider any/all factors hindering completion of goal.)
Goal #4	If the school regularly assesses students and the leadership team sets goals, monitors progress, and shares data with faculty and staff then teachers will disaggregate the data to plan and deliver differentiated instruction to reach all tiers of students which will ultimately increase student achievement.
	Student reading, math, and science achievement will increase 5% on the grade level ACT Aspire in 19-20.
	Provide a narrative describing the progress of Goal #4.
	Explain the next steps needed to accomplish Goal #4. (Consider any/all factors hindering completion of goal.)