LRSD Bale Elementary School

2018-2019 Needs Assessment & School Improvement Plan

Roxie Browning, Principal

Aleta Branch, Assistant Principal

Mission Statement: At Bale Elementary, we are committed to providing a safe, creative, and challenging learning environment which empowers the academic, emotional, and social growth of all learners. We will prepare our 21st Century learners for college and career options by building effective relationships, engaging in a relevant and rigorous curriculum, and reflecting on our practices daily.

Vision: Committed to empowering innovative, independent, critical thinkers.

Focus Area	Leadership			
Data	• December 2017, the principal of 8 years was promoted and no longer served as principal of Bale. • An interim principal assumed the building leader responsibilities for the reminder of the 2017-2018 school year. • A new principal and assistant principal were hired in May of 2018 to serve as the building leaders in the 2018-2019 school year.			
Goals	• During an instructional retreat for Bale teachers to be held July 26-27 and 31, 2018, the incoming principal will establish the expectation of effective teaching and learning for the school year. • The School Improvement Leadership Team will determine the professional development needed based on perceptual data, academic performance data, Professional Growth Plans (PGP), and classroom observations. • All instruction and learning decisions will be data driven through the use of Professional Learning Communities (PLC), common planning, and regular data analysis at faculty meetings and building level professional development.			
Professional Development	• LRSD New Leaders Institute • LRSD Leadership Institute • AAEA New Administrator Training			
Core Function:	**School Leadership and Decision Making**			
Effective Practice:	Focus the principals' role on building leadership capacity, achieving learning goals, and improving instruction.			
IE01	The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)	**Implementation Status**	**Assigned To**	**Target Date**
Task	School stakeholders share in the development of a mission and vision statement for Bale Elementary School.	Complete	Browning	August 7, 2018
Task	The principal meets with each adult employed in the building to discuss career goals, support being requested, and to review job description,	In progress Paraprofessionals	Browning	September 30, 2018

	duties, and expectations.	complete		
Effective Practice:	**Align classroom observations with evaluation criteria and professional development**			
IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Share effective instructional practices weekly through the principal's newsletter.	ongoing	Browning	August 31, 2018
Task	Develop a daily classroom observation schedule for building administrators.	Complete	Branch	August 20, 2018
Task	Utilize the weekly PLC day to enhance professional practices based on observations.	planning	Browning	September 30, 2018
Effective Practice:	**Help parents to help their children meet standards.**			
IG01	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Teachers use at least one form of school to home communication daily.	Complete	Branch	August 31, 2018
Task	Academic nights in areas such as math, literacy, and science are provided at least twice a year for parents/families.	Planning	Johnson	May 31, 2019
Effective Practice:	**Ensure high quality staff-recruitment, evaluation, and retention.**			
II01	The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement. (3982)	**Implementation Status**	**Assigned To**	**Target Date**
Task	All vacancies will be efficiently posted.	Ongoing	Browning	May 01, 2019
Task	Bale will not receive "displaced" or ineffective teachers to fill vacancies.	Complete	Browning	August 13, 2018

Focus Area	Effective Instructional Practices
Data	• The September 2017 Achieve Team report indicated: • Turnaround Principle # 4, "Strengthening the school's instructional program" was identified as a high need at Bale Elementary. • The Diagnostic Analysis Process Template indicated the following information in the charts below: <table><tr><th>Lagging Indicator</th><th>Impacting Variables</th><th>Focus Variables</th><th>Evidence-based Practices/Resources/ Support</th><th>Leading Indicators</th></tr><tr><td>The data shows a need to positively influence **reading scores** in grades 3-5.</td><td>➢ Lack Of Curriculum Rigor ➢ Grade Level Proficiency ➢ Lack Of Reading Strategies ➢ Insignificant Use Of High Yield Strategies ➢ Teacher Content Knowledge ➢ Curriculum, Instruction & Assessment Alignment</td><td>A. Lack Of Curriculum Rigor B. High-yield Instructional Strategies C. Teacher Content Knowledge</td><td>School: ➢ OG Training ➢ DOK Training ➢ Bale professional development calendar ➢ Multi-site facilitators in afterschool District: ➢ Offer monthly literacy professional development sessions ➢ Assistance with curriculum maps ➢ Drop- in visits(feedback) ➢ C & I paid for OG training</td><td>A. Unit pre/post and interim assessments B. Bale Observation Protocols C. Running Records (DRA) And STAR</td></tr></table>

Lagging Indicator	Impacting Variables	Focus Variables	Evidence-based Practices/Resources/ Support	Leading Indicators
The data shows a need to positively influence **math scores** in grades 3-5.	➢ Lack Of Curriculum Rigor ➢ Grade Level Proficiency ➢ Lack Of Math Strategies ➢ Insignificant Use Of High Yield Strategies ➢ Teacher Content Knowledge ➢ Curriculum, Instruction & Assessment Alignment	A. Lack Of Curriculum Rigor B. High Yield Instructional Strategies C. Teacher Content Knowledge	**School:** ➢ Multi-site facilitators in afterschool ➢ Bale professional development calendar ➢ DOK Training ➢ Colleague visits **District:** ➢ Offer monthly math professional development sessions ➢ Drop- in visits (Feedback)	A. Unit pre/post and interim assessments B. Bale Observation Protocol C. SMI

Lagging Indicator	Impacting Variables	Focus Variables	Evidence-based Practices/Resources/ Support	Leading Indicators
The data shows a need to positively influence **writing scores** in grades K-5.	➢ Grade Level Proficiency ➢ Teacher Content Knowledge ➢ Curriculum, Instruction & Assessment Alignment	A. Grade Level Proficiency B. Teacher Content Knowledge	School: ➢ Multi-site facilitators in afterschool ➢ Bale professional development calendar ➢ DOK Training ➢ Colleague visits District: ➢ Quality professional development on writing pedagogy and writers' workshop professional development	A. Scored quarterly writing samples

	Lagging Indicator	Impacting Variables	Focus Variables	Evidence-based Practices/Resources/ Support	Leading Indicators
	The data shows a need to positively influence **Professional Learning Communities**	➢ Instructional Gaps ➢ Teacher Content Knowledge	➢ Instructional Gaps ➢ Teacher Content Knowledge	**School:** ➢ Utilize Title 1 funds to add a PLC Coach to the team **District:** ➢ Include PLC Coach in all school improvement efforts ➢ Attend Bale Instructional Leadership Team Meetings	➢ Unit pre/post and interim assessments ➢ PLC Observation Protocol/TESS

You cannot have students as continuous learners and effective collaborators, without teachers having the same characteristics.
Michael Fullan

| Goals	• Teachers will implement research based best teaching practices gained from professional learning to enhance instruction and learning daily. • Teachers will reflect on instruction and learning processes during Professional Learning Communities (PLC) and Professional Development (PD).
Professional Development	*refresher for those who have been trained; enroll faculty members that haven't been trained • Orten-Gillingham • RISE K-2 (Year 1 training) • CGI • ECM – Extended Math Training (Grades 4-5) • PBIS • RTI (Solution Tree) • Generation Ready – Reciprocal reading and writing (Grades 3-5) • Lexia • Depth of Knowledge • Embedding teaching strategies to support student skills in test taking (emphasis in best practices for implementing keyboarding writing practice for ACT Aspire) • Step-up to Writing • Use of best practices in integrating the 1:1 technology within lessons

|	• Personalized (student focused) learning			
Core Function:	**Effective Instructional Practices: Curriculum, Assessment, and Instructional Planning**			
Effective Practice:	**Classroom Instruction \ Expect and monitor sound instruction in a variety of modes \ Preparation**			
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (111)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Teachers will plan collaboratively at least once per week with an instructional facilitator	In progress	A. Freeman	August 31, 2018
Task	Teachers will plan collaboratively with grade level (specialists) at least once per week.	In progress	Branch	August 31, 2018
Effective Practice:	**Assess student learning frequently with standards-based assessments**			
IID09	Instructional Teams use student learning data to plan instruction. (107)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Student learning will be assessed at least twice per year with NWEA Maps	Planning/training	Branch	May 31, 2018
Effective Practice:	**Classroom Instruction \ Provide a tiered system of instructional and behavioral supports and interventions**			
IIID04	The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers. (5196)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Develop a monitoring system to be shared with all adults at Bale to support student intervention needs through the RTI process.	Planning	Branch	September 30, 2018
Tasks	The PBIS team will develop a monitoring system to be shared with all adults at Bale to support the implementation of positive student behavior systems through the RTI process.	Phase 1 beginning	Savoy	December 14, 2018

| Data | |

Comparison Interim and Summative 2016-2017 — Reading %
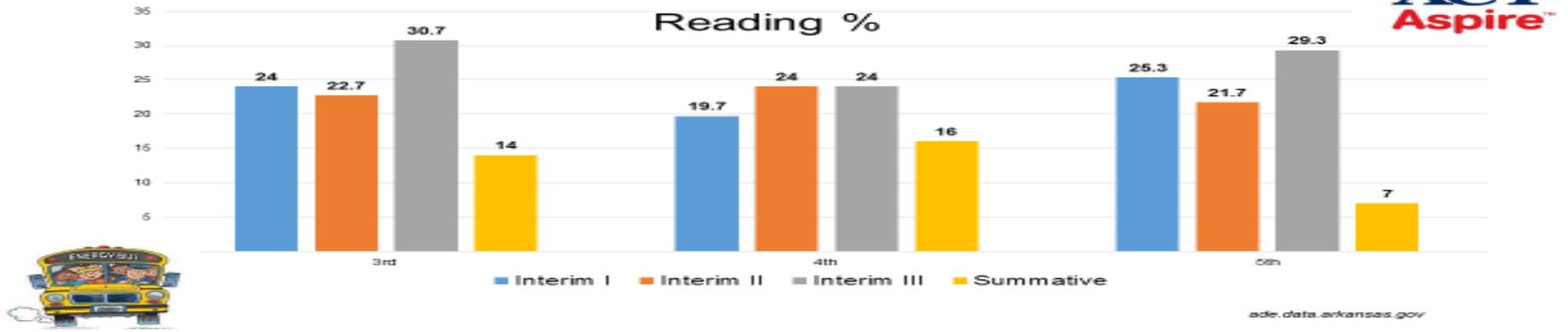
Comparison Interim and Summative 2016-2017 — Math %
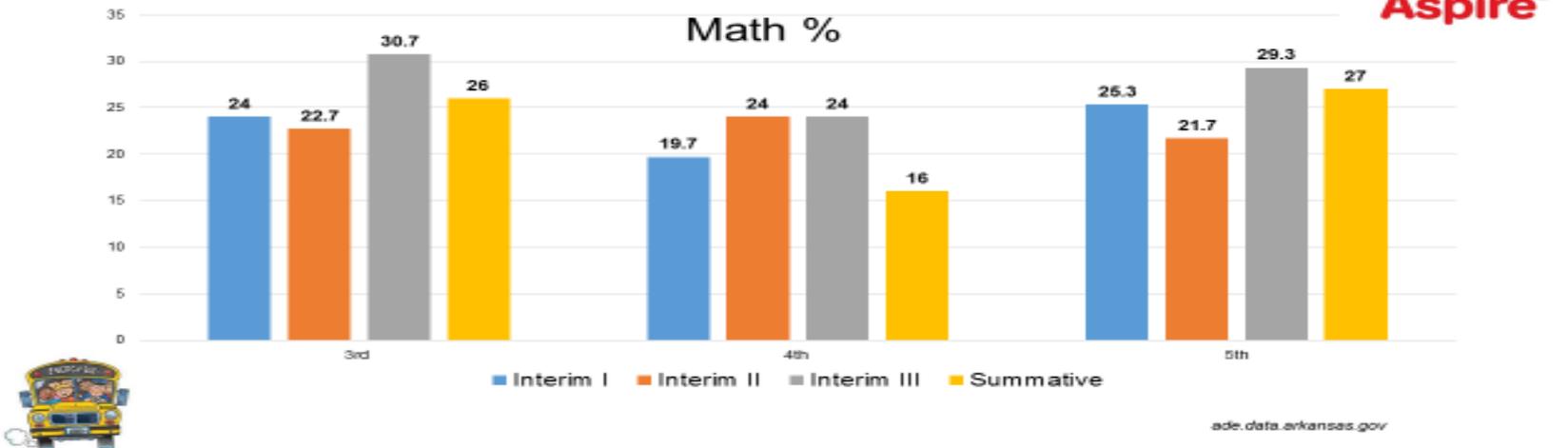
% Percent of Students Meeting Standard by Subject
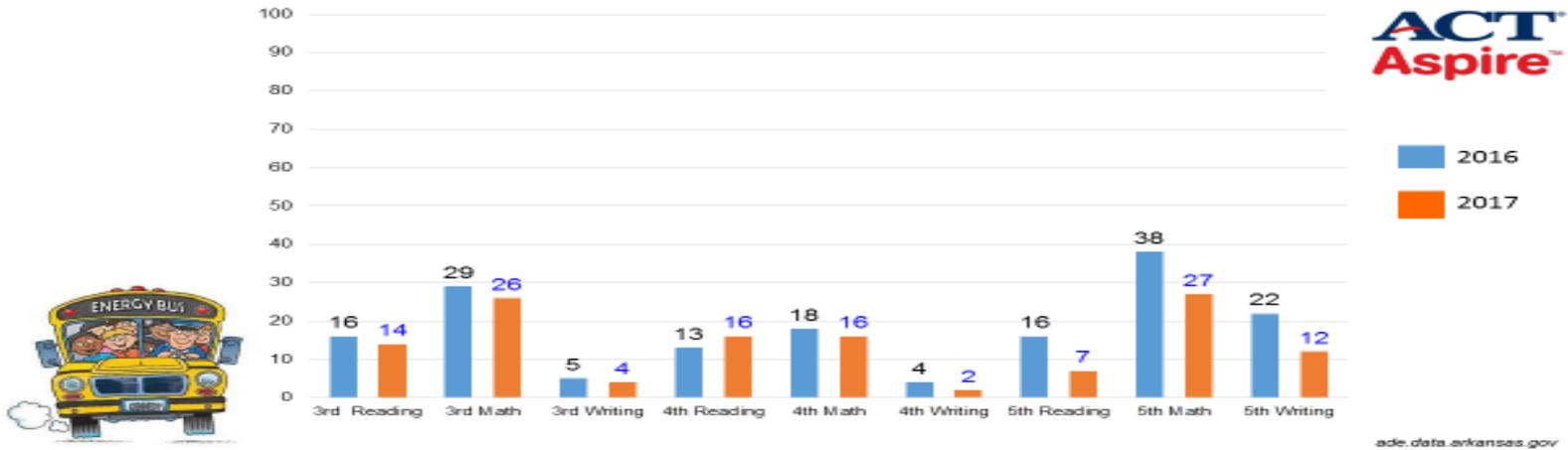
Goals	• Students in grades 3-5 will demonstrate growth in reading, writing, math, and science based on lesson progress as evidenced by daily formative assessments and NWEA Map assessments. • All students will strengthen their reading and writing skills with daily practice as evidenced by lesson plan implementation, regular instructional observation data, and analysis of formative and NWEA assessment data during PLC's and Bale PD.
Professional Development	• Root cause analysis implementation and progress monitoring strategies • Data analysis implementation and progress monitoring strategies
Core Function:	**Student Achievement and Growth: Curriculum, Assessment, and Instructional Planning (Math, Science, Reading, and Writing)**
Effective Practice:	**Assess student learning frequently with standards-based assessments**

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Develop a shared document template to include RTI and other pertinent student data.	Preparing	Branch	September 30, 2018
Task	Regularly upload data from student attendance, behavior, demographic information, teacher notations, RTI, NWEA, ACT Aspire, IOWA assessment data, and etc. within the Google Document	Preparing	Branch	September 30, 2018
IID07	The Leadership Team monitors school-level student	**Implementation**	**Assigned To**	**Target Date**

	learning data. (105)	**Status**		
Task	The Leadership Team reviews school-level data, including appropriate disaggregation, to adjust the evolving improvement plan.	Preparing	Browning	September 30, 2018
Task	The Leadership Team reviews school-level data, including appropriate disaggregation, to recommend changes in curriculum and student support services.	Preparing	Browning	September 30, 2018

Focus Area	School Culture and Discipline			
Data	Approximately 1/3 of Bale Elementary School's student population from the 2017-2018 school year were from two elementary schools that closed. Although there had been no more than 20 suspensions in the previous 5 years of school, cultural shifts caused a major change in student behavior within the building. Attendance challenges also increased. Based on surveys from the previous administration, many of the original Bale students withdrew from the school for a variety of reasons. There were several teacher vacancies in grades 3-5 (high stakes tested areas) and students were without their original certified teacher for extended periods of time.			
Goals	• The faculty and staff will implement The 7 Habits of Highly Effective People and PBIS methodologies to positively impact academic, social/emotional, behavior, and motivation needs of students. • A committee of faculty, staff, and stakeholders will plan, develop support, and regularly monitor PBIS implementations twice per month.			
Professional Development	• The 7 Habits of Highly Effective People. Stephen R. Covey – Monthly book study and implementation of practices • PBIS methods, monitoring practices, and analyzing data • Addressing chronic student absences			
Core Function:	**School Culture and Discipline**	Implementation Status	Assigned To	Target Date
Task	New Principal, Assistant Principal, and staff members engage in "Meet and Greet" with various Bale Elementary stakeholders.	Complete	R. Browning, Principal	August 03, 2018
Task	New Principal, Assistant Principal, and staff members engage in "Community Walks" to introduce new administration, listen, and learn from community feedback regarding teaching/learning at Bale Elementary.		R. Browning, Principal	September 22, 2018
Task	Regularly recognize faculty/staff, students, parents, community members via celebrating positive actions and accomplishments.	Weekly Newsletter "Bale's Best" Begin at September Faculty Meeting		August 31, 2018
Task	Utilize incentives and PBIS methodologies to multiply positive student behavior.	Bobcat Bucks & Store		September 7, 2018

Focus Area	**Parent and Family Engagement**			
Data	• During the 2017-2018 school year, there was limited activity and membership enrollment in Bale's PTSA. • There were approximately 40 community partners serving in various capacities for a total of over 200 hours of service benefiting instruction and learning at Bale Elementary School.			
Goals	• Increase parent/family involvement activities during the 2018-2019 school year with at least one parent/family engagement activity each semester. • Increase PTSA visibility and activity on campus during the 2018-2019 school year by holding meetings at least quarterly. • Include PTSA members in the decision making process at Bale Elementary during the 2018-2019 school year by offering the PTSA representative an opportunity to share concerns and needs monthly at the School Leadership Team meeting.			
Professional Development	• PTSA training and membership recruiting/retention support from local and/or state PTSA board members			
Core Function:	**Family Engagement in a School Community**			
Effective Practice:	**Explain and communicate the purpose and practices of the school community**			
FE01	Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (5496)	**Implementation Status**	**Assigned To**	**Target Date**
Task	The parent liaison, or designee, will share critical information regarding parent engagement needs once per month at School Leadership Team meetings.		Cotinna Johnson	September 30, 2018
FE02	The school's key documents (Parent Involvement Guidelines, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. (5497)	**Implementation Status**	**Assigned To**	**Target Date**
Task	During the annual Open House, parents will receive the school's key Parent/Family Engagement documents.	Planning and preparing	Cotinna Johnson	September 6, 2018
Task	Parent Facilitator attend training to develop skills in enhancing school and home engagement.	Complete	Cotinna Johnson	August 29, 2018
FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Share with parents/families Bale's school to home		Cotinna Johnson	September 6, 2018

	communication information during Open House.			
Effective Practice:	**Provide two-way, school-home communication linked to learning**			
FE05	The "ongoing conversation" between school personnel and parents (families) is candid, supportive, and flows in both directions. (5499)	**Implementation Status**	**Assigned To**	**Target Date**
Task	Survey parents requesting their communication preferences.	Continuing as student enroll	Aleta Branch	August 17, 2018
Task	K-1 teachers will utilize Class Dojo and school-to-home communication folders to communicate student academics and behavior matters with families..	In progress daily	Aleta Branch	September 7, 2018
Task	2-5 teachers will utilize Class Dojo, agenda books, and homework folders inside a 3-ring notebook binder to communicate student academics and behavior matters with families.	In progress weekly	Aleta Branch	September 7, 2018