Otter Creek Elementary School  
16000 Otter Creek Parkway, Little Rock, AR 72210  
School Improvement Plan  
2020-2021

School Information  
Grades Served: K – 5  
Enrollment: 423  
School Letter Grade: C  
School Improvement Status: Additional Targeted Support

Student Information  
Black 63.3%  
Hispanic 28%  
White 6.5%  
English Learners 23%  
Low-Income 84%  
Special Education 19%

Our Mission  
Our mission at Otter Creek Elementary School is to prepare all students to be successful in a twenty-first century, global community for whatever life endeavors they choose to pursue. Every student will grow academically, socially, and emotionally each year.

Our Vision  
We believe our mission will be accomplished through:  
- Authentic Collaboration  
- Shared Leadership  
- Parental Involvement  
- Positive School Climate  
- Engaging Learning Environment

Our Collective Commitments  
In order to fulfill our fundamental purpose and become a culture as outlined by our vision, each member of the staff is obligated to:  
- Maintain a safe and engaging environment full of respect, collaboration, and independence.  
- Work collaboratively and implement research, proven strategies.  
- Hold high expectations for student achievement and character while including students in the process to make responsible choices for their lives and learning.  
- Provide diverse, quality communication.  
- Build positive relationships with all stakeholders.  
- Monitor the achievement of students individually and use results to guide processes of continuous improvement.  
- Make data-driven decisions.  
- Accept responsibility for all students learning and reaching their potential.  
- Treat all teachers, students, and staff as family.
Focus Area 1: Leadership
Goal: To follow all standards and guidelines for a safe, collaborative, and results-oriented school-wide Professional Learning Community.

Actions:
- All staff members will support and follow LRSD and Otter Creek Elementary Ready for Learning plans that have been developed in response to reopening schools during the COVID-19 Pandemic.
- Collaborative teams will use the four critical questions to drive collective inquiry and action research.
- All certified staff members will actively participate in collaborative meetings weekly.
- All collaborative teams will establish one or more SMART goals that align with school goals.
- Agendas will guide the work of teams to answer the four critical questions.

Supporting Data:
- 2016-2018 – The Master Schedule provided common grade level planning time, and various team meetings were conducted throughout the year. However, an authentic PLC framework was not followed.
- 2018-2019 – Team collaboration efforts began to align with some components of the PLC framework, but teams were at different stages by the end of the year. The OCES mission, vision, and collective commitments were drafted.
- 2019-2020 – Twenty percent of certified staff members participated in PLC training at the state or national level for the first time. Teams remained at different stages of the PLC framework.

Professional Development:
- June 2018 – Principal attended a national level PLC conference.
- 2018-2019 – At monthly meetings, principal began aligning practices of the school’s leadership team to the PLC framework.
- June 2019 – A four-member team attended a national level PLC conference.
- August 2019 – All staff members participated in school-based PLC PD session.
- 2019-2020 – A 5-member team participated in the PLC Academy: October 17-18, December 5-6, and March 5-6.

Other Support:
- Quarterly PLC PD sessions with the LRSD Leadership Team
- Model PLC schools in the district and state

Evaluation:
- The OCES Ready for Learning Plan will be reviewed by the Guiding Coalition Team, and the success rate of the various components will be determined on a weekly basis.
- All certified staff will complete the PLC at Work Continuum: Using School Improvement Goals to Drive Team Goals monthly.
- Sign in sheets for collaborative team meetings that indicate the attendance of each teacher at a rate of 100%.
- Agendas that meet guidelines for all collaborative team meetings submitted on a weekly basis.
- The evaluation process will start August 2020 and end May 2021 and follow a continuous improvement cycle of Plan, Do, & Check.

Please describe any costs required to implement your plans for LEADERSHIP:
Title I funds will be used to cover the cost of PLC training for all certified teachers (approximately $8,000), additional professional development in core subject areas (approximately $5,000), professional literature (approximately $1,000), and additional online memberships and internet resources for PLCs (approximately $1,000).
Focus Area 2: Student Growth and Achievement

Goal: For ALL students, In Person and Virtual, to master or excel beyond educational standards at each grade level.

Actions:
- The principal will conduct 8-12 informal observations each week in on-site and virtual environments, and teachers will receive meaningful feedback.
- Students will receive small group instruction as often as necessary for intervention, remediation, and to reteach concepts.
- The school will employ a full-time Academic Intervention Specialist to provide students performing below grade level in literacy & math with Tier 2 and Tier 3 interventions.
- The school will establish a school-wide common intervention time with the support of all staff members.
- Students will receive additional computer-based instruction in literacy, math, and science.
- Technology will be used to enhance instruction and engagement.
- All teachers will use methods required by the Science of Reading.

Supporting Data:
- The following table gives the percentage of students whose projected growth was met from Fall 2019 to Winter 2020 on NWEA Map Growth.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>40%</td>
<td>57%</td>
<td>N/A</td>
</tr>
<tr>
<td>1st Grade</td>
<td>32%</td>
<td>44%</td>
<td>N/A</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>16%</td>
<td>29%</td>
<td>N/A</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>37%</td>
<td>40%</td>
<td>28%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>32%</td>
<td>30%</td>
<td>45%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>38%</td>
<td>33%</td>
<td>42%</td>
</tr>
</tbody>
</table>

- The following table outlines year over year proficiency from 2018 to 2019 on ACT Aspire Summative Assessment by subjects.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>26%</td>
<td>25%</td>
<td>23%</td>
<td>30%</td>
</tr>
<tr>
<td>3rd Grade</td>
<td>24%</td>
<td>22%</td>
<td>22%</td>
<td>22%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>34%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>22%</td>
<td>33%</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

- The following table shows the number of students in third grade through fifth grade who receive additional services through Special Education and performed at ready or exceeding on the 2019 ACT Aspire Summative Assessment.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading</th>
<th>English</th>
<th>Mathematics</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>7% (1 out of 14)</td>
<td>21% (3 out of 14)</td>
<td>14% (2 out of 14)</td>
<td>7%</td>
</tr>
<tr>
<td>4th Grade</td>
<td>14% (2 out of 14)</td>
<td>15% (2 out of 13)</td>
<td>14% (2 out of 14)</td>
<td>7%</td>
</tr>
<tr>
<td>5th Grade</td>
<td>0% (0 out of 7)</td>
<td>29% (2 out of 7)</td>
<td>14% (1 out of 7)</td>
<td>14%</td>
</tr>
</tbody>
</table>
The following table compares the percentages of students performing at ready or exceeding in reading on the 2019 ACT Aspire Summative Assessment based on gender.

<table>
<thead>
<tr>
<th></th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>39%</td>
<td>43%</td>
<td>43%</td>
</tr>
<tr>
<td>Male</td>
<td>25%</td>
<td>24%</td>
<td>22%</td>
</tr>
</tbody>
</table>

The following table outlines year over year percentage of students whose projected growth was met from spring of 2018 to spring of 2019 on NWEA Map Growth.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Math</th>
<th></th>
<th>Reading</th>
<th></th>
<th>Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2018</td>
<td>2019</td>
<td>Change</td>
<td>2018</td>
<td>2019</td>
<td>Change</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>30%</td>
<td>42%</td>
<td>+12</td>
<td>39%</td>
<td>44%</td>
<td>+5</td>
</tr>
<tr>
<td>1st</td>
<td>45%</td>
<td>37%</td>
<td>-8</td>
<td>40%</td>
<td>34%</td>
<td>-6</td>
</tr>
<tr>
<td>2nd</td>
<td>26%</td>
<td>48%</td>
<td>+22</td>
<td>34%</td>
<td>32%</td>
<td>-2</td>
</tr>
<tr>
<td>3rd</td>
<td>21%</td>
<td></td>
<td></td>
<td>26%</td>
<td></td>
<td>44%</td>
</tr>
<tr>
<td>4th</td>
<td>38%</td>
<td></td>
<td></td>
<td>35%</td>
<td></td>
<td>31%</td>
</tr>
<tr>
<td>5th</td>
<td>20%</td>
<td></td>
<td></td>
<td>53%</td>
<td></td>
<td>51%</td>
</tr>
</tbody>
</table>

Professional Development:
- August 2019 – Teachers began training for the district’s new literacy curriculum: Heggerty Phonemic Awareness, Fundations, Just Words, Wilson Reading System, and Wit & Wisdom.
- 2019-2020 – All classroom teachers, principal, Library Media Specialist, Reading/Dyslexia Interventionist, Special Education teachers, and Academic Intervention Specialist continued Lexia Reading Core 5 training.
- 2020-2021 – All staff members will be trained to use LRSD LMS platform, Schoology, to support the delivery of instruction to students in both in-person and virtual environments.

Other Support:
- Multi-site Math & Literacy Facilitators will support collaborative team meetings, provide professional development, and serve as co-teachers.

Evaluation:
- School-based assessments will include Common Formative Assessments for math and unit assessments for literacy in all grades K-5. Teams will analyze assessment data two or more times each month to determine the most current proficiency levels of students.
- Data from the NWEA Map Growth assessment will be analyzed quarterly to determine if students have achieved or exceeded mastery (70th percentile or greater) in all tested subject areas.
- The evaluation process will start August 2020 and end May 2021 and follow a continuous improvement cycle of Plan, Do, & Check.

Please describe any costs required to implement your plans for STUDENT GROWTH AND ACADEMIC ACHIEVEMENT:
Title I funds will be used to employ an Academic Intervention Specialist (approximately $85,000), compensate teachers for attending professional development and collaborative team meetings after school (approximately $30,000), and funds will cover the cost of supplemental instructional materials including computer software subscriptions and devices such as Lexia (approximately $3,000), Brain Pop (approximately $3,000), Moby Max (approximately $3,000), Mystery Science (approximately $750), iPads and chromebooks (approximately $20,000).
Focus Area 3: Literacy
Goal: For all certified staff members to support year two implementation of the LRSD literacy curriculum.

Actions:
- K-2 teachers will implement Heggerty Phonemic Awareness for phonological awareness with fidelity.
- K-3 teachers will implement Fundations for decoding & encoding with fidelity.
- Grades 4-5 teachers will learn & implement Just Words for Tier 2 intervention.
- The Reading Interventionist & Special Education Teachers will implement the Wilson Reading System for Dyslexia intervention.
- All K-5 teachers will implement Wit & Wisdom for comprehension with fidelity.
- All certified staff members will utilize methods required by the Science of Reading.
- Specialists will serve as “push-in” teachers for classroom teachers for 30 minutes or more daily during literacy.
- The principal will conduct 8-12 informal observations each week in on-site and virtual environments, and teachers will receive meaningful feedback.

Supporting Data:
- 2019-2020 – Only thirty-three (33%) percent of students performed at the ready or exceeding levels in reading on the 2019 Spring ACT Aspire Summative Assessment.
- Also, see Focus Area 2: Student Growth & Achievement.

Professional Development
- August 2019 – Teachers began training for Heggerty Phonemic Awareness, Fundations, Just Words, Wilson Reading System, Wit & Wisdom, and 3-5 teachers begin the Reading Initiative Student Excellence (R.I.S.E.).
- 2019-2020 – Teachers participated in Wit & Wisdom Spotlight School Visits and Strengths-Based Coaching Visits.

Evaluation:
- Data from the NWEA Map Growth assessment will be analyzed quarterly to determine students’ progress toward the 70th percentile in literacy.
- The evaluation process will start August 2020 and end May 2021 and follow a continuous improvement cycle of Plan, Do, & Check.

Please describe any costs required to implement your plans for LITERACY:
Title I funds will be used to purchase additional materials and resources required to implement the LRSD literacy curriculum (approximately $5,000).
Focus Area 4: Student Discipline & Attendance

Goal: For all students to have excellent citizenship and attendance in both onsite and virtual environments.

Actions:

- Develop a School Wide Discipline Plan with procedures, expectations, consequences, and rewards that promote a safe and engaging learning environment for all.
- Teachers will explicitly teach the plan for the first two weeks of school and on-going as often as necessary.
- All staff members will participate in the “House” system and award points to students for meeting school and classroom expectations.
- Teachers will establish meaningful and engaging classroom environments.
- Teachers will award “House” points to students for daily attendance.
- Establish an Attendance Task Force.
- Otter Creek will also utilize our parent facilitator as well as our PTA to coordinate activities for parents and families.

Supporting Data:

- 2018-2019 – Survey results were: 3 out of 26 (11.5%) classroom teachers & specialists sent 1 to 2 students to time-out outside of their classrooms or to the office on a daily basis, and 7 out of 25 (28%) classroom teachers & specialists sent 1 to 2 students to time-out outside of their classrooms or to the office on a weekly basis.

Professional Development:

- 2019-2020 – 42.5% of certified and support staff have completed the Ron Clark Academy (RCA) Two Day Training in Atlanta, Georgia.

Other Support:

- LRSD Title I Office of Parent and Family Engagement
- LRSD Office of Alternative Learning Environment
- Support from various Behavioral Health Service Providers & Camp Pfeifer

Evaluation:

- Daily student attendance will be tracked daily; reports analyzed on a monthly basis.
- A tracking system will be used for in-class and out of class time-outs and office referrals.
- The evaluation process will start August 2020 and end May 2021 and follow a continuous improvement cycle of Plan, Do, & Check.

Please describe any costs required to implement your plans for STUDENT DISCIPLINE & ATTENDANCE:

Title I funds will be used to cover the cost of incentives (approximately $5,000).