

# Booker T. Washington Elementary School

## Little Rock School District

### School Improvement Plan, 2020-2021

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Note: This is a living document. As new data is analyzed, the Leadership Team will make any necessary adjustments or modifications to this plan to reach our intended targets.

## **Booker T. Washington Elementary**

**Mission Statement:** At Booker T. Washington Elementary, our mission is to ensure all students learn at high levels and are challenged to continuously improve.

**Vision:** Booker T. Washington Elementary will be a model professional learning community with an A+ rating.

### **Collective Commitments:**

In order to fulfill our fundamental purpose and become the school we describe in our vision statement; each member of the staff commits to the following:

- Every leader will be approachable and professional at all times
- Every leader will be flexible
- Every leader will be an active participant of collaborative team; willing to share ideas with the team
- Every team will have an agenda for their collaborative team meetings
- Every team will establish norms and collective commitments to abide by
- Every team will create smart goals (short term) to help achieve the school goal
- Every team will work through the PLC process
- Every team will create and use CFAs to collect evidence
- Every team will analyze data from CFAs to inform targeted intervention and enrichment

### **Schoolwide Goals:**

- By the end of the 2020-2021 school year, all students will move one or more proficiency levels on the ACT Aspire Summative Assessment.

Focus Area 1	Achievement
Data	<p>At Booker T. Washington Elementary, we strive to be a high achieving school with all students performing on or above grade level in all subject areas. On the 2018-2019 <i>ACT Aspire Summative Assessment</i>, 10.16% of students (18 students out of 177 students) in grades 3-5 performed at ready and exceeding in literacy and 22.59% of students (40 students out of 177 students) in grades 3-5 performed at ready and exceeding in mathematics. In the spring of 2019, students that met their <i>NWEA</i> projected growth in third grade were 24%R/24%M, in fourth grade were 38%R/16%M, and in fifth grade were 33%R/23%M (R is reading, and M is mathematics).</p> <p>Due to COVID-19, the LRSD schools were closed for the fourth quarter of the 2019-2020 school year. Students had to complete their academics virtually through the Its Learning platform. Since schools were closed, students in 3<sup>rd</sup>-5<sup>th</sup> grade were not able to complete the <i>ACT Aspire</i> assessment; however, they were able to complete all three (fall, winter, and spring) <i>NWEA Interim Assessments</i>. In the spring of 2020, students that met their projected growth in third grade were 39%R/11%M, in fourth grade were 35%R/15%M, and in fifth grade were 43%R/29%M.</p> <p>At the beginning of the 2019-2020 school year, students in grades kindergarten through fifth grade were 75% below grade level in literacy skills in <i>Lexia Core 5</i> and by the end of the year, only 31% of students were below grade level resulting in 25% of students performing on grade level and 44% of students performing above grade level in <i>Lexia</i>.</p> <p><a href="#">Data Trends 2017-2019</a> <a href="#">Fall to Spring NWEA Growth Data 2019-20SY</a> <a href="#">Lexia Performance Data 2019-20SY</a></p>
Goal	<p>To improve core instructional practices that support student achievement and growth in Reading and Math through the use of the PLC Process in grades Kindergarten – 5<sup>th</sup>.</p> <p>By the end of the 2020-2021 school year, all students will move one or more proficiency levels on the <i>ACT Aspire Summative Assessment</i> as compared to the 2018-2019 assessment. If the <i>ACT Aspire Summative Assessment</i> is not administered, the <i>NWEA Interim Assessments</i> will be used to measure student growth compared to national norms. On the Spring <i>NWEA</i>, 75% of students per grade level will meet their projected growth in reading and math and move from the low achievement/low growth area to the high growth areas by the end of the school year.</p>
Current Reality EOY 2019-2020	<p>Booker T. Washington Elementary School practice distributive or shared decision-making to improve adult practices that support student achievement. We will continue to implement a “team” structure to reflect distributive leadership in our school community. Currently, our <i>master schedule reflects adequate time for the various building level teams to meet weekly to improve instructional practices</i>. We have assessed multiple indicators of effective practice to develop, implement and monitor team structure using the Professional Learning Communities model.</p> <p><b><i>A Professional Learning Community (PLC) is: An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.</i></b></p> <p>Research has indicated that “if a student moves from the classroom of an effective teacher to that of an ineffective one, their achievement gains are typically negated (Kane &amp; Staiger, 2008; Sanders &amp; Rivers 1996). Conversely, if a student is placed in the classrooms of effective teachers in consecutive academic years, their achievement is far more likely to accelerate. Further, teachers are more effective when their peers are more effective; indeed, teachers consistently report that peers have the greatest impact on their practice. Consequently, it is the collective community of teachers, led by the principal, that is key to promoting school wide learning. In fact, empirical research shows that among the many individual in-school factors that influence student achievement, two stand out. Teacher impact is the single most important factor, accounting for 33% of school-level variation in achievement, closely followed by the influence of the principal at 25%. A host of other school-level factors, some of which cannot be adequately measured, account for the balance of 42%.”</p>

	<p>The Little Rock School District (LRSD) has implemented a new literacy curriculum in elementary. The curriculum utilizes Heggerty, Wit and Wisdom, and The Wilson collection (Foundations, Just Words, Wilson Reading Series) as resources to improve and enrich student learning for all students. Teachers will utilize these resources with integrity.</p> <p>Teachers teaching grades K-2 have attended the six days of R.I.S.E. training and those teaching grades 3-5 completed the first three days in the summer, 2019. One 5<sup>th</sup> grade teacher has not attended any R.I.S.E. training and will need to attend trainings starting the third quarter.</p> <p>Five out of seven special education teachers (three self-contained, two resource, and two speech teachers) have been trained in K-2 R.I.S.E. and the others will attend training starting the third quarter. The resource teachers have been trained in the Wilson Series and use the Wilson in 2<sup>nd</sup> thru 5<sup>th</sup> grade for all students tagged with dyslexia characteristics. The Wilson resources provide a systematic approach to teaching phonics.</p> <p>The reading teacher provides instruction using the Wilson Reading Series to support struggling readers and students tagged with dyslexia characteristics.</p> <p>Due to COVID-19, the Its Learning platform has been utilized to provide continued instruction in reading as provided through the Little Rock school district.</p> <p>The district provided one literacy facilitator to support teachers during the first nine-weeks. During the second nine-weeks, the district restructured the use of the district facilitators, providing the school with three facilitators on a three-week cycle.</p>					
Action Plan	We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to build greater leadership capacity in our school community.					
Implementation Date	Action 1	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
9/2019	<p>Training will be provided to support the implementation of the Professional Learning Communities Approach with support from Solution Tree and the Arkansas Department of Education.</p> <p>All staff will commit daily to the agreed upon Collective Commitments.</p>	All Staff	<p>Solution Tree: Mr. Greg Kushnir Emily Bonner Anthony Muhammad Tim Brown</p>		Collaborative Team Meeting Agendas, PLC Artifacts, Survey	5/2021
Implementation Date	Action 2	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2020	Booker T. Washington will use <i>team structures</i> to support <i>student achievement</i> through the use of <i>sound instructional practices</i> . During our collaborative planning times, teams will use the PLC process to refine and implement selected evidenced based strategies that have previously proven effective in our core content areas ( <i>such as</i> strategies presented in R.I.S.E., Kagan, John Hattie’s Visible Learning Meta-Analysis, Gradual Release Model . . .) to support student success.	All Staff	Teams/IF-Training Provided for All Non-Certified Staff and New Hires		Agendas, Lesson Plans, Formal & Informal Observations, Peer-to-Peer Observations, Reflections	5/2021

<b>Implementation Date</b>	<b>Action 3</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	Teachers will use the LRSD curriculum and resources to plan instruction, implement engaging lessons, and assess student learning.	All Instructional Staff	LRSD PD, Grade Level PLC Col.,		Lesson Plans, CFA's, Exit Tickets, Peer-to-Peer Observations, Reflections, Student Surveys	5/2021
<b>Implementation Date</b>	<b>Action 4</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	Teachers will use strategies that reinforce the Science of Reading (SoR) to increase their depth of knowledge in the area of phonological awareness and phonics and how that knowledge impacts fluency, vocabulary, comprehension and writing. Strategies may include but are not limited to those learned during R.I.S.E. training.	All Instructional Staff	LRSD PD, Grade Level PLC Col.		Lesson Plans, Formal & Informal Observations, Assessments, Exit Tickets, Peer-to-Peer Observations, Reflections	5/2021
<b>Implementation Date</b>	<b>Action 5</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
7/2020	Teachers in grades 3-5 will need to attend the remaining days of R.I.S.E. All teachers that have not attended R.I.S.E. training will need to attend the make-up sessions.	All in need of 3-5 Training	LRSD RISE Training		Agenda, Registration/Sign-in Sheet	5/2021
<b>Implementation Date</b>	<b>Action 6</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/3/2020	Math training will be provided to support knowledge of content, structure of the discipline, and pedagogy (instructional practices).	All Certified Staff	Solution Tree Math Consultant: Emily Bonner	\$	Collaborative Team Meeting Agendas, PLC Artifacts, Survey	5/2021
<b>Implementation Date</b>	<b>Action 7</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	Teachers will create Common Formative Assessments (CFAs) and analyze the results to make data-driven decision related to next steps for intervention or enrichment.	All Instructional Staff	CFA PD Intervention PD Enrichment PD Disaggregating Data PD		Lesson Plans, Formal & Informal Observations, Assessments, Grade Level Collaboration Agenda and Minutes, Reflections	5/2021
<b>Implementation Date</b>	<b>Action 8</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	K-5 Teachers will support students with using supplemental programs ( <i>Lexia Core 5</i> , etc.) to close the gaps in literacy.	All Classroom Teachers and K. Washington	Lexia PD	\$10,000 <del>Title I</del> District Funded	Lexia Masters Trophy (Weekly-K-2 and 3-5), Monitoring Lexia Skill Progress, Formal & Informal Observations, Reflections	5/2021
<b>Implementation Date</b>	<b>Action 9</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>

8/2020	The <i>Instructional Teams</i> use student learning data (ACT Aspire, NWEA, CFAs, Dyslexia Screeners, Decoding Screeners, etc.) to assess strengths and weaknesses of the curriculum and instructional strategies.	All Instructional Staff	Solution Tree NWEA LRSD C & I		Formal & Informal Observations, Feedback, Grade Level Collaboration, Agenda and Minutes, Reflections, Analysis Forms	5/2021
<b>Implementation Date</b>	<b>Action 10</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	The <i>Instructional Teams</i> use student data (ACT Aspire, NWEA, CFAs, Dyslexia Screeners, Decoding Screeners, etc.) to plan instruction.	All Instructional Staff	Solution Tree NWEA LRSD C & I		Lesson Plans, Formal & Informal Observations, Feedback, Grade Level Collaboration, Agenda and Minutes, Reflections	5/2021
<b>Implementation Date</b>	<b>Action 11</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	The <i>Instructional Teams</i> use student learning data (ACT Aspire, NWEA, CFAs, Dyslexia Screeners, Decoding Screeners, etc.) to identify students in need of instructional support or enhancement.	All Instructional Staff	Solution Tree NWEA LRSD C & I		Lesson Plans, Formal & Informal Observations, Feedback, Grade Level Collaboration, Agenda and Minutes, Reflections	5/2021
<b>Implementation Date</b>	<b>Action 12</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	All teachers develop weekly lesson plans based on aligned units of instruction. (Essential Standards Proficiency Maps)	All Certified Staff	Solution Tree		Lesson Plans, Formal & Informal Observations, Feedback	5/2021
<b>Implementation Date</b>	<b>Action 13</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	All teachers meet instructionally with students (explaining, checking, and giving feedback).	All Certified Staff			Lesson Plans, Formal & Informal Observations, Feedback, Reflections	5/2021
<b>Implementation Date</b>	<b>Action 14</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	All teachers interact managerially with students (reinforcing rules and procedures).	All Certified Staff			Lesson Plans, Formal & Informal Observations, Feedback, Reflections	5/2021
<b>Implementation Date</b>	<b>Action 15</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about their family.)	All Certified Staff			Formal & Informal Observations, Feedback, Reflections	5/2021
<b>Implementation Date</b>	<b>Action 16</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
10/1/20	All teachers and students monitor their achievement progress using a data wall.	All Certified Staff			Student-Teacher Reflections and Conferences	5/2021

<b>Implementation Date</b>	<b>Action 17</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/5/20	<p>The technology specialist will provide technology classes one hour a week per class. Students will be taught how to use technology devices to support their learning and use web-based programs such as Lexia as a supplemental resource.</p> <p>The technology specialist is the Lexia Support Facilitator who ensures the supplemental resource is implemented and used as intended by teachers and students. The data is reviewed and shared with students, staff, and the leadership team to make data-driven decisions.</p> <p>The technology specialist in conjunction with the Library Media Specialist collaborates and ensures school events and information is up to date on our social media platforms.</p> <p>The Technology Specialist co-coordinate the duties and responsibilities of the testing coordinator. All state and district level assessments are provided on-line using an electronic device such as computer, laptop, iPad, etc.</p>	Kimberley Washington	<p>LRS D Tech. trainings</p> <p>ISTE</p> <p>Lexia Core 5 1-2 Full Days of PD</p> <p>Lexia Core 5 1-2 Hours of Virtual PD</p>	<p>Salary approx. \$70,000 Title I</p> <p>\$ 1003 Funds</p> <p>Lexia Core 5 (Web-based Program) Approx. \$9,000 Student Use</p> <p>Lexia Core 5 Staff PD Approx. \$2,000 1003 Funds</p>	Formal & Informal Observations, Feedback, Grade Level Collaboration, Agenda and Minutes, Reflections	5/2021
<b>Implementation Date</b>	<b>Action 18</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	The Reading Specialists and Instructional Facilitator will provide training to teachers and paraprofessionals on evidence-based strategies to improve student learning for those displaying Dyslexia characteristics.	D. Winston, T. Smith, & K. Griffith	Literacy Evidence-Based Strategies		Formal & Informal Observations, Peer-to-Peer Observations, Agenda and Minutes, Exit Tickets or Surveys	5/2021
<b>Implementation Date</b>	<b>Action 19</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	Administration and teachers will visit schools who have fully implemented Wit and Wisdom with integrity.	Classroom Teachers			Formal & Informal Observations, Peer-to-Peer Observations, Grade Level Collaboration Agenda and Minutes, Reflections	5/2021
<b>Implementation Date</b>	<b>Action 20</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>

8/2020	Formal and informal observations will be conducted in EdReflect (TESS) to document teacher progress towards improving instructional practices.	All Certified Staff	EdReflect		Formal & Informal Observations, Reflective Feedback	5/2021
<b>Implementation Date</b>	<b>Action 21</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
5/5/20	Stephens and Washington Elementary will hire an instructional facilitator to support the schools and close the gaps in literacy. The facilitator will model lessons, provided professional development, assist with lesson planning, observe and provide feedback to teachers and administration, etc.	Phillip Carlock & Aleta Branch		Salary approx. \$36,000 from each school Title I	Hired	5/5/20
<b>Implementation Date</b>	<b>Action 22</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/3/20	The Instructional Facilitators (Literacy and Math) will model lessons, provide professional development, assist with lesson planning, observe and provide feedback to teachers, consult with administration, etc. to close the achievement gap in literacy/math and improve student achievement.	Keysha Griffith-Literacy  LaDonna Oates-Math	LRSD Literacy/Math Facilitator Trainings		Formal & Informal Observations, Feedback, Grade Level Collaboration Agenda and Minutes, Reflections	6/3/21
<b>Implementation Date</b>	<b>Action Step 23</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	The <i>School Leadership Team (Guiding Coalition)</i> monitors school-level student learning data; ACT Aspire, NWEA, CFAs, Dyslexia Screeners, Decoding Screeners, Lexia Core 5, etc., to determine pedagogical strengths and weaknesses and improve student achievement. (Meets twice a month)	GC Add Names	Solution Tree LRSD C & I		Agendas and Minutes, Surveys, Anecdotal Notes, Dialogue and Reflections	5/2021
<b>Implementation Date</b>	<b>Action Step 24</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
9/2020	All classroom teachers will meet with the SBIT twice a month to discuss and devise a plan of action for students' struggling to perform academically and behaviorally. Teachers will implement the plan using a MTSS approach and share progress during the monthly meetings.	SBIT Committee Member & All Classroom Teachers			Collaborative Team Meeting Agendas, Artifacts, Progress Monitoring Form, Assessments	5/2021
<b>Implementation Date</b>	<b>Action Step 24</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	The LRSD will be implanting a new Learning Management System, Schoology. Students receiving in-person and virtual instruction will use this platform.	All Certified Staff	Schoology Training		Lessons & Activities Uploaded, Reports	5/2020



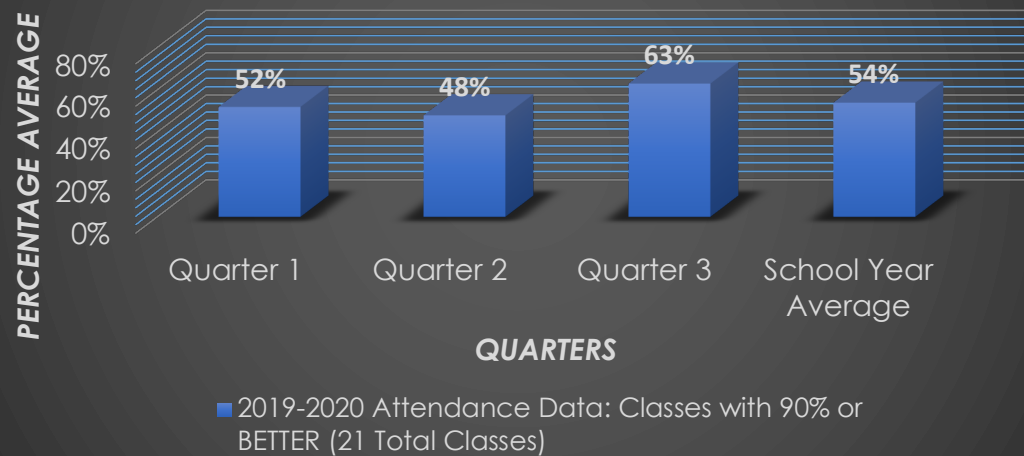
Focus Area 2	School Culture with a focus on Student Attendance and Behavior
Data	<p><b>School Demographics:</b> Booker T. Washington Elementary is a school in the Little Rock School District. It is located in the downtown/east area of the city of Little Rock. In 2019-2020, the school served 386 pre-kindergarten through 5<sup>th</sup> grade students. The school’s enrollment was predominately African American; 94.69% of the students are African American, 1.56% of the students are Hispanic, 1.88% are Caucasian, and 1.87% are of other backgrounds. The special education population in kindergarten through fifth grade was 24.06%. A significant number of students come from economically disadvantaged families with 93.51% qualifying for free and reduced lunch.</p> <p><b>Attendance:</b> From September 3, 2019 to March 12, 2020, the school’s attendance rate was 91.25% according the APSCN Daily Attendance Rate Summary by the Homeroom Teacher report. An incentive to boost student attendance and decrease the number of late arrivals were implemented six weeks into the first nine-weeks. The school’s goal was to have 90% or better attendance rate and tardies for each week. According to the data collected each week, 56% of the classes had an attendance rate of 90% or higher in the first nine-weeks. In the second nine-weeks, 48% of the classes had an attendance rate of 90% or higher. The third nine-weeks was the highest of all three quarters with 63% of classes having an attendance rate of 90% or higher. The first quarter did not give an accurate picture of attendance due to a late start with the collection of data. The second quarter of the school year showed the lowest percentage of attendance and may be attributed to a work stoppage (teachers not reporting to school), holidays (Thanksgiving and Christmas), and illnesses. The third quarter displays the highest percentage and may be attributed to the change in the incentive from “Popsicle Friday’s” to no more than two days absent and/or tardy to attend the “Mobile Gaming Truck” at the end of the third quarter.</p> <p><b>Behavior:</b> For the 2019-2020 school year, behavior data was tracked through eSchool and behavior tracking sheets maintained by BTW’s administration and the PBIS team. All students who received a P.R.I.D.E. Room (in-school suspension or time-out) referral or an office referral were recorded on a monthly behavior log. Students whose infraction aligned with category one was addressed by the teacher in the classroom. Students whose infraction were applicable to category two and three were addressed by administration and/or the P.R.I.D.E. Room interventionist; depending on the severity of the infraction, students were either assigned to the P.R.I.D.E. Room for time-out or in-school-suspension (determined by administration only), out-of-school suspension (determined by administration), Restorative Justice conference, parent conference, etc. There was no discipline data available from the 2018-2019 school year to use from comparison to this year. Although data was collected to be compared from one nine weeks to the next to determine the effectiveness of the BTW’s behavior management plan, due to the inconsistency and erroneous use of behavior management protocols, the comparison data was skewed. For the 2020-2021 school year, the behavior management plan will be reviewed and revised to ensure consistency and coherence as it relates to the implementation of the school-wide behavior management plan.</p> <p><a href="#">First Nine Weeks Behavior Report 2019-2020</a>      <a href="#">Discipline Infraction Report - 1st Nine Weeks</a></p> <p><a href="#">Second Nine Weeks Behavior Report 2019-2020</a>      <a href="#">Discipline Infraction Report 2nd Nine Weeks</a></p> <p><a href="#">Discipline Infraction Report 3rd Nine Weeks</a>      <a href="#">Category Comparison Chart 2019-2020</a></p> <p><a href="#">Discipline Report Charts 2019-2020</a></p>
Goal	<p>To monitor and reduce the number of students identified as Chronically Absent <i>for each quarter of the 2020-2021 school year.</i>  90% of students will be at school <i>on a daily basis every week and</i> 90% of students will be on time <i>for school each day every week</i></p> <p>To establish and maintain a restorative justice environment that limits the amount of office referrals.</p>

Current Reality	At Booker T. Washington Elementary School, it is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. Based on our perceptual surveys along with our school's discipline and attendance reports, we have identified areas of growth and areas that need improvement. Our goal this year is to reduce the percent of students identified as chronically absent each quarter of the 2020-2021 school year. Attendance will continue to be a focus for the 2020-2021 as we continue to eliminate chronic absenteeism as a barrier to learning.					
Action Plan	We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to build greater leadership capacity in our school community.					
<b>Implementation Date</b>	<b>Action 1</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
10/2020 2/2021	We will strive to have 100% parent and teacher participation in at least two formal parent teacher conferences during the school year with one occurring each semester (October and February).	All Certified Staff		n/a	Collect sign-in sheets to determine the number of parents/guardians that attended the conferences.	10/2020 2/2021
<b>Implementation Date</b>	<b>Action 2</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	All teachers will continue to utilize Classroom Dojo as a means to communicate students' academic and behavior progress.	All Certified Staff		n/a	Class Dojo Reports, Formal and Informal Observation, Feedback	5/2021
<b>Implementation Date</b>	<b>Action 3</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	Communication folders (K-5 <sup>th</sup> ) and Student Planners (K-5 <sup>th</sup> ) will be used as tools for transmitting information about students' learning and behavior between school and home.	All Classroom Staff		Comm. Folders \$  Student Planners \$	Formal and Informal Observation, Reflection, Feedback	5/2021
<b>Implementation Date</b>	<b>Action 4</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	<i>Positive Behavioral Interventions and Supports (PBIS)</i> along with <i>Restorative Justice</i> , the <i>Leader in ME</i> , and the <i>PRIDE</i> Room will be implemented, monitored and sustained; and data will be collected during the 2020-2021 school year to determine its effectiveness to improve student behavior and the overall culture of the school.	H. Harris R. Williams T. Sproles T. Craig PBIS Team RJ Team	PBIS Training  Restorative Practice Training  The Leader in Me		Tiered Fidelity Inventory (TFI) for PBIS, Discipline Reports, PRIDE Room Reports, Parent, Teacher, and Student Surveys, Agendas and Minutes, Anecdotal Notes	5/2021

<b>Implementation Date</b>	<b>Action 5</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	A book study of the Leader in Me will be conducted to encourage and support students to take a proactive role in being a leader using life readiness skills. (8 Habits of Highly Effective People)	The Leader in Me Team All Staff		\$	Book Study Artifacts, Agendas, Reflection	5/2021
<b>Implementation Date</b>	<b>Action 6</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
9/2020	Students in grades 3-5 will have the opportunity to participate in First Friday Clubs. The focus will be to provide an area of interest to motivate and empower students as they increase their knowledge and skills related to the club of their interest. Student clubs will participate in local, state, and national training and educational tours.	H. Harris K. Berkley A. Wilkins 3-5 Teachers, Specialists, & Paras.		\$	Student-Teacher Surveys, EOY Showcase	5/2021
<b>Implementation Date</b>	<b>Action 7</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
9/1/2020	Students will receive PBIS Rewards through Class Dojo Points and the Wildcat Store.	All Certified Staff R. Williams		\$10,000	Class Dojo Reports, Formal and Information Observations, Feedback, Reflection	5/2021
<b>Implementation Date</b>	<b>Action 8</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
9/1/20	Community Walk "Feet to Seat" – (District Initiative) (Media Campaign Kick-Off at Washington)	A. Branch H. Harris T. Sproles T. Craig		\$	Visitors in Attendance/Sign-in Sheets	9/30/2020
<b>Implementation Date</b>	<b>Action 9</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
10/20	Honor Roll Assemblies (Quarterly)	T. Sproles All Classroom Staff		\$	Tracking Forms Submitted by Teachers	5/2021
<b>Implementation Date</b>	<b>Action 10</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
9/1/20	The Parent Involvement Coordinator and Counselor/Parent Facilitator contacts students and parents after 5 unexcused absences are documented. (review Absence and Tardy Policy)	T. Craig T. Sproles P. Ellis S. Al-Uqdah			Attendance Reports and Log	5/2021

<b>Implementation Date</b>	<b>Action 11</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
9/1/20	Counselor integrates focus lessons on tardiness and attendance in the classrooms.	T. Sproles			Lesson Plans, Formal and Informal Observations, Feedback, Reflections	5/2021
<b>Implementation Date</b>	<b>Action 12</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
9/2020	All K-5 Teachers will encourage students and their families to support students with arriving to school daily and on time.	All Classroom Teachers & Al-Uqdah			Attendance Champs Trophy (Weekly-K-2 and 3-5), Monitoring Attendance Progress (eSchool/Cognos Reports), Class Dojo Reports	5/2021
<b>Implementation Date</b>	<b>Action 13</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	All K-5 Teachers will facilitate Morning Circles/P.A.W.S. Time to support students social and emotional learning and cultivate a positive, safe, and collaborative environment conducive for learning.	All Classroom Teachers, PBIS Team, Restorative Practice Team			Formal and Informal Observation, Reflection, Feedback	5/2021
<b>Implementation Date</b>	<b>Action 14</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
7/2020	Due to COVID-19, a Return to School <a href="#">“Ready for Learning”</a> plan was created to ensure the safety and well-being of staff and students.	All		\$	Observation and Anecdotal Notes	8/2020

## 2019-2020 Attendance Data: Classes with 90% or BETTER (21 Total Classes)



**Note:** We began taking data in the 6<sup>th</sup> week of Quarter 1.

Quarter 1: 4 weeks

Quarter 2: 9 weeks

Quarter 3: 10 weeks

Quarter 4: AMI due to COVID- 19 Virus. Staff & students were sent home on Friday, March 12, 2020. We completed the remainder of the school year teaching from home using the Its Learning virtual platform.

Focus Area 3	Parent and Family Engagement
Data	During the 2019-2020 school year, Facebook followers declined from 35 followers to zero and increased to 59 followers after rebuilding the page, Twitter was a new platform that obtained 84 followers, and Instagram grew from 23 followers to 54 followers. There were 20 out of 21 classroom teachers that utilized Class Dojo to facilitate two-way communication between school and home. 83% of parents and guardians of students were connected to Class Dojo. Class Dojo became the best platform to communicate and engage families in their child's education.
Goal	Booker T. Washington Elementary School views parents and families as partners within our school community. We believe that student learning and the school culture benefits tremendously when parents and families are fully aware and in support of our mission, vision and beliefs associated with teaching and learning. Booker T. Washington will use multiple ways to effectively communicate with parents, families, and the community to increase parent and family engagement.  To increase parent and family engagement by utilizing multiple outlets in an effort to connect to our parents, families, and community. Our social media followers will increase <i>from the 2019-2020 school year to the 2020-2021 school year.</i>
Current Reality	Booker T. Washington Elementary School currently utilizes Facebook, Twitter, Instagram, Class Dojo, ParentLink, HAC, School Newsletters and Memos as a means to connect to our parents and community.  Our social media platforms are used to push out parent information for upcoming school and district events. We also upload videos and photos on our pages of student activities as well as parent events hosted at our school. We have about 60 followers on Facebook, 54 on Instagram, and Twitter is the newest platform which started with zero followers and now has 84 followers. These platforms are monitored and maintained by Kimberley Washington, Technology Specialist, and Betty Larry, Library Media Specialist.

	<p>Class Dojo is a communication app used between school and home. Parents/families and the teacher are able to communicate with one another in a text format and share photos and videos. Parents/families are able to keep up with their child’s behavior at school. Students receive points for adhering to the expectations, and parents are able to see the points students receive or those that have been taken away for negative behavior through the use of the app. Class Dojo will be used by 100% of the classroom teachers, K-5. 83% of parents are connected on Class Dojo.</p> <p>Parent Link is another way we connect our school to our parents. We create weekly/monthly messages to push out information regarding our school events, such as, Parent Nights, Parenting Partners Information, and District Information. With our parent link system, we can reach over 70% of our parents/guardians with important information. The Home Access Center (HAC) is used to support teachers and parents with monitoring students’ academic progress throughout the year.</p> <p>School Newsletters and Memos are used to inform parents of events, safety concerns, etc. (Monthly Calendar of Events)</p> <p>The School Marque and Website is also tools that are used to inform parents.</p> <p>Two days of Parent Teacher Conferences were conducted in October and February.</p> <p>Parents and families were invited to attend the Parenting Partners Workshop one day a week for four weeks. The attendance for this event was low and sometime with zero to one parent in attendance.</p>					
Action Plan	We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to build greater leadership capacity in our school community.					
Implementation Date	Action 1 (Create a mobile-first parental strategy)	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2020	Social Media Committee to meet and plan strategic content/resources to connect more to our parents	Branch, Larry, Washington, Sproles, & Craig (Students)			Agendas and Minutes, Anecdotal Notes	5/2021
Implementation Date	Action 2	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2020	Maintain a school Facebook, Instagram, Snap Chat, Tik Tok, Twitter, and School Website	K. Washington B. Larry T. Craig			Reflections, Anecdotal Notes, Analytical Reports	5/2021
Implementation Date	Action 3	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date

8/2020	Increase Facebook and Instagram followers from approximately 60 to 200 during the 2020-2021 school year	K. Washington B. Larry T. Craig			Reflections, Anecdotal Notes, Analytical Reports	5/2021
<b>Implementation Date</b>	<b>Action 4</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	All classroom teachers will create a Class Dojo page and encourage 100% participation from parents	All Certified Staff			Agendas and Minutes, Anecdotal Notes, Analytical Reports	5/2021
<b>Implementation Date</b>	<b>Action 5</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
9/2020	Professional Development on how to best utilize the social media platforms	K. Washington B. Larry T. Craig			Agenda and Minutes, PD Surveys, Reflections	9/2020
<b>Implementation Date</b>	<b>Action 6</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
TBD	Parent Facilitator and Coordinator will attend conferences to learn how to best increase parental engagement (Quarterly meetings with Kaye Rainey; State Conference-Spring)	T. Sproles T. Craig			Agenda and Minutes, Anecdotal Notes, Reflections	TBD
<b>Implementation Date</b>	<b>Action 7 (Encourage parent/student created content)</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	Parent/Family Surveys to determine what information is needed, best means of communication	Larry, Washington, Sproles, & Craig			Parent Surveys	8/2020
<b>Implementation Date</b>	<b>Action 8</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
8/2020	Student Surveys to determine students' interests and what information students need (Attendance/NNPS)	Larry, Washington, Sproles, & Craig			Student Surveys	8/2020
<b>Implementation Date</b>	<b>Action 9 (Technology training for parents)</b>	<b>Assigned To</b>	<b>Professional Development</b>	<b>Cost</b>	<b>Evaluation &amp; Reflection</b>	<b>Target Date</b>
9/24/2020	Annual Computer Literacy Nights for Parents with the focus on: <ul style="list-style-type: none"> <li>establishing email accounts for parents who do not have access to email/Gmail</li> <li>access to home Wi-Fi (Power Computer Plus Day–Fall/Spring)</li> </ul>	Larry, Washington, Sproles, & Craig (All Certified Staff)		Childcare for Adult sessions \$600	Student and Parent Attendance/Sign-in Sheets, Surveys	9/24/20

	<ul style="list-style-type: none"> <li>• Navigate Educational Platforms</li> </ul> <p>How to access attachments/documents online, access websites such as:</p> <ul style="list-style-type: none"> <li>• Facebook</li> <li>• Instagram</li> <li>• Twitter</li> <li>• Class Dojo</li> <li>• LRSD website/Gateway</li> <li>• Parent Link</li> <li>• HAC</li> </ul>			Refreshments for Parent Nights \$400		
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