

Watson Elementary
2020-2021 School Improvement Plan

Principal: Ms. Stephanie Walker
Assistant Principal: Ms. Morgan Ealy

Mission: Watson Elementary provides students with academic and social development empowering all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.



S*afety* **O***wnership* **A***ttitude* **R***espect*

2019-2020 Watson Elementary School Improvement Plan

School Positions	Name	Email Address
Principal	Stephanie Walker	<i>stephanie.walker@lrsd.org</i>
Assistant Principal	Morgan Ealy	<i>morgan.ealy@lrsd.org</i>
Counselor	Eileen McMurray	<i>eileen.mcmurray@lrsd.org</i>
Media Specialist	Carol Jackson	<i>carol.jackson@lrd.org</i>
Behavior Intervention Specialist	Chris Carrigan	<i>chris.carrigan@lrsd.org</i>
Teacher	Javonne Parker	<i>javonne.parker@lrsd.org</i>
Teacher	Ashtin Boykin	<i>ashtin.boykin@lrsd.org</i>
Teacher	LaDina Brister	<i>ladina.brister@lrsd.org</i>
Teacher	Ronisha Johnson	<i>ronisha.johnson@lrsd.org</i>
Teacher	Kristy Alexander	<i>kristy.alexander@lrsd.org</i>
Teacher	Zavier Lewis	<i>Zavier.lewis@lrsd.org</i>

Vision Statement

Little School District: Creating Excellence for Tomorrow

Watson Elementary: For our student to become lifelong learners, independent thinkers, and are prepared to arrive at adulthood ready to live as positive, responsible, and productive citizens

Mission Statement

District: “The mission of the Little Rock School District is to equip all students with the skills and knowledge to realize their aspirations, think critically and independently, learn continuously, and face the future as productive contributing citizens. This mission is accomplished through open access to diverse, innovative and challenging curriculum in a secure environment with a staff dedicated to excellence and empowered with the trust and support of our community.”

School: Watson Elementary provides students with academic and social development empowering all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being.

Our Core Values

Safety

We will:

- establish and maintain a safe school and learning environment for our students, staff, stakeholders, and partners.
- exhibit respect & take responsibility for all safety practices

Ownership

We will:

- take ownership/responsibility of our behavior as individuals
- have the courage to think and act independently
- demonstrate problem solving and decision-making skills
- be reliable and trustworthy

Attitude

We will:

- act honorably under all circumstances, even when it is to the disadvantage of the self
- use positive words
- always stay positive and exercise intelligent ways to view problems, challenges and obstacles.

Respect

We will:

- believe in the inherent dignity of all people
- celebrate individuality
- value and appreciate diversity
- honor self and others through words and actions
- show respect for the school buildings, facilities and surrounding environment

Focus Area : Safe and Collaborative Culture

Data:	Based on the 2020 Winter NWEA/MAP, data, 75% of Watson’s 3 rd through 5 th graders are “ projected ” (ACT Aspire) to be in need of support; 25% being close or ready. [Final results will be ready this summer.] Based on the spring 2019 NWEA/MAP Data, 36% of students met their projected growth from Winter to Spring. Watson’s student median growth percentile is 41% from winter to spring. Our core reading instruction must remain constant with strengthening and enhancing with a focus on the implementation of Tier II teaching which includes K-2 RISE encoding and decoding initiatives, small reading groups, and individualized explicit instruction as needed on systematic and consistent basis.
Goal #1: Ensure a Safe and Orderly Environment	To fully implement the processes of the school-level 2020-2021 <i>Ready to Learn</i> Plan. <ol style="list-style-type: none"> 1. Develop a school-level plan that addresses the aspects of re-opening school for the 2020-2021 school year. [July 2020] 2. Create a school-based committee of stakeholders (staff, parents, and community) to continuously provide input to review and revise the components of the plan. [July 2020] 3. Staff will receive professional development on the components of the plan. [August 2020-2021]
Indicator:	<ul style="list-style-type: none"> • FE-02, FE 03, FE 07- Wise Ways
Professional Development & Support:	<ul style="list-style-type: none"> • Arkansas Department of Education; https://ade.arkansas.gov/ • Arkansas Department of Health; https://www.healthy.arkansas.gov/ • Little Rock School District Ready to Learn Plan --Watson Elementary Ready to Learn Plan • Arkansas Ready to Learn Plan • https://www.cdc.gov/

Costs:	<ul style="list-style-type: none"> •
Evaluation:	<ul style="list-style-type: none"> • Conduct virtual meetings to address components of the plan • HRS Surveys [1.1-1.3]---of the implementation of the Ready to Learn Plan • PD Sign-In Sheets • Staff Reflections • District Feedback on RTL Plan • Stakeholder Feedback on RTL Plan

Focus Area : Safe and Collaborative Culture

<p>Data:</p>	<p>Based on the 2020 Winter NWEA/MAP, data, 76.6% of Watson’s 3rd through 5th graders are “projected” (ACT Aspire) to be in need of support; 23.4% being close or ready. Our core reading instruction must remain constant with strengthening and enhancing with a focus on the implementation of Tier II teaching which includes K-2 RISE encoding and decoding initiatives, small reading groups, and individualized explicit instruction as needed on systematic and consistent basis.</p>
<p>Goal #2:</p> <p>Professional Learning Communities</p>	<p>Build a shared foundation for the Professional Learning Community at Work process which is the cornerstone of High Reliability Schools. Intentional, systematic and consistent collaborative efforts will produce ongoing improvement in student achievement.</p>
<p>Interventions/Measureable Actions</p>	<ul style="list-style-type: none"> • Teachers will collaborate weekly to discuss student growth and develop a plan to track their growth in literacy and math. • Staff will participate in continuous PLC training throughout the 2020-2021 school year. • Principal will develop a plan of continuous instructional improvement through the use of data, collaboration, and instructional support. • Staff will implement the recommended PLC and HRS strategies for Level 1. • Parents and community stakeholders will have involvement in the PLC and HRS processes for Watson Elementary.
<p>Indicator:</p>	<ul style="list-style-type: none"> • ID01; ID11-13; IDo4-05
<p>Professional Development & Support:</p>	<ul style="list-style-type: none"> • Guiding Coalition Meeting w/Solution Tree June 2020 • PLC at Work Conference July 2020 • Dr. Anthony Muhammad Webinar July 17, 2020 • Professional Development –Staff Overview- August 10, 2020 • Professional Learning Community (PLC) PD and Coaching [August 2020-June 2020] • High Reliability School (HRS) Level 1 PD • <u>Learning by Doing</u> by DuFour • <u>High Reliability School</u> by Marzano • <u>Time for A Change</u> by Dr. Anthony Muhammad
<p>Costs:</p>	<ul style="list-style-type: none"> • 1003a Funded and Solution Tree –PLC Cohort 4 Grant

Evaluation:	<ul style="list-style-type: none">• Display, discuss, and document student work samples in collaborative meetings• Use of Pre/Post Assessment Data- Increase in student achievement/% scores• Use of CFAs (Common Formative Assessments) with each grade level- Increase in Achievement• High Reliability School (HRS) Survey Level 1 Surveys• Document PLC meetings• PLC Agendas• Sign-in Sheets• Attendance in Professional Development
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Focus Area: Effective Instructional Practice

Data:	Based on the 2020 Winter NWEA/MAP, data, 76.6% of Watson's 3 rd through 5 th graders are "projected" (ACT Aspire) to be in need of support; 23.4% being close or ready. Our core reading instruction must remain constant with strengthening and enhancing with a focus on the implementation of Tier II teaching which includes K-2 RISE encoding and decoding initiatives, small reading groups, and individualized explicit instruction as needed on systematic and consistent basis. Tier II teaching which includes K-2 RISE encoding and decoding initiatives, small reading groups, and individualized explicit instruction as needed on systematic and consistent basis.
Goal #3: K-3 RISE Encoding and Decoding Initiatives, and Writing	For the 2020-2021 school year, all K-2 students at Watson Elementary will make measurable growth on the NWEA interim assessments by increasing their RIT scores in foundational skills, vocabulary, and reading comprehension by 5 growth points per interim. Scores will increase as a result of systematic and explicit implementation of RISE components of phonemic and phonological awareness. As a result, on the spring NWEA assessment, 70% of students will meet their growth goals. To improve instructional practices that support student achievement, K-2 teachers will work in as a collaborative team with recurring cycles of collective inquiry and citing research to ensure <i>sound instructional practices to support student achievement</i> . Currently, our master schedule reflects adequate time for Professional Learning Communities [Collaboration] <ol style="list-style-type: none"> 1. <i>Implement Wit and Wisdom, Foundations, and Heggerty (K-2) as our core literacy program. [August 26, 2019- May 27, 2020]</i> 2. <i>Our focus will begin on Tier 1-Whole group instruction and providing services for students who have already been identified in need of Tier 3 intervention. After the administering of prescreeners and BOY interim assessments, teachers will begin to implement Tier 2 small group instruction. [Beginning September-October 2019]</i> 3. <i>Continue to implement selected evidenced based strategies that have proven effective in our core content areas such as (RISE, Kagan, SIOP strategies, Small Group Instruction) [August 2020- May 2021]</i> 4. <i>Workstations will be set up utilizing the Daily Five Framework. Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading. The five components of reading will be embedded within the framework. [Phonemic Awareness, Phonics, Fluency, Vocabulary, & Comprehension] [Implement August 2020; Monitor Sept. 2020 – May 2021]</i>
Measurement:	Watson Elementary will make measurable growth on the NWEA interim assessments by increasing their RIT scores in foundational skills, vocabulary, and reading comprehension by 5 growth points per interim. Scores will increase as a result of systematic and explicit implementation of RISE components of phonemic and phonological awareness. As a result, on the spring NWEA assessment, 70% of students will meet their growth

<p>Indicators:</p>	<p>IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level</p> <p>IID11 Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red-flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.</p> <p>IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction and assessment.</p> <p>IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction.</p> <p>IIIA05 All teachers maintain a record of each student’s mastery of specific learning objectives.</p> <p>IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</p> <p>IIIB06 All teachers systematically report to parents the student’s mastery of specific standards-based objectives.</p> <p>IIID02 The school implements tiered instructional system that allows teachers to deliver evidence-based instructional aligned with the individual needs of students across all tiers.</p> <p>IIID03 The school’s tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected as assigned to students and sow fidelity will be monitored.</p> <p>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.</p>
<p>Professional Development/ Supports & Costs</p>	<ul style="list-style-type: none"> ● Professional Development and materials will be provided to improve the alignment of Tier 2 with Tier 1 Core instruction. ● On-going training to use the district selected assessment instrument (NWEA Map) for progress monitoring our students and as an intermittent assessment ● On-going training to use the Science of Reading for RISE and use the rsources from Heggerty, Foundations, Just Words, and Wit and Wisdom ● Provide support to grade level teams or content teams to support their understanding of aligned instructional units ● In order to provide staff with high quality, on-going job embedded and differentiated Literacy professional development; we will use funds to hire the consultant firm Moncrief-One Team– Reading PD sessions and follow-up Teachers will also receive Pre-School (Before August 2020) <ul style="list-style-type: none"> ● Teachers will attend a 3-day Literacy Professional Development Series July 2020 offered by Moncrief- One Team (Takisha Moncrief). (\$) ● Ongoing PD support during the school year, with increasing time on task and full utilization of the literacy block from Moncrief One Team Literacy Instructional Support. [September 2020-May 2021]

	<p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Increase in teacher utilization of high yield, research-based instructional strategies • Increased levels of data-driven engagement and differentiated tasks aligned to standards • Use of “Name & Explain” technique to confirm retention, skill mastery, and transfer of knowledge. <p>Intended Outcomes (Overall):</p> <ul style="list-style-type: none"> • Increase teachers’ content knowledge and application of RISE initiative training • Increase time on task and full utilization of the literacy block • Increase comprehensive engagement involving all Reading components; Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary • Ongoing PD support during the school year, with increasing time on task and full utilization of the literacy block from Moncrief One Team Literacy Instructional Support. daysTBD) <p>Intended Outcomes:</p> <ul style="list-style-type: none"> • Increase in teacher utilization of high yield, research-based instructional strategies • Increased levels of data-driven engagement and differentiated tasks aligned to standards • Use of “Name & Explain” technique to confirm retention, skill mastery, and transfer of knowledge. <p>Intended Outcomes (Overall):</p> <ul style="list-style-type: none"> • Increase teachers’ content knowledge and application of RISE initiative training • Increase time on task and full utilization of the literacy block • Increase comprehensive engagement involving all Reading components; Phonemic Awareness, Phonics, Fluency, Comprehension, & Vocabulary
<p>Evaluation:</p>	<ul style="list-style-type: none"> • We will monitor our implementation regularly w/Indistar Indicators (Wise Ways) • TESS Formal and Informal Observations w/ reflective feedback. –Domain 1-Planning and Preparation and Domain 3-Instruction • Focus walks will be conducted in the first 9 weeks. These walks will center around the implantation of Foundations and Heggerty. • Student progress monitoring, Common Formative Assesments, and interim assessment results (NWEA & WRAP BOY, MOY, & EOY) Data will be analyzed & discuss within Professional Learning Communities, Driving Coalition/Leadership Team, & SBIT meetings

<p>Goal #4:</p> <p>4-5 Small Group Instruction and Writing</p> <p>Measurement</p>	<p>By January 2021, 100% of 3rd -5th grade teachers will consistently implement research-based instructional and engagement practices to improve student achievement. (Small Group Instruction, ESL & SIOP Strategies)</p> <p>To improve instructional practices that support student achievement. Watson Elementary will stay constant with the team structure to ensure <i>sound instructional practices to support student achievement</i>. Currently, our master schedule reflects adequate time for instructional team planning (grade level, content discipline/department). Our teachers will continue to implement selected evidenced based strategies that have proven effective in our core content areas such as (SIOP strategies& Small Group Instruction)</p> <ul style="list-style-type: none"> • <i>Continue to Implement Wit and Wisdom and Just Words as our core literacy program. [August 2020- May 2021]</i> • <i>Our focus will begin on Tier 1-Whole group instruction and providing services for students who have already been identified in need of Tier 3 intervention. After the administering of prescreeners and BOY interim assessments, teachers will begin to implement Tier 2 small group instruction. [Beginning September-October 2020]</i> • Continue to implement selected evidenced based strategies that have proven effective in our core content areas such as (RISE, Kagan, SIOP strategies, Small Group Instruction/ Workshop Model) [August 26, 2019- May 27, 2020] • Workstations will be set up utilizing the Daily Five Framework. Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading. The five components of reading will be embedded within the framework. [Phonemic Awareness, Phonics, Fluency, Vocabulary, & Comprehension] [Implement August 2020; Monitor Sept. 3, 2020 – May 2021]
	<ul style="list-style-type: none"> • By the end of the 2nd quarter (December 2020), we will see academic growth varying from 5% to 10 % by progress monitoring, NWEA Map Growth (Math & Literacy).
<p>Indicators</p>	<p>IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level</p> <p>IID11 Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red-flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.</p> <p>IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction and assessment.</p> <p>IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction.</p> <p>IIIA05 All teachers maintain a record of each student’s mastery of specific learning objectives.</p> <p>IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.</p> <p>IIIB06 All teachers systematically report to parents the student’s mastery of specific standards-based objectives.</p> <p>IIID02 The school implements tiered instructional system that allows teachers to deliver evidence-based instructional aligned with the individual needs of students across all tiers.</p>

	<p>IIID03 The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected as assigned to students and how fidelity will be monitored.</p> <p>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.</p>

<p>Professional Development/ Supports & Costs</p>	<ul style="list-style-type: none"> ● Professional Development and materials will be provided to improve the alignment of Tier 2 with Tier 1 Core instruction. ● On-going training to use the district selected assessment instrument (NWEA Map) for progress monitoring our students and as an intermittent assessment ● On-going training to use the Science of Reading for RISE and use the resources from Heggerty, Foundations, Just Words, and Wit and Wisdom ● Provide support to grade level teams or content teams to support their understanding of aligned instructional units ● In order to provide staff with high quality, on-going job embedded and differentiated Literacy professional development; we will use funds to hire the consultant firm Moncrief-One Team– Reading PD sessions and follow-up Teachers will also receive Pre-School (Before August 2020) <ul style="list-style-type: none"> ● Teachers will attend a 3-day Literacy Professional Development Series July 2020 offered by Moncrief- One Team (Takisha Moncrief). (\$) ● Ongoing PD support during the school year, with increasing time on task and full utilization of the literacy block from Moncrief One Team Literacy Instructional Support. [September 2020-May 2021] <p>Intended Outcomes:</p> <ul style="list-style-type: none"> ● Increase in teacher utilization of high yield, research-based instructional strategies ● Increased levels of data-driven engagement and differentiated tasks aligned to standards ● Use of “Name & Explain” technique to confirm retention, skill mastery, and transfer of knowledge. <p>Intended Outcomes (Overall):</p> <ul style="list-style-type: none"> ● Increase teachers’ content knowledge and application of RISE initiative training ● Increase time on task and full utilization of the literacy block ● Increase comprehensive engagement involving all Reading components; Phonemic Awareness, ● Phonics, Fluency, Comprehension, & Vocabulary
<p>Evaluation:</p>	<ul style="list-style-type: none"> ● We will monitor our implementation regularly w/Indistar Indicators (Wise Ways) ● TESS Formal and Informal Observations w/ reflective feedback. –Domain 1-Planning and Preparation and Domain 3- Instruction ● Focus walks will be conducted in the first 9 weeks. These walks will center around the implementation of Wit & Wisdom. ● Student progress monitoring, Common Formative Assesstments, and interim assessment results (NWEA & WRAP BOY, MOY, & EOY) Data will be analyzed & discuss in instructional team, leadership team, & SBIT meetings – [PLC’s]

Focus Area : Student Discipline/School Culture

Data:	<p>In addition to the data results and compared achievement gap between our African American, Hispanic, and White students, our school's culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. Given the diversity of Watson 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 reports, we have identified areas of growth and areas that need improvement. Watson's Tiered Fidelity Inventory indicated that 65% of both teachers and students knew and understood all of the four PBIS expectations, Safety, Ownership, Attitude, and Respect. According to Watson's SAS, 68% of teachers felt that rewards consistently exists for meeting expected student behaviors in non-classroom settings. 70% of our students have confirmed that they have received acknowledgements for good behavior. According to our GPS discipline data, the greatest concern is cafeteria and playground social interactions. Due to the high rate of aggression, physical altercations, the socioeconomic and emotional barriers that our students face, specialized assistance Tier II Intervention training is needed for both students and educators to address social, behavioral, and academic needs. Second to our greatest concerns is classroom disruptions. (mainly repeat offenders) We see and understand that great need to cultivate a school culture of leadership through student leadership opportunities, setting and achieving goals, and celebrating successes.</p>
Measurement:	<ul style="list-style-type: none"> • By the end of the 1st 6 -8weeks of school, teachers will have explicitly taught ritual, routines and the PBIS expectations to their students. [August 24, 2020 – October 16 2020] • By the end of the second quarter, we should have a 10% decrease in classroom interruptions, student referrals and suspensions. [September 2020 – December 20, 2020] • By the end of 3rd quarter, Spring of 2021, students at Watson Elementary will have a 25% decrease in classroom interruptions, student referrals and suspensions. [December 2020 – March 13, 2021] • HRS Parent, Student, and Teacher Surveys [September 2020; April 2021]

	<ul style="list-style-type: none"> • GPS/ Data Collection will be used to enter discipline data, analyzed by teachers and leadership team. [August 2020 – May 2021] • TESS Evaluation Tool w/reflective feedback to monitor teacher effectiveness in Domain 2: The Classroom Environment [August 2020 – May 2021]
Indicator:	<ul style="list-style-type: none"> • IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. [Work Stations] • IIIC02 Transitions between instructional modes are brief and orderly. • IIIC04 Students raise hands or otherwise signal before speaking. • IIIC08 All teachers display classroom norms and procedures in the classroom. • IIIC09 All teachers correct students who do not follow classroom rules and procedures. • IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them. [PBIS] • IIIC11 All teachers conduct an occasional "behavior check." [CLASS MEETINGS- AM/PM] • SE01-04-Wise Ways
Professional Development & Support:	<ul style="list-style-type: none"> • Professional Development -Restorative Justice to be provided for ALL school staff. Trainings for all staff will be broken down into manageable portions during staff meetings. • Professional Development –PBIS Responding to Problem Behavior in Schools-Tier II Intervention Training- “Check-In Check-Out”-Continue • “Leader in Me” training and implementation – a whole school transformation process focused on student leadership. During this second year, we will continue to immerse students and staff in an environment that will portray a focus on leadership, and to establish many student leadership roles in the school. [August 2020-May 2021] • “Leader in Me” training and implementation of Aligning Academics. Emphasis will be on academics where key leadership principles and skills will be applied to academics in a way that is intended to increase students’ ownership for their learning. In addition, this process will help students to work more effectively in teams, and see themselves as lifelong learners.[August 2020-May 2021] • Quarterly PD provided by Mental Health Agencies (PAT Center and Life Strategies) during staff meetings to assist teachers on how to incorporate effective discipline strategies within the classroom. • School Wide Book Study: <u>The Leader in Me</u> by Stephen R. Covey, Sean Covey, Muriel Summers, and David K. Hatch
	<ul style="list-style-type: none"> • After-School Program: \$40,000 • PBIS Student Incentives for good behavior [\$5,000] • Leader In Me PD, Coaching, Materials, etc... [\$38,657.00]

<p>Costs:</p>	<ul style="list-style-type: none"> • Stipends for PD LIM \$6,000.00 • Behavior Interventionist Position- [\$34, 000.00] • Bilingual Home/School Advisor- [\$35, 000.00] • Materials to support Watson's Poster Maker supplies for this year. [\$5,000.00]
<p>Evaluation:</p>	<ul style="list-style-type: none"> • We will monitor our implementation regularly through Indistar (Indicators) • Focus Walks and Classroom Walk-throughs • TESS Formal and Informal Observations w/ reflective feedback. Domain 2-The Classroom Environment • Student progress monitoring and interim assessment results. We will monitor our implementation regularly utilizing the TFI Tiered Fidelity Inventory and will evaluate data results. • GPS Data Collection Tool will be used to enter discipline data, analyzed by instructional team, leadership team, & SBIT – [PLC's]. Discipline data will be shared quarterly with staff. Next steps and an action plan for next steps will be taken.

Focus Area : Student Attendance

Data:	To reduce the number of students arriving late for class as well as decreasing the number of students who miss five or more days of school during Fall Semester by 50%. Increase parental awareness about the importance of school attendance, arriving on-time, and the resources/supports available. Reward students who achieve perfect (no absences) or near perfect (less than 2 absences) attendance each semester.
Goal # 4: Improve daily student attendance	<p>By Spring of 2021, 80% of students at Watson Elementary School will arrive on time and stay during the duration of the school day as assessed by daily attendance records.</p> <p>To improve daily attendance Watson Elementary School will do the following:</p> <ul style="list-style-type: none"> • Display weekly data in front entry window and virtually on Watson's District Website [August 2020 – May 27, 2021] • Daily parent calls for tardies or absences sent by Eschool [August 2020- May 27, 2021] • Discussion during Open House of 'Feet to the Seat' [September 2020] • Agenda item during Parent Engagement nights [Monthly; September 2020 – May 2021] • Review Daily Attendance Rate Report [Monthly; October 2020 – May 2021]
Measurement:	<ul style="list-style-type: none"> • Watson Elementary will make measurable growth on the NWEA Interim Assessment and ACT Aspire Assessment by decreasing the number of tardies, absences and early checkouts of students. Growth will occur due to an increase in time at school and in class.
Indicator:	<ul style="list-style-type: none"> • IIB01 All teachers maintain a file of communication with parents regarding attendance through TAC
Professional Development & Support:	<ul style="list-style-type: none"> • Professional Development –During monthly PLC meetings Chronic absenteeism will be an agenda item in an effort to view research and collaboratively plan ways to reduce Chronic Absenteeism. • School Wide Book Study: <u>Culturally Responsive Education & the Brain</u> by Zaretta Hammond-Continuation • School Wide Article: <u>Increasing Student Attendance: Strategies from Research and Practices</u> by Northwest Regional Educational Library
Costs:	<ul style="list-style-type: none"> • Materials to support Watson's Poster Maker supplies for this year. [\$5,000.00]
Evaluation:	<ul style="list-style-type: none"> • Registrar will update weekly data for parents and administration and display the information in the front entry window • GPS Data Collection Tool will be used to analyze attendance data. Discipline data will be shared quarterly with staff. Next steps and an action plan for next steps will be taken. • Weekly attendance incentives in class • Monthly attendance incentives for school

