

Booker T. Washington Elementary, ***A Leader in Me and CommUNITY School***

Little Rock School District

School Improvement Plan, 2022-23 SY

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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:

At BTW we have a shared vision for our school. As leaders, we are committed to the following:

- ★ Be approachable, flexible and professional at all times.
- ★ Establish and *follow* norms and collective commitments.
- ★ Have an agenda for collaborative team meetings.
- ★ Be an active participant of a collaborative team; willing to share ideas and be reflective.
- ★ Utilize a variety of instructional strategies to facilitate student participation in learning.
- ★ Work through **ALL** four questions of the PLC process for each instructional cycle.
 - What do we want students to learn? (essential standards)
 - How will we know if they have learned? (team-developed common assessments).
 - What will we do if they don't learn? (systematic interventions)
 - What will we do if they already know it? (extended learning)

Schoolwide Goals:

- By May 30, 2022, the percentage of students achieving or exceeding the NWEA mean RIT math score will move from 14% to 35% and RIT reading score will move from 21% (approx. 73/349 students) to 35% (122/349 students).

Focus Area 1	Achievement
Data	<p>At Booker T. Washington, we desire to be a high-achieving school with all students performing on or above grade level. Our 2020-2021 ACT Aspire scores revealed that students in grades 3rd through 5th grade scored a combined average of 11% proficiency in reading and 10% proficiency in math.</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 3rd-5th grade were not able to complete the ACT Aspire assessment; however, they were able to complete all three (fall, winter, and spring) NWEA Interim Assessments. 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 Lexia Core 5 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 Lexia.</p> <p>Data Trends 2017-2019</p>
Goal	<p>By May 30, 2022, the percentage of students achieving or exceeding the NWEA mean RIT math score will move from 14% to 35% and RIT reading score will move from 21% (approx. 73/349 students) to 35% (approx. 122/349 students).</p>
Current Reality Feb. 2022	<p><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></p> <p>Booker T. Washington Elementary School practices 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. Booker T. Washington administration wrote a grant for and was accepted as part of ADE DESE Cohort 5 for the Professional Learning Communities at Work Project. This grant allows additional professional development for teachers and administration to continue the work of highly effective schools through engagement and work as a Professional Learning Community.</p> <p>In the 2019-2020, the Little Rock School District (LRSD) 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>

In the 2021-2022 school year, the Little Rock School District (LRSD) implemented a new math curriculum in elementary which includes the resource, Illustrative Math.

Nine teachers have been hired at BTW for the 2021-22SY. Out of the nine teachers, six teachers are being trained in RISE.

Six 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. Teachers have been trained in the Wilson Series and use the Wilson in 2nd thru 5th grade for all students tagged with dyslexia characteristics. The Wilson resources provide a systematic approach to teaching phonics.

The reading teachers provide instruction using the Wilson Reading Series to support struggling readers and students tagged with dyslexia characteristics.

The Little Rock School District is providing BTW with one literacy facilitator and one math facilitator to support teachers one day a week.

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
8/2021	<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 Christi Parsons Sarah Schuhl Nichole Demich Jon Yost</p>	State Funded	Collaborative Team Meeting Agendas, PLC Artifacts, Survey	5/2022
Implementation Date	Action 2	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	Booker T. Washington will use <i>team structures</i> to support student achievement 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	5/2022

Implementation Date	Action 3	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	Teachers will engage in the PLC process to plan instruction, implement engaging lessons, and assess student learning based on the Arkansas Standards and utilize LRSD curriculum resources.	All Instructional Staff	LRSD PD, Grade Level PLC Col.,		Unit Plans, Lesson Plans, CFA's, Exit Tickets, Peer-to-Peer Observations, Reflections, Student Surveys	5/2022
Implementation Date	Action 4	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	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.		Unit Plans, Lesson Plans, Formal & Informal Observations, Assessments, Exit Tickets, Peer-to-Peer Observations, Reflections	5/2022
Implementation Date	Action 5	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	Teachers in grades K-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 K-2 or 3-5 Training	LRSD RISE Training		Agenda, Registration/Sign-in Sheet	5/2022
Implementation Date	Action 6	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/3/2021	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	State Funded Title I \$6,500	Collaborative Team Meeting Agendas, PLC Artifacts, Survey	5/2022
Implementation Date	Action 7	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	Teachers will create Common Formative Assessments (CFAs) and analyze the results to make data-driven decisions related to next steps for intervention or enrichment.	All Instructional Staff	CFA PD Intervention PD Enrichment PD Disaggregating Data PD		Unit Plans, Lesson Plans, CFA's, Formal & Informal Observations, Assessments, Grade Level Collaboration Agenda and Minutes, Reflections	5/2022
Implementation Date	Action 8	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date

8/2021	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 District Funded	Lexia Masters Trophy (Weekly-K-2 and 3-5), Monitoring Lexia Skill Progress, Formal & Informal Observations, Reflections	5/2022
Implementation Date	Action 9	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	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	5/2022
Implementation Date	Action 10	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	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	5/2022
Implementation Date	Action 11	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	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	5/2022
Implementation Date	Action 12	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	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	5/2022
Implementation Date	Action 13	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	All teachers meet instructionally with students (explaining, checking, and giving feedback).	All Certified Staff			Unit Plans, Lesson Plans, Formal & Informal Observations, Feedback, Reflections	5/2022
Implementation Date	Action 14	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date

8/2021	All teachers interact managerially with students (reinforcing rules and procedures).	All Certified Staff			Lesson Plans, Formal & Informal Observations, Feedback, Reflections	5/2022
Implementation Date	Action 15	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	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	5/2022
Implementation Date	Action 16	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
1/1/22	All teachers and students monitor their achievement progress using a data wall.	All Certified Staff			Student-Teacher Reflections and Conferences	5/2022
Implementation Date	Action 17	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/5/21	<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>	Martha Bryant	<p>LRSD 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>GoGuardian</p>	<p>Salary approx. \$70,000 (ESSER Funded)</p> <p>ISTE Conference Summer 2022 \$2500</p> <p>Lexia Core 5 (Web-based Program) Approx. \$9,000 Student Use (District Funded)</p> <p>Lexia Core 5 Staff PD Approx. \$2,000 1003 Funds</p>	Formal & Informal Observations, Feedback, Grade Level Collaboration, Agenda and Minutes, Reflections	5/2022

	The Technology Specialist will manage GoGuardian Administrator software to GoGuardian software helps schools easily manage their devices, better understand their students, and keep them safer online.			GoGuardian Approx. \$2,700 Title I		
Implementation Date	Action 18	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	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	Literacy Evidence-Based Strategies		Formal & Informal Observations, Peer-to-Peer Observations, Agenda and Minutes, Exit Tickets or Surveys	5/2022
Implementation Date	Action 19	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	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	5/2022
Implementation Date	Action 20	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/3/21	The building Instructional Facilitator and District 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.	Sabreen Al-Uqdah - IF Pam Criss - Literacy Lisa Mack -Math	LRSD Literacy/Math Facilitator Trainings		Formal & Informal Observations, Feedback, Grade Level Collaboration Agenda and Minutes, Reflections	5/2022
Implementation Date	Action 21	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	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	Solution Tree LRSD C & I		Agendas and Minutes, Surveys, Anecdotal Notes, Dialogue and Reflections	5/2022
Implementation Date	Action 22	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date

9/2021	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	5/2022
Implementation Date	Action 23	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	Teachers will post assignments on Schoology to ensure students continue to be familiar with the platform. Students' grades will be posted on Schoology and synced through eSchool.	All Certified Staff	Schoology Training		Lessons & Activities Uploaded, Reports	5/2022
Implementation Date	Action 24	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
1/2022	Administration, instructional facilitator, and grade level team members will conduct colleague visits of small group instruction.	Admin IFs Grade Level Team Members	Small Group		Schedule, Small Group Colleague Visit Reflection Forms, and Debriefing Meetings	2/2022

Focus Area 2	School Culture with a focus on Student Attendance, Behavior and Social/Emotional Learning
Data	<p>School Demographics: 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 2021-2022 SY, the school serves 349 kindergarten through 5th grade students. The school's enrollment is predominantly African American; 95% of the students are African American, 3% of the students are Hispanic, and 2% are Caucasian. A significant number of students come from economically disadvantaged families with 93.51% qualifying for free and reduced lunch.</p> <p>Attendance: From September 3, 2019 to March 12, 2020, the school's attendance rate was 91.25% according to 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 a 90% or better attendance rate and reduce 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>During the first semester of the 2021-0222 school year, a monthly PBIS Incentive was established to encourage daily attendance and arrival to school on time. Incentives were established in November and December for students who arrived at school daily and were not absent (medical excuse excluded) for the entire month. PBIS Incentive for the month of November provided students with the opportunity to participate in “Popcorn and a Movie”. The PBIS Incentive for the month of December provided the students with the opportunity to participate in “Cookies & Cocoa”. Attendance will continue to be a focus for the 2021-2022 as we continue to eliminate chronic absenteeism and tardiness as a barrier to learning. Additional monthly PBIS incentives will be planned for the months of February, March, April and May.</p> <p>Behavior: 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 infractions 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.</p> <p>Data recorded for the first semester of the 2021-2022 school year indicates a total of 25 Category 1, 8, Category 2 and 8 Category 3 infractions have occurred. Most of Category 2 and Category 3 infractions have occurred from repeat offenders. Most office referrals were centered around disrespect, students leaving class, fighting and vandalism. These students need support in learning appropriate coping skills as well as social skills. BTW continues to set a priority for teachers to build rapport with students and create a classroom community of mutual respect.</p>
<p>Goal</p>	<p>Our goal this year is to reduce the percent of students identified as chronically absent each quarter of the 2021-2022 school year. Attendance will continue to be a focus for the 2021-2022 as we continue to eliminate chronic absenteeism as a barrier to learning.</p> <p>To monitor and reduce the number of students identified as Chronically Absent for each quarter of the 2021-2022 school year, 90% of students will be at school on a daily basis every week and 90% of students will be on time for school each day every week.</p> <p>To reduce the number of office referrals by 5% each quarter, our school will implement <i>Leader in Me</i> and continue PBIS in an effort to promote positive student behavior.</p>
<p>Current Reality</p>	<p>At Booker T. Washington, it is important that each student is in attendance daily in order to maximize their learning experience. For the first nine weeks of the 2021-2022 school year, the following percentage of students were in attendance at school every day:</p> <ul style="list-style-type: none"> Kindergarten 88% 1st grade 92% 2nd grade 90% 3rd grade 93% 4th grade 92% 5th grade 92%

	<p>Overall: 91%</p> <p>For the second nine weeks of the 2021-2022 school year, the following percentage of students were in attendance at school every day:</p> <p>Kindergarten 88%</p> <p>1st grade 91%</p> <p>2nd grade 89%</p> <p>3rd grade 92%</p> <p>4th grade 89%</p> <p>5th grade 90%</p> <p>Overall: 90%</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
10/2021 2/2022	We will utilize two formal parent teacher conferences during the school year with one occurring each semester (October and February) to provide communication concerning behavior and attendance.	All Certified Staff		n/a	Collect sign-in sheets to determine the number of parents/guardians that attended the conferences and conference forms.	10/2021 2/2022
Implementation Date	Action 2	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	All teachers will continue to utilize Classroom Dojo as a means to communicate students' academic, attendance and behavior progress.	All Certified Staff		n/a	Class Dojo Reports, Formal and Informal Observation, Feedback	5/2022
Implementation Date	Action 3	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	Communication folders (K-5 th) and Student Planners (3rd-5 th) will be used as tools for transmitting information about students' learning and behavior between school and home.	All Classroom Staff		Comm. Folders \$1,000 Student Planners \$1500	Formal and Informal Observation, Reflection, Feedback	5/2022
Implementation Date	Action 4	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	<i>Positive Behavioral Interventions and Supports (PBIS)</i> along with <i>Restorative Justice</i> , the <i>Leader in ME</i> , and	M. Moore R. Williams	PBIS Training		Tiered Fidelity Inventory (TFI) for PBIS, Discipline Reports, PRIDE	5/2022

	the <i>PRIDE</i> Room will be implemented, monitored and sustained; and data will be collected during the 2021-2022 school year to determine its effectiveness to improve student behavior and the overall culture of the school.	T. Sproles T. Craig PBIS Team	Restorative Practice Training The Leader in Me		Room Reports, Parent, Teacher, and Student Surveys, Agendas and Minutes, Anecdotal Notes	
Implementation Date	Action 5	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
3/2022	Students in grades K-5 will have the opportunity to be involved with the Wildcat Leadership Council. A student represented will be selected by peers to serve for the 2021-2022 school year. The WLC will meet monthly with school administration to discuss issues that students identify as relevant to their learning experience.	A Branch M Moore Teachers, Specialists, & Paras.		\$	Student-Teacher Surveys, EOY Showcase	5/2022
Implementation Date	Action 6	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
9/1/2021	Students will receive PBIS Rewards through Class Dojo Points. Points will be exchanged for coins that can be used in the Wildcat Store.	All Certified Staff R. Williams		\$15,000	Class Dojo Reports, Formal and Information Observations, Feedback, Reflection	5/2022
Implementation Date	Action 7	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
11/2021	Monthly PBIS Incentives to promote Attendance, Reducing Tardiness, Positive Behavior and dress code compliance	A. Branch M. Moore T. Sproles A. Johnson T. Craig		\$	eSchool Attendance Reports and Class Dojo Reports	5/2022
Implementation Date	Action 8	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	Virtual Honor Roll Assemblies (Quarterly)	T. Sproles All Classroom Staff		\$	Tracking Forms Submitted by Teachers	5/2022
Implementation Date	Action 9	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
9/1/21	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	5/2022

Implementation Date	Action 10	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
9/1/21	The School Counselor will integrate classroom lessons that promote positive behavior and the 7 Habits of Happy Kids (Leader in Me).	T. Sproles			Lesson Plans, Formal and Informal Observations, Feedback, Reflections	5/2022
Implementation Date	Action 11	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
3/2021	All K-5 teachers will encourage students and their families to support students with arriving at 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	5/2022
Implementation Date	Action 12	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	Daily Leader in Me lessons will be implemented each morning from 8:00am-8:15am as part of Classroom Morning Meetings to build leadership skills and support SEL.	All Classroom Teachers, PBIS Team, Restorative Practice Team			Formal and Informal Observation, Reflection, Feedback	5/2022
Implementation Date	Action 13	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
7/2021	Due to COVID-19, a Return to School “Ready for Learning” plan was created to ensure the safety and well-being of staff and students.	All		\$	Observation and Anecdotal Notes	8/2021
Implementation Date	Action 14	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
12/2021	Develop Check-In/Check-Out system for students identified through SBIT in need of additional support for behavior.	SBIT Team BTW Staff			CI/CO Sheets, SBIT Meeting Minutes	5/2022
Implementation Date	Action 15	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
03/2022	BTW will hire a PBIS/SEL Specialist to implement and sustain the goals of PBIS, SEL, and Restorative Justice Practices as an additional tool to support students behavioral needs.	Branch Interview Committee		\$32,000 (salary & benefits)	Applicants Interview Rubric and Scoring Results from Interview Committee	5/2022

Focus Area 3	Parent and Family and School Community Engagement
Data	<p>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.</p>
Goal	<p>Booker T. Washington Elementary School views parents, families and community neighbors as partners within our school. We believe that a school culture that fosters student learning and well-being benefits tremendously when parents, families and community neighbors are fully aware and in support of our mission, vision and beliefs associated with teaching, academic learning and social emotional learning. Booker T. Washington will use multiple ways to effectively communicate with parents, families, and the community to increase parent, family and school community engagement and increase utilization of our school-based telehealth clinic.</p> <p>To increase parent and family engagement by utilizing multiple outlets in an effort to connect to our parents, families, and community to share current school events and resources. Our social media followers will increase <i>by 10% from the 2020-2021 school year to the 2021-2022 school year.</i></p>
Current Reality	<p>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.</p> <p>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.</p> <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>

	School Newsletters and Memos are used to inform parents of events, safety concerns, etc. (Monthly Calendar of Events) The School Marque is also a tool that is used to inform parents. Two days of Parent Teacher Conferences are conducted in October and February.					
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
8/2021	Social Media Committee to meet and plan strategic content/resources to connect more to our parents.	Branch, Larry, M Bryant, Sproles, & Craig			Agendas and Minutes, Anecdotal Notes	5/2022
Implementation Date	Action 2	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	Maintain school Facebook, Instagram, Twitter, and School Website	TBD		\$5,000 stipend	Reflections, Anecdotal Notes, Analytical Reports	5/2022
Implementation Date	Action 3	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
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	5/2022
Implementation Date	Action 4	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
Spring	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	5/2022
Implementation Date	Action 5 (Encourage parent/student created content)	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	Parent/Family Surveys to determine what information is needed, best means of communication	Larry, Bryant, Sproles, & Craig	MRA (LiM)		Parent Surveys (MRA, etc.)	8/2022
Implementation Date	Action 6	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
8/2021	Student Surveys to determine students' interests and what information students need (Attendance/NNPS)	Larry, Bryant, Sproles, & Craig			Student Surveys	5/2022

Implementation Date	Action 7	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
12/2021	Literacy Events VIPS Reading Day Spring 2022 - Read Across America Tucked in Thursdays	A Branch M Moore (All Certified Staff)		Refreshments for Parent Nights \$400	Student and Parent Attendance/Sign-in Sheets, Surveys	5/2022
Implementation Date	Action 8	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
09/2021	Promote mental and physical health and wellbeing with school-based ARCare Telehealth Clinic	A Branch M Moore		External funding provide by the city of LR	Surveys, Clinic Quarterly Reports	5/2022
Implementation Date	Action 9	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
08/2021	Support student, family and community needs as a CommUNITY School through, but not limited to, the following: Food Pantry Community Cafe Clothing Closet AR Kids Read Mentors Big Brother/Big Sister	A Johnson T Craig A Branch M Moore		\$30,000 Food Pantry	Surveys, Observations, Reflections	5/2022
Implementation Date	Action 10	Assigned To	Professional Development	Cost	Evaluation & Reflection	Target Date
03/2022	Develop student financial literacy and leadership through the establishment of a school bank.	A Johnson T Craig A Branch M Moore		\$10,000 (Start up supplies, equipment, furniture and financial literacy materials)	Surveys, Observations, Reflections	5/2022