

HARRISBURG ELEMENTARY SCHOOL

School Improvement Plan

Enrollment, Staff, Building Information

Literacy Action Plan

December 3, 2019

Suzanne Ray Proctor, Principal

Mission Statement:

The Harrisburg Elementary School mission is to ensure that all students will learn, grow, and be successful in life.

Vision Statement:

With community support, Harrisburg Elementary School aspires to be a welcoming technology immersed, high achieving school.

Goals for 2019-2020 School Year:

ELA

Last Year, 36% of the third and fourth grade students scored Ready or Exceeding on the ELA portion of the ACT Aspire Assessment.

By the end of the 2019-2020 school year, 41% of third and fourth grade students will score Ready or Exceeding on the WLA portion of the ACT Aspire Assessment.

MATH

Last year, 46% of the third and fourth grade students scored Ready or Exceeding on the Mathematics portion of the ACT Aspire Assessment.

By the end of the 2019-2020 school year, 51% of the third and fourth grade students will score Ready or Exceeding on the Mathematics portion of the ACT Aspire Assessment.

Enrollment and Staff:

October 1st enrollment was 360 students

December 3, 2019 enrollment is as follows with 363 students:

GRADE	TEACHERS	STUDENTS
• K	4	79
• 1	4	72
• 2	4	68
• 3	4	58
• 4	4	82

Harrisburg Elementary Staff

- 20 Homeroom Teachers
- 13 Classified Employees
- Assistant Principal/Parent Facilitator with a Specialist Degree
- 1 EAST Lab Teacher
- 2 Resource- Special Education Teachers
- 1 Self Contained Special Education Teacher
- 2 Speech Therapists
- 2 Dyslexia Therapists (1 certified teacher)
- 1 Full time Nurse
- 2 Mental Health Providers through Methodist
- 1 Full Time Counselor
- 1 Instructional Facilitator
- 1 Physical Education Teacher
- 1 Music Teacher
- 1 Computer Lab Teacher (Classified)
- 1 Art Teacher
- 1 Gifted Talented Teacher (shared with Middle School)
- 8 National Board Certified Teachers (NBCT)
- 68% of HES teachers have Masters Level or above

ALL teachers and paraprofessionals are highly qualified at Harrisburg Elementary School.

Harrisburg Elementary ACT-Aspire Results for School Year 2018-19

Third Grade: 75 students tested with **ACT-Aspire.**

Data included:

25% READY/EXCEEDING

75% IN NEED OF SUPPORT/CLOSE in English Language Arts (ELA)

53% READY/EXCEEDING

47% IN NEED OF SUPPORT/CLOSE in Math

30% READY/EXCEEDING

70% IN NEED OF SUPPORT/CLOSE in Science

Fourth Grade: 76 students tested with **ACT-Aspire.**

Data included:

47% READY/EXCEEDING

53% IN NEED OF SUPPORT/CLOSE in English Language Arts (ELA)

38% READY/EXCEEDING

62% IN NEED OF SUPPORT/CLOSE in Math

43% READY/EXCEEDING

57% IN NEED OF SUPPORT/CLOSE in Science

Every Student Succeeds Act (ESSA) Accountability NOTIFICATION: H.E.S. has received notification from the ADE that one Subgroup (Special Education) has been identified as needing Additional Targeted Support (ATS) and improvement based on the ESSA School Index from the past three years' achievement in that Subgroup or sub-population. Our school improvement plan had additional work added into it and the ADE will continue to give us specific guidance and assistance in the process to increase our special education subpopulation scores.

2018-19 Public School Accountability (School Ranking Score of A-F Letter Grade):

Harrisburg Elementary School has a Letter Grade of a C.

Our ESSA School Index was 65.69 in comparison to the score of 66.18 2017-18 school year. The state's average grade is 71.30.

Additional information and resources can be found at the ADE site—[MY SCHOOL INFO](#).

2019-20 Fall NWEA MAP ASSESSMENTS

Kindergarten: 75 students tested

7% below 20th percentile in reading

20% below the 20th percentile in math

First grade: 72 students tested

33% below 20th percentile in reading

38% below the 20th percentile in math

Second grade:

37% below 20th percentile in reading

30% below the 20th percentile in math

2019-2020 Fall ACT Aspire Interim Assessments

Third Grade: 58 students tested

Data included:

29% Ready/Exceeding

71% In need of support or Close in Reading

32% Ready/Exceeding

68% In need of support or Close in Math

73% Ready/Exceeding

27% In need of support or Close in English Language Arts (ELA)

22% Ready/Exceeding

78% In need of support or Close in Science

Fourth Grade: 82 students tested

Data included:

38% Ready/Exceeding

62% In need of support or Close in Reading

6.8% Growth

83% Ready/Exceeding

17% In need of support or Close in English Language Arts (ELA)

23.9% Growth

29% Ready/Exceeding

71% In need of support or Close in Math

-24.8% Growth

28% Ready/Exceeding

72% In need of support or Close in Science

-4.3% Growth

Strategies for Improvement and Professional Development

Low performing students receive tutoring by teachers trained in Reading Connections and paraprofessionals that have been trained in Apple Seeds through The Apple Group. The paraprofessionals are under direct supervision of teachers to decide what steps are needed to help students succeed. Response to Intervention Team meets regularly with RTI Plans defined for each individual child brought forward for issues. 504 Plans and IEP's are developed for students that need

accommodations and modifications for disabilities or additional support needed in classrooms. Intensive Reading Intervention (IRI) Plans are required for students not proficient in skill mastery and needing small group or specialized assistance. Parents are involved in the planning/implementation of these assistance programs as required by law.

Our District has required Literacy and Math online-computerized assessment contract is with North West Evaluation Association (NWEA) Measures of Academic Progress (MAP). The MAP assessments are given three times yearly. Judy Carmack, Instructional Facilitator, schedules and oversees this required testing. Test data is shared with all staff to determine comprehensive ACSIP building goals and clearly pinpoints individual student's areas of need and/or growth. Harrisburg Elementary School staff will use the current testing data when developing teachers' annual Professional Growth Plans (PGPs) that will be developed January 1, 2020.

Components of the P.E. curriculum '*Sports, Play & Active Recreation for Kids*' (SPARK) are used in P.E. in an effort to fight childhood obesity. SPARK, a research-based curriculum, specifically designed for Arkansas school districts to motivate students and develop lifelong healthy physical activity habits. Our students receive 50 minutes of PE weekly, with 40 minutes of daily physical activity required by law. "Go Noodle", an online program, is used to provide periodic 'brain breaks' with physical movement in the classroom to help keep students fully participating and attentive during instruction.

Fourth grade students receive Math, Science, and RTI in Block 1 and Reading, Language Arts and Social Studies in Block 2. Increased instructional time and allows more opportunity to focus on core courses with the opportunity for additional labs, experiments, and hands-on activities/projects. Exposure to changing classes and having more than one teacher should also help in the transition students to HMS schedules and expectations. We have one Special Education Self Contained Classroom in addition to our two Special Education Resource Classrooms. Two licensed Speech Language Therapists provide speech services. We have a co-taught classroom in 2nd and 3rd grade, where a regular classroom teacher and a special education teacher work throughout a specific time daily to serve students and meet IEP minutes. Every teacher in the building will be trained and able to served students in Dyslexia therapy by December 2019 by receiving certification in Reading Connections. I-ready is the new Math curriculum with Reading Connections being the Reading Curriculum for the whole building.

Shana Redman, District Dyslexia Interventionist, provides Dyslexia PD annually to ALL HES staff. We have two Instructional Interventionists servicing our Dyslexia students. One interventionist is a Para-Professional and one is a licensed teacher. ALL K-4 regular and special education teachers have completed Reading CONNECTIONS, an approved Dyslexia research based program.

To better prepare teachers in research based Math instruction/strategies, seven additional staff members are currently participating in Cognitive Guided Instruction (CGI): CGI Year 2-three teachers and CGI Year 3-four teachers through the Crowley's Ridge Educational Cooperative. We are working on Depth of Knowledge (DOK) questioning with teachers during Professional Learning Communities weekly to ensure that additional thoughts and strategies are options during math instruction.

A minimum of four days of summer Professional Development (PD) was required for teachers. Summer PD had to be pre-approved by the building Principal. PD/ teacher trainings are to have a direct correlation to the teachers' professional growth plans and goals. Teachers in K-2, Special Education and Ms. Proctor completed the state mandated LETRS training. All 3rd-4th teachers, Debra Mangis, and Ms. Proctor and our other enrichment teachers are completing, or completed the state mandated RISE training. Ms. Proctor has completed the RISE Assessors Training and can now assessor teachers

using TESS and identify the proper pieces of the R.I.S.E.-Arkansas Science of Reading is being used in the classroom.

Select Third and Fourth Grade Students are a part of the Gifted Talented Pull Out weekly classes provide services to **17** students by Mrs. Misty Adamson. Mrs. Adamson provides weekly group GT classes/activities to all grades K-2. See her report for additional information.

Christy Buchanan, our School Counselor, and parent/community volunteers work collaboratively to send nutritious snacks and easily prepared foods home weekly through our **“Food for Kids” Program**. We have **75 students taking food bags home each week**. We have had an AMAZING amount of monetary donations and food items given to support our program each year. The EAST students have also worked with Counselor Buchanan and added a much needed clothes/shoes closet to HES this year.

The Hornets against Destructive Decision-Making (HADD) high school students serve as HES students' mentors/tutors weekly. We also now have a student from the OWLS High School Special Education Program work at our campus weekly this year.

Harrisburg Elementary School provides School Based Mental Health individual and group therapy services by contract agreement on-site for parents/clients by Methodist Family Health, Inc. A certified therapist and case manager provide mental health services during the school months and with a summer group therapy program.

Harrisburg Elementary School provides Occupational and Physical therapy services on-site to qualifying students using IEP goals via Purchased Service Agreement through Connex Rehab in Jonesboro.

Harrisburg Elementary School is to continue our EAST (Education Accelerated by Science and Technology) Program for third and fourth grade students. We have 80 students participating in EAST this year. EAST uses technology to promote collaboration, higher order thinking, and problem solving. Students independently select tools and projects to obtain, analyze, synthesize, and assimilate information while at the same time helping the community and/or school. Our EAST program also sends a team to the EAST Conference held annually in the spring at Hot Springs. Our EAST program is now in its fifth year.

21st Century Community Learning Centers (CCLC) will continue in school year 2019-2020. The value of this grant is \$150,000. Cori Hammond and Cindy Province serve as the CCLC Coordinators of this enrichment program. Our grant is providing an After School Program, Monday through Thursday, from 3:00-6:00 p.m. and allows up to 100 students to participate. Currently we have **100** participating in the program, with a waiting list.

Policies, Parent & Family Engagement, Supplemental Services and Sharing News

District policies and student/teacher handbooks direct the educational processes and activities.

HES promotes the District Task Force Goals: To improve student and staff attendance, to increase parental/community involvement, and to provide enrichment and remediation resources.

Parent, family, and community involvement plays a vital role at HES. Parents support HES with an **over-whelming turnout** at Parent Teacher Conferences in the fall and spring each year. Kristy Whittingham, 2nd grade teacher, helps maintain our Harrisburg Elementary School website and Class Dojo app. News, announcements and 'spotlight or success stories' are shared via the HES website (<http://www.harrisburgelementary.org>). Students' grades are available to parents through eSchool's

Home Access Center (HAC). Research based monthly newsletters provide supplemental literacy, math, and nutrition information to parents. Both paper copies and HES Facebook Posts, Twitter, and Class Dojo send calendars, agendas, and announcements sent home. CONNECT 5 is our automated calling system used to alert parents of urgent messages, reminders, and announcements. Teachers are required to develop weekly lesson plans with a purchased program, PPlanbook.com also a web-based program, which provides immediate access to teacher lesson plans and helpful instructional data to administrators.

The School Improvement Leadership Team met initially on 11/05/2019 to discuss reviewed items to ensure success in the area of Special education by the school year 2022. The School Improvement Leadership Team will meet monthly throughout the year to ensure the plan is fluid and changing with the activities and growth made by Harrisburg Elementary School.

We have a score of 51.87 with a needed increased score of 57.48.

The discussed areas of need is listed below with improvements/work of Harrisburg Elementary School that is occurring or that is on the books to occur to help with test scores and part of the Harrisburg Elementary School Action Plan to improve literacy.

SQSS:

- 9 weeks incentives for perfect attendance with the 1st nine weeks students get a trip to the School Book Fair for a free book.
- Calling parents and or families when students are out.
- Sending letters to families with attendance motivation information and listing of dates absent.
- After 7 absences we will set up Home Visits
- Monthly HES newsletters that addresses attendance issues to help parents see importance of being at school.
- Class Dojo message system used at HES to send notification about attendance being important throughout 9 weeks to all parents.
- Harrisburg School District GAP Focus Group meeting attended by stakeholders in district to address attendance issues.

INTERVENTIONS:

- Reading Connections Training of all teachers K-4 to help with level 2 and level 3 dyslexia in the classroom
- 2 reading connections trained Dyslexia Therapists for Level 3 students
- Paraprofessionals trained in Apple seeds through the APPLE Group
- iReady Math 45 minutes weekly computer support
- iREady Reading 45 minutes weekly computer support
- iReady Math curriculum purchased for teachers and students that aligns with Arkansas State Standards
- Reflex Math Grant received support for math in the 2nd grade classrooms for all 2019-2020 school year
- Get More Math Grant received support for math for the 4th grade classrooms for all the 2019-2020 school year
- After School Tutoring/21 CCLC 4 days weekly 3:05-6:00 p.m. in reading, math, and extracurricular activities
- Computer Lab Time geared toward individualized interventions weekly

- Formative Loop to focus on gaps for specific students and their learning
- 45 minute planned intervention into the daily instructional schedule of each classroom K-4
- Specialists and paraprofessionals assigned as additional support for classrooms to help with remediation and interventions within the classroom
- Speech Language Specialists use Really Great Reading with small groups and one on one with select students
- Special Education Teachers use Really Great Reading with small groups and one on one with select students
- ReFlex Math Program provided through a grant for the school year of 2019-2020 for all 2nd grade classrooms.
- Get More Math Program provided through a grant for the school year 2019-2020 for all 4th grade classrooms.

PROFESSIONAL DEVELOPMENT AND LEARNING:

- Reading Connections Training for K-4 Certified Teachers
- Audit of Reading Connections for K-4 Rectified Teachers that had been trained in the past
- Reading Connections APPLESEED Training for all Paraprofessionals at each grade level to support the classroom teachers work on phonemic awareness
- iReady Math Training for Certified Staff
- iReady Literacy Training for Certified Staff
- Really Great Reading Training for Special education certified staff
- Bases-Autism 101 Training for Self Contained SPED teacher
- CPI Training for Christy Buchanan, Counselor
- Restorative Justice Training for Assistant Principal, Debra Mangis
- Professional Learning Communities Training for Select Group through the ADE with Solution Tree
- ADE Fall Curriculum Collaboration for Suzanne Ray Proctor, Principal
- Wendy Green with Area Cooperative will retrain/refresh in R.I.S.E. in February 2020 with 3rd-4th grade teachers
- Melissa Braswell with Area Cooperative will retrain/refresh in LETRS in February 2020 with K-2nd grade teachers
- RTI Committee restructured using the Solution Tree Framework
- ADE Dyslexia Update for Suzanne Ray Proctor, Principal, Judy Carmack, HES Instructional Specialist
- R.I.S.E. Training for 3rd and 4th grade Teachers
- LETRS Training for K-2nd grade Teachers
- R.I.S.E. Administrators Assessors Training for Suzanne Ray Proctor, Principal
- Specialist Program through Arkansas State University began by Suzanne Ray Proctor, Principal in Educational Administration, Superintendency Program
- Wit and Wisdom Literacy Program Review for HES Staff
- Ignite Learning Literacy Program Review for HES Staff
- Empowering Writers Workshop for 1st grade teacher, Leah Voyles, to share at Staff meeting in February 2020

RESOURCES/IMPLEMENTATION:

- Co Teaching of 2nd Grade-4th grade classrooms in literacy and Math
- Resource students exposed to Core Curriculum
- Response To Intervention Committee Implementation with Tiered System
- ICEL by Judy Elliott Discussed in Professional Learning Communities with K-4 Grade Level Teams

- Revision of Vision for Harrisburg Elementary School as of November 2019:

With community support, Harrisburg Elementary School aspires to be a welcoming technology immersed, high achieving school.

- Revision of Mission for Harrisburg Elementary School as of November 2019:

The Harrisburg Elementary School mission is to ensure that all students will learn, grow, and be successful in life.

- 2 meetings weekly for Professional Learning Communities during Grade Level Team Plan Time
- 2 meetings monthly for Professional Learning Communities for Specialists to align standards and understand the PLC process
- Newly Established Norms for all committees meetings, PLC grade level meetings, and staff meetings
- Newly established and active PTO with input, roles, and active engagement as of October 2019
- Newly Established Leadership Meeting with By Laws and Norms
 1. Fall 2019 Implementation of HES Leadership Team
 2. Initial Meeting with HSD Employees November 2019
 3. Meeting with Stakeholders will be held December 2019
 4. Meetings are to held monthly to discuss new steps of progress and laser like focus of new set goals for building.
- 10-12 Informal Walk-through Observations performed by Ms. Proctor weekly to determine the needs of the building and teacher support provided with documentation in EdReflect.
- New Projectors provided for all classroom teachers
- 4 mobile carts and 80 Chromebooks purchased for additional technology provided for students
(A total of 8 carts and 160 Chromebooks will be at Teacher access January 2020.)
- 15 iPads purchased for teachers to collect data and use for instruction and lesson planning on Planbook.com
- ACT Aspire Intern Data looked at and reviewed for student growth, especially SPED February 2020
- iReady Math Data looked at and reviewed for student growth, especially SPED in January 2020
- iReady Literacy Data looked at and reviewed for student growth, especially SPED in January 2020
- MAP K-2 Interim data looked at and Reviewed throughout the school year
- Percentage of sub population gains/losses will be used to determine steps for HES in February 2020 to reach ADE requirement of 57.48 by school year 2022

