



Pine Bluff School District School Support Plan

School: W.T. Cheney Elementary

Principal: Kimberley West

Team Members: Beverly Jones, Valerie Kirklin, Phaedra Thompson, Bernie Roberts, Tammi Dockett-Wilson, and Joann Birden

Academic Year: 2018-2019

Step 1: School or District Problem of Practice: Area for Growth A Problem of Practice includes an area of concern supported by multiple data sources and a review of current practices that may contribute to the area of concern. Data sources may include, but are not limited to, an administrator's self-evaluation, performance evaluations, surveys, and relevant school/district data. Identify an Area for Growth to address your school or district concern.	Data source(s): ACT Aspire 5th -50% 4th-45% 3rd- 30% Teacher Observations Discipline Referrals Review of Lesson Plans STAR Assessments	Identified Problem(s) of Practice: Weak instruction Instruction not aligned to standards Instruction/planning not correlating with the demands of the standard.
Root Causes: <ul style="list-style-type: none">• Making appropriate connections between DOK levels and Rigor• Understanding of DOK levels of questioning across the curriculum subject• Instruction must be delivered at various DOK levels• Not utilizing various sources to plan appropriately (TESS Domains, Standards, Curriculum, DOK, Practice Standards, etc.)		



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- Teachers do not completely understand grade level content and need additional support knowing content for the grade levels before and above (vertical alignment).

Goal 1:

The Goal is stated in specific and measurable terms.

To increase student achievement in Literacy for the 2018/2019 school year by 5%. To achieve this goal Cheney will implement several research based initiatives that supports student achievement and growth in Literacy.

Based on the ACT Aspire Summative Spring 2018 data, the number of students proficient for each assessment were as follows:

3rd grade: Reading - 15%

4th grade: Reading - 22%

5th grade: Reading - 11%

Based on the ACT Aspire Interim Assessment I, the number of students proficient for each assessment were as follows:

3rd grade: Key Ideas and Details- 37%

Craft and Structure- 32%

4th grade: Key Ideas and Details- 45%

Craft and Structure- 43%

5th grade: Key Ideas and Details- 50%

Craft and Structure- 43%

Goal 2:

The Goal is stated in specific and measurable terms.

To increase student achievement in Math for the 2018/2019 school year by 5%. To achieve this goal Cheney will implement several research based initiatives that supports student achievement and growth in Math.



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	<p>Based on the ACT Aspire Summative Spring 2018 data, the number of students not proficient for each assessment were as follows:</p> <p>3rd grade: Close or In Need of Support Mathematics - 80%</p> <p>4th grade: Close or In Need of Support Mathematics - 83%</p> <p>5th grade: Close or In Need of Support Mathematics - 82%</p>		
Goal 3: <i>The Goal is stated in specific and measurable terms.</i>	<p>To improve adult practices that supports positive behavior interventions and systems to achieve both social and academic success for Cheney students.</p>		
Step 2: Plan of Action – (PLAN) List your action steps that are necessary to ensure the accomplishments of the schools goals To increase student achievement in Literacy for the 2018/2019 school year by 5%. To achieve this goal Cheney will implement several research based initiatives that supports student achievement and growth in Literacy.	Action Steps	Timeframe	Person(s) Responsible
	Goal 1: <ul style="list-style-type: none"> Superior Success will provide ongoing professional development and onsite support for all literacy teachers. Campus Literacy Facilitator, Reading Interventionist and Academic Dean will provide professional development during campus PLCs. 	<ul style="list-style-type: none"> Aug - May Aug - May 	<ul style="list-style-type: none"> Dr. Dawson; Dr. Dotson; Ms. Ray; Ms. McMurray Ms. Kirklin; Mrs. Birden; Mrs. Jones; Ms. Pitts; Grade-level teachers



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	<ul style="list-style-type: none"> District literacy coordinator will provide professional development when requested 	<ul style="list-style-type: none"> Aug - May 	<ul style="list-style-type: none"> Dr. Dotson
	<ul style="list-style-type: none"> District Parental Engagement Coordinator will also offer professional development to our parents. 	<ul style="list-style-type: none"> Aug - May 	<ul style="list-style-type: none"> Ms. Jolivette
	<ul style="list-style-type: none"> Disaggregate Literacy data in PLCs bimonthly/monthly 	<ul style="list-style-type: none"> Aug - May 	<ul style="list-style-type: none"> Mrs. West; Ms. Kirklin; Mrs. Birden; Mrs. Jones; Grade-level teachers
	<ul style="list-style-type: none"> Response to Intervention (RTI) Process prompted when students score at 25 percentile on interim assessments and through teacher referral based on classroom performance. 	<ul style="list-style-type: none"> Aug - May 	<ul style="list-style-type: none"> Mrs. Jones; Mrs. Roberts; Mrs. Dockett-Wilson
	<ul style="list-style-type: none"> Implement State/District led initiatives to include RISE, Empowering Writers and Phonics First 	<ul style="list-style-type: none"> Aug - May 	<ul style="list-style-type: none"> Dr. Dotson; Dr. Dawson; Ms. Ray



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<p>To improve adult practices that supports positive behavior interventions and systems to achieve both social and academic success for Cheney students.</p>	Goal #2: Math goal is outlined below Goal #3	•	•
	Goal #3: <ul style="list-style-type: none"> • All teachers will be trained and incorporate Classroom DOJO, while providing incentives for positive behavior and alternatives for the negative. • Teachers will also increase their parent communication through the use of Remind. • United Family Services will provide professional development for the staff in de-escalation training. • Students will be invited to be a part of Girls' and Boys' Circle to teach students coping skills. • PBIS Team will lead the campus in training on Circle Team. 	<ul style="list-style-type: none"> • Aug-May • Aug - May • Aug - May • Aug - May • Aug - May 	<ul style="list-style-type: none"> • Mrs. Dockett-Wilson; Grade-level teachers • Mrs. West; Grade-level teachers • Mrs. Jones • Mrs. Jones • Dr. Bloodman; Ms. Jones; Mrs. Dockett - Wilson



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Step 3: Implementation and Monitoring (DO) Establish your Theory of Action toward reaching the School	Theory of Action		
	Leadership Implementation Strategies	Results Indicators	Sources of Data to Monitor
	If I . . . Conduct regular observations... Provide teachers with feedback from observations...	Then I expect to see staff . . . implementing research-based instructional strategies.	Staff Data Source Lesson plans PLC discussions Classroom Observations
	Provide teachers with professional development in literacy and math	Then I expect to see students . . . growth in student achievement in literacy and math	Student Data Source Student performance on Interim & STAR data assessments
Step 4: Plan Do Check – (CHECK) Analyze the progress that you are making toward the accomplishment of the School's Goals (modifications to should be made based on aforementioned data sources)	Beginning and Middle of the year review ACT Aspire Spring Summative	Progress made 3rd students who matriculated to 4th grade are achieving at 44% in Reading (29% increase)	Data source(s) ACT Aspire Interim I



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		4th grade students who matriculated to 5th grade are achieving at 47% in Reading (25% increase)	
	End-of-year review	Progress made	Data source(s)

Math Goal: 100% of teachers align instruction and classroom assessment to Arkansas Math content and practice standards to increase all student achievement and growth of 10% by June 2019.

	PLAN	DO				CHECK	
Step 2: Plan of Action – (PLAN)	Evidence-Based Intervention (Strategy)	Action Steps (to implement strategies)	Timeline for Implementation (introduced to completion)	Evidence/ Method of Monitoring	Person(s) Responsible	EVALUATION of STUDENT OUTCOMES (Assess, Reflect, Improve)	Timeline of Evaluation of Student Outcomes
List your action steps that are necessary to ensure the accomplishments of the schools goals	Use physical and visual representations for students to engage in and apply strategies problem-solving.	1. Provide a 3-module course professional development to teachers to align concrete models, visual representations that are appropriate for students and the problems they are solving.	September 2018 – December 2018 Module 1- COMPLETED ON 12/18	Agenda(s) Sign-in-sheets Consistent attendance Exit Ticket(s) Surveys	N. Townsend, District Curriculum Coordinator--Math	TESS Interim II	Ongoing February 25 - March 1



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		<p>2. Use the Gradual Release Responsibility Model to use think-alouds and mathematical discourse to teach students how to represent problems visually.</p>	<p>September 2018 – June 2019 IN PROGRESS</p>	<p>Aligned lessons/lesson plan template</p> <p>Anchor charts</p> <p>Use Google form to conduct Learning Walkthroughs for calibration to gather data to develop a common language of the instructional framework among all stakeholders.</p> <p>Use Google form to conduct Implementation Walkthrough(s), and gather data to determine the extent to which new learning(s)</p>	<p>Teachers & Math Coach</p> <p>Teachers & Math Coach</p> <p>Principal, District Curr. Coord. Math, ADE, Superintendent</p> <p>Principal, District Curr. Coord. Math, ADE, Superintendent</p>	<p>Analyzing Student Work in PLCs</p> <p>Common Assessments developed in PLCs</p> <p>ACT Aspire Interim II Spring Screener</p> <p>Collaboratively analyze data from walkthroughs</p>	<p>Weekly</p> <p>Calendar TBD</p>



				resulting from professional development are being applied in actual practice.			
	3. Use three-part instructional strategy of Concrete-Representational-Abstract (CRA) intervention to gradually and conceptually support a framework to create a meaningful connection among concrete-representational-abstract levels of understanding.	December 2018 - June 2019		Teachers and Math Coach			
Resources							
Arkansas Math Curriculum Framework materials (print shop): content and practice standards, Webb Align documents, K-8 focus document, math progressions, math shifts-at-a-glance. Concrete and representational materials Math Journals							



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Principal's Signature: _____ **Date:** _____

Superintendent /Designee Signature: _____ **Date:** _____

Revisions and Updates:

Date: _____

Date: _____

Date: _____