

Dallas City Elementary School Improvement Plan 2021-2022

Dallas City Elementary received a summative designation as a Comprehensive School due to student performance on the Illinois Assessment of Readiness in 2019. The designation of a Comprehensive School means that Dallas City Elementary is in the lowest-performing 5% of schools in Illinois. Receiving the summative designation prompted the school to determine the causes of the designation and to develop a plan for improvement. This document details the action plan in detail.

Goal 1	Academic for Reading	The school-wide total, combined percentage of students projected as Level 4 and Level 5 on the NWEA Spring 2021-2022 Projected Proficiency Summary Report will increase by 10 percentage points from the NWEA Fall 2021-2022 Projected Proficiency Summary Report with a baseline number of 16.7% in reading.
Goal 2	Academic for Reading	In the spring of 2022, 51% of students will meet or exceed their individual NWEA MAP reading Growth Goal established based on the Fall 2021 NWEA MAP assessment with a baseline number of students equaling 127.
Goal 3	Academic for Math	The school-wide total, combined percentage of students projected as Level 4 and Level 5 on the NWEA Spring 2021-2022 Projected Proficiency Summary Report will increase by 10 percentage points from the NWEA Fall 2021-2022 Projected Proficiency Summary Report with a baseline number of 6.3% in math.
Goal 4	Academic for Math	In the spring of 2022, 63% of students will meet or exceed their individual NWEA MAP math Growth Goal established based on the Fall 2021 NWEA MAP assessment with a baseline number of students equaling 127.
Goal 5	Culture	In the spring of 2022, the student's response on the Illinois 5Essentials Survey in the Supportive Environment category will increase to a score of 64 with the baseline number of 57 on the 5Essentials Survey in 2021.

Action steps to achieve Goals 1 and 2 pertaining to Reading

1. Teachers will participate in individual coaching sessions with a focus on data-driven instructional decision-making, differentiation, and standards-based instruction.
2. Teachers will use formative assessments to determine what standards will be taught/retaught over the next quarter.
3. Teachers will share/ model/ practice instructional practices tied to the identified standards.
4. Teachers will identify the core procedures with Wit & Wisdom necessary for success in 3rd grade and up.

5. Set assessment schedule for the year, create a document that explains the purpose of assessment measures, & data review schedule.
6. Create a daily testing schedule for each grade level to ensure student accommodations and staffing needs are met.
7. Identify students based on NWEA scores (5-10 RIT range, move level 3 to level 4-5 by providing more instruction or more time).
8. Identify students below grade level based on NWEA scores.
9. Plan assessment incentives for students ex. who take x amount of time on a test, show growth, attendance.
10. Determine which student assessment reports will be provided to families and when (ex. NWEA MAP Family Report, STAR Parent Report).
11. Encourage students to increase buy-in (ex. goal-setting surrounding growth goals, "pumping up" students before the test, tied to individual student reading goals OR specific assessment scores).
12. Explicitly teach test prep and strategies throughout the year with a regular cadence (ex. K how to use a mouse, skip and come back, the process of elimination, read the questions first, etc.).
13. Teachers and Instructional Coaches will analyze assessment results from student performance data, ex. daily assignments or chapter tests, to determine instructional moves and reteaching.
14. Teachers will devote time for differentiation and reteaching by implementing an individualized adaptive computer software program (ex. Read180 / System44).
15. Implement a set time (30 minutes) for adaptive computer program time in all grades.
16. Focus support staff on students who are Level 3 on NWEA MAP testing.
17. Provide after-school tutoring sessions based on student needs.

Action steps to achieve Goals 3 and 4 pertaining to Mathematics

1. Teachers will participate in individual coaching sessions with a focus on data-driven instructional decision-making, differentiation, and standards-based instruction.
2. Teachers will use formative assessments to determine what standards will be taught/retaught over the next quarter.
3. Teachers will share/ model/ practice instructional practices tied to the identified standards.
4. Set assessment schedule for the year, create a document that explains the purpose of assessment measures, & data review schedule.
5. Create a daily testing schedule for each grade level to ensure student accommodations and staffing needs are met.
6. Identify students based on NWEA scores (5-10 RIT range, move level 3 to level 4-5 by providing more instruction or more time).
7. Identify students below grade level based on NWEA scores.
8. Plan assessment incentives for students ex. who take x amount of time on a test, show growth, attendance.
9. Determine which student assessment reports will be provided to families and when (ex. NWEA MAP Family Report, STAR Parent Report).
10. Encourage students to increase buy-in (ex. goal-setting surrounding growth goals, "pumping up" students before the test, tied to individual student reading goals OR specific assessment scores).
11. Explicitly teach test prep and strategies throughout the year with a regular cadence (ex. K how to use a mouse, skip and come back, the process of elimination, read the questions first, etc.).
12. Teachers and Instructional Coaches will analyze assessment results from chapter tests ex. GoMath to determine instructional moves and reteaching.

Action steps to achieve Goals 5 pertaining to Culture

1. Teachers will engage students in conversations using language around positive behavior (ie trust).
2. Celebrate students who meet behavioral expectations.
3. A themed, focused Advisory Group meeting will be held in all classrooms once weekly.
4. Create a schedule of topics to be presented during Advisory Group.
5. Procure scenario/task cards for Advisory Group meetings.
6. Provide positive affirmations and rewards presented during assemblies.
7. Every teacher will utilize peer support for academic work at least once weekly (ex. elbow buddy, turn and talk, ask a peer).
8. Implement Student of the Month.