



2023-2024 School Improvement Plan

Hoxie School District #46

Hoxie Elementary School
Principal: Jennifer Huff
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ESSA Overview Score: 65.57

ESSA School Index Letter Grade: C

ESSA Data Review:

- Hoxie Elementary School's overall school rating score decreased from 2022 by .35 points, moving from 65.79 to 65.57 in 2023.
- In 2023, overall weighted achievement decreased a total of 2.94 points, from 55.22 in 2022 to 53.74.
- Student achievement for 2023 in ELA is lower than in Math.
- The overall value-added growth score decreased by 1.79 points, from 81.08 in 2022 to 79.29 in 2023.
- In 2023, the Reading at Grade Level Score decreased a total of 7.7 points from 35.92 in 2022 to 32 .

Needs:

- A focus on collective efficacy and clear expectations.
- Provide students more targeted intervention supports.
- Increase student ownership in all subject areas.
- Reflection on staff and student needs.

Goals:

- Continue the implementation plan for engaging a shared leadership team and develop strategies for ensuring that team has the skills and support to build and develop teacher capacity.
- Strengthen the capacity of shared instructional leadership (teacher leaders) to lead instructional and curricular rigor and alignment district wide.
- Leverage a multi-layer system of support, including shared instructional structures, PLCs, individual coaching and feedback, co-planning, and peer observation to strengthen instructional practices, standards-based/high-quality curriculum implementation, assessment, and feedback.
- Build supportive relationships between teachers and students by increasing student and family engagement.
- Improve classroom management by creating an environment of respect and rapport through implementation of a school-wide behavior plan.

Actions:

- Support instructional leadership teams and PLCs that truly drive instructional practices and student outcomes.
- Develop strategies to engage a multi-layer system of support including coaching, peer observations, and co-planning.
- Leverage the partnership with NIET to provide cross-network observations and/or collaborations.
- Implement intervention programs in both literacy and math to target students' individual needs.
- Utilize behavior management strategies to increase positive behaviors both inside and outside of the classroom.

Evidence-based interventions and practices implemented:

- Teachers in grades K-6 will utilize common planning time to participate in scheduled PLC in order to identify areas of strengths and weaknesses in student achievement based on interim and summative data. Using their findings, teachers will provide students with interventions to increase student achievement and close the achievement gap in each subject or grade level.
- After school tutoring will be offered in Literacy and Math with homework support for students in grades K – 6 to target the individual needs of students.
- After school STEAM camp will be implemented for elementary school students to increase engagement and interests in STEAM related practices.
- Teachers will devote at least 20 percent of their instructional time for hands-on learning, especially in the areas of science, to build conceptual understanding in the subject areas.
- A focus will be placed on increasing student attendance to increase student achievement and growth in each subject area. Students will be given goals to work towards. Students will be encouraged to be present in the classroom greater than 95 percent of the school year. Students meeting goals for attendance will participate in extra-curricular STEAM-related activities. Unannounced randomly selected days will be celebrated to increase attendance participation.
- Teachers will utilize Accelerated Reading, Lexia and Zearn to provide additional practice in math and reading.
- STAR Math and STAR Reading assessments will be utilized to monitor student growth in each grade level.
- Teachers will participate in monthly RTI meetings to make informed decisions about targeted student interventions.

Professional Learning Plan:



Teachers will complete a professional development needs assessment to help determine areas for professional development offerings during the summer and throughout the school year. School leadership teams will analyze the results of the needs assessment and plan sessions.



- Teachers will attend professional development as needed to target areas of weakness.
- Teachers will continue to receive support in PLCs to create student friendly learning objectives and success criteria aligned with the standards.
- Teachers will have the opportunity to participate in Lesson Plan Development, Identifying Essential Standards and Standard Alignment during summer sessions.

Implementation timeline for monitoring of interventions and practices:

- Interventions will be monitored through benchmark assessments three times during the school year (September, December, March).
- Teachers will utilize Class Tools and Edulastic to assess students and monitor growth with teacher-created assessments based on current pacing guides.
- Students in grades K-2 will participate in Renaissance Star assessments each year to monitor student achievement.
- Students in grades 3-6 will participate in the ATLAS summative assessments each year to monitor student achievement.

Timeline and procedure for evaluation of interventions:

- Interventions will be evaluated during grade level team meetings weekly and instructional leadership team meetings monthly.

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Literacy Plan

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Culture

- A goal has been set to increase the amount of time students spend reading independently in the classroom.
- The school will participate in One School, One Book to promote a culture of reading across the building.

Professional Development

- Science of Reading Proficiency:
 - All K-6 administrators, classroom teachers, and special education teachers hired before 2021 have completed the RISE Academy or LTRS Training to obtain proficiency in the science of reading.
 - Teachers will attend follow-up professional development on the science of reading offered by the NEA Cooperative and the district.
 - New hires in Hoxie Elementary School will participate in RISE Academy as a district requirement.
- All elementary teachers will be evaluated by an approved science of reading assessor by the of the 2023 – 2024 school year.
- All non-core teachers have participated in Arkansas IDEAS facilitated sessions on campus order to show awareness in the science of reading.
- Any teachers new to the district will work with the curriculum coordinator to determine the appropriate pathway to proficiency in the science of reading.
- During the summer, teachers will work with school leaders to develop a curriculum alignment to the science of reading.
- Literacy teachers will participate in curriculum training for Amplify CKLA to ensure best practices are used for implementation aligned with the science of reading.

Literacy Curriculum

- **Phonological Awareness:**
 - Heggerty will be utilized in grades K-2 as a systematic curriculum for Phonological Awareness
- **Phonics:**

- Amplify CKLA Skills will be utilized to explicitly teach phonics and/or morphology in grades K – 6.
- 95 Percent Group Multi-Syllable Routine Cards will be used in grades 3-6 to teach systematic decoding and encoding.
- **Small Group Reading:**
 - Decodable texts from Amplify CKLA, and other vendors will be used to support core instruction in small groups
 - 95 Percent Group Chip Kits and skill bags will be used to address foundational gaps and provide targeted small group interventions
- **Comprehension:**
 - Amplify CKLA will be used to teach reading comprehension and vocabulary for all students in grades K-6.
 - In class coaching and instructional support of literacy through staff meetings will be provided by both the principal and curriculum director, which are NBCT in literacy and SoR Assessors.
- **Writing:**
 - Amplify CKLA will be used to teach writing. Teacher will utilize 6+1 Trait Writing and Empowering Writers as resources to supplement instruction.

Assessment to Determine Specific Skill Deficits

- 95 Percent Group PSI
- 95 Percent Group PASI
- DIBELS
- RAN
- STAR Reading
- Star Early Literacy

Response to Intervention (RTI)

- Professional development will be provided in the area of RTI
 - Process to identify students
 - Forms that will be used to document data
 - Clear and concise criteria to determine which interventions to utilize to meet students' individual needs

Dyslexia

- Approximately 20% of the elementary student population is being served for dyslexia interventions. K-12 is served interventions through the Take Flight program.
- 100% of the K-2 students must be screened for dyslexia in the following areas: Phonological and Phonemic Awareness, Sound Symbol Recognition, Alphabet Knowledge, Decoding Skills, Rapid Naming, and Encoding skills at the beginning of the 2023-2024 school year and throughout the year, as needed.
- Any student in grades 3-12 who experiences difficulty as noted by the teacher and confirmed by data, will be considered for a Level II Dyslexia Assessment which includes Phonological Awareness, Phonological Memory, Rapid Naming, Letter Identification, Decoding, Word Reading, Oral Reading Fluency, and Encoding Skills.
- Students screened by the Level I showing at risk or some risk are progress monitored. Data points showing lack of growth will result in a level II screener.
- An assessment is used every 2 units to monitor the student's progress throughout the Take Flight program. If a student is not making growth a committee will meet and decide what further interventions are needed.
- For highly mobile students, contact is made with the previous school the child attended to see if they received any dyslexia services and how to best meet their needs.