Centerton Gamble Elementary
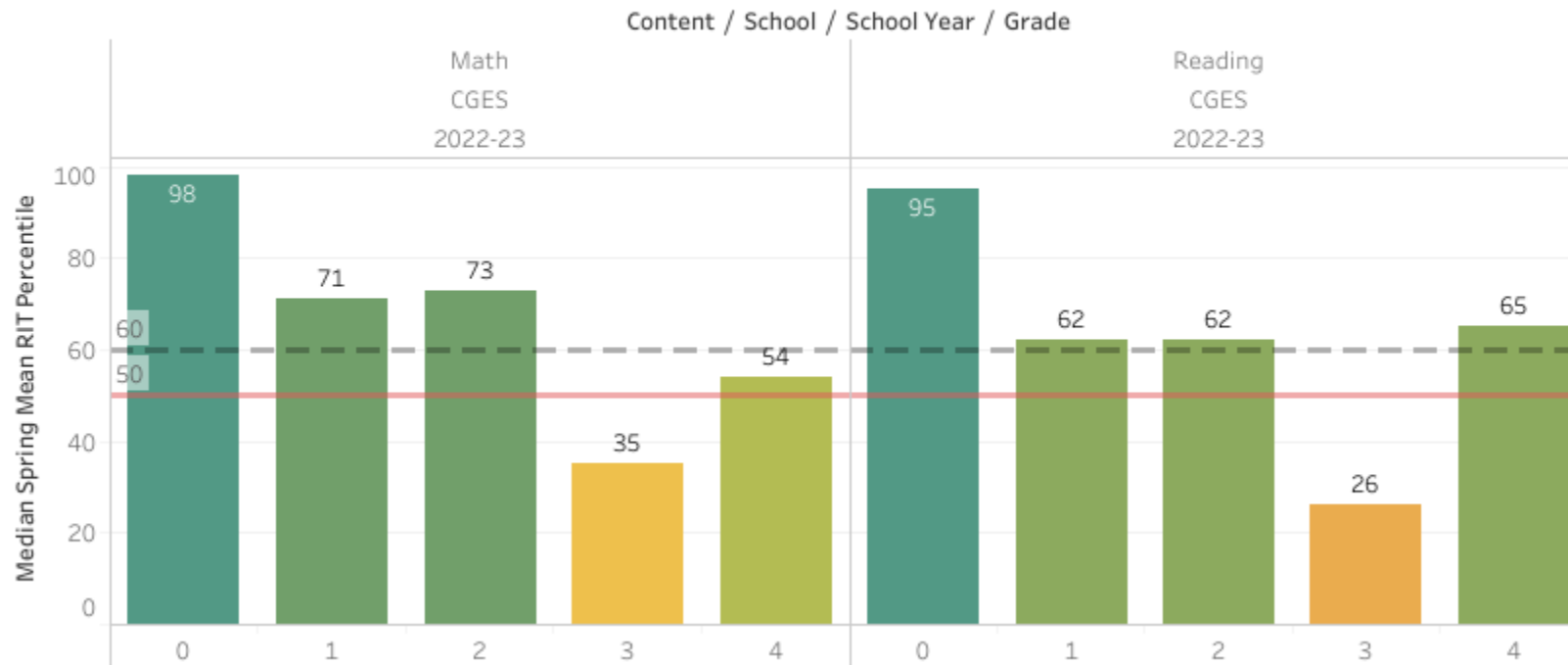# 2023-2024
Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

Spring RIT (Percentile)

Content / School / School Year / Grade

COMPREHENSIVE NEEDS ASSESSMENT: Centerton Gamble Elementary School formed the School Improvement Leadership Team and analyzed the test scores from the 2023 administration of the ACT ASPIRE Exams and the MAP Assessments. We examined the results for ALL STUDENTS and each subpopulation. In addition, we studied our attendance, disciplinary and achievement data over the past three years. We examined all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data, from these various assessments, in order to better identify the areas of need and help align classroom instruction with State Standards, in literacy and math. We examined our routines, systems, norms, and expectations in order to see why our students are not achieving their potential. Our supporting data statements show the discrepancies in achievement, among our various subpopulations. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of all of our students. Our data analysis led us to prioritize these (3) areas:

1. Building Capacity to become a Promising Practices PLC Model School
2. Create and use assessment tools to track data. Use that data to create targeted small groups (WIN Time) in both Literacy and Math
3. Focusing on Personal Success Skills in our classrooms as well as implementing Conscious Discipline strategies.

We will select interventions and use funds that put us in the best position to address those needs. We will re-organize our RTI process, continue to train staff on Model PLC expectations, send out daily, weekly and monthly communication with parents. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in Math and Literacy.

STRENGTH AREAS:

- **Class of 2032 exceeded district scores in all four areas of ACT Aspire scores (+5 in math, +2 in english, +2.8 in reading, +2.9 in STEM)**
- **Kindergarten's growth and achievement scores in reading continue to improve! (+5 percentile points higher in reading from spring of 2022 to spring of 2023)**
- **Second Grade team continues to improve each year in math when looking at the median spring mean RIT percentile. (+10 from spring 2022)**
- **Fourth Grade team growth from fall to spring in reading was exceptional. (median school growth percentile was 78)**

GROWTH AREAS:

- **Focus for the Class of 2032 is literacy (26 percentile) and math (35 percentile)**
- **Continue to provide more volunteer opportunities for parents this year to build back up that partnership in the community**
- **Building-Wide PGP includes the PLC journey (sent 21 staff members over the past two summers to an institute with building PD facilitation in mind this year).**
- **Will continue to send staff to PLC Institutes over the next several years as we continue on with the learning journey (vision= develop into a PLC Model school)**

- **Continue to support all staff in utilizing the Conscious Discipline model embedded with PBIS rewards system.**

  Continue to invest in CD materials, resources and ongoing PD for the 2023-24 school year for the whole staff

DISTRICT GOAL(s): Bentonville Strategic Plan 2023 **Building goals must be connected to district goals.**
- **Academic Excellence: Students will be engaged in personalized learning experiences that are real, relevant, and rigorous. Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade level performance.**
- **Refined Communication System: Execute a universal plan of school, district and executive communication to address parents & community.**
- **Safe & Collaborative Culture: Build staff capacity to function as a member of the PLC.**

MISSION & VISION:

Centerton Gamble Elementary will establish strong relationships with all and a love for learning that will encompass social, emotional, behavioral and academic needs. In a safe nurturing environment we will foster a love of learning, a spirit of community and inspire students to positively affect our world.

IIID01 Response to Intervention	The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention. Provide a tiered system of instructional and behavioral supports and intervention (RTI).			
SMART GOAL	**LEAD STAFF**	**ACTION STEPS: What needs to be done?**	**RESOURCES NEEDED**	**EVIDENCE** (How will success be measured? What will evidence of success look like?)
All students that are identified as needing targeted intervention based	Academic RTI Committee: Dake, Cates, Hunt, Hubbard,	Student concerns will be discussed every week in PLC. Grade-level teams will identify students	Literacy Flow Chart Math Flow Chart Matrix: All sources of Data Interventionist	Progress monitoring, target areas observed, supported and documented in SEAS.

on their assessment data, will receive a minimum of 10 exposures before a change in intervention strategy, technique, resource or tools.	Kronauer, Eichler, Ballard, Davidson, Whisler, Bookout, Lonetree, Hannan, Maute.	based on data and put that data in EdPlan. When academic progress is not being met, students will be brought to the Academic RTI Committee which will meet every six weeks. The RTI Committee will decide appropriate interventions based on the standards. Teachers will document intervention strategies, progress toward mastery, and next steps in EdPlan.		
All students that are identified as needing targeted intervention based on their TAC incident data and Behavior referrals will receive a minimum of 4 weeks of behavior intervention before a change intervention strategy occurs.	Behavior RTI Committee: Hunt, Hubbard, Cates, Ballard, Davidson, Lonetree, Eichler	Student behavior concerns will be discussed every week in PLC. Grade-level teams will identify students based on observation, TAC and Eschool data. When behavior progress is not being met, students will be brought to the Behavior RTI Committee which will meet every six weeks. The RTI Committee will decide appropriate interventions based on the strategies used and data collected. Admin will document progress in data tracker.	District Disciplinary Matrix School Behavior Matrix TAC Incidents Report Eschool Discipline Referral Reports Classroom Warning and Think Sheets Behavior Intervention Data PBIS World Interventions	TAC Incidents Report Eschool Discipline Referral Reports Classroom Warning and Think Sheets Behavior Intervention Data

FE06 Refined Communication	The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). Provide a two-way school-home communication linked to learning.				
SMART GOAL	**LEAD STAFF**	**ACTION STEPS: What needs to be done?**	**RESOURCES NEEDED**	**EVIDENCE** (How will success be measured? What will evidence of success look like?)	
Staff will provide regular school to home communication including but not limited to the following: 24 business hours responding to communication with parents, weekly classroom communications of events, and weekly principal communication.	Lonetree, Cates, Hubbard, Hunt, Classroom Teachers	Daily communication through SeeSaw, Google Classroom, Weekly Communication through Thrillshare and social media. Yearly Parent involvement brochure.	Google Classroom, SeeSaw, Thrillshare, social media, email, phone.	Yearly parent surveys indicated that email, text messages and weekly "Note From the Principal," as well as classroom/grade level newsletters were the preferred form of communication with parents.	
ID13 Safe & Collaborative Culture	Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data in professional learning communities (PLCs). **ID13 Collaborative Culture**				
SMART GOAL	**LEAD STAFF**	**Action(s)**	**RESOURCES NEEDED**	**EVIDENCE** (How will success be measured? What will evidence of success look like?)	

By April 2024, all staff will implement high impact PLC strategies with fidelity as measured by the SIG ratings and we will apply to be a Promising Practices of a PLC Model school.	PLC Trained Staff: Kesner, Wood, A. Smith, Allen, Cassity, Chu, Wilson, Price, Rich, Yingst, Daniel, Johnson, Phillips, Badeen, Martin, Knight, Swank, McKee, Tavernaro, Dake, Cates, Hubbard, Hunt PLC Guiding Coalition: Hunt, Hubbard, Dake, Cates, Knight, Price, A. Smith, Phillips	We sent 21 staff members to the High Impact PLCs @ Work Professional Development over the past two summers. All PLC Members will evaluate their current reality within their team, develop a team PLC smart goal,and implement the 5 Prerequisites of a High Impact PLCs. Periodic reflections on PLC progress throughout the year.	Rewards money to pay for PLC Conferences. High Impact PLC presentations and resources.	Grade Level PLC Agenda and notes,Strategic Improvement Plan. Promising Practices of a Model School application and acceptance certificate.
PLC teams will meet twice per week and use the 4 critical questions to guide their PLC conversations and planning.	All staff members	The PLC teams meet twice per week and break down essential standards to be taught, create assessments of the standards, discuss student data and use that data to create small groups for extension or intervention lessons.	Matrix, Literacy and Math Flow Chart, district curriculum and pacing guides and student data trackers.	Grade Level PLC Agenda and notes, Grade Level Data, Strategic Improvement Plan.

Literacy Plan - Bentonville Schools Literacy Plan 2023-24 - CGES Literacy Plan

Master Literacy Plan - Academic RTI Documents

Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:
2 reading interventionist salaries and benefits, Parent Involvement Budget, ESI Budget
Additional Request for the district to consider: (what additional requests the school is asking of the district)

*District - Additional Support/Considerations: (what the district decides to provide)
Insert link to meeting agenda/minutes example: Faculty Meeting Agenda- Coming Soon Leadership Team CGES PLC Agenda 9.6.23