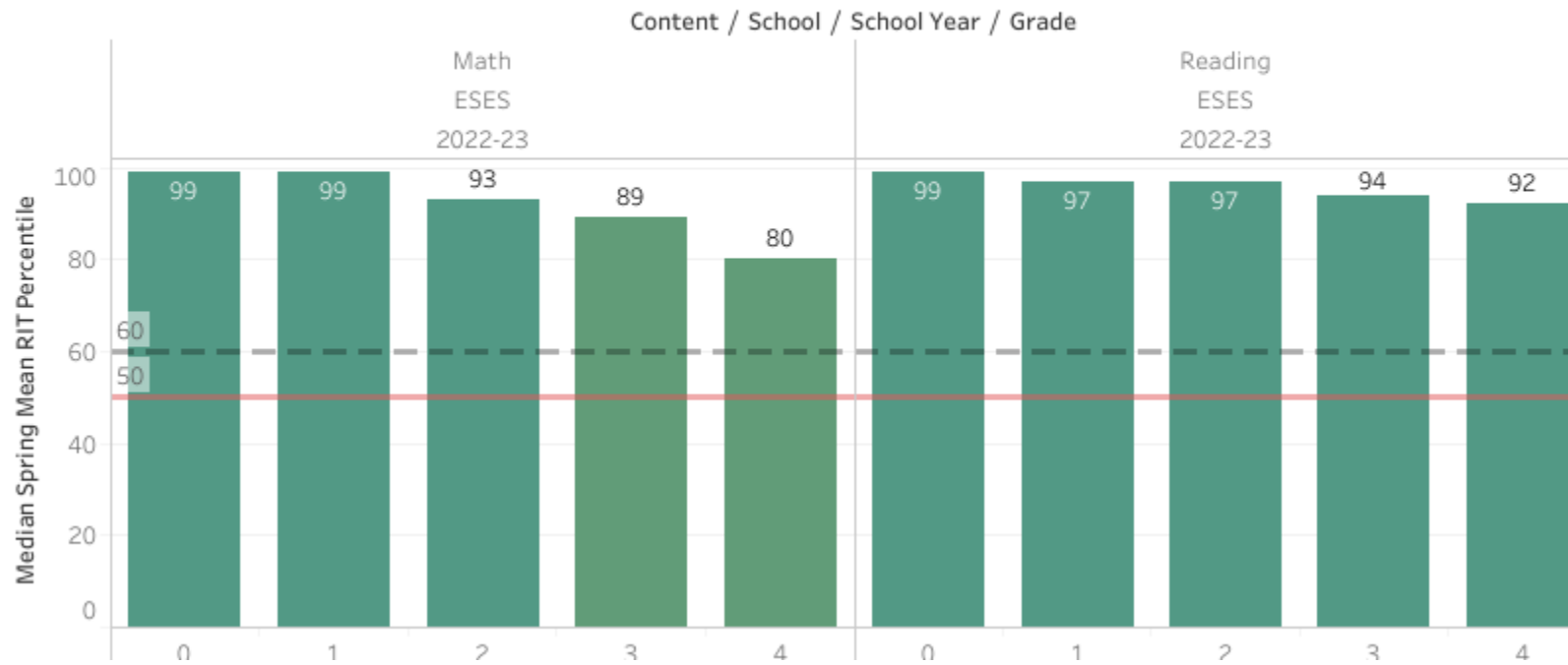




**Evening Star Elementary**  
**2023-2024**  
**Building-Level Reflections and Strategic Plan**

**DATA SUMMARY-CURRENT REALITY**

Spring RIT (Percentile)



**COMPREHENSIVE NEEDS ASSESSMENT:** Evening Star Elementary School formed a School Improvement Leadership Team and analyzed the test scores from the 2022-2023 administration of the ACT ASPIRE Exams and the MAP Assessments. We examined the results for ALL STUDENTS and each subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. 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 current reality, building systems, collaborative commitments, and expectations to identify any areas we could support students in achieving their full potential. We are revising our instructional practices, assessment tools, and professional development practices to better meet the needs of all our populations. We will select interventions and use funds that put us in the best position to address those needs. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in Math and Literacy.

**STRENGTH and GROWTH AREAS:**

<b>Kindergarten:</b>	<b>First Grade:</b>	<b>Second Grade:</b>	<b>Third Grade:</b>	<b>Fourth Grade:</b>
<p>In Reading, for the past three years, our Kindergarten students have consistently scored in the 99th%tile based on the Reading MAP K-2 (<i>Median Spring Mean RIT %tile</i>).</p> <p>In Math, for the past three years, our Kindergarten students have consistently scored in the 99th%tile based on the Math MAP K-2 (<i>Median Spring Mean RIT %tile</i>).</p>	<p>In Reading, for the past three years, our 1st grade students have consistently scored in the 97th%tile based on the Reading MAP K-2 (<i>Median Spring Mean RIT %tile</i>).</p> <p>In Math, based on the past three years worth of data, our 1st grade students went from the 97th%tile in 2021-2022 to the 99th%tile for the 2022-2023 school year based on the Math MAP K-2 (<i>Median Spring Mean RIT %tile</i>).</p>	<p>In Reading, for the past three years, we have seen an increase in our 2nd grade Reading MAP K-2 (<i>Median Spring Mean RIT %tile</i>).</p> <p>2020-2021 - 90th%tile 2021-2022 - 95th%tile 2022-2023 - 97th%tile</p> <p>In Math, for the past three years, we have seen an increase in our 2nd grade Math MAP K-2 (<i>Median Spring Mean RIT %tile</i>).</p> <p>2020-2021 - 77th%tile 2021-2022 - 95th%tile 2022-2023 - 93rd%tile</p>	<p>In Reading, for the past three years, we have seen an increase in our 3rd grade Reading MAP 2-5 (<i>Median Spring Mean RIT %tile</i>).</p> <p>2020-2021 - 85th%tile 2021-2022 - 90th%tile 2022-2023 - 94th%tile</p> <p>In Math, for the past three years, we have seen an increase in our 3rd-grade Math MAP 2-5 (<i>Median Spring Mean RIT %tile</i>).</p> <p>2020-2021 - 83rd%tile 2021-2022 - 87th%tile 2022-2023 - 89th%tile</p>	<p>In Reading, for the past three years, we have seen an increase in our 4th grade Reading MAP 2-5 (<i>Median Spring Mean RIT %tile</i>).</p> <p>2020-2021 - 85th%tile 2021-2022 - 91st%tile 2022-2023 - 92nd%tile</p> <p>In Math, for the past three years, 4th-grade students have consistently scored in the 80th%tile range on the Math MAP 2-5 (<i>Median Spring Mean RIT %tile</i>).</p> <p>2020-2021 - 87th%tile 2021-2022 - 88th%tile 2022-2023 - 80th%tile</p>

<b>3rd Grade ACT Aspire:</b>	<b>4th Grade ACT Aspire:</b>
------------------------------	------------------------------

For ACT Aspire data, when comparing % Ready & Exceeding, there is evidence of steady growth in the majority of the content areas when looking at three years' worth of data.

	20-21	21-22	22-23	District Comparison
<b>English</b>	91%	86%	86.2%	3rd
<b>Math</b>	84%	83%	85.4%	2nd
<b>Science</b>	62%	55%	74%	1st
<b>Reading</b>	56%	62%	73.2%	1st
<b>ELA</b>	64%	70%	74%	1st

For ACT Aspire data, when comparing % Ready & Exceeding, there is evidence of steady growth in the majority of the content areas when looking at three years' worth of data.

	20-21	21-22	22-23	District Comparison
<b>English</b>	90%	85%	88.6%	2nd
<b>Math</b>	74%	72%	72.1%	6th
<b>Science</b>	67%	66%	70%	1st
<b>Reading</b>	70%	73%	73.6%	1st
<b>ELA</b>	70%	70%	70%	1st

Growth area across all five grade levels:

- Continue to focus on small group instruction in both math and literacy with an emphasis on PLC question 4 - How will we extend the learning for students who have demonstrated proficiency?
- Continue PLC sustaining practices.
  - Provide training to staff to ensure proficiency and depth of knowledge with new standards - horizontally & vertically.
  - Continue to create SMART Goals & data-driven targets that are supported and embedded in all instructional environments (homeroom, sped, activity).
  - Continue PLC training with Solution Tree
- Continue Hands-Down Conversations book study
  - Assign grade-level focused instructional practices.
- The science of reading is evident in our scores. These students have been provided instruction rooted in the science of reading since we opened our doors in 2019.
- Continue to share students during math and literacy small group blocks.

**DISTRICT GOAL(s): [Strategic Plan-Vision 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 the 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:**

Evening Star Elementary-- Where owls empower each other to be our best selves by soaring for the stars in every way.

We are committed to continuing a legacy of excellence that impacts the world around us.

<b>IIID01 Response to Intervention</b> <b>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).</b>				
<b>SMART GOAL</b>	<b>LEAD STAFF</b>	<b>ACTION STEPS: What needs to be done?</b>	<b>RESOURCES NEEDED</b>	<b>EVIDENCE</b> (How will success be measured? What will evidence of success look like?)
By October 5th, 2023, 100% of students (first-fourth grade) will be identified and supported with a multi-tiered system of support for 20 minutes daily, for five days a week in order to provide additional instruction for students who have not yet mastered the identified essential standards, as well as extending standards for students who have	Williams, Dancer, Dibee, Curry, Dollar, & Holland	By September 28th, grade-level teams will identify students based on data and assign appropriate interventions based on the standards established by the team. Teachers will document intervention strategies, progress toward mastery, and next steps in EdPlan.	<ul style="list-style-type: none"> <li>● Data folders for all students will be reviewed to determine students who have been identified in need of intervention in the previous grade level.</li> <li>● Grade-level assessment data cards which include the following Literacy assessments: QPA, PAST, MAP Fluency, state assessments, MAP Growth, common CKLA formative assessment data and ACT Aspire data when applicable. Grade-level assessment data cards which include the following Math assessments: MAP Growth, common formative assessment data, MDP &amp; ASP data, ACT Aspire data when applicable.</li> <li>● Students will be grouped by skill</li> </ul>	<p>Each student will travel to their targeted intervention during his or her grade-level WISE time.</p> <p>A grade-level spreadsheet with MAP Reading and MAP Math data will be maintained for the Fall, Winter, and Spring. The percentage of students falling in each RIT band will be monitored. The percentage of students scoring in the 70 to 90th percentile bands will increase over the course of the school year.</p>

shown mastery of those standards on common formative assessments.			<p>level according to need and receive at least 25 minutes of WISE time daily for literacy.</p> <ul style="list-style-type: none"> <li>• Students will be progress monitored every 2 to 4 weeks.</li> <li>• Building Academic RTI meetings will meet at least quarterly.</li> <li>• Intervention resources and training for IAs to implement interventions will be provided.</li> <li>• Continued extension of grade-level standards training for certified teachers.</li> <li>• In May of 2024, data will be reviewed to determine if additional Tier 2 and/or Tier 3 data needs to be added or continued.</li> </ul>	
		<p>Building Academic RTI Team and Instructional Leaders will review the SolutionTree RTI virtual Tier Training provided by Mattos to ensure current systems are working and sustainable while ensuring our schoolwide RTI program is efficient, effective, and equitable.</p>	<ul style="list-style-type: none"> <li>• Building schedule</li> <li>• RTI flow chart</li> <li>• Training notes</li> </ul>	<p>The Administration team will work with our Building Academic RTI Team to compare training notes with ESE’s current reality and identify any areas of strength and areas of growth.</p>
		<p>ESE will hold a school-wide academic RTI meeting to identify students who might need a more intensive instructional plan. ESE will use BOY PLC time to examine students who</p>	<ul style="list-style-type: none"> <li>• District benchmark scores for BOY assessments.</li> <li>• RTI Literacy Flowchart</li> <li>• RTI Math Flowchart</li> </ul>	<p>Students in need will be moved to the appropriate tier based on data and classroom work samples. Each tier will provide individualized instruction that has been targeted to meet the students’ needs.</p>

		<p>have already been identified as Tier II or Tier III, and to analyze BOY assessments to determine other students who are not making adequate growth.</p>		
		<p>By October 5th, grade-level teams will identify a SMART goal targeting an instructional area of focus that will drive intervention groups. Data will be collected and SMART goals will be monitored and adjusted quarterly based on data.</p>	<ul style="list-style-type: none"> <li>● Grade-level assessment data cards.</li> <li>● Intervention resources</li> <li>● Training for IAs to implement interventions.</li> <li>● PLC Agendas</li> <li>● Common Formative Assessment Data graphs</li> </ul>	<p>Grade-level teachers will identify pre and post-data at the start and end of their SMART goal.</p>
<p>By September 15, 2023, 100% of the students currently identified as a student in need of tiered support in the area of behavior will receive intervention.</p>	<p>Dancer</p>	<p>By August 15th, data folders for all students will be reviewed to determine students who have been identified in need of intervention in the previous grade level.</p> <p>Tier 2 behavior plans will be reviewed by the teacher and the assistant principal.</p> <p>Our foundational PBIS team will continue to attend additional PBIS trainings hosted by A-State.</p>	<ul style="list-style-type: none"> <li>● Data folders</li> <li>● Tier 2 and Tier 3 behavior intervention plans</li> <li>● For the 2022-2023 school year, our PBIS Foundational team identified our current reality. <ul style="list-style-type: none"> <li>○ PBIS revisions</li> <li>○ Additional PBIS foundational training for new &amp; current staff</li> <li>○ Attend A-State PBIS Training</li> </ul> </li> <li>● Our PBIS Foundational Team will review PBIS data from the 2022-2023 school year. <ul style="list-style-type: none"> <li>○ Collect survey data from teachers.</li> </ul> </li> </ul>	<p>Behavior data is monitored and uploaded for students.</p> <ul style="list-style-type: none"> <li>● The Assistant Principal will track and graph the data for Tier 2 plans. The Assistant Principal will work in collaboration with the psych examiner to track and graph Tier 3 plans.</li> <li>● Our Building Behavior RTI team and our Building PBIS Foundational team will review the data and make revisions as needed.</li> <li>● Additional staff training will be provided after our continued training with</li> </ul>

		<p>Building Behavior RTI meetings will meet at least quarterly.</p> <p>By Sept. 6th, the Assistant Principal will provide staff with training on the district progressive discipline plan and our building consequence matrix.</p>	<ul style="list-style-type: none"> <li>○ Determine any adjustments for growth</li> <li>● Rage to Reason Training was provided in 2021-2022 will continue to be accessible and utilized when deemed necessary.</li> </ul>	<p>A-State.</p> <p>There will be an increase in the number of Positive Owl Awards issued this year.</p>
<b>FE06 Refined Communication</b>	<b>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.</b>			
<b>SMART GOAL</b>	<b>LEAD STAFF</b>	<b>ACTION STEPS: What needs to be done?</b>	<b>RESOURCES NEEDED</b>	<b>EVIDENCE</b> <small>(How will success be measured? What will evidence of success look like?)</small>
<p>By June 30, 2024, Evening Star Elementary teachers and staff will communicate effectively to meet the needs of all students by maintaining 97% of parents agreeing/strongly agreeing that we are effectively communicating as measured on the end-of-year district parent survey.</p> <p>This is an increase</p>	Williams, Gaskin, Kaufmann	Revise, edit, and share ESE's Parent-Family Engagement plan to match safety protocols for 2023-2024.	<ul style="list-style-type: none"> <li>● Last year's Parent-Family Engagement Plan</li> <li>● List of event dates from school and PTO</li> <li>● District safety protocols</li> <li>● End-of-year parent survey provided by our district Federal Programs Director.</li> </ul>	<p>On the end-of-year parent survey, 97.37% of parents are satisfied (agree/strongly agree) with communication from teachers regarding classroom expectations and curriculum as reflected in parent surveys.</p> <p>Staff will send a beginning-of-the-year survey to homeroom parents inquiring about social and academic strengths, supports, and motivation as well as their hope for their child this school year.</p> <p>Staff will maintain or increase data in the following areas as evidenced by the end-of-year</p>

<p>from the 2022-2023 school year, which was 95.8%.</p>				<p>survey:</p> <ul style="list-style-type: none"> <li>● My child's teachers and staff give challenging work. = 89.48%</li> <li>● My child's teachers have high expectations of my child. = 94.73%</li> <li>● School staff members know my child's name and interests. = 96.49%</li> <li>● School staff members are enthusiastic about teaching and learning. = 99.12%</li> <li>● School staff members want my child to do well in school.= 100%</li> <li>● My child's teachers provide extra help when my child needs it. 93.86%</li> </ul>
	<p>Williams, Dancer, Dibee, Curry, Gaskin &amp; Kaufmann</p>	<p>ESE will host two late-night parent/teacher conferences to discuss academic, behavioral, and socio-emotional growth of students twice a year.</p>	<ul style="list-style-type: none"> <li>● Training on Teacher Ease to share grades in real time and generate quarterly report cards.</li> <li>● EdPlan training for teachers to document Tier II and Tier III intervention and progress.</li> <li>● Collaboration with PTO to provide certified staff with dinner on late nights.</li> </ul>	<p>By the end of each conference window, teachers will connect with 100% of parents in their classrooms in person, virtually, or as a last resort, by phone.</p>
	<p>Williams, Dancer, Dibee, Curry, and certified teachers</p>	<p>ESE will provide parents with a school-wide newsletter via Smore monthly, and teachers will provide weekly newsletters to share learning objectives, upcoming dates, celebrations, and how to connect learning at school to learning at</p>	<ul style="list-style-type: none"> <li>● Smore and Canva subscription</li> <li>● Updated news from PTO monthly</li> <li>● Classroom pictures on social media outlets that show students engaged in learning.</li> <li>● Running list of upcoming event dates maintained on our school</li> </ul>	<p>Staff will share classroom information and learning objectives weekly.</p> <p>Staff shares relevant home-school connection materials monthly.</p>



		home.	website. <ul style="list-style-type: none"><li>Home/School connection resources</li></ul>	
	Williams, Dancer, Gaskin, Kaufmann, PTO	ESE will collaborate with ESE's PTO to plan PTO meetings, volunteer trainings, and other family-fun events throughout the year, such as Pie Supper, Walk in My Shoes, Spirit Nights, Owl Prowl, etc.	<ul style="list-style-type: none"> <li>Establishment of 2022-2023 PTO board</li> <li>Establishment of PTO meeting dates and events</li> <li>Volunteer Training Slides and dates</li> <li>Parent/teacher event planning committees</li> <li>Incorporation of literacy and math curriculum parent overviews during our PTO meetings.</li> </ul>	<p>Parents will engage with ESE's PTO via meetings, trainings, volunteer opportunities, and events.</p> <p>Events will be well attended based on our partnership with PTO and communication via newsletters, meetings, and social media outlets.</p> <p>Input will be solicited from stakeholders.</p>
<b>ID13 Safe &amp; Collaborative Culture</b>	<b>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).</b> <a href="#"><u>ID13 Collaborative Culture</u></a>			
<b>SMART GOAL</b>	<b>LEAD STAFF</b>	<b>Action(s)</b>	<b>RESOURCES NEEDED</b>	<b>EVIDENCE</b> (How will success be measured? What will evidence of success look like?)
By May 17th, 2024, all grade-level teams will move one level forward on Mattos 1-5-10 rubric by identifying strengths and	Williams, Dancer, Team Leaders	By the end of September, leadership teams will facilitate the reevaluation of their teams using the Mattos 1-5-10 rubric.	<ul style="list-style-type: none"> <li>Master Schedule</li> <li>Mattos 1-5-10 Rubric</li> <li>Resources identified by each team in order to reach goal.</li> </ul>	Teachers will reevaluate their teams' progress quarterly and at the end of the year to determine their progress toward working as a high-functioning PLC Team.

<p>areas of growth and developing an action plan to implement during weekly PLC and planning meetings.</p>	<p>teams will establish a focus area and goal and determine what actions will be needed to push their team to the next level.</p>		
	<p>1-5-10 Rubric will be revisited at the end of each PLC (quarterly) to ensure progress is being made toward the goal.</p>	<ul style="list-style-type: none"> <li>● Smart Goals written by teams</li> <li>● 1-5-10 Rubric</li> </ul>	<p>PLC agendas will hold a place for reflection on the 1-5-10 rubric to keep teams accountable for this discussion at the end of each meeting. Teachers will ask, "What did we do today to move our PLC forward?"</p>
	<p>Our Building Leadership (Guiding Coalition) Team will review the book study Learning By Doing we completed last year. We will utilize the information gained to continue to grow as a building and grade-level PLC team.</p> <p>PLC Team Collaboration training opportunities will be continued and pursued if feasible.</p>	<ul style="list-style-type: none"> <li>● PLC Resources/Books</li> <li>● Learning By Doing book study</li> <li>● Solution Tree training with Jeanne Spiller continued this year. We had 4 trainings with Jeanne in 2022-2023.</li> <li>● Learning By Doing Rubrics will be completed.</li> <li>● PLC Model School Application will be submitted.</li> </ul>	<p>Training will be provided and continue to be pursued this year, as well as additional planning for future trainings based on data and stakeholder input.</p>

**Literacy Plan - [Bentonville Schools Literacy Plan 2023-24](#) -**

Literacy Plan- Evening Star Elementary Literacy Plan 2023-2024 Overview: At Evening Star Elementary, we know the success of our students depends on the implementation of a solid Tier I core curriculum. Our teachers follow the state-approved, district-provided Tier I curriculum and target student needs in order to support learners who need additional support in Tier II or Tier III. Our district and state data reveal a need for a

heavy emphasis placed on our high achievers who do not meet growth goals. In order to target this group of students, professional growth and development in student engagement and differentiation is a school-wide focus.

**Master Literacy Plan -**  
Academic RTI Documents  
[District Literacy Flowchart 2023](#)

- Action Items: Science of Reading**
- Training-PD plan for building for those who need to complete RISE training or take the Pearson Foundation Reading Assessment
  - Summary of RISE efforts at building
  - RTI efforts as they apply to RISE
  - PLC efforts as they apply to RISE

- Evidence: Our school serves as a model RISE School for schools across the state of Arkansas. We will continue to:**
- Monitor instructional practices through observation.
  - Evaluate student growth and achievement.
  - Use spring testing data to evaluate achievement and identify need areas
  - Use internal RTI data to evaluate our RTI process and identify need areas

**Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:**

Academic coaches, activity team members, and classified instructional assistants work with ESE's interventionist to target the instructional needs of students as determined by formative assessments given by classroom teachers. This group of teachers works in conjunction with the grade-level teachers to provide small-group instruction during WISE time, a block of time devoted to supporting at-risk students as well as students who have shown mastery of skills and need an extension of skills that might be beyond grade-level expectations.

**Additional Request for the district to consider: (what additional requests the school is asking of the district)**

We value our academic coaches in the highest regard. The collaboration in planning, professional development, and coaching they provide to each grade level is invaluable to our staff. Our Literacy and Math Coaches have supported our entire staff, including our structured learning staff, with the implementation and scaffolding techniques needed for students' success with grade-level curriculum. They provide growth opportunities in-house all year long. We would love to continue to see an emphasis on securing our literacy coach (Julie Dibee) full-time and maintaining our full-time math coach (Katie Curry).

Additionally, we see the impact Professional Learning Communities have on student achievement and school culture. We implore the school district to consider hosting a Solution Tree PLC conference to ensure every certified teacher is trained in the essential components for a successful PLC building and district.

**\*District - Additional Support/Considerations: (what the district decides to provide)**

**Insert link to meeting agenda/minutes:**