

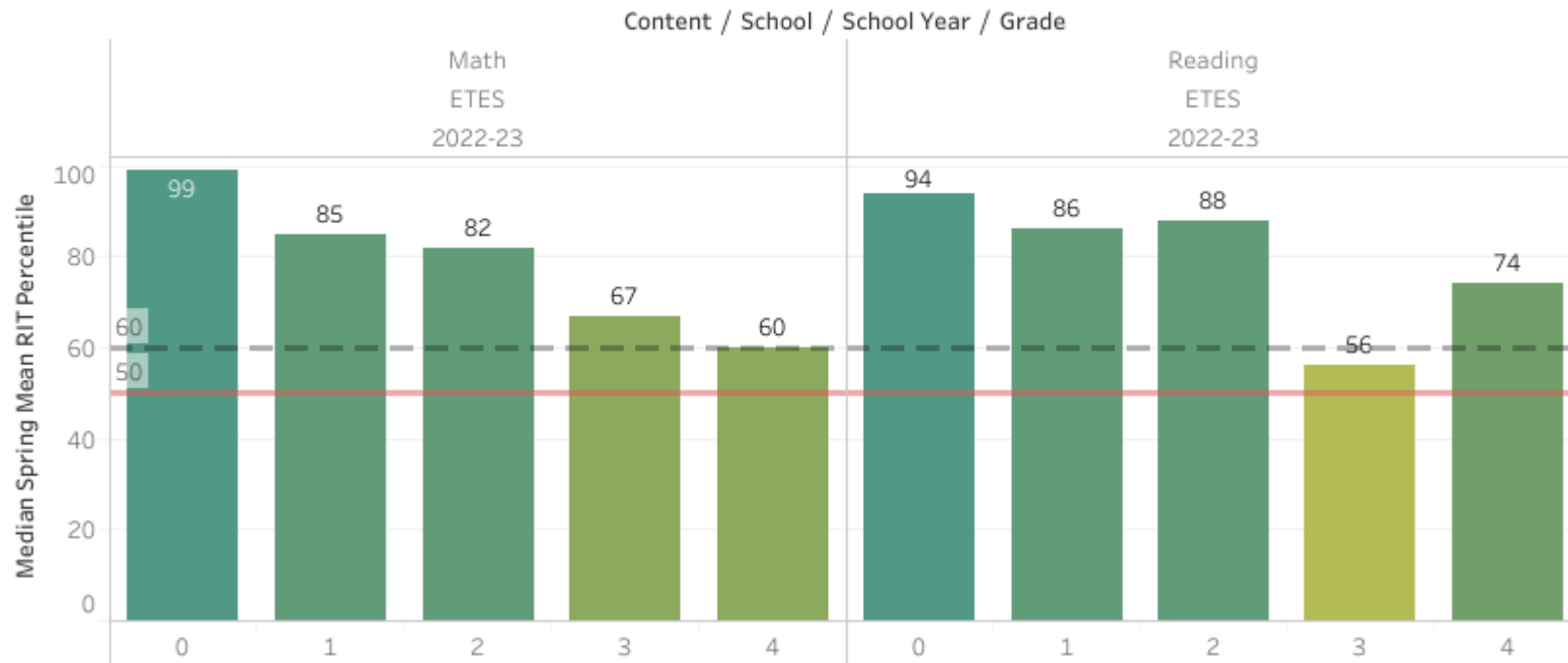


**Elm Tree Elementary
2023-2024**

Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

Spring RIT (Percentile)



The staff will be data driven through utilizing SMART goals regularly as well as data driven Personalized Learning Communities (PLCs). Our curriculum coaches, interventionist, ESL teacher, and special education teachers will be involved in data collecting, decision-making, and the instructional planning process. Teachers will have opportunities to engage in coaching sessions and utilize peer support systems within all content areas to aid in new learning opportunities. In order to effectively plan and develop appropriate instruction both district and state assessments will drive all instructional decisions.

COMPREHENSIVE NEEDS ASSESSMENT:

Elm Tree Elementary School developed a School Improvement Leadership Team and analyzed the assessment results from the ACT ASPIRE and the MAP assessments. We examined the results for all students and each subpopulation. Our assessment team provided evidence documenting our main areas of strengths and weaknesses. In addition, we studied our attendance, disciplinary, and achievement data over the past couple of years. This data aided in 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, norms, and matrices in order to determine areas that need more focus and attention. We are adjusting our instruction, assessments, and professional development practices to better meet the needs of all our students. Our data analysis led us to prioritize these (3) areas: Implementing an inclusion model for special education students to the maximum extent appropriate, continued training and support for student behavior with the use of Conscious Discipline and PBIS, and the increase and implementation of more student engagement strategies to support student achievement. We will select interventions and use funds that put us in the best position to address these needs. We will continue to work toward implementing the supports Solution Tree provided on inclusive practices for special education students as well as general education students with various academic and behavioral needs. We will continue to train staff in the Conscious Discipline model as well as PBIS in order to meet the students' behavioral needs. Student engagement will continue to be in the forefront of all lessons taught through implementing the training received by Hope and Wade King. Overall, our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery in academics and social-emotional learning.

STRENGTH AREAS:

NWEA MAP Assessment Achievement Data

- K: 94th percentile in reading, 99th percentile in math
- 1st: 86th percentile in reading, 85th percentile in math
- 2nd: 88th percentile in reading, 82nd percentile in math
- 3rd: 67th percentile in math
- 4th: 74th percentile in reading

ACT Aspire Assessment Data

- 3rd Grade Performing at Exceeding and/or Ready
 - English: 77%
 - Math: 65%
- 4th: Grade Performing at Exceeding and/or Ready
 - English: 88%
 - Math: 65%

GROWTH AREAS:

NWEA MAP Assessment Growth Data

- 1st: 14th percentile in reading, 26th percentile in math
- 2nd: 21st percentile in math
- 3rd: 20th percentile in reading and 28th percentile in math
- 4th: 36th percentile in reading and 5th percentile in math

ACT Aspire Assessment Data

- 3rd Grade Performing at Exceeding and/or Ready
 - Reading: 43%
 - Science: 52%
- 4th: Grade Performing at Exceeding and/or Ready
 - Reading: 62%
 - Science: 59%

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.**
 - ETES Indicators: Teachers will provide personalized learning experiences for all students with use of district curriculum and resources as well as receive their Arkansas RISE training and certification.
 - ETES Indicators: Teachers will monitor literacy and math student progress through the use of NWEA MAP Growth, MAP Phonological Awareness, Phonics, and Fluency, and ACT Aspire Scores. Grade-level PLCs, with the help of all support staff, will meet regularly to discuss and develop strategies, interventions, and use formative assessments to fluidly adjust

instruction in all content areas. Parents will be informed regularly about their student's progress and achievement.

- **Refined Communication System: Execute a universal plan of school, district and executive communication to address parents & community.**

- ETES Indicators: Elm Tree educators will communicate effectively with weekly newsletters from the classroom teachers and principal. There will also be parent-teacher conferences twice a year to discuss student progress as well as the regularly updated grading platform, TeacherEase, that parents will have access to daily.

- **Safe & Collaborative Culture: Build staff capacity to function as a member of the PLC.**

- ETES Indicators: Elm Tree teachers will continue to receive professional development and learning opportunities regularly throughout the school year in order to better enrich the PLC process and content. Collaboration with local businesses and community members will always be a priority to our PLCs and in the forefront of decision making for Elm Tree students and their achievement.

MISSION & VISION:

Mission: Empowering ALL to be
Thoughtful,
Engaged, and
Successful

Vision: The ETES Community supports high involvement and social, emotional well-being to achieve success for all.

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 <small>(How will success be measured? What will evidence of success look like?)</small>
<p>All students will receive district level academic screeners appropriate for each grade level regularly throughout the Year in order to determine the level of instructional support needed and to determine if adequate progress is being made.</p>	<p>Classroom teachers, curriculum coaches, interventionist</p>	<p>All staff administering the assessments will be properly trained on administration and meaning of the assessments.</p> <p>Students will be screened using district assessments that provide reliable and valid growth data.</p> <p>Teacher teams will analyze results for baseline and progress monitoring data to determine the needs of each student.</p> <p>Progress will be charted and analyzed on a monthly basis to ensure continued success to the year end standard.</p>	<p>Access and copies of the district assessments including but not limited to: NWEA MAP Growth NWEA MAP Fluency Progress Monitoring Tools and curricular common formative assessments</p> <p>Online monitoring tool for data analysis and action plans: Matrix and EdPlan</p>	<p>Matrix and EdPlan will reflect progress monitoring data that has been regularly collected and analyzed throughout the year.</p> <p>Students will be placed in proper intervention groups and these groups will be flexible and responsive based on student progress.</p>

<p>All students will receive positive behavioral intervention supports throughout all environments of their school day.</p>	<p>Classroom teachers, counselor, principal, assistant principal</p>	<p>PBIS data will be monitored regularly in order to determine student success and alignment with school rules and expectations of the month</p> <p>All staff will be observing, responding, and intervening to any student behavioral needs. PLC meetings will consist of behavioral resources and techniques shared and implemented for individual student needs.</p> <p>Staff will review and allow practice opportunities for students to build behavioral fluency and stamina.</p> <p>All classrooms will build relationships and connections in the classroom community through greetings, Morning Meetings (Focus Five), Behavior Matrices, and a Safe Place.</p>	<p>PBIS training and implementation of PBIS lessons</p> <p>School-wide character word usage and access to resources to support the word</p> <p>Shared drive with resources created based on PBIS expectations and school behavior matrixes</p> <p>Greeting/Connection resources, Focus Five resources and training, copies of building matrices, and Safe Place materials and training</p>	<p>Office referrals are lower and student success and participation in the spending of their PBIS points is part of the regular practice and routine for every student.</p> <p>Students being able to self-regulate and connect with others in the school community.</p>
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<p>100 percent of our students who receive ESL services and supports through special education will be provided with instructional services through Inclusive practices in the general education setting to the maximum extent possible throughout the school year.</p>	<p>Classroom teachers, SPED teachers, SPED lead, principal, assistant principal</p>	<p>All staff will be trained in Solution Tree's Inclusive Practices. The coach provided through the program will be utilized during our PLC meetings and coaching times.</p> <p>Collaboration between general education staff and special educators will occur on a regular and ongoing basis.</p> <p>Student's IEPs and LPACs will reflect services and supports with their peers whenever possible.</p>	<p>Solution Tree Inclusive Practice trainer, Solution Tree Inclusive Practice coach, <i>Yes We Can!</i> books for all teachers, conducive schedule to allow for planning among team members.</p>	<p>Inclusive Practices are utilized in all grade levels and PLCs. PLC Meetings involve teachers from general education, ESL and SPED teachers. IEPs and LPACs will reflect the student's needs and implementation of inclusive practices.</p>
<p>FE06 Refined Communication</p>	<p>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.</p>			
<p>SMART GOAL</p>	<p>LEAD STAFF</p>	<p>ACTION STEPS: What needs to be done?</p>	<p>RESOURCES NEEDED</p>	<p>EVIDENCE (How will success be measured? What will evidence of success look like?)</p>

<p>All parents will participate in school parent-teacher conferences in the fall and spring semesters.</p>	<p>All teachers, counselor, principal, assistant principal</p>	<p>Teachers will send out a form to allow parents to choose convenient times for days to meet to discuss their student's progress. Teachers will work with the parents to determine if they will meet needed in-person or virtually, based on parental needs.</p>	<p>District purchased online grading platform: Teacher Ease</p> <p>Continued TeacherEase training</p> <p>Communication document for teachers to collaboratively schedule</p> <p>Google Meet (virtual conferences)</p> <p>Sign-in Sheet for parents</p> <p>Learning opportunities, links, dates, and</p>	<p>All parents who participate in conferences will have signed in and be provided with a copy of the student's report card.</p> <p>The teacher will also provide the parent with information about how they can continue to further their student's learning at home.</p>
<p>All parents will receive regular weekly communication from school district, the principal and their child's classroom teachers regarding school and community information.</p>	<p>Classroom teachers, principal</p>	<p>Information will be gathered from staff and parents with resources, dates and events that further enrich our student's education, community engagement and learning opportunities.</p>	<p>Shared newsletter information among grade level teams</p> <p>Ongoing principal newsletter</p> <p>Wildcat Weekly events.</p>	<p>Weekly communication will be gathered and stored in a shared folder for shared collaboration among all staff members at the school.</p>

<p>ID13 Safe & Collaborative Culture</p>	<p>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).</p> <p><u>ID13 Collaborative Culture</u></p>
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SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
<p>All licensed staff members will actively participate in collaborative PLC discussions centered on student data for academics and/or behavior on a regular and ongoing basis.</p>	<p>All teachers, literacy and math coaches, interventionist</p>	<p>The schedule will be conducive to allow for collaboration among team members. Teachers will have ample time to plan with grade level teams and support staff to ensure student's needs are met.</p> <p>Teams will meet weekly with the literacy and math coaches- Tuesday literacy and Wednesday Math.</p> <p>Norms will be recognized and adhered to. The gap analysis procedure will be utilized to ensure all teams are properly working together and to target staff and student needs.</p>	<p>Proper schedule which allows for planning and collaboration.</p> <p>Collaboratively developed norms.</p> <p>Admin support.</p> <p>Common formative assessments centered around essential standards and grade level learning targets.</p>	<p>As evidenced through grade level and team's weekly agendas and planning documents.</p>

<p>Literacy Plan - Bentonville Schools Literacy Plan 2023-2024</p>
<p>Master Literacy Plan - Academic RTI Documents</p>
<p>Elm Tree follows the district literacy plan and RTI flowcharts.</p>

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

ETES utilizes a leadership team to determine the best use of supplemental purchases to further support Elm Tree students and staff. • Kristi Packard, our interventionist, is paid through NSLA funds.

- We also utilize these funds to purchase STEM supplies and training for our staff.
- We use these funds for Conscious Discipline training for our staff in order to strengthen the social and emotional learning of our students..

- These funds are used to provide professional development for engagement opportunities for our students such as inviting Hope and Wade to continue the development and progression of our teacher's engagement strategies.

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

none

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

Insert link to meeting agenda/minutes example: [Staff Meeting Agenda](#)