



2019 – 2020 School Improvement Plan

Hoxie School District #46

Hoxie Elementary School

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ESSA Overview Score: 70.65 C

ESSA Data Review:

- Hoxie Elementary School's overall school rating score decreased 0.12 points, moving from 70.77 to 70.65.
- Overall weighted achievement dropped a total of 1.98 points, decreasing from 66.16 in 2016-2017 to 64.18 in 2017-2018.
- Student achievement in ELA is lower than in Math. However, ELA had a higher value added growth score at 81.05 than Math at 76.85 (the same as in 2016-2017).
- The Reading at Grade Level Score increased by 4.93 points, moving from 34.03 in 2016-2017 to 38.96 in 2017-2018.
- Science achievement increased by 3.36 points, going from 39.5 in 2016-2017 to 42.86 in 2017-2018.

Gaps:

- In Weighted Achievement by Subgroup:
 - 53.57 percent of students in the Hispanic/Latino subgroup and 31.82 percent of the Students with Disabilities subgroup met the benchmark compared to 64.18 percent of the total population
- In the area of Value-Added Growth, ELA had a score of 81.05 and Math a score of 76.85, but fewer students met benchmark in Math.

Needs:

- Increase the use of technical text
- Implement close reading strategies
- Implement DOK 3 level instruction
- Increase student engagement in all subject areas

Goals:

- Hoxie Elementary School will implement a culture of a growth mindset.
- Teachers will provide students with support using Webb's Depth of Knowledge.

Actions:

- Provide teachers with Depth of Knowledge training
- Provide time and support for teachers to disaggregate data and develop action plans for their students
- Implement intervention programs in both literacy and math to target students' individual needs

Evidence-based interventions and practices implemented:

- Teachers will utilize common planning time 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 individual needs of students.
- 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 in order 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.
- Reading recovery will be utilized to provide intense reading interventions to students identified below grade level in grades 1 – 2.
- Teachers will utilize Accelerated Reading and Accelerated Math 2.0 to provide practice in math and reading.
- STAR Math and STAR Reading assessments will be utilized to monitor student growth in each grade level.

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.
- The Reading Recovery teacher will attend annual training to stay abreast on the latest information to effectively provide students with instruction.
- Teachers will attend professional development as needed to target areas of weakness.
- Classroom teachers will begin training in the science of reading in order to attain proficiency.

- Teachers in grade K-2 will participate in 6 days of the RISE Academy at the local educational cooperative during the summer of 2019.
- Teachers in grades 3-6 will participate in 3 days of the RISE Academy at the local educational cooperative during the summer of 2019 and 3 days during the summer of 2020.
- Special Education teachers will participate in 3 days of LETRS training and 3 days of training in phonological awareness, phonics-decoding, and phonics-encoding during the summer of 2019.
- Elementary administrators will participate in the K-2 RISE Academy to attain proficiency in the science of reading during the summer of 2019 as the first step in becoming science of reading assessors.
- All non-core teachers will participate in ArkansasIDEAS facilitated sessions on campus during the summer of 2019 and 2020 in order to show awareness in the science of reading.

Implementation timeline for monitoring of interventions and practices:

- Interventions will be monitored through interim assessments three times during the school year (September, December, March).
- Students in grades 3 – 6 will be assessed using the ACT Aspire interims twice to monitor growth (October and February)
- Students will participate in the ACT Aspire 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 Leadership team meetings monthly.