
SCHOOL IMPROVEMENT PLAN – OZARK MONTESSORI

Section 1 A: Data and Analysis – Report Card Data

Data: What does your School Report Card tell you about student performance in your school? What are the signs of weakness as indicated by this data? What areas of strength are indicated?

ESSA DATA REVIEW

Based on the 2018 ACT Aspire scores for Grades 3-8 for Ozark Montessori Academy, we have identified the following as needs for improvement.

Gaps: Reading

The majority of our students in grades 3-8 are not reading on grade level. There is a significant gap between English learners and non-English language learners and students with disabilities.

Gap: Mathematics and Science

According to the ESSA index, our students are under-performing in both Science and Mathematics across all grade levels.

Factors – What factors are likely to have contributed to these results? Consider both internal and external factors.

It is a glaring oversight that Students with Disabilities were not properly identified in the testing process. Had the students who had accommodations been properly coded, it might have resulted in a higher grade for the school.

The Montessori model, although it has its merits, does not lend itself to identifying and teaching State Standards. Had State Standards and Arkansas Curriculum Frameworks been a part of the school's instructional plan, it is likely that the test results in all areas would have been higher. In addition, each Montessori teacher was responsible for teaching the standards for three grade levels. As a result, our students did not perform adequately on the ACT Aspire. This hypothesis has been bolstered by the fact that Interim Tests Scores for the 2018-2019 school year, our scores have been higher due to:

- Departmentalization by core subject area in Grades 4-6
- Doing away with multi-grade levels and having one grade level per teacher

- Assistance from LISA Academy with curriculum and assessment pieces
- The requirement that each teacher submits lesson plans
- The frequent monitoring of ACT Aspire Interims and the adjustment of instruction based on and analysis of these scores

Team Members for the 2018-2019 School Year:

Autumn Sawyer	Principal	Test Coordinator/Reading Specialist
Barbara Padgett	Superintendent	Leadership/Data Analysis
Ann Wiggins	ELL	Monitor for ELL progress
Chris Jaglin	SPED	IEP accommodations for testing
Synthia Vanderhauk	Parent	PTO President

Section I –B Data and Analysis: Local Assessment Data to be used in 2019-2020

Data: Briefly describe the data that will be used in the 2019-2020 school year to improve scores?

Please see the following table to review the tools to be used to measure academic achievement frequently during the school year based upon LISA recommendations. A school improvement team will be established and will meet to review assessment data on a regular basis.

In addition to assessment tools, informal assessments and classroom data will be used to support formal assessments.

On the following table, list the specific measurable goals in reading, English, writing, mathematics, and science, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
<p>Grades K-8: Reading, Mathematics, Language: The goal is to measure individual student growth over time in academic areas and to use the data to inform curriculum and instruction</p>	<p>NWEA: MAPS (Measurement of Academic Progress)</p>	<p>MAPS tests will be used to track individual growth goals and to personalize instruction for every student.</p>	<p>The MAP tests will be administered and results toward goals will be reviewed three times each each school year - beginning, middle and end of the year.</p>
<p>Grades K-2: Reading: The goal is to regularly monitor the development of early literacy and early reading skills in order to assess the effectiveness of our reading program.</p>	<p>DIBELS: Dynamic Indicators of Early Literacy Skills: This assessment will be used to measure individual student growth in reading.</p>	<p>DIBELS will be used to track individual growth goals and to personal instruction for every student.</p>	<p>Individual goals will be assess using DIBELS and the data used to individualize instruction. Growth will be measured three times each year.</p>
<p>Grades 3-8: The ACT Aspire will be administered in grades 3-10 in English, Reading, Mathematics, Science and Writing. The goal is to measure student growth in a longitudinal assessment system and to measure individual student progress toward college and career goals.</p>	<p>ACT Aspire</p>	<p>Individual growth will be measured in tested areas and scores will be compared to state norms. The goal for ACT Aspire is for students to score at or above the state performance standards.</p>	<p>Progress toward goals will be measured when scores are released by the state following summative testing.</p>
<p>Grades K-8: Students will be assessed in the areas of reading and mathematics. The scores will be used to assist teachers with the differentiation of instruction.</p>	<p>iReady: iReady is a growth monitoring assessment tool.</p>	<p>iReady allows the teacher to monitor the progress of students to determine if they are on track to meet annual growth targets and grade-level standards.</p>	<p>iReady is an online program screening tool that is used to measure individual student growth and to identify students who need additional support. Although iReady has ongoing lessons throughout the school year, the students are tested three times per year.</p>

Section II- A: Action Plan - Objective

Objective 1: Act Aspire Goal for English Language Arts

Lisa Academy Springdale will achieve at or above state standards on the ACT Aspire in grades 3-8 in English Language Arts.

Achieving the ELA objective: Strategies for accomplishing the objective of meeting and exceeding state standards will involve the following:

- Professional Development support for teachers in the Science of Reading and training through the R.I.S.E. Academy as soon as possible
- Using MyOn – the online reading resource – to encourage reading by providing ebooks for all students and by providing data on student reading levels
- Tutoring – for students who continue to struggle with reading, a pull-out program with a reading interventionist is suggested.
- Silent Sustained Reading will occur at the beginning and ending of the school day
- Phonics First in grades K-3 will be required as a daily part of instruction and students needing additional assistance will have Phonics First instruction
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Section II-B: Action Plan – Strategies and Activities for Students

Objective 1: Interim ACT assessments will be analyzed to define areas in each tested subject that need to show improvement. Activities for and additional instruction in these areas will be implemented.

Timeline

Strategies and Activities	Start Date	End Date	Timeline
R.I.S.E. Academy	Summer 2019	Continuing	'
SSR	Fall of 2019	May of 2020	A.M./P.M.
MyOn	Fall of 2019	May of 2020	Weekly
iReady	Fall of 2019	May of 2020	Continuous
NWEA Map Testing	Fall of 2019	May of 2020	3 Sessions
Phonics First – Grade 3	Fall of 2019	May of 2020	Daily
Reading Intervention	Fall of 2019	May Of 2020	As identified

Section II –C: Action Plan – Professional Development Strategies and Activities

Professional Activities for ELA in preparation for the 2019-2020 school year will focus on:

- Science of Reading using Arkansas IDEAS.
- We will seek R.I.S.E. training opportunities for all core area teachers.
- Phonics First training for all core teachers as funds allow
- Techniques for teachers to identify characteristics of dyslexia
- RIT – Response to Intervention – to allow teachers to identify individual student needs and to convene a committee to work with struggling students. RTI will be the first step toward referral for special education and 504

Objective 2: ACT Aspire Goal for Mathematics in Grades 3-8

LISA Academy Springdale will achieve at or above the state standards on ACT Aspire Summative tests in grades 3-8.

Achieving the Mathematics objective: Strategies for accomplishing the objective of meeting and exceeding state standards will involve the following:

- Using iReady – the online reading and math resource – to measure individual growth and to identify students who need additional support
- Tutoring – for students who continue to struggle with math, a pull-out program with a math interventionist is suggested.
- MobyMax – online resource – will be used to practice and reinforce math skills

Section II-B Action Plan – Strategies and Activities for Students

Objective 1: Interim ACT assessments will be analyzed to define areas in each tested subject that need to show improvement. Activities for and additional instruction in these areas will be implemented.

Timeline

Strategies and Activities	Start Date	End Date	Timeline
CGI and ECM	Summer 2019	Continuing	'
iReady	Fall of 2019	May of 2020	Continuous

NWEA Map Testing	Fall of 2019	May of 2020	3 Sessions
MobyMax	Fall of 2019	May of 2020	Daily
Math Intervention	Fall of 2019	May of 2020	As identified

Section II -C: Action Plan – Professional Development Strategies and Activities

The following professional development activities and strategies are recommended:

- Professional Development support for teachers in ECM – Extending Children’s Mathematics - through the Northwest Arkansas Educational Service Cooperative as funds become available and training in CGI – Cognitive Guided Instruction through NWAESC as funds are available
- Applicable math professional through Arkansas IDEAS

Section II-D: Action Plan – Parental Involvement and Strategies

Objective: Recognizing that parental involvement and effective communication with teachers and administrators is paramount to the success of LISA Academy Springdale, LISA will make every effort to encourage parents in to become active members in the education of their children.

Timeline

Strategies and Activities	Start Date	End Date	Timeline
Parent Open House	August 2019		
Home Visits	August 2019	May 2020	Continuing
PTO Volunteer Opportunities	August 2019	May 2020	Continuing
Family Literacy Night	TBA		
Family Math Night	TBA		
School Committee Assignments	August 2019	May 2020	Continuing

Section II-E – Monitoring

Objective 1: There will be an identifiable, ongoing process for monitoring the effectiveness of strategies and activities with regard to the School Improvement Plan.

Identified school leaders and teachers will monitor ACT Aspire Interim, iReady, NWEA Assessments data each quarter or when assessments are administered.

Objective 2: The school personnel that will be responsible for reviewing the data and progress for objectives include:

Hasan Sazci: Principal of Lisa Springdale

Other committee members will be announced as they are determined by the Principal.

Objective 3: LISA Academy Springdale will improve the ESSA school quality indicators.

As identified by LISA Academy, the staff of LISA Academy Springdale will work together to analyze data and guide students to achieve at or above state standards on the ESSA quality school index. The following strategies will be implemented:

- The school will improve attendance by instituting in-school suspension
- The school will encourage perfect attendance by recognizing those students quarterly at an awards assembly
- The school staff will encourage attendance and its importance during home visits
- The school will hold weekly faculty meetings and will discuss attendance as well as concerns for at-risk students.
- The school faculty will regularly review interim assessments to monitor student progress and growth toward individual goals

Section 11-E: Action Plan – Strategies and Activities for Students

Objective 1: The attendance, behavior and social-emotional learning quotients will be monitored to help students achieve their goals in the following ways:

- Daily attendance will be monitored daily for all students. Calls will be made on a regular basis for those students who have excessive tardies and absences.
- Perfect attendance will be monitored and certificates awarded on a quarterly basis.
- Persistent misbehavior will be referred to a school Student Support Team who will meet with the child and the parent if needed to determine the reasons for misbehavior.
- The school guidance counselor will present programs as needed to address student/school concerns.

Action Plan – Professional Development Strategies and Activities

The following professional development activities and strategies are recommended to meet these goals:

- Professional Development in line with a teacher’s Professional Growth Plan as it relates to classroom management either through the NWAESC or Arkansas IDEAS
- Professional Development as it relates to RTI – Response to Intervention through Arkansas IDEAS
- A required Professional Development from IDEAS entitled “A New Island – The Marshallese in Arkansas.
- A required Professional Development from IDEAS entitled “Human Trafficking: Arkansas Act 765 of 2017.”
- A required Professional Development from IDEAS entitled “Recognizing and Reporting Child Abuse.”
- A required Professional Development from IDEAS entitled “Bullying: Separating Fact from Fiction.”
- Professional Development in parental involvement from IDEAS or NWAESC.

Custom Report

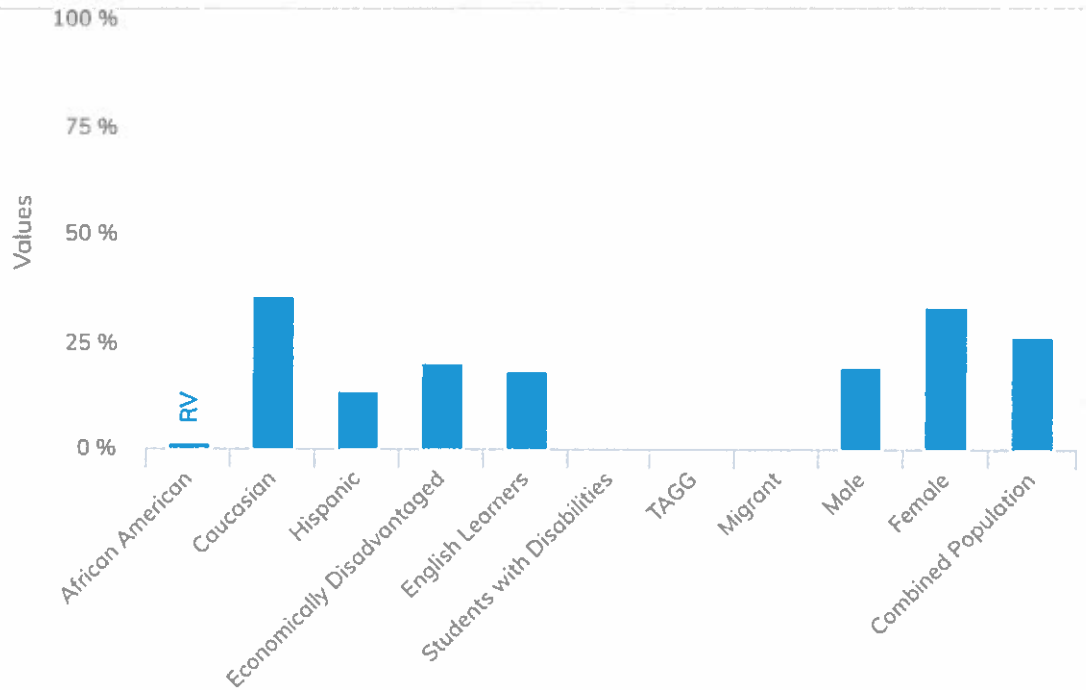
Single Year 2017-2018

Ozark Montessori Academy Springdale

LEA 7241701

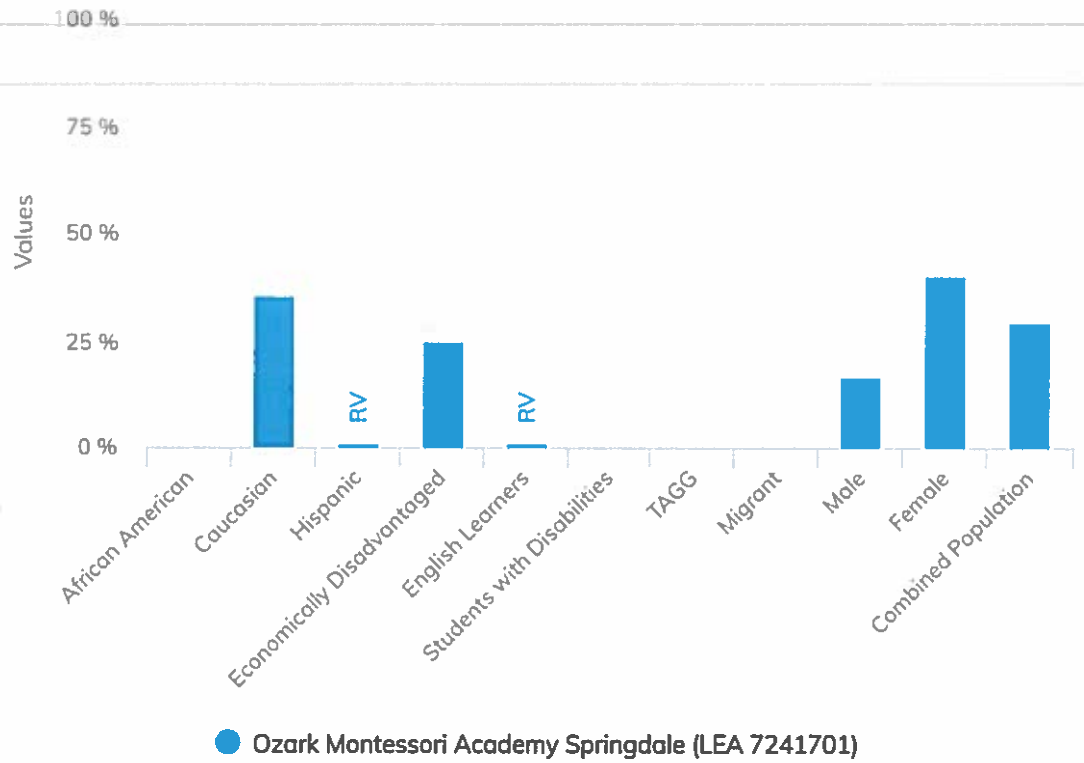
ACT Aspire Achievement (2016-2018)

ACT Aspire - All Grades: Percent Meets/Exceeds Standards - Literacy

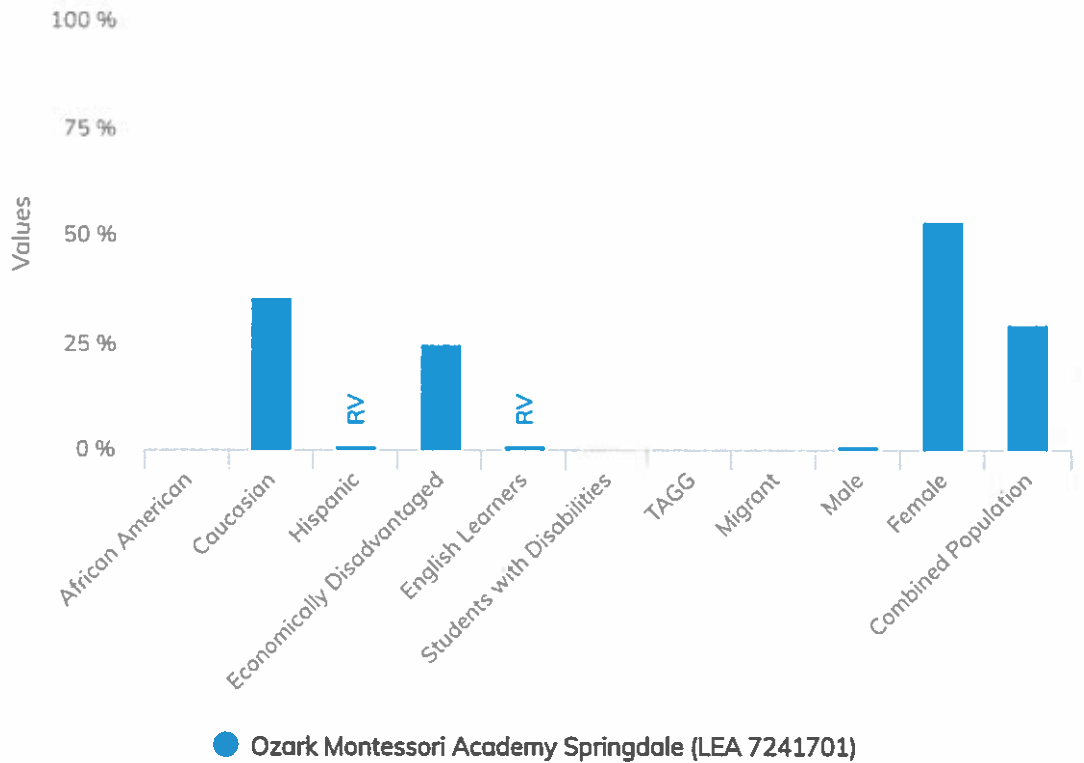


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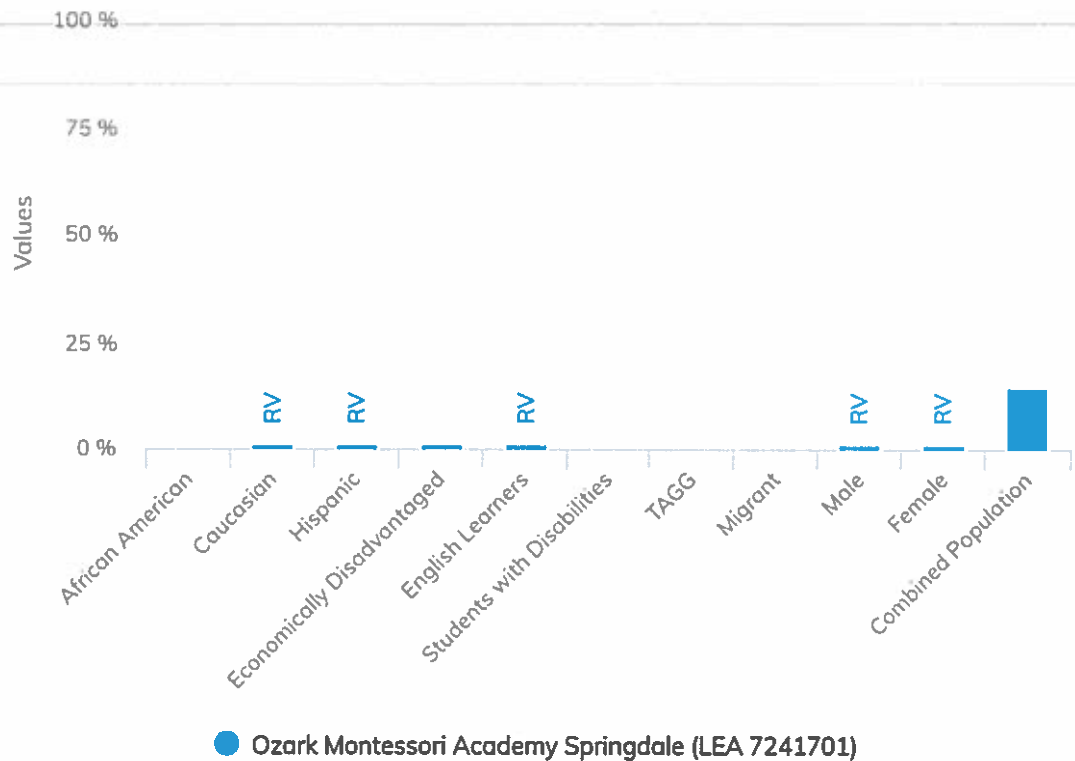
ACT Aspire - Grade 3: Percent Meets/Exceeds Standards - Literacy



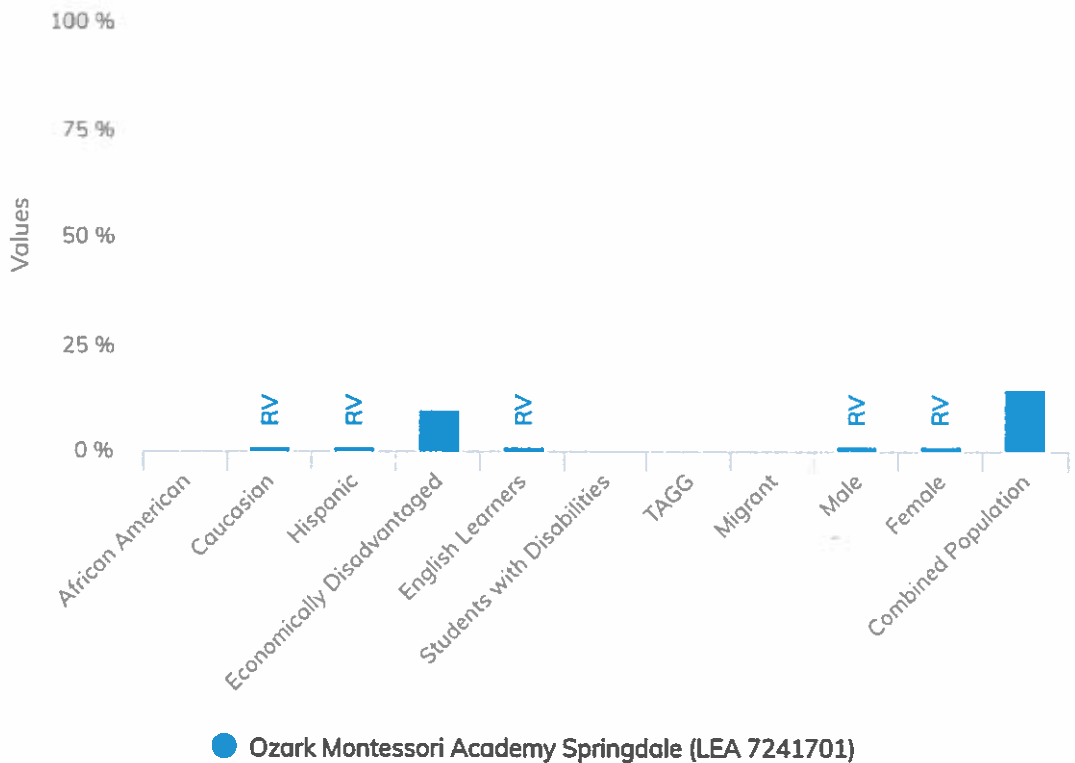
ACT Aspire - Grade 3: Percent Meets/Exceeds Standards - Math



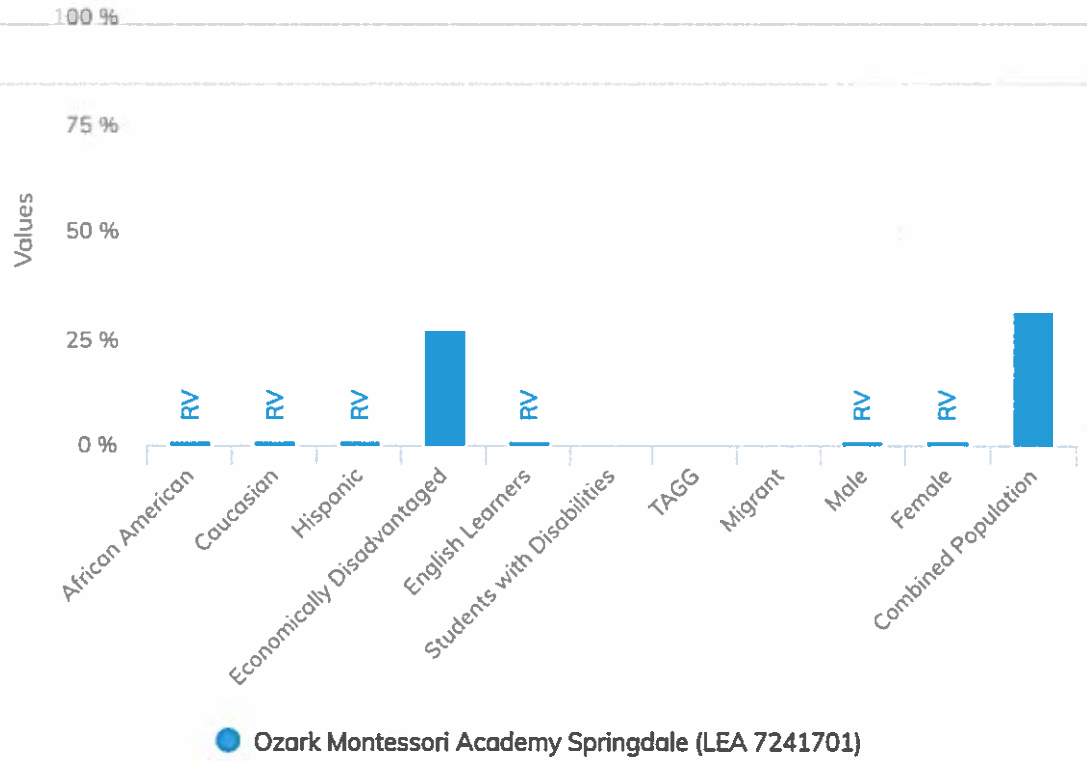
ACT Aspire - Grade 4: Percent Meets/Exceeds Standards - Math



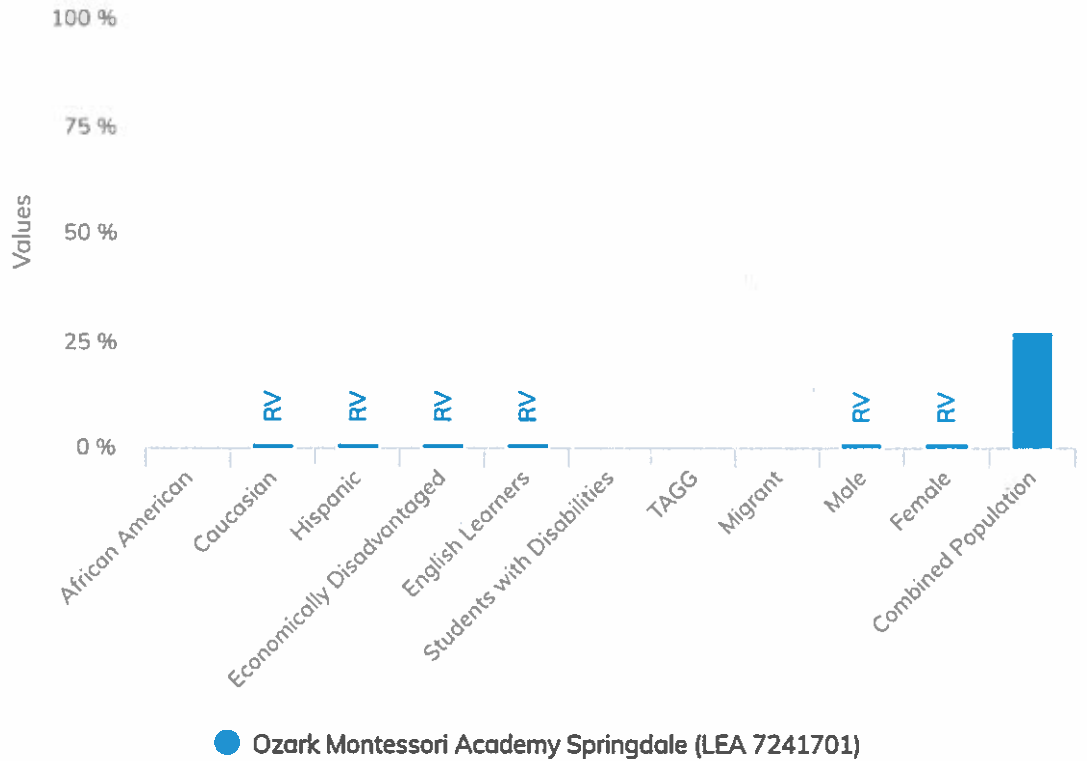
ACT Aspire - Grade 4: Percent Meets/Exceeds Standards - Science



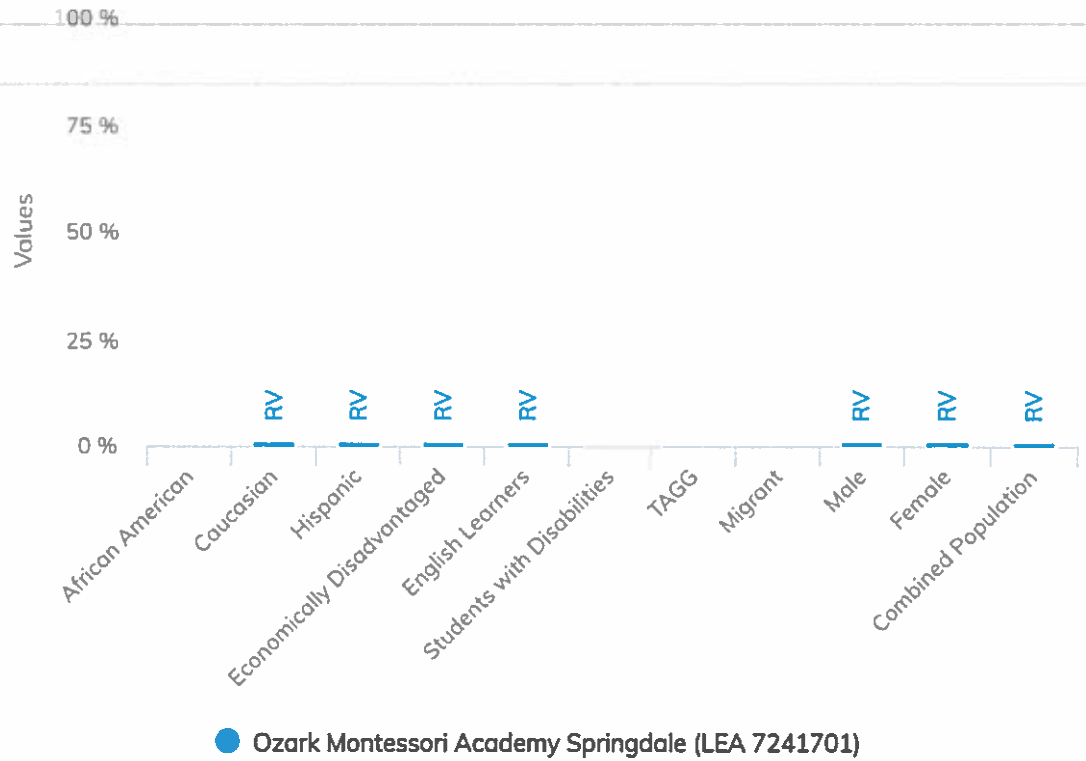
ACT Aspire - Grade 5: Percent Meets/Exceeds Standards - Science



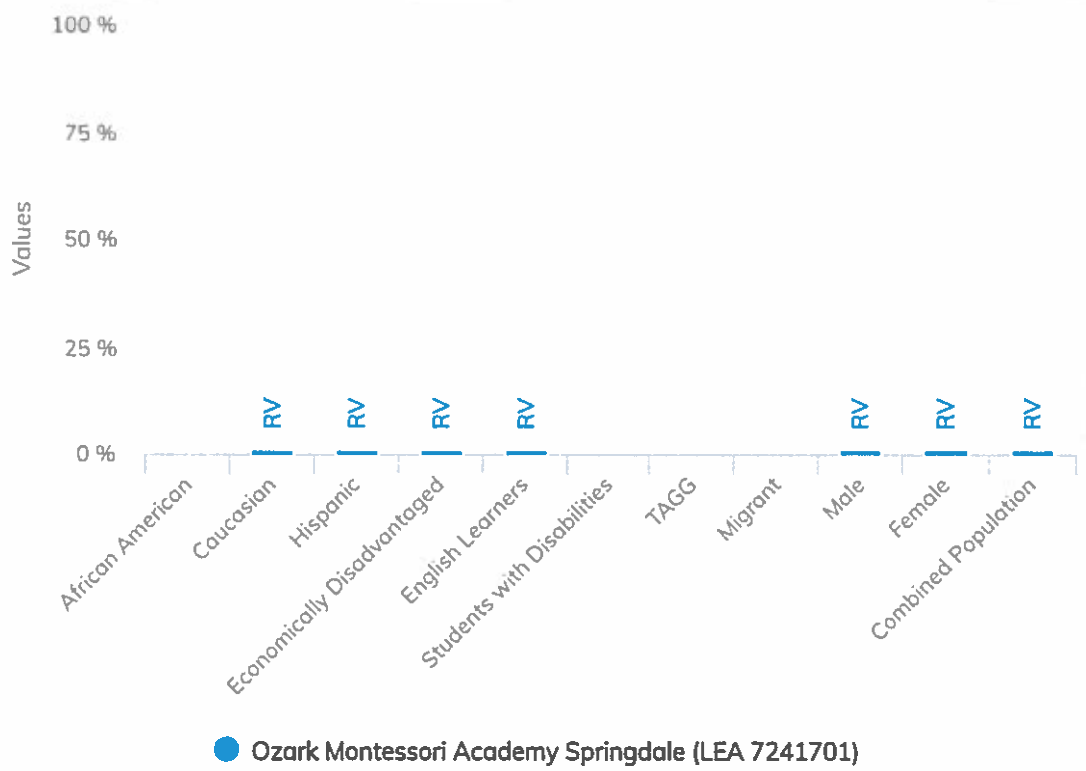
ACT Aspire - Grade 6: Percent Meets/Exceeds Standards - Literacy



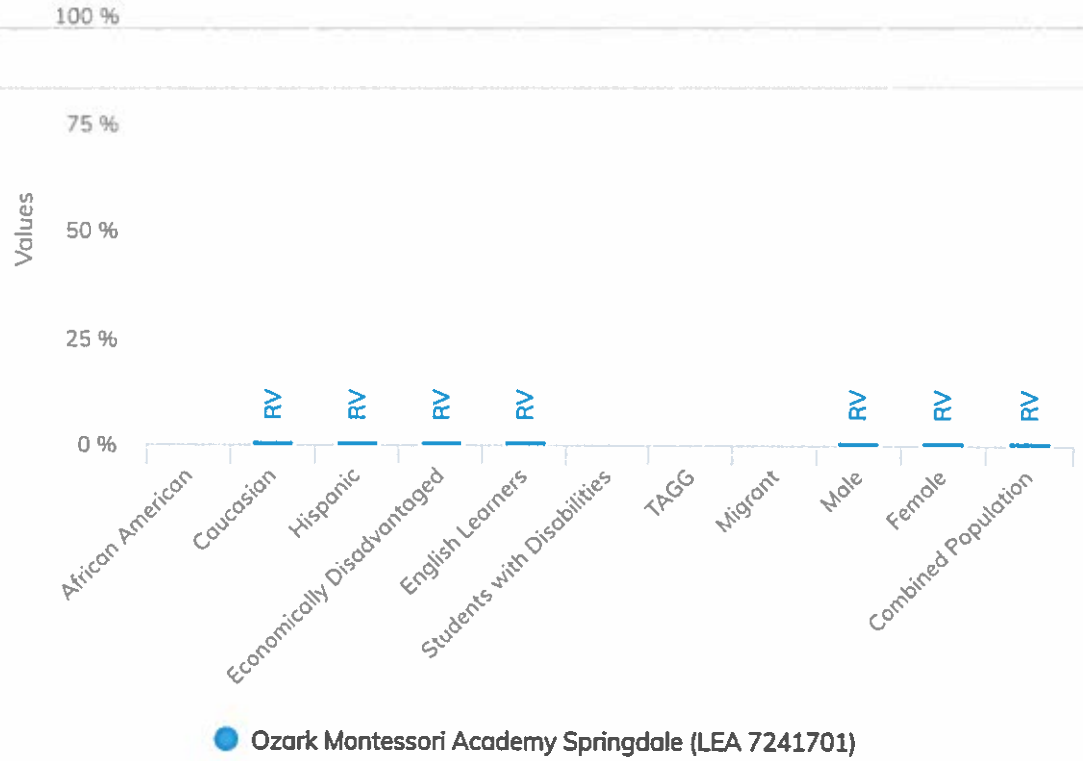
ACT Aspire - Grade 7: Percent Meets/Exceeds Standards - Literacy



ACT Aspire - Grade 7: Percent Meets/Exceeds Standards - Math



ACT Aspire - Grade 8: Percent Meets/Exceeds Standards - Math



ACT Aspire - Grade 8: Percent Meets/Exceeds Standards - Science

