

## Arcadia Elementary School

### Vision

Be a premier, innovative school system where students graduate fully prepared for life and career success

### Mission

To support a culture of high expectations for everyone to achieve personal, academic, and career excellence

### Beliefs

- \* maintain a climate of two-way communication
- \* foster a system wide culture of innovation
- \* maintain an inclusive environment and high expectations
- \* every student should thrive in our district
- \* Continually improve academic achievement through quality instruction
- \* be accountable

### Student Success

#### Objectives

- Increase student reading proficiency and growth for grades K-3.
- Increase student math proficiency and growth for grades K-3.
- Increase student reading proficiency and growth grades 4-5.
- Increase math proficiency and growth for grades 4-5.
- Increase digital circulation of ebooks through Sora from 30 in 2019 to 500.

#### Critical Initiatives

- Unpacking learning targets with pictorial examples and student friendly vocabulary. (Tier I)
- Implement formative assessment strategies to move closer to the goal. Utilize analysis of CFAs to adjust instruction. (Tier I)
- Align literacy centers to the learning target/standard. (Tier I)

### Safe and Supportive

#### Objectives

- Decrease discipline infractions.

#### Critical Initiatives

- Define student engagement and participation within a virtual environment.
- Identify students who are at risk in getting in the red.
- Follow up with and maintain regular communication with students, parents, and parole officers.

## Critical Initiatives

- Gauge student learning by utilizing exit slips to inform teacher of next steps groups and individual students. (Tier I)
- Implement explicit phonics (k-3) which include explicit modeling and student engagement strategies in a small group setting. (Tier I)
- Identify students' skill deficiencies and strengths in order to provide prescriptive instruction based on the students' needs (RTI Growth Model) (Tier II)
- Implement explicit phonics lessons (k-3) which include explicit modeling and student engagement strategies in a small group setting. (Tiers II and III)
- Use differentiated and scaffolding instruction (TWIRL). small-group intervention, checks for understanding while implementing literacy High Five Strategies. (Tier III)
- Professional development on vocabulary instruction.
- Unpack learning targets with pictorial examples and student friendly vocabulary. (Tier I)
- Implement formative assessment strategies to move closer to the goal. Utilize analysis of CFAs to adjust instruction. (Tier I)
- Align math centers to the learning target/standard. (Tier I)
- Gauge student learning by utilizing exit slips to inform teacher of next steps groups and individual students. (Tier I)
- Provide explicit math instruction and practice opportunities to increase math fluency and skills in number and operations, measurement and data, geometry and algebraic thinking. (Tiers I, II, and III)
- Implement goal-setting to gauge student learning and to ensure student ownership of learning. (Tiers I, II, and III)
- Identify students' skill deficiencies and strengths in order to provide prescriptive instruction based on the students' needs (RTI Growth Model) (Tier II)
- Use differentiating and scaffolding instruction, TWIRL. small groups intervention, checks for understanding while implementing literacy High Five strategies. (Tier III)
- Unpack learning targets with pictorial examples and student friendly vocabulary. (Tier I)
- Close reading with a focus on annotations, text dependent questions, repeated readings of complex to build stamina. (Tier I)
- Focus on unpacking learning targets with pictorial examples and student friendly vocabulary. (Tier I)
- Implement formative assessment strategies to move closer to the goal. (Tier I)

## Critical Initiatives

- Clean up attendance data regularly.
- Ensure that teachers are posting in a timely manner.
- Provide opportunities to celebrate student's academic success while incorporating opportunities for parental involvement.

### Critical Initiatives

- Align literacy centers to the learning target/standard. (Tier I)
- Gauge student learning by utilizing exit slips to inform teacher of next steps groups and individual students. (Tier I)
- Identify students' skill deficiencies and strengths in order to provide prescriptive instruction based on the students needs (RTI Growth Model) (Tier II)
- Use differentiating and scaffolding instruction, TWIRL, small groups intervention, checks for understanding while implementing literacy High Five strategies. (Tier III)
- Unpack learning targets with pictorial examples and student friendly vocabulary. (Tier I)
- Implement formative assessment strategies to move students closer to their individual and group goals. Utilize analysis of CFAs to adjust instruction. (Tier I)
- Align math centers to the learning target/standard. (Tier I)
- Gauge student learning by utilizing exit slips to inform teacher of next steps groups and individual students. (Tier I)
- Provide explicit math instruction and practice opportunities to increase math fluency and skills in number and operations, measurement and data, geometry algebraic thinking. (Tier I and II)
- Identify students' skill deficiencies and strengths in order to provide prescriptive instruction, based on the students needs. (Tier II)
- Use differentiating and scaffolding instruction, small groups intervention, checks for understanding while implementing literacy High Five strategies. (Tier III)
- Utilize MyOn and Sora to motivate students to read various genres and also to celebrate students' achievement in reading.

### Critical Initiatives

### Key Measures

- Increase K-1 proficiency by 16% from 28% to 44%
- Increase 2nd gr proficiency by 27% from 41% to 68%
- Increase 3rd gr proficiency by 17% from 54% to 71%
- Increase SPE proficiency by 20% from 33% to 53%
- Increase EL proficiency by 23% from 40% to 63%
- Walk-through results and feedback sessions

### Key Measures

- Decrease infractions by 10% from 129 to 115.2
- Discipline Cognos Reports (progress monitoring)
- Parent Communication Log
- Bi-Weekly Attendance Reports
- Daily Attendance Reports
- Monthly Attendance Reports

## Key Measures

- Lesson plan checks with feedback
- Results of Monitoring Centers during Walk-Throughs
- Classroom Observation Results (B-D-A Lesson)
- Walk-Through Results
- Progress Monitoring Data
- Progress Monitoring Data and Walk-Through Results
- Increase math proficiency by 15% from 33% to 48%
- Increase SPE proficiency by 27% from 27% to 54%
- Increase EL proficiency by 27% from 23% to 50%
- Feedback from Better Practice Visits
- Increase proficiency by 13% from 28% to 4%
- Increase SPE proficiency by 23% from 15% to 38%
- Increase EL proficiency by 50% from 0% to 50%
- Lesson Plan and Feedback
- Walk-Through Results and Feedback
- Increase proficiency by 13% from 30% to 43%
- Increase SPE proficiency by 31% from 31% to 62%
- Increase EL proficiency by 30% from 20% to 50%
- Move from 30 to 500 ebooks- circulation statistics

## Key Measures