

2021-2022

School Improvement Plan  
Mack Benn, Jr. Elementary



## **STUDENT ACHIEVEMENT & INSTRUCTION (READING)**

[Link to Student Achievement & Instruction Fishbone Diagram](#)

***Problem Statement 1: Based on iReady Reading Data from the Spring of 2021, 52% of students tested were a year or more below grade level.***

***Problem Statement 2: The overall pass rate on the Grades 3-5 Reading SOL for the 2020-2021 school year was 51%.***

*(what will be improved, by how much, by when, and for what/whom)*

[Link to Student Achievement & Instruction Driver Diagram](#)

***Measurable Aim 1: The percentage of students who score on grade level or above on the iReady Reading Diagnostic will increase from 48% in 2020-2021 to 60% for the 2021-2022 school year.***

***Measurable Aim 2: The overall pass rate for the Grades 3-5 Reading SOL will improve to at least 75% for the 2021-2022 school year.***

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea to Date</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
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<p><i>Professional Learning in Reading that aligns with the Science of Reading</i></p>	<p><i>Administrators</i></p> <p><i>Academic Coach</i></p> <p><i>Title I Teachers</i></p> <p><i>Teachers</i></p>	<p><i>Professional Learning Survey</i></p> <p><i>PALS</i></p> <p><i>iReady Diagnostic Data</i></p> <p><i>Observations &amp; Feedback</i></p>	<p><i>Does the Professional Learning Schedule align with Teacher Needs via the Survey</i></p> <p><i>Percentage of Students ID'd in PALS</i></p> <p><i>Percentage of Students Reading Below, On, and Above Grade Level</i></p> <p><i>Administration will observe and provide feedback to monitor implementation from PD</i></p> <p><i>Comments and Feedback on Science of Reading Professional Learning</i></p>		
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<p><i>Utilize Progress Monitoring Templates to Track Individual Student Data and Progress on Phonemic Awareness and Phonological Awareness (K-2/3: PALS Assessments &amp; Quick Checks (*Students in third grade are not all required to PALS test. Only those ID'd, falling below the benchmark or new to VA.)); (3-5: LETRS Spelling Screener - PALS QuickChecks and Running Records)</i></p> <p><i>(If additional assessments are needed, teachers can utilize the following at any level: TOPA, PAST, iReady data to compare to PALS and other assessments.)</i></p>	<p><i>Teachers</i></p> <p><i>Academic Coach</i></p> <p><i>Title I Teachers</i></p> <p><i>Administrators</i></p>	<p><i>PALS QuickChecks</i></p> <p><i>PALS Data - Fall, Winter, and Spring</i></p> <p><i>Progress Monitoring Templates</i></p> <p><i>Running Records</i></p> <p><i>LETRS Spelling Screener Data</i></p>	<p><i>QuickCheck Data will show progress on Specific Skills</i></p> <p><i>Improved Scores from Season to Season</i></p> <p><i>Individual Student Progress on Specific Skills</i></p> <p><i>Increase in Fluency Rate</i></p>		
	<p><i>Teachers</i></p> <p><i>Administrators</i></p> <p><i>Academic Coach</i></p>	<p><i>Peer Observation Request Form</i></p> <p><i>Peer Observation Summary Documents</i></p> <p><i>Data on the Number of Peer Observations Conducted</i></p>	<p><i>Data Tracking on the Number of Peer Observations Requested and Conducted</i></p>		
<p><i>Include Small Group Planning during the Weekly Collaborative Planning Sessions</i></p>	<p><i>Academic Coach</i></p> <p><i>Teachers</i></p> <p><i>Reading Specialists</i></p> <p><i>School Administrators</i></p>	<p><i>Collaborative Planning Agendas</i></p> <p><i>Progress Monitoring Templates</i></p>	<p><i>Teacher Feedback on Collaborative Planning</i></p>		

		<i>Small Group Reading Plans</i>			
<i>Implement the SuperKids Reading Program for Grades K-2</i>	<i>Teachers Reading Specialists Academic Coach School Administrators</i>	<i>PALS Data  SuperKids Assessments  Classroom Observations  SuperKids Coaching Sessions  iReady Reading Diagnostic</i>	<i>Improved Student Performance based on Skill  Improved Student Performance based on Skill  Administrator Feedback  Coaching Feedback and Next Steps  Improved Student Performance based on Skill</i>		
<i>Implement the HD Word Intervention Program in Grades 3-5 (if approved through the School Improvement Grant (SIG))</i>	<i>Teachers Reading Specialists Academic Coach School administrators</i>	<i>Student Progress Monitoring Template  Student HD Word Workbooks  Classroom Observations  iReady Reading Diagnostic</i>	<i>Improved Student Performance based on Skill  Student Performance on Skill Work  Administrator Feedback on Lessons  Improved Student Performance based on Skill</i>		

**Monthly Team Meeting Updates** *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

**September:**

**October:**

**November:**

**December:**

## **STUDENT ACHIEVEMENT & INSTRUCTION (MATH)**

[Link to Student Achievement & Instruction Fishbone Diagram](#)

**Problem Statement 1:** *There was an achievement gap between the math performance of black and white students, averaging 27.34% over a 3 year span.*

**Problem Statement 2:** *The overall pass rate percentage on the Grades 3-5 Math SOL Test for the 2020-2021 school year was 27%.*

*(what will be improved, by how much, by when, and for what/whom)*

[Link to Student Achievement & Instruction Driver Diagram](#)

**Measurable Aim 1:** *By the end of the 2021-2022 school year, the performance gap between black and white students will be no greater than 15%, down from the current 3 year average of 27.34%, as measured by the overall performance on the Math SOLs.*

**Measurable Aim 2:** *The overall pass rate for the Grades 3-5 Math SOL Test will improve to at least 70% for the 2021-2022 school year.*

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea to Date</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
<i>Teachers will have the opportunity to do peer observations to better their math instructional practices.</i>	Teachers Academic Coach School Administrators	Peer Observation Request Form Peer Observation Summary Documents Data on the Number of Peer Observations Conducted	Data Tracking on the Number of Peer Observations Requested and Conducted Peer Observation Feedback		N/A

<p><i>Teachers will utilize Spiral Math Reviews (2-5) and High Yield Routines (K-5).</i></p>	<p><i>Teachers</i> <i>Academic Coach</i> <i>School Administrators</i></p>	<p><i>Lesson Plans - Number Routine and Engage Section</i>  <i>Classroom Observations</i></p>	<p><i>Common Assessment Data</i>  <i>Teachers will utilize student achievement data to inform instructional mathematical decisions (small group, remediation, etc).</i></p>		
<p><i>Students will be exposed to diverse mathematicians, cultural references, and interest-based lessons with support from the Culturally Responsive Practices Committee.</i></p>	<p><i>Culturally Responsive Practices Committee</i>  <i>Administration</i>  <i>Teachers</i>  <i>Academic Coach</i></p>	<p><i>Lesson Plans that incorporate diverse mathematicians, cultural references, and student interests.</i>          <i>Culturally Responsive Practices Audit in Fall and Spring</i></p>	<p><i>Inclusion of diverse mathematicians, cultural references, and student interests will be notated in Lesson Plans.</i>          <i>Culturally Responsive Practices Audit Survey Responses</i></p>		
<p><i>Teachers will receive monthly professional learning on culturally responsive practices provided by the CRP Committee.</i></p>	<p><i>Culturally Responsive Practices Committee</i></p>	<p><i>Professional Learning Calendar</i></p>	<p><i>Professional Learning Calendar and Teacher Feedback Survey.</i></p>		
<p><i>Provide professional learning on formative assessment, feedback, quick checks, and student self-assessment.</i></p>	<p><i>Math Essential Team</i>  <i>Academic Coach</i></p>	<p><i>Professional Learning Calendar</i>          <i>Teacher Feedback Survey</i>          <i>Student Progress Monitoring Template</i></p>	<p><i>Professional Learning Calendar, Agendas, and Sign-Ins</i>          <i>Teacher Feedback Survey.</i>          <i>Student Progress on Specific Skills</i></p>		



		<i>Common Assessments and District Checkpoints</i>	<i>according to QuickCheck Data Student Scores</i>		
<i>Utilize Progress Monitoring Templates to Track Individual Student Data and Progress via VDOE Math QuickChecks</i>	<i>Teachers Academic Coach Title I Teachers Administrators</i>	<i>VDOE QuickChecks  Progress Monitoring Templates  iReady Math Diagnostic</i>	<i>QuickCheck Data will show progress on Specific Skills  Individual Student Progress on Specific Skills  Student Progress by Skill from Fall, Winter, Spring</i>		

**Monthly Team Meeting Updates** *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

**September:**

## **SCHOOL SAFETY**

*Link to School Safety Fishbone Diagram*

***Problem Statement: Sixty-one percent of referrals during the 2019-2020 school year resulted in a suspension (either ISS or OSS). Of those 170 suspensions, fifty-two percent resulted in ISS and forty-eight percent resulted in OSS.***

*(what will be improved, by how much, by when, and for what/whom)*

**Link to School Safety Driver Diagram**

***Measurable Aim : During the 2021-2022 school year, we will decrease the overall percentage of suspensions by at least 10% and reduce the number of out of school suspensions by at least 20%***

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea</b>	<b>Title I, Part A, Budget Implications (if applicable)</b>
Morning Meetings with the Collaborative Classroom Curriculum	School Administrators  Teachers	Morning Meeting Lesson Plans and Classroom Observations  Caught Being Good Cards  SEL Surveys	Morning Meeting Observations  Caught Being Good Card Tracking  SEL Surveys		NA
Caught Being Good Cards	Teachers  PBIS Team	Caught Being Good Card Tracker	Number of Cards Given by Teacher, Grade, and School		
Back on Track Classroom (ISS Room) to incorporate restorative practices and behavioral interventions.	School Administrators  Back on Track Facilitators	eSchool Discipline Reports  Back on Track Attendance Log  SEL Surveys	Number of Referrals and Suspensions (ISS and OSS)  Decrease in Return Visits to the Back on Track Classroom  SEL Survey Feedback		
<b>Monthly Team Meeting Updates</b> <i>(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):</i>  <b>September:</b>					

## SCHOOL CLIMATE & CULTURE

[Link to School Climate & Culture Fishbone Diagram](#)

**Problem Statement:** According to the student, parent, and staff survey, MBJES can improve communication and collaboration with staff, students and stakeholders.

*(what will be improved, by how much, by when, and for what/whom)*

[Link to School Climate & Culture Driver Diagram](#)

**Measurable Aim :** By the end of 2021/2022 school year, MBJES collaboration and communication amongst staff, students, and stakeholders will increase from an average of 83% to 93% on communication questions asked on stakeholder surveys.

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
<i>Paraprofessionals will have monthly meetings to discuss building information</i>	<i>School Administrators</i>	<i>Quarterly Feedback from Paraprofessionals on Communication and Para Meetings (via Google Form)</i>  <i>Surveys - Paraprofessional Feedback on School Climate and Culture</i>	<i>Paraprofessional Meeting Schedule and Agendas</i>  <i>Paraprofessional Surveys</i>		N/A
<i>Quarterly Stakeholder Surveys and Feedback</i>	<i>Administration, Leadership Team, Committee Chairs</i>	<i>Stakeholder Survey Feedback</i>	<i>Stakeholder Surveys and Feedback</i>  <i>Evidence of Feedback Being Used</i>		N/A

<i>Peer Observations</i>	<i>Administration, Academic Coach, and Reading Specialists</i>	<i>Peer Observation Request Form</i> <i>Peer Observation Summary Documents</i> <i>Data on the Number of Peer Observations Conducted</i>	<i>Data Tracking on the Number of Peer Observations Requested and Conducted</i>		
<i>Weekly Newsletter to Staff</i>	<i>Principal</i>	<i>Weekly Newsletter</i>	<i>Survey on the Weekly Newsletter</i>		

**Monthly Team Meeting Updates** *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

**September:**

## FAMILY & COMMUNITY ENGAGEMENT

[Link to Family & Community Engagement Fishbone Diagram](#)

**Problem Statement:** *Only 10 percent of our students and their families are attending Parent Engagement Events.*

*(what will be improved, by how much, by when, and for what/whom)*

[Link to Family & Community Engagement Driver Diagram](#)

**Measurable Aim :** For the 2021-2022 school year, community engagement attendance of all students, parents, and guardians will increase from an average of 10% to 20%.

<b>Change Idea</b> <i>(strategies to be implemented)</i>	<b>Person(s) Responsible for Implementation &amp; Monitoring</b>	<b>Source of Data for Progress Monitoring</b> <i>(what will be used to determine the effectiveness of the change)</i>	<b>Measures</b> <i>(how will we know if the change idea is being implemented and having an impact)</i>	<b>Description of Outcomes/Findings Resulting from the Change Idea</b>	<b>Title I, Part A, Budget Implications</b> <i>(if applicable)</i>
<i>Create a rotating schedule to hold parent engagement events in our different neighborhoods.</i>	<i>School Administrators</i>	<i>Attendance at Parent Engagement Events  Parent Feedback Surveys</i>	<i>Sign-In Sheets for Parent Engagement Nights  Parent Surveys</i>		
<i>Promote Parent Engagement Events through Various Means (Flyers at Parent Pick-Up, Flyers Home with Students, Social Media, Mass Phone Blast and/or Email).</i>	<i>School Administrators  Teachers</i>	<i>Attendance at Parent Engagement Events  Parent Feedback Surveys</i>	<i>Sign-In Sheets for Parent Engagement Nights  Parent Surveys</i>		

**Monthly Team Meeting Updates** *(Please provide a description of the monthly team meetings and how this work relates to the SPP. Links to the meeting agendas/ minutes should also be provided):*

September: