

Drew Central School District

2023-2024

District Improvement Plan



Vision

The Drew Central School District will lead Southeast Arkansas in student-centered education.

Mission

The Drew Central School District provides an education foundation of academics, community service opportunities, health, wellness, nutritional and counseling services; as well as extracurricular activities so every student graduates prepared for college and career.

Goal	Tasks	Person Responsible	Timeline/Evaluation
<p style="text-align: center;">Literacy Plan:</p> <p>Students will increase their reading scores on ACT Aspire with more than 60% of our students scoring Close, Ready, or Exceeding.</p> <p>The DCS Literacy’s Vision and Goals are found here: https://tinyurl.com/DCS-Literacy-Plan</p> <p>Curriculum lists are found at this link: https://tinyurl.com/23-24-DCHS-Literacy-Plan https://tinyurl.com/23-24-DCES-Literacy-Plan https://tinyurl.com/23-24-DCMS-Literacy-Plan</p>	<ul style="list-style-type: none"> · NIET will work with all three campuses on aligning curriculum to the new ELA standards as well as train teachers on using data analysis to drive curriculum. · All three campuses will continue the designated period for remediation/enrichment every day. · Additional programs have been purchased for the remediation/enrichment periods that are on the state approved list. · We have a 3rd person who will be working as a reading specialist for the 23-24 school year. · DCS District will assist the schools in identifying essential reading standards and their related skills will be determined 	<ul style="list-style-type: none"> · Campus principals, assistant principals and teachers. · Principals, assistant principals, and District Improvement chair. · Literacy specialists from the local educational cooperative, grade level teams, principals, and the teacher leadership. 	<ul style="list-style-type: none"> · The NIET team will work in conjunction with the administrative staff to evaluate the effectiveness of their pd. PD will take place at least monthly. · Designated periods will take place daily for the entire school year. - Evaluation will take place at the end of each semester through formative assessments, i-Ready data, and through the ACT Aspire data. · i-Ready data (for K - 8) and formative assessment data (for 9 - 12) will be evaluated weekly during the weekly team meetings. · Monthly reviews of literacy progress provided by the principals will occur with the assistance of the NIET leadership.

<p>Records Science of Reading - Staff Pathways:https://tinyurl.com/DCS-Science-of-Reading-Record</p> <p>Science of Reading pathways that the district will follow:</p> <p>https://tinyurl.com/SoR-Pathways</p>	<p>that meet the standards on the ACT Aspire.</p> <ul style="list-style-type: none"> · Vertical alignment will be led by the literacy specialists from the local educational cooperative that determine where standards are introduced, practiced, and mastered. · The evidence based practice of the Science of Reading has been implemented in classrooms and will be monitored with ADE Look-Fors throughout the year. · Teachers will participate in ongoing Science of Reading professional development with a focus on improved practices until they are assessed and deemed proficient this school year. 		<ul style="list-style-type: none"> · Annual reviews of the effectiveness of each program based on ACT Aspire data and ESSA scores. · The local educational cooperative will assist in identifying the essential standards during their monthly visits. They will assist monthly in vertical alignments. · Those teachers who must be certified in the SoR will be evaluated by May 2023. · Teachers will be monitored for completion of SoR PD by the district PD coordinator. Completion of SoR of all staff will take place by 8/1/2023.
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Student Growth:

Each student will meet or exceed his or her growth annually.

DCS supports each campus and their goals on their individual School Improvement Plans.

- Each stakeholder including teachers, parents, staff, and students will believe that every student can learn.
- Interventions during the RTI set aside time periods at each school, after school tutoring programs, and small group instruction will be provided for students who are not meeting expectations.
- Provide quality professional development.

- Classroom Teachers, School Principals, & the teacher leadership teams.

- Data will be evaluated weekly in the classrooms.
- Data will be evaluated monthly at the school leadership team meetings.
- Annual reviews of the effectiveness of each program based on ACT Aspire data and ESSA scores will be conducted.

Personal Responsibilities:

Each student will increase ownership in his or her learning and success in life by missing less than 10% of school and by knowing the standards they are required to master at each level.

- Increase student attendance by 10%
- Expect appropriate behavior at school and school functions by teaching appropriate behavior.
DCS will continue to support the PBIS system in K - 8 and the G.U.I.D.E program for grades K - 12. In addition, we will train staff on proper restraining methods. Our district will also develop and implement a three tier behavior plan. We will investigate best practices for improving student behavior.
- Provide students a safe place to learn.
- Provide the most qualified person in the appropriate place for student success.

- Superintendent, SRO, Federal Programs Coordinator, School Principals, Instructional Facilitators, and the teacher leadership teams.

- Data will be monitored monthly to examine attendance.
- PBIS data will be analyzed to determine the effectiveness of the model behavior program.
- The SRO, Crisis Facilitator Coordinator, the maintenance team, and the superintendent will monitor the crisis plan and the campus to ensure the campus is a safe place to learn.
- School principals will monitor classroom instruction and analyze data to determine the most appropriate placement for teachers and staff.
- Classroom teachers will assist students in analyzing standards after each formative assessment.

	<ul style="list-style-type: none"> · Identify the standards students are required to master in each class. 		
<p>Student Success:</p> <p>Each student will actively participate in planning his or her future career and college planning, military service plan, and/or competitive job employment after graduation.</p>	<ul style="list-style-type: none"> · Engage in community partnerships Pre K – 12 · Develop a college and career placement hub with other local schools and businesses. · DCHS will participate in the ACT Workkeys program. 	<ul style="list-style-type: none"> · Principals and the teacher leadership teams. 	<ul style="list-style-type: none"> · The program effectiveness will be evaluated by the principal, teacher leadership teams. · A college and career placement hub will be in place by May 2023. · Workkeys assessment will be completed and evaluated based on number in each category by May 2023.
<p>Pirate Graduates:</p> <p>Each student will meet or exceed the graduation requirements and be prepared for college, career, and community service.</p>	<ul style="list-style-type: none"> · Support our students in the classroom, extracurricular activities, and community events, and provide resources to keep our Pirates in school to receive a high school diploma. 	<ul style="list-style-type: none"> · Principals, the Superintendent, and the counselors. 	<ul style="list-style-type: none"> · School counselors and classroom teachers will monitor classroom grades and successful completion of each course.

Family & Community Engagement:

Each student will have a family or community representative that actively partners with the school to ensure that the above goals are accomplished.

- Provide resources, classes, and technology to assist families in understanding and providing for the needs of each student.
- Provide regular opportunities for two-way communication, input, and feedback.
- The schools began to utilize student programs and events to better communicate with families during the 22-23 school year with great success. We will make this a priority to communicate brief announcements and surveys at at least one event of each type during each semester.

- The school parent facilitators, the district parent coordinator, classroom teachers, local pastors/community members, counselors, and principals.
- The district and school FACE Chairpersons

- Classroom teachers will communicate twice quarterly with their counselors and principals to report on student success and struggles.
- Student success teams will meet at least quarterly to partner with parents and community members to ensure student success.
- Each school will have a survey with space for families to comment as well as announcements at at least one of each type of event such as games, assemblies, etc. Since this is the first time we will systematically gather data in this format, we

			<p>hope for 25% participation from the attendees at each event.</p>
<p>Excellence in Teaching (NIET): If Drew Central district leadership and school leadership build, communicate, and calibrate on a shared vision for the elements of effective instruction and use high-quality instructional materials and build capacity of teachers, then there will be an increase in student engagement with standards-aligned materials, resulting in increased student achievement.</p> <p>DCS will engage in professional learning on shared instructional leadership and instructional best practices and then support alignment of these practices while implementing high quality curriculum and instructional materials.</p>	<ul style="list-style-type: none"> · DCS will assist each building in identifying a common language that describes prioritized instructional best practices to promote student engagement and offer training opportunities for all teachers. · Teachers will receive support and coaching on incorporating strategies that enhance student engagement. · Teachers will incorporate high quality instructional materials that are aligned to content standards. · DCS will support professional development that will increase active student engagement in all classes to 75% through the 	<ul style="list-style-type: none"> · NIET support staff, teachers, teacher leaders, assistant principals, and principals. 	<ul style="list-style-type: none"> · Student engagement will increase in the following ways: <ul style="list-style-type: none"> o Reduced absenteeism o Reduced discipline referrals o Reduced failure rate

	<p>use of identified instructional best practices.</p> <ul style="list-style-type: none"> • The district will develop an implementation rubric for Illustrative Math and utilizes it to monitor and support curriculum implementation in classrooms. • The NIET team will train teachers in driving curriculum through data. This is our big emphasis for the year. 	<ul style="list-style-type: none"> • NIET support staff, teachers, teacher leaders, assistant principals, and principals. 	<ul style="list-style-type: none"> • The NIET will lead in pd at least monthly.
<p>DCS Pirates are “Ready to Learn:”</p> <p>DCS will continuously monitor the county and school COVID numbers and will adjust the Ready to Learn Plan according to the data and the directives given by D.E.S.E, the Arkansas Department of Health, and the CDC guidelines.</p> <p>https://tinyurl.com/DCS-Ready-to-Learn</p>	<ul style="list-style-type: none"> • DCS will continuously monitor and update the Ready to Learn Plan that guides the district in operating during the COVID-19 pandemic. Our sole concern is the safety of our students and staff. 	<ul style="list-style-type: none"> • The superintendent, principals, assistant principals, the teacher leadership teams, and the school board. 	<ul style="list-style-type: none"> • The CDC, the Arkansas Department of Health, and D.E.S.E provide updates that drive our decisions at DCS.

	<ul style="list-style-type: none"> · The secondary concern is to remediate, enrich, and educate all students at DCS. 		
<p style="text-align: center;">District Improvement Plan Effectiveness</p>	<ul style="list-style-type: none"> • Each building leadership team led by the lead teachers and principals will evaluate the individual school plans which directs the District Plan. Success is determined if the schools have met their annual growth goals. 	<ul style="list-style-type: none"> • Lead teachers, Principals, and coop specialists. • Lead teachers, principals, district admin 	<ul style="list-style-type: none"> • Review of the plans will take place at the end of each school year and then again in the summer when the summative scores have been released. • District Review will also occur a minimum of twice after the individual schools have examined their data and revisited their plans.

	<ul style="list-style-type: none">• The lead teams along with the Pirate Round Table will evaluate the effectiveness of the District Improvement Plan by determining if the schools have met their growth requirements in each category of ELA, math, science, student conduct, and attendance.		
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ESA funds will be prioritized for literacy

- As the data is reviewed at each school level during NIET pd days and PLC times, the current literacy plan is being evaluated on its effectiveness. Its effectiveness is determined on how many students are reaching grade level and whether we reach our annual growth goals.
- The priorities for ESA funding are based on the review of the data. It is evaluated based on the categories laid out in the AR Insights under the categories of Academic Support & Interventions, Additional Teacher Support, and Early Intervention Support.

- Lead teachers, principals, district admin, and coop specialist.
- Lead teachers, principals, and district admin.

- Data and PD led by NIET is scheduled bi-monthly (or more if needed). PLC times are weekly in the individual schools.
- This is visited at least quarterly.

