



School Level Improvement Plan

School Name: Janie Darr Elementary	LEA #: 0405053	Plan Year: 2022-2023
Building Principal: Leah Padilla	Improvement Plan Team: Leah Padilla, Tracy Yocham, Anna Johnson, Maryanne Gravley	

2021 ESSA Indicator Scores

Overall ESSA Score: 85.81
 Weighted Achievement Score: 90.19
 School Value-Added Growth Score: 84.61
 School Quality and Student Success Score: 79.6

District Goal:

By the end of the 21-22 school year, the # of 3rd-10th graders scoring ready and exceeding will increase 10% in English, Reading, Science, and Math as measured by the ACT Aspire.

Literacy Goal:

By the end of the 21-22 school year, the percent of students scoring on level or above on the IREADY Reading Assessment will increase by 20% fall to spring in grades 3-5, 30% in grade 2, 60% in grade 1, and 46% in kindergarten with specific targeted small group interventions by grade level teachers.

Data Dive

Areas of Strength:

Kindergarten and First Grade	Second Grade	Third - Fifth Grade
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Phonological Awareness (60%,70%)	Phonological Awareness (89%) High Frequency Words (73%)	Comprehension Literature (71%, 57%, 56%)
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School-Wide:

Phonological awareness - 98% of students score Early On, Mid or Above Grade level

Phonics - 87% of students score Early On, Mid or Above Grade level

High frequency words - 94% of students score Early On, Mid or Above Grade level

Areas of Opportunity:

Kindergarten And First Grade	Second Grade	Third-Fifth Grade
Phonics (30%, 33%)	Vocabulary (43%) Comprehension Inform (36%)	Comprehension Inform (67%, 45%, 46%)

School-Wide:

Vocabulary - 74% of students score Early On, Mid or Above Grade level

Comprehension in Literature - 77% of students score Early On, Mid or Above Grade level

Comprehension in Informational Texts - 71% of students score Early On, Mid or Above Grade level

What else do we want to know?

- What will our baseline be? We are establishing our baseline when we give the IREADY Reading Diagnostic in September 2021.
- Will utilizing the IREADY Reading prescriptive pathways this year impact students' Reading scores?

How are we measuring our goal? (Lag Measure) Comparing data from last year.

Last year our iReady Reading data from Fall 2020 to Spring 2021 showed the percentage of on level increase for the following grade levels:

K - 51% 1 - 54% 2- 30% 3- 11% 4 - 16% 5- 4%

We will measure the increase of students scoring on level on the iReady Reading Diagnostic from Fall 2021 to Spring 2022.

How do we know we are making progress towards our goal? (Lead Measure)

iReady K-5

% of students scoring Early on, Mid or Grade level will increase on the IREADY assessment from Fall to Spring.

Timeline (When Lead Measures occur)

iReady

Fall- September
Winter- January

Scoreboard (Results of Lead Measures)

IREADY Diagnostic 3 will not occur until May, so the data represents Fall to Winter growth.

Grade	Initial	2nd Diagnostic	3rd Diagnostic	End of	Actual
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DIBELS

Kindergarten:

- LNF

First Grade

- Nonsense Word Fluency

Second Grade

- Nonsense Word Fluency
- Oral Reading Fluency

Third Grade-Fifth Grade

- Oral Reading Fluency

End of Year- May

DIBELS

Fall- August

Winter- December

End of Year- April

	Data Sept.	January	May	Year Goal	Percent of Increase
K	52%	88%	Coming Soon	100%	Coming Soon
1	34%	52%	Coming Soon	94%	Coming Soon
2	64%	79%	Coming Soon	94%	Coming Soon
3	67%	84%	Coming Soon	86%	Coming Soon
4	63%	77%	Coming Soon	83%	Coming Soon
5	60%	68%	Coming Soon	79%	Coming Soon

DIBELS Screening Tools

Grade and Test Administrator	Growth from Fall to Winter
K- Letter Naming Fluency	K Grew 1318 letters known from BOY to MOY
1- Correct Letter Sounds	1st grew 1173 correct letter sounds from BOY to MOY
2- Oral Reading Fluency	2nd grew 1647 words read per minute from BOY to MOY
3- Oral Reading Fluency	2nd grew 1705 words read per minute from BOY to MOY
4- Oral Reading Fluency	4th grew 3443 words read per minute from BOY to MOY
5- Oral Reading Fluency	5th grew 900 words read per minute from BOY to MOY

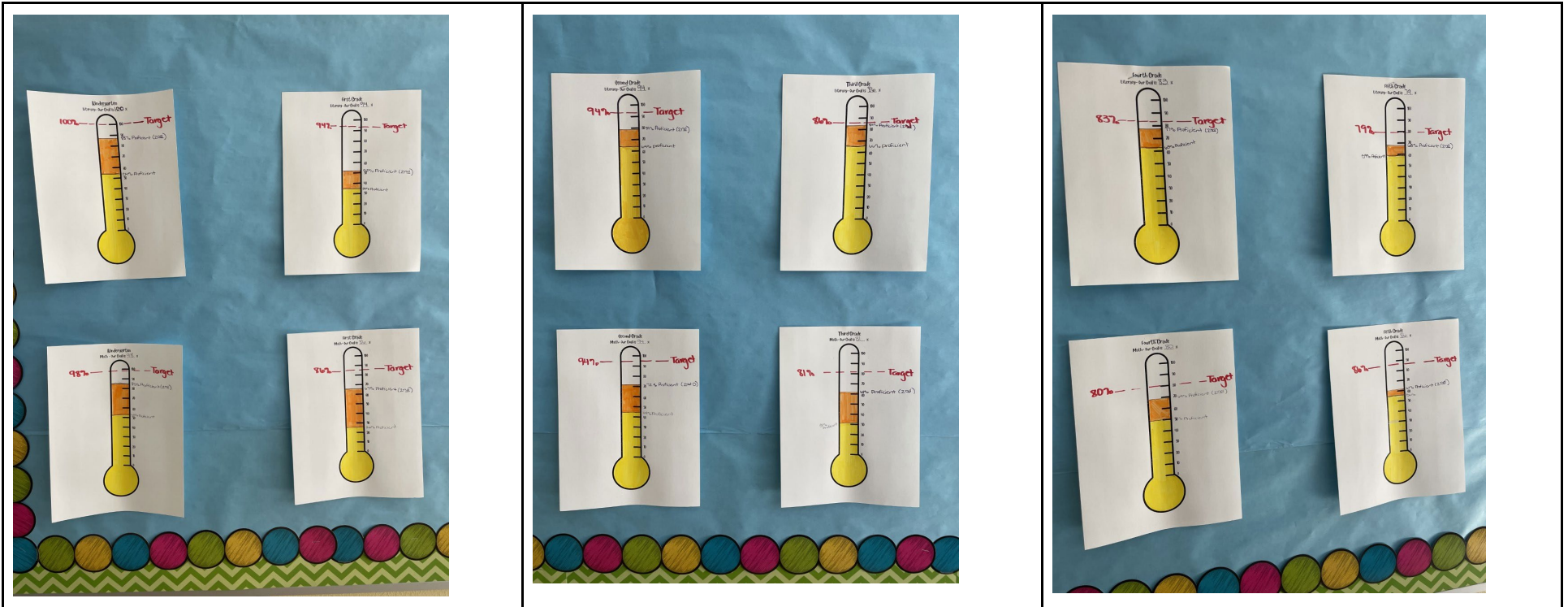
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Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
<p>Small Groups Intervention/Enrichment</p> <ol style="list-style-type: none"> 1. Give and Analyze Initial Screeners and IREADY, Diagnostic Reading Assessment. Students will document their baseline scores on goal sheet, and set student specific goals. 2. Grade level teams will develop groups based on common content needs according to IREADY Diagnostic and Initial Screening Data 3. Grade level teams will create a learning goal for the individual groups and determine how progress will be measured. Teams will build shared knowledge of specific interventions for small group instruction. 4. Teachers Analyze Progress Monitoring Data and make adjustments to groups 	<ol style="list-style-type: none"> 1. Data is recorded in grade level spreadsheets, discuss during PLCs 2. Flex small groups created for all grade levels 3. Goals for each small group has been established and documented for progress monitoring 4. Small group adjustments established based on new data 	<p>Small Group Plan and Progress Monitoring Sheet- K *** Kindergarten's goal was adjusted from 60% growth to 46 % growth based on initial screening data. ***</p> <p>Small Group Plan and Progress Monitoring Sheet- 1st Grade</p> <p>Small Group Plan and Progress Monitoring Sheet- 2nd Grade</p> <p>Small Group Plan and Progress Monitoring Sheet- 3rd Grade</p> <p>Small Group Plan and Progress Monitoring Sheet- 4th Grade</p> <p>Small Group Plan and Progress Monitoring Sheet- 5th Grade</p> <p>Celebration Slideshows for Progress with DIBELS :</p>	<ol style="list-style-type: none"> 1. Initial Screeners- Aug. 2021, Dec. 2021, May 2022 IREADY Diagnostic- Sept. 2021 Jan. 2022, May 2022 2 and 3. Initial Grouping and Goal Setting Sept . 15-16 (PLC Time) 4. Grade Level PLC 2X a month <ul style="list-style-type: none"> ● Data reviewed for adjustments every 6 months. ● Student has mastered a goal when he/she has demonstrated proficiency 3 consecutive times.

as needed. Students will update their individual student goal sheet according to progress made.

*Repeat steps 1-4 at assessment windows

Evidence: (Growth between 1st and 2nd Diagnostic)



Math Goal:

By the end of the 21-22 school year, the percent of students scoring on grade level or above on iReady Math Diagnostic Assessment will increase by 30% fall to spring in grades 4-5, 50% in grades 2-3 and 60% in grades K-1 with specific targeted small group interventions by grade level teachers.

Data Dive

Areas of Strength:

Kindergarten and First Grade	Second and Third Grade	Fourth and Fifth Grade
Geometry (96% Kinder) Algebra and Algebraic Thinking (91% 1st)	Number and Operations (87% 2nd) Algebra and Algebraic Thinking (83% 3rd)	Numbers and Operations (83% 4th) Measurement and Data (78% 5th)

Schoolwide :

Algebra and Algebraic Thinking - 80% of students score Early On, Mid or Above Grade level

Measurement and Data- 80% of students score Early On, Mid or Above Grade level

Areas of Opportunity:

Kindergarten and First Grade	Second and Third Grade	Fourth and Fifth Grade
Numbers and Operations (80% Kindergarten) Geometry (79% 1st Grade)	Algebra and Algebraic Thinking (70% 2nd grade) Measurement and Data (71% 3rd Grade)	Geometry (76% 4th, 61% 5th)

Schoolwide:

Number & Operations - 79% of students score Early On, Mid or Above Grade level

Geometry - 78% of students score Early On, Mid or Above Grade level

What else do we want to know?

- What will our baseline be? We are establishing our baseline when we give the IREADY Reading Diagnostic in September 2021.
- What will year 2 of implementation of Illustrative Mathematics look like, and how will it affect our proficiency?

How are we measuring our goal? (Lag Measure) Comparing data from last year.

Last year our iReady Math data from Fall 2020 to Spring 2021 showed the percentage of on level increase for the following grade levels:

K - 50% 1 - 59% 2- 38% 3- 49% 4 - 28% 5- 29%

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
<p>Small Groups Intervention/Enrichment</p> <ol style="list-style-type: none"> 1. Give and Analyze IREADY and Fact Fluency Assessment. Students will document their baseline scores on goal sheet, and set student specific goals. 2. Grade level teams will develop groups based on common content needs according to IREADY Diagnostic and Fact Fluency Assessment 3. Grade level teams will create a learning goal for the individual groups and determine how progress will be measured. Teams will build shared knowledge of specific interventions for small group instruction. 4. Teachers will Analyze Progress Monitoring Data. Students will update their progress towards their goal on their individual data tracking sheet. Adjustments to groups as needed 	<ol style="list-style-type: none"> 1. Data is recorded in grade level spreadsheets, discuss during PLCs 2. Flex small groups created for all grade levels 3. Goals for each small group has been established and documented for progress monitoring 4. Small group adjustments established based on new data 	<p>Small Group Plan and Progress Monitoring Sheet- K</p> <p>Small Group Plan and Progress Monitoring Sheet- 1st Grade</p> <p>Small Group Plan and Progress Monitoring Sheet- 2nd Grade</p> <p>Small Group Plan and Progress Monitoring Sheet- 3rd Grade</p> <p>Small Group Plan and Progress Monitoring Sheet- 4th Grade</p> <p>Small Group Plan and Progress Monitoring Sheet- 5th Grade</p>	<ol style="list-style-type: none"> 1. Fact Fluency Assessment - Aug. 2021, Dec. 2021, May 2022 IREADY Diagnostic- Sept. 2021 Jan. 2022, May 2022 2 and 3. Initial Grouping and Goal Setting Sept . 8-9 (PLC Time) 4. Grade Level PLC 2X a month 5. Data reviewed for adjustments every 6 weeks. Students have to master goal with independent proficiency 3 times.

*Repeat steps 1-5 at assessment windows			
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Additional Site Goal:
By the end of the 21-22 school year, the # of staff selecting agree or strongly agree on the Level 1: Safe, Supportive, and Collaborative Culture will increase from 50% to 75% when given the again in the spring.

Data Dive

- Areas of Strength:
- 1.1 The faculty and staff perceive the school environment as safe and orderly (95% agree or strongly agree))
 - 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students. (81% agree or strongly agree)

- Areas of Opportunity:
- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school. (35% agree or strongly agree)

- What else do we want to know?
- If new staff took this survey, would the data be skewed due to not fully knowing the systems yet?
 - Is Guide Team feedback a consideration for formal ways to provide input? If not, how can we implement a structure during our Guide Team meetings to make it individual and more of a formal process?
 - Are the questions understandable?

How are we measuring our goal? (Lag Measure) Comparing data from last year.
 On the Janie Darr Reliability Schools Survey 1, we will increase the % of staff members agreeing & strongly agreeing that they have formal ways to provide input regarding the optimal functioning of the school (Lead Indicator 1.5) from 50% on the fall 2021 survey to 75% on the spring 2022 survey.

How do we know we are making progress towards our goal? (Lead Measure) Development of formal systems for staff to provide input and communicate these systems to staff	Timeline (When Lead Measures occur) Spring 2022- Level 1 Survey	Scoreboard (Results of Lead Measures) The High Reliability Schools Survey 1 will not be administered again to staff until May 2022 to get end of year results.
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		Initial Results	Goal	End of Year Results	Actual Percent of Increase
		50%	75%	Coming Soon	Coming Soon

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
<p>Staff Input Tool</p> <ol style="list-style-type: none"> 1. Developing a staff input tool (Form) 2. Create Staff Input Tool during Guide Team meeting in October and Put on Command Central for easy access 3. Analyze frequency of use of the staff input tool 	<ul style="list-style-type: none"> • How frequently the staff is utilizing the input form • Increase the % of staff members agreeing & strongly agreeing that they have formal ways to provide input regarding the optimal functioning of the school (Lead Indicator 1.5) from 50% on the fall 2021 survey to 75% on the spring 2022 survey 	<ul style="list-style-type: none"> • Staff Input Form Link • Spring Survey Results 	<ul style="list-style-type: none"> • October Guide Team Meeting- Creation of Staff Input Tool

Rogers Public Schools Literacy Plan 2022-2023	K-5	6-8	9-12
Tier 1 Literacy Curriculum	<p>Comprehension, Vocabulary, Morphology, and Writing Wit & Wisdom The Writing Revolution PHONICS Benchmark Phonics: Phonetic Connections & Word Study Phonics First Syllabication PHONOLOGICAL AWARENESS Heggerty Kilpatrick's 1 minute Drills WRITTEN PRODUCTION Zaner Bloser Handwriting Learning.Com - keyboarding</p>	<p>Comprehension, Vocabulary, Morphology, and Writing StudySync The Writing Revolution Read 180</p>	<p>Comprehension, Vocabulary, Morphology, and Writing My Perspectives The Writing Revolution Read 180</p>
Dyslexia Intervention Curriculum	Phonics First: Foundations	Phonics First: Structures	
SoR Professional Development	Implementing the Writing Revolution RISE for new hires or new to state Annual SoR training UP4ELs (SoR + support for ELs)	Implementing the Writing Revolution RISE for new hires or new to state Annual SoR training	
Ongoing PD Support	Literacy Facilitator in every building SoR Assessor in each building RPS Look For Documents		
Literacy Assessments	RPS Initial Screening iReady Reading Diagnostic ACT Aspire		

Continuous Monitoring/Collaboration

September 7	November 2	February 1st	June 7th
Plan	Progress	Progress	Reflect

Reviewed & Approved by: (Electronic Initial & Date)

Building Principal	Leah Padilla - 08/23/2021	Leah Padilla - 12/07/2021	Leah Padilla - 03/02/2022	Leah Padilla - 04/11/2022
Assistant Superintendent	SO 8/23/21	SO 12/7/21	Sharla Osbourn 4/13/22	

Evaluation Date (Reviewed w/Stakeholders):	Spring 2022
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