



School Level Improvement Plan

School Name: Eastside Elementary	LEA #: 0405031	Plan Year: 2022-2023
Building Principal: Robin Wilkerson	Improvement Plan Team: Della Hutcheson- Literacy Facilitator, Deidre Leding- Math Facilitator, Melissa Lohmeier- Assistant Principal, Jeralyn Campbell- ESOL Teacher, Cynthia Archer- Resource Teacher, Robin Wilkerson- Principal	

2021 ESSA Indicator Scores

Overall ESSA Score: 81.33
 Weighted Achievement Score: 69.7
 School Value-Added Growth Score: 88.44
 School Quality and Student Success Score: 61.32

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:

Students in grades 3-5 will move from 34% to 44% proficient in reading on summative ACT in the Spring 2022.
 Students in grades K-2 will move from 25 to 70% Ready in reading on IReady in Spring 2022.

Data Dive

Areas of Strength:

Grade Level Writing and English - 50% of 3-5 graders met proficiency on ELA on 2021 ACT Summative
 English- 69% of 3-5 graders were proficient in *both* production of writing and conventions on the 2021 ACT Summative

Areas of Opportunity:

Reading Comprehension- 34% of 3-5 graders met proficiency on Reading on 2021 ACT Summative
 33% of 3-5 were proficient in Key Ideas/Details
 32% of 3-5 were proficient in Integration of Knowledge
 37% of 3-5 were proficient in Craft and Structure
 Monitoring proficiency of females- 69% of 3-5 grade females were not proficient in reading
 Monitoring proficiency of ELL- 82% of 3-5 ELL students were not proficient in reading

What else do we want to know?

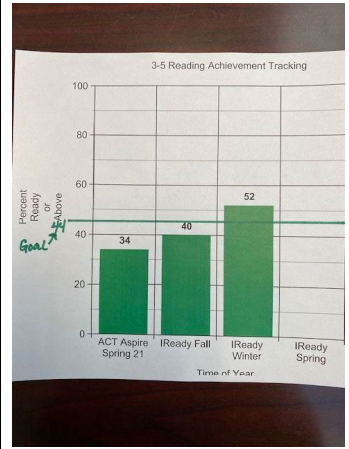
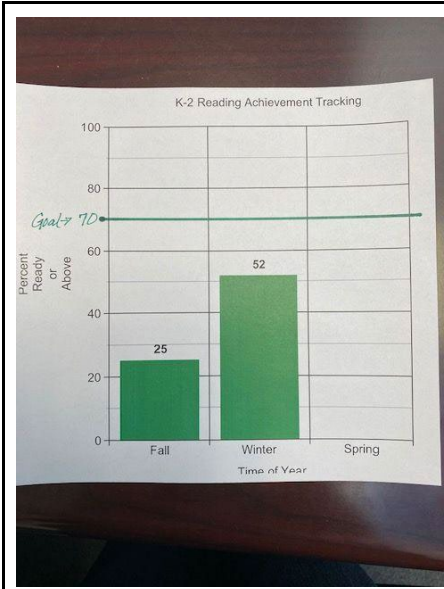
Why did the ESOL State Department do away with state testing results as one of the measures of whether or not ELL's needed accommodations?
 Why is the district only using ELPA reading scores (not listening, speaking, writing) to determine ELL level when reading is not taught in ELAchieve (focuses on listening and speaking)?

How are we measuring our goal? (Lag Measure) Comparing data from last year.
 I Ready- K-5, ACT Summative- 3-5

How do we know we are making progress towards our goal? (Lead Measure)
 IReady Interims
 Reading Intervention Tracking by grade, class, and individual
 I Ready Lessons passed

Timeline (When Lead Measures occur)
 Fall, Winter
 Weekly, on-going during the 2021-22 school year
 Weekly, on-going during the 2021-22 school year

Scoreboard (Results of Lead Measures)		
Grade	Reading WIG based on Fall IReady	Winter I Ready
K	Move from 31 to 80% Ready or Above	85%
1	Move from 17 to 51% Ready	34%



	or Above	
2	Move from 28 to 78% Ready or Above	40%
3	Move from 62 to 70% Ready or Above	66%
4	Move from 24 to 60% Ready or Above	43%
5	Move from 32 to 55% Ready or Above	47%

Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
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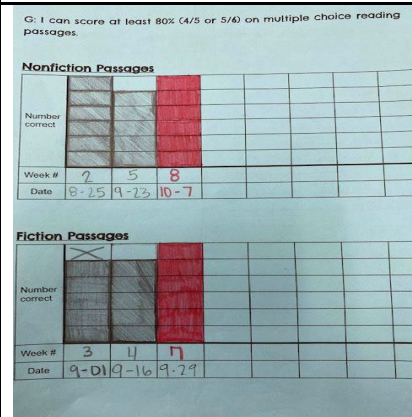
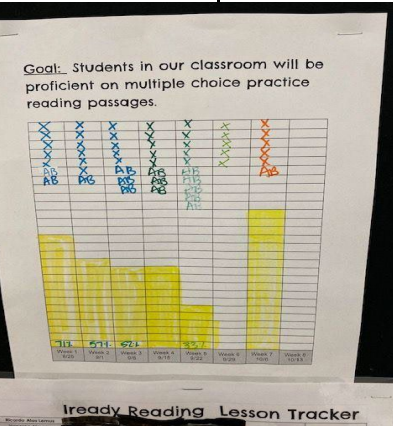
Answers are checked and evidence noted

Wednesday: Students are assessed on a reading passage. - If time allows, the passage is reviewed like yesterday.

Thursday: Reassessment for students who were not proficient. Class graph of class progress. Students track on individual sheets.

2-4th Quarters

Regroup as needed to keep proficient students moving forward in grade level text and more ACT Aspire like text and to provide reteach for those who are less successful.



Grow teachers in high yield strategies and instruction in different types of questions:

During PLC, teachers will share how they are modeling and instructing reading a cold text for comprehension to successfully answer questions about it.

Best practices will be identified based on class outcomes.

Lack of student success in a question type (ex: author's purpose) will signal the need for additional professional development with our literacy facilitator during PLC's.

Lack of student success in a certain demographic will require additional professional development by special education teacher, ESL teacher, and/or Literacy Facilitator.

Rate of Proficiency
Average Prof by grade:

3rd:
NF- 78%
F- 72%

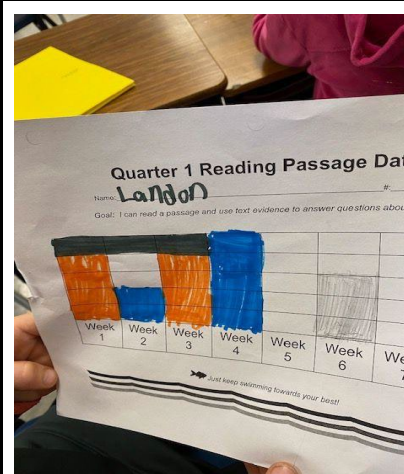
4th
NF- 66%
F- 55%

5th
NF- 78%
F- 74%

Growth in proficiency, individual, class and grade level growth

We are seeing a lot of up and down. It really changes based on the passage and question type.

1Q- All grade levels were using passages a grade level below hoping that all students would find success. We are finding that sped and students still at the decoding levels are not being successful because they cannot even read those independently. Teachers have taught/reviewed question types which align with the standards.



Data analysis of demographic success

August 2021-May 2022

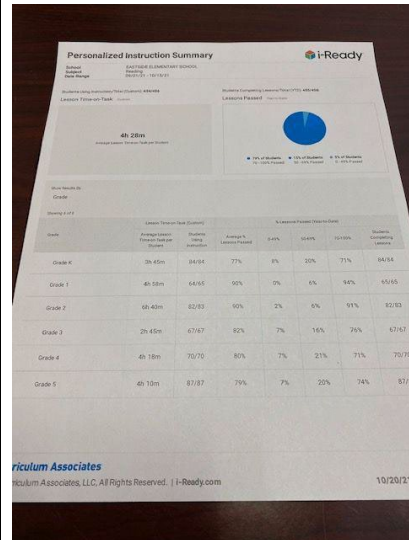
	<p>Students are doing well with identifying the types of questions to then know how to go back and look for it in the text. They can even support their question type with comments such as: “When it asks a predicting question, I know it is an inference question. “ “When it ask for a summary, I know it is asking a Main Idea question.”</p> <p>More ELL’s and females moving to proficiency.</p> <p>2Q:</p> <p>5th- regrouping students for differentiation- 5 groups- Avg/Above Avg Low Low low Decoding</p> <p>4th- regroup in 2 weeks</p> <p>3rd- regroup after Thanksgiving</p> <p>3Q-3-5 have regrouped- (accommodated vs</p>		
	<p>Unaccommodated) for reading comprehension</p> <ul style="list-style-type: none"> • Starting multiple passages 		

	<ul style="list-style-type: none"> • Using some on-line passages/test taking • Timing- Unaccommodated have more time for note taking • Starting 1/24- reduce to 2 days a week- still regrouping to maintain fluency and confidence in comprehension <p>Improved response to certain question types</p>		
<p>I Ready Reading- PLT (Personal Learning Time)- at least 45 minutes a week.</p> <p>Grade Levels will determine the number of lessons that students need to pass each week which is dependent on the types of lessons students are doing.(ex- phonemic awareness and phonics</p>	<p>Weekly completion of required number of lessons</p> <p>Movement to proficiency-meeting growth and/or stretch goals- at each diagnostic</p>	<p>Lesson Passed/ weekly reports showing success rates</p>	<p>August 2021-April 2022</p>

lessons are shorter than comprehension lessons)

An accountability system will be created by teachers and students to ensure monitoring of successful completion of lessons each week.

Chronic strugglers will be added to RTI tracking for additional next steps.



**Lesson Time on Task-
9/7/21-1/21/21-READING**
453/454 students
14 hours and 43 mins
Average Lesson Time-on-
Task per student
81% of students at 70-
100% passed
15% of students at 50-69%
passed
4% of students at 0-49%
passed

**Sound Wall Training- for
decoding and encoding**

Provide K-5 Sound Wall training- Jan 4, 2022 at Eastside	Implementation of Sound Wall Script- K-3 Sound Wall Understanding with students 4-5		
Purchase 3 copies of ABC's and all their tricks- \$14 X 3= \$42	Teachers can use these as a resource for understanding spelling rules- grades 1-3		
Purchase 1 set Of Phoneme/Grapheme cards for each teacher. These cards have the spelling rules that help teachers answer questions students have about patterns. \$60 X 21= \$1,260			
Implement Geodes to keep on grade level second graders moving forward with comprehension	Improved comprehension on AR and in classroom Wit and Wisdom		
Purchase 2nd grade Teacher Editions for Geodes for ease in instruction and facilitation- \$54 X 4= \$200			

<p>Purchase Charlotte's Web books for family reading opportunity for 2022-2023 school year. 210 English 20 Spanish Approximately \$1,300</p>	<p>Amount of participation in daily question and families' response to the experience</p>		<p>Purchase books- 4/2022 Kick off on Back to School Night- August 12, 2022 3 week culminating with visit by 4H with station activities</p>
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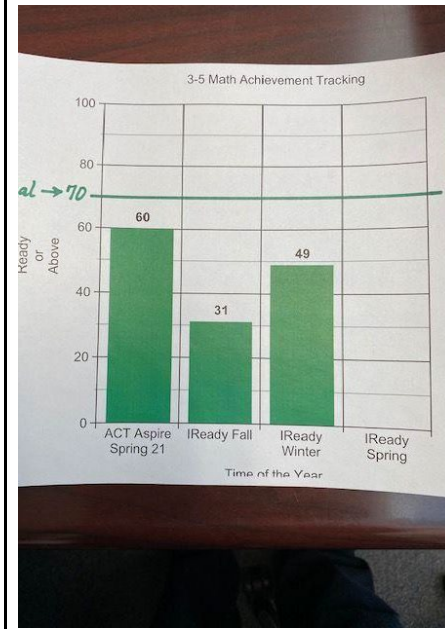
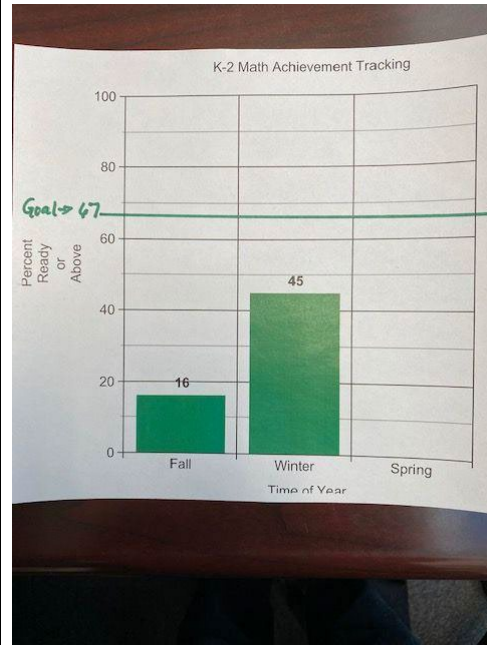
<p>Math Goal: Students in grades 3-5 will move from 60% to 70% proficient on Summative ACT in the spring 2022. Students in grades K-2 will move from 16% to 67% Ready on IReady Math in spring 2022.</p>
<p>Data Dive</p>
<p>Areas of Strength: Measurement and Data- 62% of 3-5 graders met proficiency on ACT Summative 2021 Fractions- 60% of 3-5 graders met proficiency on ACT Summative 2021</p>
<p>Areas of Opportunity: Justifications- Only 51% of 3-5 graders met proficiency on ACT Summative 2021 Integrating Essential Skills- Only 50% of 3-5 graders met proficiency on ACT Summative 2021 Only 55% of females are proficiency as compared to 64% of males</p>
<p>What else do we want to know?</p>

<p>How are we measuring our goal? (Lag Measure) Comparing data from last year. I Ready K-5, ACT Summative 2022</p>		
<p>How do we know we are making progress towards our goal? (Lead</p>	<p>Timeline (When Lead Measures occur)</p>	<p>Scoreboard (Results of Lead Measures)</p>

Measure)
I Ready Math Interims
JE/ IES assessments

Fall, winter, spring
Twice a month JE/IES Assessments

Grade	Math WIG based on Fall IReady	Winter IReady
K	Move from 13 to 70% Ready or Above	61%
1	Move from 20 to 55% Ready or Above	52%
2	Move from 19 to 75% Ready or Above	33%
3	Move from 25 to 75% Ready or Above	53%
4	Move from 32 to 70% Ready or Above	50%
5	move from 38 to 70% Ready or Above	53%



Action Steps	Success Indicators	Evidence/Artifacts	Timeline
<p>Every teacher will have a Math wall of key unit vocabulary. Teachers will use that math vocabulary throughout lessons and ensure that students are responding using math vocabulary as</p>	<p>Growth in Proficiency on constructed response</p>	<p>Classroom observations of math word walls, use of mathematical language by students and teacher-</p>	<p>August 2021-May 2022</p>

well.

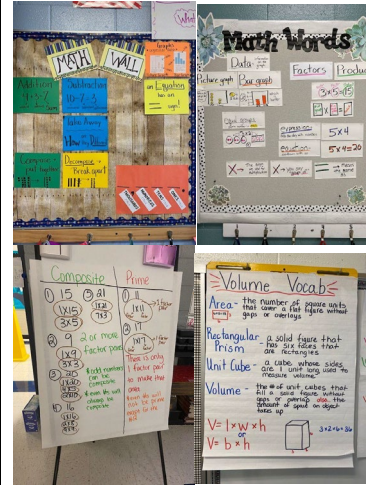
Teachers will expect students to respond to CR questions in IM with a complete sentence using math vocabulary.

Starting in the 2nd quarter, 3-5 grade levels will create assessments with justification questions to track students progress towards proficiency in this area. These will be turned into building administration monthly and discussed at PLCs.

Class and demographic proficiency will be viewed to identify teacher strategies that are most successful in moving students to proficiency.

Professional development will be provided by the math facilitator, and possibly ESL Teacher, or Special Education teacher, during PLC as needed based on students' progress.

I Ready Math- PLT (Personal Learning Time)- at least 45 minutes a week.



Student responses in IM CR questions.

2nd Quarter:

Twice a month JE's that are turned in and progress to proficiency on these.

Changed this to a bar graph like the reading comprehension.

3rd Q- Weekly justifications for 3-5

Lesson Time on Task- MATH-9/7/21-1/21/21
454/454 students

<p>Grade Levels will determine the number of lessons that students need to pass each week which is dependent on the types of lessons students are doing.(ex- phonemic awareness and phonics lessons are shorter than comprehension lessons) An accountability system will be created by teachers and students to ensure monitoring of successful completion of lessons each week. Chronic strugglers will be added to RTI tracking for additional next steps.</p>		<p>14 hours and 51 mins Average Lesson Time-on-Task per student 92% of students at 70-100% passed 6% of students at 50-69% passed 2% of students at 0-49% passed</p>	
<p>Math Fluency Intervention for 2nd graders- Assess all 2nd graders the week of Dec 13th and create spreadsheet of data. Purchase Math Fluency Kit- \$1013.00 Create fluency intervention 3-4 X a week regrouping based on levels of mastery</p>	<p>Growth in fluency</p>		<p>January 2022-May 2022</p>
<p>Small group intervention Teachers will provide small group intervention for students who are struggling</p>	<p>Growth in proficiency</p>	<p>Cool downs and checkpoints/ Teacher assessments with math vocabulary and explanation</p>	<p>August 2021-May 2022</p>

with concepts using high yield strategies such as: Non linguistic representations Feedback			
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Additional Site Goal: High Reliability Survey 1: 1.8: School leaders develop, submit, and implement detailed budgets	
Data Dive	
<p>Areas of Strength:</p> <p>1.1- Faculty and staff perceive the environment as safe and orderly.</p> <p>1.4 Teacher teams/ collaborative groups regularly interact to address common issues...</p> <p>1.7 The success of the whole school, as well as individuals, is appropriately acknowledged.</p>	
<p>Areas of Opportunity:</p> <p>School leaders develop, submit, and implement detailed budgets.</p>	
<p>What else do we want to know?</p>	

<p>How are we measuring our goal? (Lag Measure) Comparing data from last year. Determine need for \$30,000 to support student learning due to Covid loss.</p>		
<p>How do we know we are making progress towards our goal? (Lead Measure) Universal Screener data</p>	<p>Timeline (When Lead Measures occur) Fall, winter, spring</p>	<p>Scoreboard (Results of Lead Measures) Spreadsheet tracking in google showing phonological/phonics readiness for next grade level.</p>

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
<p>Hire a Title Instructional Assist with 2 new classrooms (K & 1) who don't have an assistant for small group</p> <p>Assist with additional support in 2nd grade where 27 students are still not through the 1st grade phonics continuum- brainstorm with teachers and leadership team on specifics of using this person</p>	<p>Split position to find someone</p> <p>Hired .5 AM</p> <p>Posted .5PM</p> <p>.5 AM- working with a kinder class with small group instruction</p> <p>Moving students through phonological/phonics levels to be ready for reading</p>	<p>Tracking of student progress through levels by classroom teacher</p>	<p>September 2021-May 2022</p>
<p>Assist with reading comprehension intervention in 3 grade levels</p> <p>Get input from staff on additional funds and student learning needs to determine next steps for balance</p>			

<p>Rogers Public Schools Literacy Plan 2022-2023</p>	<p>K-5</p>	<p>6-8</p>	<p>9-12</p>
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<p>Tier 1 Literacy Curriculum</p>	<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>
<p>Dyslexia Intervention Curriculum</p>	<p>Phonics First: Foundations</p>	<p>Phonics First: Structures</p>	
<p>SoR Professional Development</p>	<p>Implementing the Writing Revolution RISE for new hires or new to state Annual SoR training UP4ELs (SoR + support for ELs)</p>	<p>Implementing the Writing Revolution RISE for new hires or new to state Annual SoR training</p>	
<p>Ongoing PD Support</p>	<p>Literacy Facilitator in every building SoR Assessor in each building RPS Look For Documents</p>		
<p>Literacy Assessments</p>	<p>RPS Initial Screening iReady Reading Diagnostic ACT Aspire</p>		

<p>Continuous Monitoring/Collaboration</p>

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

Reviewed & Approved by: (Electronic Initial & Date)

Building Principal	Robin Wilkerson 9/7/2021	Robin Wilkerson 11/2/2021	Robin Wilkerson 2/1/2022	
Assistant Superintendent	Sharla Osbourn 9/7/2021	SO 11/2/2021	SO 4/14/22	

Evaluation Date (Reviewed w/Stakeholders):	Spring 2022
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