



## School Level Improvement Plan

School Name: Elmwood Middle School	LEA #: 0405037	Plan Year: 2022-2023
Building Principal: Molly Davis	Improvement Plan Team: Molly Davis, Melody Morris, Chris Cochran, Tina Wrobel, Judy Patterson, Lindsey Phillips, Stephanie Grant, Margaret Perry, Jamie Porter	

### 2021 ESSA Indicator Scores

Overall ESSA Score: 74.07  
 Weighted Achievement Score: 69.92  
 School Value-Added Growth Score: 80.97  
 School Quality and Student Success Score: 60.73

### 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:

**Literacy Goal: We will increase the percentage of students reading on or above grade level by 10% in 6th, 7th, & 8th grade as measured by the iReady Diagnostic Assessment by May 2022 by providing evidence-based reading instruction aligned to the Science of Reading. This correlates with Reading Anchor Standard 10, which states that Arkansas students will “read and comprehend complex literary and informational texts**

**independently and proficiently,” while also allowing us to approach ELA standards holistically rather than in isolation. This measure of proficiency will also correlate to proficiency in reading as measured by ACT Aspire.**

6th Grade Proficiency according to 5/21 iReady: 45.61%

7th Grade Proficiency according to 5/21 iReady:46.04%

8th Grade Proficiency according to 5/21 iReady: 50.35%

Elmwood Total Proficiency according to 5/21 iReady: 47.35%

Meeting our school wide goal means 82 additional students will move to proficiency according to iReady data.

**2021-2022 Mid-Year iReady Data:**

	Data from the Current School Year		Mid-Year Data from the Previous School Year
	September 2021	December 2021	January 2021
6th Grade % Proficient	32%	40%	37%
7th Grade % Proficient	40%	48%	43%
8th Grade % Proficient	43%	47%	42%

**Data Dive**

**Areas of Strength:**

- Growth over the course of the year in 2020-2021 in every grade level according to iReady data. The number of current students who were considered on grade level according to iReady grew from September 2020 to May 2021 by 14.36% in 6th grade, 10.3% in 7th grade, and 10.83% in 8th grade.

**Areas of Opportunity:**

- Increase reading proficiency for our economically disadvantaged students. **33.85%** of our economically disadvantaged students met the ACT Readiness Benchmark in Reading. Similarly only **31.45%** of our economically disadvantaged students were considered to be on grade level on iReady in May of 2021.
- Increase reading proficiency for our English Language Learners. **15.35%** of our ELL students met ACT Readiness Benchmark in Reading. **12.14%** of our ELL students were considered on grade level on iReady in

May of 2021.

What else do we want to know?

- How to intervene & remediate without isolating standards; literacy standards are approached holistically and are not able to be mastered (PLC process)
- How to measure proficiency while keeping comprehension factors unique to each text in mind
- Frequency and content of Tier 3 progress monitoring (i.e., what assessments should we use & how frequently should we be giving them?)

How are we measuring our goal? (Lag Measure) Comparing data from last year.  
iReady data, ACT Summative data, and Common Formative Assessment data

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

1. Increased proficiency in decoding skills for Tier 3 students
2. Growth on Oral Reading Fluency of complex, grade-level text (WCPM, accuracy, & expression)
3. Students will produce complex sentences with correct structure and mechanics to demonstrate reading comprehension. (*The Writing Revolution* sentence level activities)
4. 80% of students will demonstrate proficiency (70%

Timeline (When Lead Measures occur)

1. Advanced Decoding Survey will be measured for Tier 3 students in September, December, & May. Dictation & oral read of skill in WV Phonics; 1 Minute Drills (from *Equipped from Reading Success*); Student Progress Report from Phonics First Structures
2. Oral Reading Fluency will be measured in late August/early September, December, and May
3. Students will produce complex sentences with accurate subordinate ideas by February 2022 (content, structure, and

Scoreboard (Results of Lead Measures) **April 13, 2022**

As of April 2022, the data from our mid-year iReady assessment shows that 45% of Elmwood students are proficient in reading, which is similar to our progress at this same point last year.

Our oral reading fluency data for 6th and 7th grade Literacy Applications students shows that our 6th grade has improved their words correct per minute rate by an average of 5 words; 7th grade students have improved their words correct per minute by an average of 18 words.

<p>or higher) on text-centered comprehension assessments via StudySync</p> <p>5. Reading instruction will be evidence-based practices aligned to the Science of Reading</p>	<p>mechanics are correct).</p> <p>4. Comprehension on each text will be measured at the end of the close read via the StudySync platform. This will be ongoing throughout the school year.</p> <p>5. Evidence-based instructional practices aligned to the Science of Reading will be monitored throughout the year.</p>	<p>9 out of 10 ELA teachers completed The Writing Revolution training and are in the initial stages of implementing the strategies. We aim to have remaining literacy teachers trained next year.</p> <p>As a result, we will continue to focus on implementing The Writing Revolution and developing vocabulary within our ELA and Literacy Applications courses.</p>
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<b>Action Steps</b>	<b>Success Indicators</b>	<b>Evidence/Artifacts (Links)</b>	<b>Timeline</b>
1. Identify assessments that can be used for progress monitoring of Tier 3 students	Aligned data across multiple data points	Link to Tier 3 Data	By October 1
1. Determine students for Tier 3 placement based on initial screening data	RTI scheduler rosters; student schedules	Link to Tier 3 Data EMS Reading Data	September; ongoing
1. Teachers will learn evidence-based instructional practices for phonics instruction	Successful completion of Structures training	District 3 year plan for literacy	3 years
1. Teachers will incorporate multisensory instructional practices while providing Tier 3 instruction.	Classroom observations; PLC agendas; Professional development	Lesson Plans Walkthrough Data	Ongoing
2. Students will practice oral readings of complex, grade level text daily in Literacy Applications	Progress Monitoring assessments; student reflections; peer evaluations	EMS Reading Data	September December May

2. Teachers will provide daily fluency instruction with complex, grade level text in Literacy Applications	Classroom Observations; PLC agendas	Lesson Plans 6th Grade Lit App 7th Grade Lit App	May 2022
3. Teachers will learn sentence level activities to increase reading comprehension and facilitate writing growth through <del>a book study</del> <b>online course</b> of <i>The Writing Revolution</i>	Completion of training from The Writing Revolution	Writing Revolution District Enrollment Form	May 2022
3. Students will complete sentence stem beginning with subordinating conjunctions	Student writing samples; CFA data	7th ELA CFA	October 30, 2021
3. Students will successfully use a variety of appropriate subordinating conjunctions to replace <i>Because, But, So</i>	Student writing samples; CFA data	7th ELA CFA	January 30, 2022
4. Teachers will work in collaborative teams will identify text complexity factors and plan Tier 1 instruction around those factors	Collaborative team notes; observation data; StudySync assessment data	6th Grade ELA 7th Grade ELA 8th Grade ELA	Ongoing
4. Teachers will use data to measure comprehension and intervene with struggling students in a holistic approach, as aligned with evidence-based scientific reading instruction	observation data during remediation; StudySync assessment data	StudySync Comprehension Data 7th ELA CFA data Classroom Walkthroughs	Ongoing
5. Teachers will continue learning about evidence-based reading instruction aligned to the Science of Reading	Professional Development; PLC Agendas;	Link to PD & PLC Agendas	Ongoing
5. Instructional practices will align to the Science of Reading	Observation & Walk Through Data	Link to Observation & Walk Through	Ongoing

		Data	
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**Math Goal: We will increase the percentage of students scoring on or above grade level by 10% in 6th, 7th, and 8th grade as measured by the iReady Diagnostic in May 2022 from May 2021 through effective and engaging tier 1 instruction in the classroom, data driven (CFA) tier 2 instruction, and tier 3 opportunities for students multiple grade levels below (based on iReady data). This will also correlate to proficiency in Mathematics as measured by the ACT Aspire.**

<i>Proficiency according to 5/21 iReady:</i>		<i>Proficiency according to 5/21 ACT Aspire:</i>	
<i>6th Grade:</i>	<i>59.09%</i>	<i>6th Grade:</i>	<i>56.75%</i>
<i>7th Grade:</i>	<i>55.19%</i>	<i>7th Grade:</i>	<i>55.10%</i>
<i>8th Grade:</i>	<i>45.10%</i>	<i>8th Grade:</i>	<i>44.67%</i>
<i>Elmwood Total:</i>	<i>53.09%</i>	<i>Elmwood Total:</i>	<i>49.49%</i>

Meeting our school wide goal means 84 additional students will move to proficiency according to iReady data.

Proficiency Data after taking iReady 2 for 2021-2022 school year:

Math	Data from Current School Year		Mid-Year Data from Previous School Year (when your current students were in the previous grade)
	September 2021	December 2021	January 2021
6th Grade Proficiency	36%	45%	38%
7th Grade Proficiency	30%	36%	36%
8th Grade Proficiency	35%	41%	38%

Areas of Strength:

Growth over the course of the 2020-2021 according to iReady data from September 2020 to May 2021 in the following subpopulations:

- 16.79% more ELL students moved from “below grade level” to “on level” status by May 2021
- 20.23% more 504 students moved from “below grade level” to “on level” status by May 2021
- 22.63% more Economically Disadvantaged students moved from “below grade level” to “on level” status by May 2021

Areas of Opportunity:

1. Growth over the course of the 2020-2021 according to iReady data from September 2020 to May 2021 in the following subpopulations:
  - 7.94% more IEP students moved from “below grade level” to “on level” status by May 2021
2. Increase Math proficiency on the ACT Aspire for 8th grade students. Current 8th graders were 44.67% proficient last year, whereas our current 6th graders were 55.1% proficient and current 7th graders were 56.75% proficient.

What else do we want to know?

- Tier 3 curriculum based on iReady categories including Pre and Post Assessments
- Tier 3 professional development opportunities for teachers working with students multiple grade levels below the teacher’s certification level

How are we measuring our goal? (Lag Measure) Comparing data from last year.  
iReady data from Spring iReady and ACT Aspire Summative 2022

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

- iReady Data 3x per year

Timeline (When Lead Measures occur)

September 2021  
December 2021  
May 2022

Scoreboard (Results of Lead Measures) **April 13, 2022**

The following proficiency scores are reported based on the Winter iReady.  
6th Grade: 45%  
7th Grade: 36%  
8th Grade:41%  
EMS Overall: 41%

		<p>We are on track, and even a little ahead of where we were last year as a school. Overall, Elmwood is 4% more proficient than we were at this time last year. 6th grade is up 7% and 8th grade is up 3% compared to last year's data.</p> <p>We are still working diligently in Tier 1 to give all students access to learn grade level concepts, honing those grade level concepts in Tier 2 tutorials for students who need more help reaching mastery of essential standards, and bolstering below-grade level concepts in Tier 3 classes.</p>
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<b>Action Steps</b>	<b>Success Indicators</b>	<b>Evidence / Artifacts</b>	<b>Timeline</b>
Teachers utilize engagement strategies in classroom Tier 1 instruction (Ex: Kagan Strategies)	Students are engaged in classroom learning. <ul style="list-style-type: none"> <li>● Active Listening</li> <li>● Oral Discourse</li> <li>● Written Communication</li> <li>● Students engaged in collaborative work (moving around the room or seated)</li> </ul>	Classroom Observations by Principals and Academic Facilitators	Continuous
Identify students in need of Tier 2 intervention.	RTI scheduler rosters		Continuous



	Common Assessments and Grading Rubrics across content team		
<p>Identify students in need of Tier 3 intervention</p> <ul style="list-style-type: none"> <li>● pull iReady 3 data from May 2021</li> <li>● Identify students 2 or more grade levels below in each of the 4 iReady categories</li> </ul>	RTI scheduler rosters	Data Sheet  Student Rotations	8/27/2021
<p>Back to the drawing board: Due to the many moving parts of the original plan, teachers felt that the instruction time was not long enough and students were not benefitting.</p> <p>T3 Teachers looked at Fall 2021 iReady data to select a set of 10 students to receive T3 instruction for the remainder of the semester.</p>	Growth from Fall iReady to Winter iReady.	Rosters	Oct-Dec
Semester 1 students were exited from T3 instruction.	Growth from Fall iReady to Winter iReady.	Growth Data  *Exited students are indicated in blue	1/7/22
T3 Rosters were updated and new students were enrolled into T3 classes for the spring semester	Advisory Rosters	iReady Winter data  Rosters	1/10/22
Acquire iReady Learning Pilot for spring semester and receive training	We would like to continue with this resource if the growth data from	PD Description & Agenda	1/10/22

	iReady 2 to iReady 3 supports it.	PD Notes PD Sign-in T3 Planning Agenda	
Assess the growth from iReady1→iReady 2 (without iReady Classroom) and compare it with the growth from iReady2→iReady 3 to see if the iReady Learning pilot was valuable	The growth from semester 2 should be significantly better than the growth from semester 1	Growth Data	5/20/22

**Additional Site Goal:**

**We will increase the opportunities for all stakeholders (students, teachers, parents, and community members) to have formal ways to provide input regarding the optimal functioning of the school. Our goal is to see an increase from 60% to 75% on the level 1 High Reliability Schools survey of staff who agree there are formal ways for all stakeholders to provide input. We compare the August 2021 survey to the same survey that will be given in May of 2022.**

**Data Dive**

Areas of Strength:

1. Over 95% of the faculty and staff believe our school is a safe and orderly place.
2. 94% of our students and parents describe our school as a safe place.
3. 94% say the PLC process is in place in our school.
4. 92% say the school's accomplishments have been acknowledged and celebrated.
5. 92% believe they have adequate materials to teach effectively.

Areas of Opportunity:

1. Less than 60% say students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

What else do we want to know?

1. We would like our students, parents, and other community members to complete the survey.

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

- We will compare data from the Level 1 HRS survey given in August of 2021 to the same survey that will be given in May of 2022.

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

1. Short informal surveys will be given to parents at both Fall and Spring conferences.

Timeline (When Lead Measures occur)

1. October 2021 and February 2022

Scoreboard (Results of Lead Measures) **April 13, 2022**

1. HRS Level 1 Teacher Survey Results for *August 2021*:
  - a. 60% of parents said there were formal ways to provide input.
2. HRS Level 1 & 2 Evidence of Progress
  - a. In *April 2022*, 79% of parents said there were formal ways to provide input to the optimal functioning of the school.

We have implemented processes and procedures this year to increase our communication and create systems where staff, parents, and students have a voice in all decisions made in regard to the functioning of our school.

		<p>It is evident based on the above data, our efforts have increased the parents' opportunities to provide feedback.</p> <p>Due to Covid, we pivoted from some of the opportunities for parents to be on campus and more involved with their child's education. At the start of the 2022-2023 school year we will continue to build on these opportunities for parents to be on campus and engaged with their child and the teachers.</p>
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Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Plus Delta Meetings <ul style="list-style-type: none"> <li>● Invite parents &amp; teachers</li> <li>● Hold meetings in morning &amp; afternoon</li> </ul>	Teachers, students, and parents are actively engaged in the meeting.	December 6th March 7th May 2nd	December 2021 March 2022 May 2022
A bi-monthly newsletter will be sent to all stakeholders.	Newsletters are sent via text, email, and social media.	9/2/21            1/18/22 10/8/21          1/28/22 10/26/21        2/7/22 11/10/21        2/18/22 11/18/21        3/11/22 12/7/21          3/13/22 4/1/22	bi-monthly
A student-led "Principal's	Student representatives	December 6th	December 2021

Council” will be reinstated.	from all grade levels will participate in discussions and make recommendations about student activities and classroom engagement.	March 7th May 2nd	March 2022 May 2022
During our Parent Involvement nights, we will provide opportunities for parents to discuss the optimal functioning of the school.		Agendas and notes from the meetings.	October 2021
Team Meetings will be visited by admin and counselors on a schedule.		Notes and agenda	Weekly

Rogers Public Schools Literacy Plan 2022-2023	K-5	6-8	9-12
Tier 1 Literacy Curriculum	<b>Comprehension, Vocabulary, Morphology, and Writing</b> Wit & Wisdom The Writing Revolution <b>PHONICS</b> Benchmark Phonics: Phonetic Connections & Word Study Phonics First Syllabication <b>PHONOLOGICAL AWARENESS</b> Heggerty Kilpatrick’s 1 minute Drills <b>WRITTEN PRODUCTION</b>	<b>Comprehension, Vocabulary, Morphology, and Writing</b> StudySync The Writing Revolution Read 180	<b>Comprehension, Vocabulary, Morphology, and Writing</b> My Perspectives The Writing Revolution Read 180

	Zaner Bloser Handwriting Learning.Com - keyboarding	
<b>Dyslexia Intervention Curriculum</b>	Phonics First: Foundations	Phonics First: Structures
<b>SoR Professional Development</b>	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
<b>Ongoing PD Support</b>	Literacy Facilitator in every building SoR Assessor in each building RPS Look For Documents	
<b>Literacy Assessments</b>	RPS Initial Screening iReady Reading Diagnostic ACT Aspire	

<b>Continuous Monitoring/Collaboration</b>			
September 7	November 2	February 1st	June 7th
Plan	Progress	Progress	Reflect

**Reviewed & Approved by: (Electronic Initial & Date)**

Building Principal	Molly Davis 10/6/21	Molly Davis 11/2/21	Molly Davis 4/13/22	
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Assistant Superintendent	Jim Davis 10/6/21	Jim Davis 11/2/21	Jim Davis 4/13/22	
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<b>Evaluation Date (Reviewed w/Stakeholders):</b>	Spring 2022
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