



School Level Improvement Plan

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| School Name: Garfield Elementary | LEA #: 0405032 | Plan Year: 2022-2023 |
| Building Principal: Stephen Bowman | Improvement Plan Team: Stephen Bowman, Kyla Trammell, Hillary Myers, Stacy Reidy, Taylor Beevers, Shari Rafferty | |

2021 ESSA Indicator Scores

Overall ESSA Score: 66.48
 Weighted Achievement Score: 54.33
 School Value-Added Growth Score: 76.23
 School Quality and Student Success Score: 62.34

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 number of 4th (2) and 5th (2) graders scoring ready and/or exceeding will increase by 10% in Reading as measured by the ACT Aspire.

2020-2021 reading readiness scores were: current 4th grade 31%, current 5th grade 24%.)

By the end of the 21-22 school year, the # of 1st - 3rd graders scoring on grade level will increase by 10% in Reading as measured by iReady. (Current 3rd grade students 11%, 2nd grade - 50%, 1st grade - 53%)

Using data from multiple data sources (iReady, Dibels, formative assessments), teachers will plan and create lessons for small groups of students that target skill deficits to increase achievement by 10%.

Data Dive

Areas of Strength:

2nd Grade: Phonological Awareness (93%) and High Frequency words (67%)
 3rd Grade: Phonological Awareness(95%) and High Frequency words (95%)
 4th Grade: Craft and Structure (63%)

Areas of Opportunity:

2nd Grade: Vocabulary (53%) and Comprehension Informational Text (47%)
 3rd Grade: Vocabulary (58%)
 4th Grade: Integration of Knowledge and Ideas (25%)
 5th Grade: All areas Key ideas and details (18%), Craft and Structure (24%), Integration of Knowledge and Ideas (24%)

What else do we want to know?

- Will iReady Reading help improve our vocabulary scores?
- Will a focus on intense small group instruction (21/22 PGP) improve overall reading scores?
- How can eyes on text be increased during Wit & Wisdom instruction?
- Will Wit and Wisdom vocabulary help them apply roots and suffix understanding to other new vocabulary words?

How are we measuring our goal? (Lag Measure)

Comparing data from last year.

We are using ACT Spring Summative Data for grades 4 and 5. We are using spring iReady data from 2021 for 1-3.

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

i-Ready Data
 Dibels Data
 Progress Monitoring

Timeline (When Lead Measures occur)

iReady (BOY, MOY, EOY)
 Dibels (BOY, MOY, EOY)
 Bi-Weekly Progress Monitoring

Scoreboard (Results of Lead Measures)

iReady Reports
 Growth - 86% Elementary District
 Rank - 1st
 Performance - 55% Elementary

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| Anecdotal notes (small groups) | | District Rank - 4th Scoring guides, Teacher created spreadsheet for progress monitoring. |
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| Action Steps | Success Indicators | Evidence/Artifacts (Links) | Timeline |
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| <p>Intentional planning of small groups Provide targeted interventions in small groups based on iReady Diagnostic data, DIBELS, and progress monitoring data. Create collection tools to collect data.</p> | <p>Fluid groups, growth shown on progress monitoring data Fluency growth, comprehension growth</p> | <p>Small Group instruction guide Second Grade Small Group Schedule Fourth Grade Small Group Schedule</p> <p>DIBELS Progress Monitoringpre/post data:</p> | <p>Weekly instruction BOY, MOY, EOY Biweekly</p> |
| <p>iReady instructional grouping report</p> <p>Hiring additional personnel to work for small groups focused on fluency and comprehension</p> | <p>Progress monitoring data</p> | <p>First Grade Decoding data Grouping Report</p> <p>Donna James, Lucy Minardi, and Dawna Rice have all been approved for hire. Donna and Lucy have started. Donna R. will begin January 2022.</p> | <p>Biweekly (5th grade) October 2021</p> |
| <p>PLC discussions</p> | <p>Coaching PLC feedback</p> | <p>PLC Notes</p> | <p>Weekly</p> |
| <p>iReady instructional tools tab</p> | <p>Growth shown from BOY to MOY iReady data</p> | <p>iReady instructional tools</p> | <p>BOY, MOY</p> |

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| <p>Students, with guidance from the teacher and Mr. Bowman, will use data from iReady diagnostic and Universal screener to set their goals for the school.</p> | <p>Growth as evidenced by Score reports from MOY and EOY data.</p> | <p>tab</p> <p>iReady assessment reports, screening spreadsheet</p> <p>Mr. Bowman has met with students in grades 2-5 to set goals for iReady Reading and Math.</p> | <p>MOY, EOY</p> |
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Math Goal:

By the end of the 21-22 school year, the number of 4th (2) and 5th (2) graders scoring ready and/or exceeding will increase by 10% in Math as measured by the ACT Aspire.

2020-2021 Math readiness scores were: current 4th grade 69%, current 5th grade 41%.)

By the end of the 21-22 school year, the # of 1st - 3rd graders scoring on grade level will increase by 10% in Math as measured by iReady. (Current 3rd grade students 17%, 2nd grade - 50%, 1st grade - 65%)

Using data from multiple data sources (iReady, IM Unit assessments, formative assessments), teachers will plan and create lessons for small groups of students that target skill deficits that will help increase achievement by 10%.

Data Dive

Areas of Strength:

2nd Grade: Geometry (73%)

3rd Grade: Numbers and Operations (74%)

4th Grade: Geometry (75%) , Measurement and Data (56%), Integration Essential Skills (63%)

5th Grade: Operations and Algebraic Thinking (69%)

Areas of Opportunity:

2nd Grade: Algebra and Algebraic thinking (67%)

3rd Grade: Algebra and Algebraic Thinking (63%) and Measurement and Data (53%)

4th Grade: Numbers and operation in Base 10 - (19%), Justification and Explanation (31%), N/O Fractions (38%)

5th Grade: Numbers and operations and Fractions (25%), Geometry (13%), Justification and Explanation (19%)

What else do we want to know?

Will a focus on small group instruction (2021-22 PGP) improve 5th grade Geometry scores and 4th grade Number and Operation in base 10?

Is there a correlation between iReady and ACT Aspire Readiness?

Will the IM curriculum, specifically Algebra and Algebraic Thinking Lessons improve 3rd grade scores on iReady math?

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

We are using ACT Spring Summative Data for grades 4 and 5. We are using spring iReady data from 2021 for 1-3. 2nd, 4th, and 5th grade are using the CGI number facts assessment for fact fluency small group work

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

iReady Math Diagnostics
IM Unit Assessments
I.M. Cool Downs
Progress Monitoring
2nd, 3rd, 4th and 5th grade:
5 minute math challenge daily
Teacher assigned iReady lessons
Green iReady Pathway lesson (at their level based on iReady diagnostic)
Math interventions

Timeline (When Lead Measures occur)

iReady - BOY, MOY, EOY
Unit Assessments- each unit
Progress Monitoring - Bi-Weekly
Daily Cool Downs

Daily 5 minute math challenge
1 or 2 teacher assigned lessons per week on iReady
Checkpoints- approx. every two weeks
Math interventions- Daily (based on cool down information)

Scoreboard (Results of Lead Measures)

iReady MOY Data -
Growth - 72% Elementary District Rank 1st
Performance - 53% Elementary District Rank 6th.
The link below shows growth and performance data for RPS for the Fall and Winter iReady Assessment.
District Created Scoring Guides for I.M. cool downs, checkpoints and EOU assessments
Teacher created google forms
Math intervention recording sheet

| Action Steps | Success Indicators | Evidence/Artifacts | Timeline |
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| Purposeful planning in small group instruction | Teacher observation during small group instruction | Individualized I-Ready assigned lessons Small Group Math Template Third Grade Anecdotal Record | Bi-weekly |
| Develop baseline data from Fall i-Ready and intervene in skills in which students are scoring below grade level. | MOY and EOY Reports that show an increase in the number of students scoring on grade level. | I-Ready Math Diagnostic Reports | BOY, MOY, EOY |

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| Utilize additional staff hired through ESSER funds to work with small groups of students who are working below grade according to data from iReady and ACT Aspire Summative 2021. | Progress monitoring 10% gain in our overall math scores, and a 20% gain in geometry and N/O fractions. | Data Reports from iReady and ACT Aspire Donna James, Lucy Minardi, and Dawna Rice have all been approved for hire. Donna and Lucy have started. Donna R. will begin January 2022. | October 2021 |
| Using daily cool downs for small group instruction Utilizing district created data collection tools (I.M.) | Teacher observation during small group instruction Daily 5 minute math challenge iReady scores for teacher | Individualized I-Ready assigned lessons I-Ready Math Diagnostic assessment | Weekly small groups Daily assessments (cool downs and fact fluency pages) BOY, MOY, EOY iReady |

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| <p>Utilizing teacher created data collection tools (fact fluency)</p> <p>Analyzing iReady math data within iReady instructional tools tab</p> | <p>assigned and green pathway assigned lessons</p> <p>Student growth from daily challenges.</p> <p>Student growth from BOY data to MOY data</p> | <p>2nd Grade 5 Minute Math Challenge data CGI number facts assessments</p> <p>i-Ready Math Diagnostic assessment</p> | <p>Daily</p> <p>Daily interventions (between 10-20 mins)</p> <p>BOY, MOY, EOY</p> |
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Additional Site Goal:

Increase the number of opportunities for students, parents, and community members to provide input regarding the functioning of the school by hosting virtual meetings and soliciting input through surveys sent home. We had 50% indicate they didn't know if stakeholders outside the building provided input. Our goal is to ensure that 100% of our stakeholders are aware and are able to provide input regarding the function of the school.

Data Dive

Areas of Strength:

- 1.1 The faculty and staff perceive the school environment as safe and orderly.
- 1.2 Students, parents, and the community perceive the school environment as safe and orderly.
- 1.3 Teachers have formal roles in the decision making process regarding school initiatives.
- 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- 1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

Areas of Opportunity:

1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

- a. Opinion data collected from students, parents, and the community are archived.
- b. Reports of opinion data from students, parents, and the community are regularly generated.
- c. The manner in which opinion data from students, parents, and the community are used is transparent.
- d. Our school uses social media to allow anonymous reporting of potential incidents.
- e. School leaders host virtual town hall meetings.

What else do we want to know?

Do other schools within the district use social media to allow anonymous reporting of incidents?

How do other schools involve stakeholders outside of the building in their decision making?

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

HRS Survey Fall 2021

| How do we know we are making progress towards our goal? (Lead Measure) | Timeline (When Lead Measures occur) | Scoreboard (Results of Lead Measures) |
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| Virtual Meeting with all stakeholders | Fall 2021 | Minutes from meeting |
| Survey results from students, parents, and community. | Fall 2021 | Survey results |

| Action Steps | Success Indicators | Evidence/Artifacts | Timeline |
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| Host a virtual meeting for stakeholders | Stakeholder input | Meeting invitations, Agenda, Electronic Sign in | Fall 2021 |

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| <p>Create a survey seeking input regarding the optimal functioning of the school.</p> | <p>Higher percentage of survey participants will indicate they have input in school operations.</p> | <p>Copy of the survey, data collected from the survey results</p> | <p>Spring 2022</p> |
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| <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> | |

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

Reviewed & Approved by: (Electronic Initial & Date)

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| Building Principal | Stephen Bowman 9/7/21 | Stephen Bowman 11/2/2021 | Stephen Bowman 3/1/2022, 4/11/2022 | |
| Assistant Superintendent | SO 9/7/21 | SO 11/2/21 | Sharla Osbourn 4/14/22 | |

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| Evaluation Date (Reviewed w/Stakeholders): | Spring 2022 |
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