



School Level Improvement Plan

School Name: Grace Hill Elementary	LEA #: 040540	Plan Year: 2022-2023
Building Principal: Christina Meister	Improvement Plan Team: Carla Gonzalez, Jennifer Kirkland, Kirstie Southard, Lori Duncan, Christina Meister	

2021 ESSA Indicator Scores

Overall ESSA Score: 69.22
 Weighted Achievement Score: 50.87
 School Value-Added Growth Score: 85.89
 School Quality and Student Success Score: 56.49

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, we have set the following goals:

iReady Goals:

- We want to see Kindergarten increase the percent of students on grade level from fall to spring by 60%.
- We want to see first grade increase the percent of students on grade level from fall to spring by 30%
- We want to see second grade increase the percent of students on grade level from fall spring by 45%

We want to see 3rd-5th increase the percent of students on grade level from fall to Spring by 20%. Teachers will use small group reading plans based on the science or reading, engagement strategies, and planned opportunities for students to read grade level text to meet these goals.

ACT Aspire Goal:

We want to see 3rd, 4th, and 5th grade increase their percent of students ready/exceeding on the 2022 summative assessment from the Spring 2021 Summative by 10% through an increase in student engagement strategies, an increased focus on all students reading grade level text, and planned constructed response opportunities.

Data Dive

Areas of Strength:

5th grade had 95% of their students meet the accuracy goal for reading.

4th grade had 93% of their students meet the accuracy goal for reading.

3rd grade had 79% of their students meet the MAZE (comprehension) goal for reading.

2nd grade had 68% of their students meet the accuracy goal for reading.

1st grade had 66% of their students meet the nonsense word whole word read goal for reading.

Kindergarten had 66% of their students meet the letter naming fluency goal for reading.

In general, our strength is in teaching accuracy through the use of phonics instruction and students reading decodable text. Fluency has also increased as a result of a focus on this in 2nd through 5th grade.

Areas of Opportunity:

iReady Reading: Fall to Winter 2020-2021: 20% to 36% to 51% on grade level. 3rd and 5th grade had the lowest increase at 11% increase. However, 2nd grade has the lowest percentage of students on grade level in reading at 26% even though they increased the percent on grade level from fall to winter by 20%.

ACT Aspire Reading: 3rd grade went from 19% to 29% to 34% on grade level on each interim. 3rd Grade Summative showed that 28% of our students were ready or exceeding in reading. 4th grade went from 17% to 21% to 36% on the interims. 4th Grade Summative showed that 33% of our students were ready or exceeding in reading. 5th grade went from 15% to 23% to 34% on the interims. 5th Grade Summative showed that 40% of our students were ready or exceeding in reading.

We need more focus on vocabulary and deeper level comprehension. Our students are doing well with decoding and accuracy, but skills like inferring, comparing and contrasting, and cause and effect are difficult concepts. Vocabulary and lack of background knowledge is the biggest challenge for our students. Our students need multiple opportunities to use academic vocabulary with sentence frames. They need sentence starters to boost their writing. They need

multiple opportunities to practice speaking to develop oral language. The use of engagement strategies in the classroom should increase the level of student talk in the classroom.

What else do we want to know?

What is our baseline data? For iReady, our baseline will be our fall diagnostic. For ACT Aspire, our baseline will be the 2021 Summative.

Will using reading small groups and progress monitoring weekly improve our teaching instruction?

Is there a need to increase our awareness and prompting for reading for meaning?

Is there a correlation between students who are consistently meeting their AR goal and reading achievement on iReady and ACT Aspire?

Will reading scoring guides help teachers know how their students are working towards mastery at any point in time?

Will implementing learning lines for reading make students partners in their learning goals?

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

For iReady, our LAG measure will be the iReady diagnostic that is taken in the fall, winter, and spring.

For ACT Aspire, our LAG measure will be the ACT Aspire summative.

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

Scoring guides

Progress monitoring sheets for small groups in reading

We will push out ACT aspire like assessments twice this school year to give teachers important data check points towards this goal.

Timeline (When Lead Measures occur)

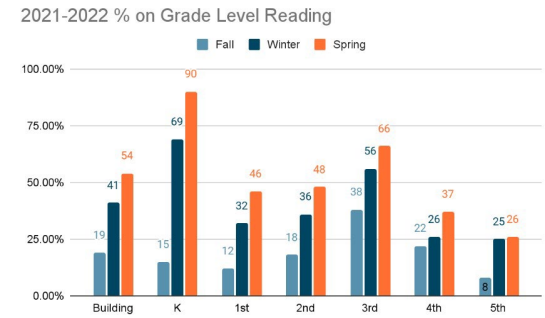
Scoring Guides: Daily

Progress monitoring sheets for small groups: Weekly

ACT Aspire like assessments: November and February

Scoreboard (Results of Lead Measures)

iReady Fall to Winter to Spring:



Overall statement: We have increased from 19% in the fall to 41%

		<p>in the winter to 54% on grade level in Spring reading according to iReady diagnostic assessment results. This is an increase of 35%.</p> <p>Kinder had an increase of 75%. Our goal by the end of the year was an increase of 60%.</p> <p>1st grade had an increase of 34%. Our goal by the end of the year was an increase of 30%.</p> <p>2nd grade had an increase of 30%. Our goal for the end of the year was an increase of 45%.</p> <p>3rd grade had an increase of 28%. Our goal for the end of the year was an increase of 25%.</p> <p>4th grade had an increase of 15%. Our goal for the end of the year was an increase of 20%.</p> <p>5th grade had an increase of 18%. Our goal for the end of the year was an increase of 33%.</p> <p>ACT Aspire Mock Assessment Fall to Winter:</p>
--	--	--

2021-2022 3rd Grade ACT Aspire Reading

Ready or Exceeding 2020-2021 Summative	Ready or Exceeding Practice Test #1	Ready or Exceeding Practice Test #2	GOAL ACT Summative 21-22	Ready or Exceeding ACT Summative 21-22
28%	20%	64%	38% 45%	
18/63 (1/6 virtual)	14/68	44/68	25/66 students 30/66 students	

3rd Grade ACT Aspire mock assessment proficiency increased from 20% to 64%. That is an increase of 44%. Our goal for the summative is 38% (a 10% increase from last year's summative). However, this is hard to predict because we no longer have access to the ACT Aspire interims. We have created our own mock ACT Aspire assessments and scoring guides.

2021-2022 4th Grade ACT Aspire Reading

Ready or Exceeding 2020-2021 Summative	Ready or Exceeding Practice Test #1	Ready or Exceeding Practice Test #2	GOAL ACT Summative 21-22	Ready or Exceeding ACT Summative 21-22
33%	30%	44%	43%	
16 students	20/67 students	29/67 students	27/63 students	

4th Grade ACT Aspire Mock Reading proficiency increased from 30% to 44% from mock test 1 to mock test 2. Our goal for the ACT Aspire Summative test is 43% (a 10%

increase from last year). However, this is hard to predict because we no longer have access to the ACT Aspire interims. We have created our own mock ACT Aspire assessments and scoring guides.

2021-2022 5th Grade ACT Aspire Reading

Ready or Exceeding 2020-2021 Summative	Ready or Exceeding Practice Test #1	Ready or Exceeding Practice Test #2	GOAL ACT Summative 21-22	Ready or Exceeding ACT Summative 21-22
40%	50%	48%	50% 55%	
23/58 students	29/58 students	27/58 students	28/55 students 30/55 students	

5th grade ACT Aspire Mock assessment proficiency decreased from 50% to 48%. Our summative ACT Aspire proficiency goal is 50% (a 10% increase from last year). However, this is hard to predict because we no longer have access to the ACT Aspire interims. We have created our own mock ACT Aspire assessments and scoring guides. Spring Scores will not be available until May for iReady and August for ACT Aspire Summative Data.

Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
--------------	--------------------	----------------------------	----------

Teachers will create and implement plans for small group reading based on universal screening data.	Lesson plans are uploaded to the team's google drive.	Lesson Plans Science of Reading Observations Master Schedule	Weekly
Teachers will plan to use strategies to increase student interaction and engagement in the classroom.	Lesson plans are uploaded to team's google drive. CWT data shows that engagement strategies are being used in every classroom.	Teacher's lesson plans Classroom Walk Through data	Daily
Students will set learning goals and utilize a learning line or data binder to track progress towards their goals.	A learning line is posted in classrooms with some way for students to interact and demonstrate their movement on that learning line or data notebooks are utilized for students to set goals and track progress on their goals.		Weekly
Students will have multiple opportunities to independently read (with or without scaffolds) grade level text.	Lesson plans will highlight opportunities for student to read grade level text independently.	Lesson plans Classroom walk throughs Scoring guides to check for comprehension of text	Daily
Students will have multiple opportunities to complete constructed response	Teachers will develop and/or use already made scoring guides.	Scoring guides ACT Aspire mock assessment results	Daily 2 x annually

<p>questions in reading.</p>	<p>Teachers will begin looking at the question sets and using these in their instruction in W&W. The steering team will develop ACT Aspire Mock Assessments and push those out 2 x this year to track student progress and make instructional decisions Teachers will create lesson plans that include opportunities for students to complete constructed response questions</p>	<p>Lesson Plans</p>	<p>Weekly</p>
------------------------------	--	---------------------	---------------

Math Goal:

By the end of the 21-22 school year, we have set the following goals:

iReady Goals:

We want to see Kindergarten increase the percent of students on grade level from fall to spring by 60%.

We want to see first grade increase the percent of students on grade level from fall to spring by 40%

We want to see second grade increase the percent of students on grade level from fall spring by 45%

We want to see 3rd-5th increase the percent of students on grade level from fall to Spring by 20%

ACT Goals:

We want to see 3rd, 4th and 5th grade increase the percent of students Ready/Exceeding on ACT Math by 10% from 2021 to 2022 Summative, with specific targeted small group interventions by grade level teachers.

Data Dive

Areas of Strength:

Problems involving Geometry and Modeling were high for our 3-5 students.

Teachers using the curriculum and teaching the units as designed.
Supporting teachers attending CGI and ECM to deepen understanding of mathematical concepts.
Teachers planning and unpacking units to better understand the standards, assessments and goals.
Students working with digital math curriculum and fluency games.
Students and teachers engaging in using math manipulatives, math notebooks and math conversations.

Areas of Opportunity:

iReady Math: Fall to Winter 2020-2021: 13% to 27% on grade level. 4th grade had our lowest increase at a 3% increase from fall to winter. 4th grade also has the lowest percentage of students on grade level in math according to iReady at 16%.

ACT Aspire Math: 3rd grade went from 24% to 46% to 52% on grade level on each interim. 3rd Grade Summative showed that **47%** of our students were ready or exceeding in math. 4th grade went from 5% to 30% to 43%. 4th Grade Summative showed that **31%** of our students were ready or exceeding in math. 5th grade went from 28% to 40% to 39%. 5th Grade Summative showed that **33%** of our students were ready or exceeding in math.

In math, students need multiple opportunities to use hands on manipulatives to make sense of problems and connect abstract concepts to concrete models, whether it is drawing pictures or using manipulatives. Our lowest area is in measurement and data and fractions in the upper grades. We need to increase our focus on engagement strategies in all classrooms. We are seeing students increase in problem solving skills, but we see a need to have students share strategies and share their thinking.

What else do we want to know?

What will our baseline iReady Math data be?

Will using math small group interventions and progress monitoring weekly improve our teaching instruction?

Will math scoring guides help teachers know how their students are working towards mastery at any point in time?

Will implementing learning lines for math make students partners in their learning goals?

Will using the adaptive pathway on IM help fill gaps and provide extensions for our students?

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

For iReady, our LAG measure will be the iReady diagnostic that is taken in the fall, winter, and spring.

For ACT Aspire, our LAG measure will be the ACT Aspire summative.

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

iReady BOY, MOY and EOY data

Grade level SMART goals to track throughout the year.

Grade level scoring guides

Progress monitoring sheets for small groups in math

iReady Standards Mastery Assessments

We will push out ACT aspire like assessments twice this school year to give teachers important data check points towards this goal.

Timeline (When Lead Measures occur)

Fall, Winter and Spring

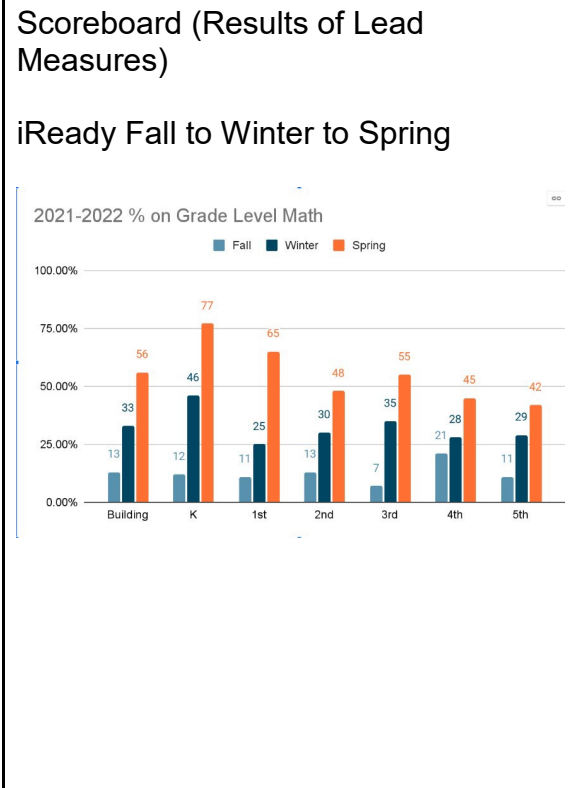
Fall and Winter data days

Ongoing throughout the year

Weekly

Quarterly as needed

November and February



Our buildinwide math proficiency on iReady increased from 13% to 56%, an increase of 43%.

Kindergarten had an increase in proficiency of 65%. Our goal was to increase proficiency in math by 65% by the end of the year.

1st grade had an increase in proficiency of 54%. Our goal was to increase proficiency in math by 52% by the end of the year.

2nd grade had an increase in proficiency of 35%. Our goal was to increase proficiency in math by 46%. 3rd grade had an increase in proficiency of 48%. Our goal was to increase proficiency in math by 49%. 4th grade had an increase in proficiency of 24%. Our goal was to increase proficiency in math by 27%. 5th grade had an increase in proficiency of 31%. Our goal was to increase proficiency in math by 39%.

ACT Aspire Mock Assessment Fall to Winter:

2021-2022 3rd Grade ACT Aspire Math				
Ready or Exceeding 2020-2021 Summative	Ready or Exceeding Practice Test #1	Ready or Exceeding Practice Test #2	GOAL ACT Summative 21-22	Ready or Exceeding ACT Summative 21-22
47%	14%	61%	57%	
31/66 students	10/71 students	43/71 students	40/70 students	

3rd Grade ACT Aspire mock assessment proficiency increased from 14% to 61%. That is an increase of 47%. Our goal for the summative is 57% (a 10% increase from last year's summative). However, this is hard to predict because we no longer have access to the ACT Aspire interims. We have created our own mock ACT

Aspire assessments and scoring guides.

2021-2022 4th Grade ACT Aspire Math

Ready or Exceeding 2020-2021 Summative	Ready or Exceeding Practice Test #1	Ready or Exceeding Practice Test #2	GOAL ACT Summative 21-22	Ready or Exceeding ACT Summative 21-22
31%	18%	9%	41%	
18/58 students	12/67 students	7/71 students	27/65 students	

4th Grade ACT Aspire mock assessment proficiency decreased from 18% to 9%. That is a decrease of 9%. Our goal for the summative is 41% (a 10% increase from last year). However, this is hard to predict because we no longer have access to the ACT Aspire interims. We have created our own mock ACT Aspire assessments and scoring guides.

2021-2022 5th Grade ACT Aspire Math

Ready or Exceeding 2020-2021 Summative	Ready or Exceeding Practice Test #1	Ready or Exceeding Practice Test #2	GOAL ACT Summative 21-22	Ready or Exceeding ACT Summative 21-22
33%	14%	14%	43%	
20/58 students	8/58 students	8/57 students	24/56 students	

5th Grade ACT Aspire Mock Math Assessment proficiency stayed at 14%. Our end of the year goal for the ACT Aspire summative is 43% (an

		increase of 10% from last year's summative.) However, this is hard to predict because we no longer have access to the ACT Aspire interims. We have created our own mock ACT Aspire assessments and scoring guides.
--	--	--

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Teachers will create and implement plans for small group math based on iReady diagnostic data.	Goals for math small groups are established and documented Students 2 years or more behind will have progress monitoring sheets.	Lesson Plans Classroom Walk Through Observations Master Schedule time for math small groups Progress monitoring sheets.	Beginning of year after Fall iReady Math Diagnostic RTI check-in (fall, winter, spring)
Teachers will plan to use strategies to increase student interaction and engagement in the classroom.	Lesson plans on grade level drive Classroom Walk through Data on google	Teacher's lesson plans Classroom Walk Through data	Daily; Ongoing throughout the year
Students will set learning goals and utilize a learning line or data binder to help track progress towards their goals.	Learning Lines Posted Students using data binders Students know goals/	Learning Lines Student data binders Classroom walk through data	Beginning of year after Fall iReady Math Diagnostic Ongoing throughout the year

	learning target		
Teachers will provide multiple opportunities for students to independently solve (with or without scaffolds) grade level problems.	IM Problem sets iReady lesson reports iReady Standards Mastery Scores	CFA data and scoring guides iReady Lesson Reports Standards Mastery Reports	Set on CLEAR protocol Ongoing throughout the year Quarterly
Students will have multiple opportunities to complete constructed response questions in math.	Teachers will develop and/or use already made scoring guides. Teachers will begin looking at the question sets and using these in their instruction in W&W. The steering team will develop ACT Aspire Mock Assessments and push those out 2 x this year to track student progress and make instructional decisions Teachers will create lesson plans that include opportunities for students to complete constructed response questions	Scoring guides ACT Aspire mock assessment results Lesson Plans	Daily 2 x annually Weekly

Additional Site Goal:

By the end of the 21-22 school year, the percent of staff selecting agree or strongly agree on the Level 2: Effective teaching in every classroom 2.6: teachers have opportunities to observe and discuss effective teaching will increase by 10%.

Data Dive

Areas of Strength:

List the indicators

1. Teachers have opportunities to discuss effective teaching strategies and meetings and professional development.
2. Instructional coaching tied to teacher's growth goals is available to them.
3. School leaders give feedback to teachers that is relevant to their professional growth goals.

Areas of Opportunity:

List indicators

1. Teachers need more opportunities to observe in other classrooms and discuss effective strategies that they see.
2. Teachers need opportunities to be recorded teaching and watch other teacher recordings and have discussions about what they see.

What else do we want to know?

When will be schedule times for teachers to observe others teach?

When and who will we record and what opportunities are there for discussions and watching those recordings?

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

On the Grace Hill Reliability Schools Survey 2, we will increase the % of staff members agreeing and strongly agreeing on questions for 2.6 by 10%

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

Monday meeting schedules for watching recorded lessons and having discussions.

Timeline (When Lead Measures occur)

2-4 times throughout the year

Scoreboard (Results of Lead Measures)

We will not be administering the High Reliability School Level 2 survey until August of the 22-23 school year.

PLC discussions and planning time discussions and classroom walks with teachers	2-4 times throughout the year	70% currently selected agree or strongly agree with the 8 questions under 2.6: Teachers have opportunities to observe and discuss effective teaching. We want to see a 10% increase in this percentage by the end of the school year.
---	-------------------------------	---

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Give the HRS Level 2 survey	Push out the level 2 survey	Get and analyze the results of the survey	October 2021
Determine areas of strength and weakness within the level 2 survey.	Identify the strengths and weaknesses	School Improvement plan showing the strengths and weaknesses	October 2021
Steering team will plan out Monday meetings and recorded lessons to share and discuss	Create a calendar of when theyse meeting will take place	Agenda and discussions from the Monday meetings	November, January, February,

Rogers Public Schools Literacy Plan 2022-2023	K-5	6-8	9-12
--	------------	------------	-------------

<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>		

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

Reviewed & Approved by: (Electronic Initial & Date)

Building Principal	CM 9/7/21	CM 11/2/21	CM 2/1/22	
Assistant Superintendent	Sharla Osbourn 9/7/21	SO 11/2/21	SO 4/14/22	

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