



School Level Improvement Plan

School Name: Russell D Jones Elementary	LEA #: 0405049	Plan Year: 2022-2023
Building Principal: Budd Smith	Improvement Plan Team: Budd Smith - Principal, Angie Carter - Assistant Principal, Kim Short - Counselor, Carolina Quiros - Literacy Facilitator, Cathy Dunlap - Math Facilitator	

2021 ESSA Indicator Scores

Overall ESSA Score: 72.34
Weighted Achievement Score: 60.88
School Value-Added Growth Score: 85.27
School Quality and Student Success Score: 56.89

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, 16 more students will score ready or exceeding on the Summative ACT Aspire Reading test than on the 20-21 Summative ACT Aspire Reading test.

Data Dive

Areas of Strength:

On the 20-21 Summative ACT Aspire Reading test, students exhibited strengths in the following areas:

3rd grade: Key Ideas and Details

4th grade: Craft and Structure

5th grade: Integration of Knowledge and Ideas

Areas of Opportunity:

On the 20-21 Summative ACT Aspire Reading test, students exhibited areas of opportunity in the following areas:

3rd grade: Integration of Knowledge of Ideas

4th grade: Integration of Knowledge of Ideas

5th grade: Key Ideas and Details / Craft and Structure

What else do we want to know?

We would like to know if focusing on essential standards that relate directly to the areas of opportunity will result in higher scores in those areas on the ACT Aspire summative assessment.

We will utilize the ACT Aspire Instructional Analysis Tool to identify where our building focus needs to be for the above identified areas. In addition to identifying our curriculum/instructional deficit areas, we will also need to know what our current students know prior and following instruction of the essential standards.

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

2020-2021 Summative Aspire Literacy Data

Skill Proficiency Area	3rd Grade % Met Benchmark	4th Grade % Met Benchmark	5th Grade % Met Benchmark
Key Ideas and Details	40%	35%	41%
Craft and Structure	37%	48%	41%
Integration of Knowledge and Ideas	12%	32%	48%

<p>How do we know we are making progress towards our goal? (Lead Measure)</p> <p>Common Formative Assessment assessment data and progress monitoring</p> <p>PLC & Data Sheets</p>	<p>Timeline (When Lead Measures occur)</p> <p>Ongoing by grade level and length of identified instructional time period</p>	<p>Scoreboard (Results of Lead Measures)</p> <p>PLC & Data Sheets</p> <p>3rd grade literacy focus: Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details. Students have improved from 4% BOY to 33% performing proficiently.</p> <p>4th grade literacy focus: Write informatively to examine a topic and convey ideas and information clearly. Students have improved from 15% of students able to perform on grade level up to 31% currently.</p> <p>5th grade literacy focus: Fluently (efficiently, accurately and with some degree of flexibility) multiply multi-digit whole numbers using a standard algorithm. 22% of students started the year performing on grade level and we are now seeing 65% of students showing proficiency.</p> <p>Iready growth in Reading:</p> <p>3rd BOY 38% MOY 52% Met growth 49%</p> <p>4th BOY 14% MOY 31% Met growth 46%</p> <p>5th BOY 21% MOY 34% Met growth 74%</p>
---	---	--

Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
Utilize the Instructional Analysis Tool to identify if curriculum or instructional need.	Completed Instructional Analysis Tool	RJ 3rd Grade ACT Aspire 2021 Instructional Analysis Tool RJ 4th Grade ACT Aspire 2021 Instructional Analysis Tool RJ 5th Grade ACT Aspire 2021 Instructional Analysis Tool	Completed by 8/28/21
Identify Essential Standard by grade level.	The identified Essential Standards will be one from the major clusters.	PLC & Data Link	Beginning of 21-22 SY
Develop and administer Common Formative Assessment	PLC & Data Link	PLC & Data Link	Ongoing and continuous
Analyze data and determine and provide intervention/enrichment	PLC & Data Link	PLC & Data Link	Ongoing and continuous
Re-administer Common Formative Assessment	PLC & Data Link	PLC and Data Link	Ongoing and continuous
Analyze data and identify successes and continued student intervention supports.	PLC & Data Link	PLC & Data Link	Ongoing and continuous

Math Goal:

By the end of the 21-22 school year, 13 more students will score ready or exceeding on the Summative ACT Aspire Math test than on the 20-21 Summative ACT Aspire Math test.

Data Dive

Areas of Strength:

On the 20-21 Summative ACT Aspire Math test, students exhibited strengths in the following areas:

3rd grade: Geometry / Integrating Essential Skills

4th grade: Measurement and Data / Number and Operations Base Ten

5th grade: Justification and Explanation / Integrating Essential Skills

Areas of Opportunity:

On the 20-21 Summative ACT Aspire Math test, students exhibited areas of opportunity in the following areas:

3rd grade: Numbers and Operation Base Ten / Operations of Algebraic Thinking

4th grade: Geometry / Integrating Essential Skills / Number and Operation Fraction

5th grade: Geometry / Number and Operation Fractions

What else do we want to know?

We will utilize the ACT Aspire Instructional Analysis Tool to identify where our building focus needs to be for the above identified areas. In addition to identifying our curriculum/instructional deficit areas, we will also need to know what our current students know prior and following instruction of the essential standards.

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

2020-2021 Summative Aspire Math Data

Skill Proficiency Area	3rd Grade	4th Grade	5th Grade
------------------------	-----------	-----------	-----------

	% Met Benchmark	% Met Benchmark	% Met Benchmark
Numbers and Operations Fractions	38%	58%	29%
Numbers and Operations Base Ten	22%	69%	50%
Operations and Algebraic Thinking	28%	60%	44%
Geometry	57%	44%	24%
Measurement and Data	49%	70%	44%
Integrating Essential Skills	51%	56%	51%
Justification and Explanation	54%	63%	65%
Modeling	45%	59%	50%

<p>How do we know we are making progress towards our goal? (Lead Measure)</p> <p>Common Formative Assessment pre and post assessment data</p> <p>PLC & Data Link</p>	<p>Timeline (When Lead Measures occur)</p> <p>Vary by grade level and length of identified instructional time period</p>	<p>Scoreboard (Results of Lead Measures)</p> <p>PLC & Data Link</p> <p>3rd grade Math focus: can add and subtract within 1,000 using strategies that are efficient and accurate with some degree of flexibility, algorithms based on place value, properties of operations, and the relationship between addition and subtraction. Students moved from 19% BOY to 58% currently performing proficiently.</p> <p>4th grade Math focus: Multiply a whole number up to four digits by a one digit number, using strategies based on place value and the properties of operation. 75% of students started the year with an effective strategy for solving</p>
--	--	---

		<p>these problems. That percent is now up to 91%. 5th grade literacy focus: Draw evidence from literary or informational texts to support analysis, reflection, and research. We started the year with 6% of our students able to perform on grade level and we are now up to 47% of students working at a proficient level.</p> <p>Iready growth in Math: 3rd BOY 6% MOY 37% Met growth 44% 4th BOY 22% MOY 28% Met growth 42% 5th BOY 35% MOY 46% Met growth 45%</p>
--	--	--

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Utilize the Instructional Analysis Tool to identify if curriculum or instructional need.	Completed Instructional Analysis Tool	RJ 3rd Grade ACT Aspire 2021 Instructional Analysis Tool RJ 4th Grade ACT Aspire 2021 Instructional Analysis Tool RJ 5th Grade ACT Aspire 2021 Instructional Analysis Tool	Completed by 8/28/21

Identify Essential Standard by grade level.	The identified Essential Standards will be one from the major clusters.	PLC & Data Link	Beginning of 21-22 SY
Develop and administer Common Formative Assessment	PLC & Data Link	PLC & Data Link	Ongoing and continuous
Analyze data and determine intervention/enrichment	PLC & Data Link	PLC & Data Link	Ongoing and continuous
Administer Common Formative Assessment	PLC & Data Link	PLC & Data Link	Ongoing and continuous
Analyze data and identify successes and continued student intervention supports.	PLC & Data Link	PLC & Data Link	Ongoing and continuous

Additional Site Goal:

By the end of the 21-22 school year, identified areas of opportunity on the High Reliability Survey 1 will be addressed and have a lower % of responses in the Don't Know or Not Applicable areas.

Data Dive

Areas of Strength:

Based on the results of the High Reliability Survey 1, the following survey areas had a minimum of 90% Strongly Agree or Agree response rate.

1. Our school is a safe place.

2. Our school is an orderly place.
3. Electronic tools, for example, online survey tools, are used to collect teachers' opinions regarding specific decisions.
4. A PLC process is in place in our school.
5. Our school's PLC collaborative teams have written goals.
6. School leaders regularly examine PLC collaborative teams' progress toward their goals.
7. Our school's PLC collaborative teams analyze student achievement and growth.

Areas of Opportunity:

1. More than 50% of teachers responded as Don't Know or Not Applicable on the following 8 of 53 survey questions.
 - a. Our school's data teams have written goals.
 - b. Opinion data collected from teachers and staff are archived.
 - c. Opinion data collected from students, parents, and the community are archived.
 - d. Reports of opinion data from students, parents, and the community are regularly generated.
 - e. The manner in which opinion data from students, parents, and the community is used is transparent.
 - f. School leaders host or speak at community/business luncheons.
 - g. School leaders develop, submit, and implement detailed budgets.
 - h. Our school uses social media to allow anonymous reporting of potential incidents.

What else do we want to know? How are other schools and RPS use social media to allow anonymous reporting of potential incidents?

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

2021-2022 High Reliability Survey 1 - % of teachers selecting Don't Know or Not Applicable

52% - Our school's data teams have written goals.

62% - Opinion data collected from teachers and staff are archived.

71% - Opinion data collected from students, parents, and the community are archived.

57% - Reports of opinion data from students, parents, and the community are regularly generated.

67% - The manner in which opinion data from students, parents, and the community is used is transparent.

52% - School leaders host or speak at community/business luncheons.

52% - School leaders develop, submit, and implement detailed budgets.
 67% - Our school uses social media to allow anonymous reporting of potential incidents.

<p>How do we know we are making progress towards our goal? (Lead Measure)</p> <p>Second administration of High Reliability Survey 1</p>	<p>Timeline (When Lead Measures occur)</p> <p>April 1st, 2022</p>	<p>Scoreboard (Results of Lead Measures)</p> <p>2021-2022 High Reliability Survey 1 - % of teachers selecting Don't Know or Not Applicable</p> <p>0% - Our school's data teams have written goals.</p> <p>0% - Opinion data collected from teachers and staff are archived.</p> <p>7% - Opinion data collected from students, parents, and the community are archived.</p> <p>15% - Reports of opinion data from students, parents, and the community are regularly generated.</p> <p>7% - The manner in which opinion data from students, parents, and the community is used is transparent.</p> <p>30% - School leaders host or speak at community/business luncheons.</p> <p>0% - School leaders develop, submit, and implement detailed budgets.</p> <p>23% - Our school uses social media to allow anonymous reporting of potential incidents.</p>
---	---	---

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
<p>Communicate with staff when, what, and how our building addresses the identified areas on the Don't Know or Not Applicable survey questions.</p>	<p>There will be a lower percentage of teachers as Not Knowing or Not Applicable when we give the survey again.</p>	<p>PD records (agendas, sign in sheets, presentations)</p> <p>Monday Meeting Plan</p>	<p>Completed April 4th, 2022.</p>

		Survey results	
--	--	----------------	--

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</p> <p>PHONICS Benchmark Phonics: Phonetic Connections & Word Study Phonics First Syllabication</p> <p>PHONOLOGICAL AWARENESS Heggerty Kilpatrick's 1 minute Drills</p> <p>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	Budd Smith 9/7/21	Budd Smith 11/2/21	Budd Smith 2/1/21	
Assistant Superintendent	SO 9/7/21	SO 11/2/21	SO 4/14/22	

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