



## School Level Improvement Plan

|                                       |  |                     |
|---------------------------------------|--|---------------------|
| School Name:<br>Kirksey Middle School | LEA #:<br>0405045  | Plan Year:<br>22-23 |
| Building Principal: Jeremy Yates      | Improvement Plan Team: Layne Bass, Sean Morris, Karie Harrison and Justin Musick |                     |

### 2021 ESSA Indicator Scores

Overall ESSA Score: 71.6  
 Weighted Achievement Score: 63.59  
 School Value-Added Growth Score: 81.08  
 School Quality and Student Success Score: 58.71

### 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: Using iReady results comparisons, we will increase the number of students meeting or exceeding their growth targets by a minimum of 10% by the end of this school year (21-22).**

### Data Dive

Areas of Strength: English: All grade levels above state and RPS averages for meeting readiness benchmark for English ACT ASPIRE. Reading: scores are not as robust in comparison to state and district average, however we do

surpass the average scores.

Areas of Opportunity: We sent two teachers to Structures training. Our Reading Intervention teacher had a completely full schedule - minimizing additional time for supplemental support to others. We were in need of additional ESOL support. Engagement was down across the building out of respect for mandates. There were low levels of interpersonal communication and high yield strategies visible in classrooms.

What else do we want to know? SSR was split throughout the day. We were limited primarily to tier 1 interventions due to the logistics of tutorials. There was a brand new ELA class, with a new curriculum.

How are we measuring our goal? (Lag Measure) Comparing data from last year. We use iReady data throughout the year and the ACT Aspire for comparison. Also ELPA comparisons. Additionally, we use screening data (MAZE, Dibel) to guide interventions and placement. We will use Common Formative Assessment (CFA) throughout the school year to drive tutorials. Our Growth data across the year showed very positive trends. Examining this, our students arriving after virtual learning were significantly lower with their initial values.

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

iReady data  
Fall 2021  
ELA Lit App/ELD/Reach  
Winter 2021  
Spring 2022 (May 2022)

Timeline (When Lead Measures occur)

September, January, April

Scoreboard (Results of Lead Measures)

Lower lead in values for students returning from Virtual Learning. Tremendous growth gains across the timeline from last year.

| Action Steps             | Success Indicators | Evidence/Artifacts (Links) | Timeline  |
|--------------------------|--------------------|----------------------------|-----------|
| Silent Sustained Reading | Visible engagement | Classroom walkthroughs,    | Year Long |

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| (SSR) implemented across all rooms daily with fidelity                        | across SSR building wide   | dedicated time and structures in all classrooms. Adjusted Bell Schedule, includes 15 minutes in 2nd hour  |                                      |
| Additional ESOL teacher   | Numbers of students served within ELD and EL classes   | ELPA testing and results. Tested 241 out of 243 (99%) of our ESOL students ELD teacher working with a small group to focus on foundational decoding skills during tutorials.                                  | Year Long                            |
| Cooperative Learning Structures PD at year's beginning and in Monday Meetings | Visibility and ongoing measures of types of learning/teaching occurring during walkthroughs. | Professional Development Slides and activities Wild Card Program to incentivize new approaches. Over 300 cards given to staff.  | August and ongoing through Monday PD |
| Intervention Esser Funding (2 periods)  | Data with iReady, progress monitoring  | Rosters of students served, PLC notes with recommendations  | Year Long, progress monitoring       |
| Reimplementation of Tutorials   | iReady growth and CFA growth.  | PLC notes, Tutorial logs, Lessons used in tutorials Used iReady, Maze, ORF and additional assessments as needed. Targeted grouping and instruction for identified students<br><b>Reading Assessment Data.</b> | Weekly - 2-3 times per week          |

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| Writing Revolution PD                                  | iReady, classroom walkthroughs | PD slides, PLC notes, Reading Assessment Data.lessons<br>10 ELA teachers are attending the TWR PD training weekly. Implementation can be seen in lessons and walkthroughs. | Year Long |
| Structures training for two 6th grade lit app teachers | iReady scores                  | PLC notes, lessons<br>Both teachers have been trained. Using data to identify students, Guest uses tutorial time to work on foundational skills(Structures).               | Year Long |

Current Summary:

### iReady on Grade Level 2021-2022

| iReady Reading | Fall 2021 On Grade Level | Target 10% Goal | Winter 2021 On Grade Level | Spring 2022 On Grade Level |
|----------------|--------------------------|-----------------|----------------------------|----------------------------|
| 6th Grade      | 25%                      | 28%             | 35%                        |                            |
| 7th Grade      | 31%                      | 34%             | 44%                        |                            |
| 8th Grade      | 36%                      | 40%             | 40%                        |                            |

While still awaiting spring testing, we are seeing excellent growth across all grades in reading. All three grades are showing increasing percentages of students achieving their targets.

**Math Goal:Using iReady results comparisons, we will increase the number of students meeting or exceeding their growth targets by a minimum of 10% by the end of this school year (21-22).**

**Data Dive**

Areas of Strength: We have emerging strengths in key areas of math instruction. A new curriculum has been brought in and they have fully come to grips with expectations. Teachers in 7th and 8th grade are hungry for improvement and will conduct action research with new methods to seek continuous improvement.

Areas of Opportunity: Below the RPS readiness percentage in 6th grade. Scoring at the average of district in 7th grade. In 8th grade, we were slightly above the district average. 6th grade is still coming to terms with the new curriculum.

What else do we want to know? Cornerstone teacher left in mid October. Teacher provided 6th grade Tier 3 intervention and led the PLC. We hired well, but it will take time to fully recover. We endeavor to place students in math courses appropriately using iReady, ACT aspire and IAAT scores.

How are we measuring our goal? (Lag Measure) Comparing data from last year. We use iReady data throughout the year and the ACT Aspire for comparison. We will use Common Formative Assessment (CFA) throughout the school year to drive tutorials. Our Growth data across the year showed very positive trends. Examining this, our students arriving after virtual learning were significantly lower with their initial values.

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

Fall 2021  
Math Science  
  
Winter 2021

Timeline (When Lead Measures occur)

September, January, April

Scoreboard (Results of Lead Measures)

Lower lead in values for students returning from Virtual Learning. Tremendous growth gains across the timeline from last year.

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|------------------------|--|--|
| Spring 2022 (May 2022) |  |  |
|------------------------|--|--|

| <b>Action Steps</b>   | <b>Success Indicators</b>  | <b>Evidence/Artifacts</b>   | <b>Timeline</b>                      |
|---|--|---|--------------------------------------|
| Reassignment of teaching staff teaching 6th Grade math                        | Comparison of Data Results from iReady and Aspire pending.                                   | PLC minutes, CFA Data   | Year Long                            |
| Math Plus Tier 3 intervention class   | iReady, CFA data   | Class roster<br>Math plus 1st period for 6th grade, 7th and 8th grade pullout during 7th period<br>Math+ CFA Data | March                                |
| Cooperative Learning Structures PD at year's beginning and in Monday Meetings | Visibility and ongoing measures of types of learning/teaching occurring during walkthroughs. | Professional Development Slides and activities<br>Professional Development Slides and activities                  | August and ongoing through Monday PD |
| Additional Math sections using ESSER Funding                                  | Lower teacher:student ratios in math classes<br>Classroom performance task data              | Class Rosters<br>7th period iReady data   | Year Long, progress monitoring       |
| Reimplementation of Tutorials   | iReady growth and CFA growth.<br>Tutorial performance task data                              | PLC notes, Tutorial logs, Lessons used in tutorials<br>Identified bubble Ss using iReady data                     | Weekly - 2-3 times per week          |

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|                             |   | Essential Standards Tracking  |                  |
| Hiring experienced teachers | iReady                                  | PLC notes   | Year long Impact |
| Focus on Engagement         | Administrative record keeping, CFA data | Lessons from new curriculum, August and October PD - focus on purposeful planning: engagement strategies, discourse, and purposeful questioning | Year long Impact |

Current Summary:

### iReady on Grade Level 2021-2022

| iReady Math | Fall 2021 On Grade Level | Target 10% Goal | Winter 2021 On Grade Level | Spring 2022 On Grade Level |
|-------------|--------------------------|-----------------|----------------------------|----------------------------|
| 6th Grade   | 30%                      | 33%             | 39%                        |                            |
| 7th Grade   | 22%                      | 24%             | 30%                        |                            |
| 8th Grade   | 19%                      | 21%             | 23%                        |                            |

While still awaiting spring testing, based on current data, we are seeing excellent growth across all grades in Math. All three grades are showing increasing percentages of students achieving their targets.

**Additional Site Goal: We will decrease the number of students with chronic absences by 20% (non-covid related) when comparing attendance data to last year.**

**Data Dive**

Areas of Strength:

Lowest percentage of students that went virtual in all RPS middle schools (~220 to ~ 30) at year's end.

Areas of Opportunity: High levels of apathy and students not coming to school. It is hard for kids to learn if they are not at school. It is extremely difficult to engage students at home. Additionally, the majority of students were missing social interactions and a lot of the 'fun' activities were not possible.

What else do we want to know? We erred heavily on the side of safety last year with class structures.

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

How do we know we are making progress towards our goal? (Lead Measure)  
Increased daily attendance  
Attendance Data Past Year  
Survey Data Pending

Timeline (When Lead Measures occur)  
  
Daily to Weekly

Scoreboard (Results of Lead Measures)  
  
TBD - Weekly attendance

| Action Steps                | Success Indicators                           | Evidence/Artifacts                       | Timeline                  |
|-----------------------------|--|--|---------------------------|
| Student Success Coordinator | Numbers of students working with. Ability to | Home visits, Rosters, Learning Walks log | Immediately and Year Long |



|  |  |   |                                       |
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|  | interface with RTI committee, PLC recommendations, ISS counselors. |   |                                       |
| Cooperative Learning                               | Use in classrooms  | Walk throughs   | Year Long                             |
| Clubs Reimplementation                             | Increased attendance on these days.                                | Clubs participation and creation/enrollment<br>Club Samples   | Bi-monthly                            |
| Houses Reimplementation                            | Increased attendance on days, discipline                           | Attendance Data, House Activity/competitions  | Bi-monthly                            |
| Courageous Cougar                                  | Participation rate, soft skills, belonging                         | Participation data<br>856/998 students participated in the first round. (85.77%)<br>360 advancers to second round | Year long, weekly advisory curriculum |
| Lunch in Commons/aux gym (Social Possibilities)    | Increased belonging  | Social Data - Counselors/issues seen<br><br>Lunch together in Cafeteria beginning in February                     | Immediate                             |
| Advisory Curriculum Development and implementation | Soft Skills and Emotional learning support                         | Advisory Lessons and schedule of implementation.  | Year Long                             |
| Wild Card PD                                       | Feedback from students, support and increased attendance           | End of Year Surveys about involvement, belonging and school year  | Initial PD, year long focus           |
| SRO Engagement Program                             | Integration into the culture                                       | Feedback from   | 2nd Semester.                         |

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|  | of the school, building relationships with students and families | stakeholders.<br>Mentor program with students. |  |
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Current Summary:

**iReady on Grade Level 2021-2022**

| <i>Percentages</i> | <i>2022 Q4</i> |
|--------------------|----------------|
| <i>6th</i>         | <i>94.75</i>   |
| <i>7th</i>         | <i>93.62</i>   |
| <i>8th</i>         | <i>93.45</i>   |

*Critical Attendance List: 11 students*

We have seen a decrease in the number of students with Critical attendance issues across the year, and compared to last year. While on track to lower this number dramatically, there are weeks of school remaining and we must continue to focus on this area.

|  |            |            |             |
|--|------------|------------|-------------|
| <b>Rogers Public Schools Literacy Plan 2022-2023</b> | <b>K-5</b> | <b>6-8</b> | <b>9-12</b> |
|--|------------|------------|-------------|

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|--|--|---|---|
| <p><b>Tier 1 Literacy Curriculum</b></p>       | <p><b>Comprehension, Vocabulary, Morphology, and Writing</b><br/> Wit &amp; Wisdom<br/> The Writing Revolution<br/> <b>PHONICS</b><br/> Benchmark Phonics:<br/> Phonetic Connections &amp; Word Study<br/> Phonics First Syllabication<br/> <b>PHONOLOGICAL AWARENESS</b><br/> Heggerty<br/> Kilpatrick's 1 minute Drills<br/> <b>WRITTEN PRODUCTION</b><br/> Zaner Bloser Handwriting<br/> Learning.Com - keyboarding</p> | <p><b>Comprehension, Vocabulary, Morphology, and Writing</b><br/> StudySync<br/> The Writing Revolution<br/> Read 180</p> | <p><b>Comprehension, Vocabulary, Morphology, and Writing</b><br/> My Perspectives<br/> The Writing Revolution<br/> Read 180</p> |
| <p><b>Dyslexia Intervention Curriculum</b></p> | <p>Phonics First: Foundations</p>  | <p>Phonics First: Structures</p>  |   |
| <p><b>SoR Professional Development</b></p>     | <p>Implementing the Writing Revolution<br/> RISE for new hires or new to state<br/> Annual SoR training<br/> UP4ELs (SoR + support for ELs)</p>  | <p>Implementing the Writing Revolution<br/> RISE for new hires or new to state<br/> Annual SoR training</p>               |   |
| <p><b>Ongoing PD Support</b></p>               | <p>Literacy Facilitator in every building<br/> SoR Assessor in each building<br/> RPS Look For Documents</p>   |   |   |
| <p><b>Literacy Assessments</b></p>             | <p>RPS Initial Screening<br/> iReady Reading Diagnostic<br/> ACT Aspire</p>  |   |   |

|   |
|---|
| <p><b>Continuous Monitoring/Collaboration</b></p> |
|---|

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

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

|                          |                   |                   |                  |                   |
|--------------------------|-------------------|-------------------|------------------|-------------------|
| Building Principal       | JY 10/20/21       | JY 11/1/21        | JY 2/1/22        | JY 4/3/22         |
| Assistant Superintendent | Jim Davis 10/6/21 | Jim Davis 11/2/21 | Jim Davis 2/1/22 | Jim Davis 4/13/22 |

|   |             |
|---|-------------|
| <b>Evaluation Date (Reviewed w/Stakeholders):</b> | Spring 2022 |
|---|-------------|