



School Level Improvement Plan

School: Lowell Elementary	LEA #: 0405033	Plan Year: 22-23
Building Principal: Shannon Passmore	Improvement Plan Team: Shannon Passmore, Shawn Johnston, Sarah Henry, Kerri Wells	

2021 ESSA Indicator Scores

Overall ESSA Score: 72.17
 Weighted Achievement Score: 59
 School Value-Added Growth Score: 85
 School Quality and Student Success Score: 58

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: With a focus on teachers using the fundamental five strategies, by the end of the 21-22 school year, the number of students scoring in the ready range will increase by 10% (Stretch Goal: 3 students per class per grade level = 54 students=13%) as measured by iReady.

Data Dive

Areas of Strength:

- All classroom teachers are trained in RISE strategies
- Literacy Facilitator is a RISE trainer
- All classroom teachers have been trained in using the sound wall
- As measured by iReady 20-21 Spring Diagnostic Data, 82% mid or above grade level in phonological awareness, 75% mid or above grade level in high frequency words, 55% mid or above grade level in phonics

Areas of Opportunity:

- Ongoing job-embedded professional development
- PLC Cycles with emphasis on Foundational Skills and how to address missing Essential Skills
- PLC Cycles will also emphasize comprehension
- As measured by iReady 20-21 Spring Diagnostic Data, 53% one or more years below grade level in Comprehension: Literature, 56% one or more years below grade level in Comprehension: Informational Text, 58% one or more grade levels below in Vocabulary

What else do we want to know?

- How did our writing scores impact our ELA scores?
- What Foundational Skills are students missing?
- How can iReady reading help student growth?

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

- Overall ELA Data
- iReady Spring Data - Compare Fall to Spring
- DIBELS end of year 20-21 data - compare to beginning of year 21-22 data

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

-iReady Data
-CFAs
-DIBELS

Timeline (When Lead Measures occur)

-Fall, Winter, Spring
-Each IM and W&W Unit
-Fall, Winter, Spring

Scoreboard (Results of Lead Measures)

iReady Reading Diagnostic:

School View: Fall 23%
Winter 40%
(Diagnostic 3 will not occur until May)

-Progress Monitoring Data	-Every 2 weeks					
		Grade	Fall	Winter	Spring	Goal
		K	24%	61%		64%
		1	18%	24%		38%
		2	20%	36%		40%
		3	22%	48%		42%
		4	19%	33%		39%
		5	29%	34%		44%

Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
~Develop baseline data after Fall iReady is administered and groups are formed based on beginning of the year assessment data	~Data will be reviewed at the completion of the Fall testing window	iReady Data= Fall 23%	~September 2021
~Use initial screening data to create small groups	~Progress monitoring	Google Classroom	~September 2021/December 2021/May 2022
~Conduct "Fundamental Five Focus Walks", providing feedback sheet after each visit	~5x 5 x 5 x 5 = 5 classrooms, 5 days a week, for 5 minutes to observe the Fundamental 5 ~We will know we are	~Classroom Observation Notes and Tally Sheet of strategies observed Data	~Focus Walks started the week of August 23 and will continue throughout the year

	successful when teachers are applying the Fundamental Five strategies in their instruction		
~PLCs will be used to create learning cycles for WW Modules and creating CFAs	~PLC Schedule ~Module Maps ~CFAs	~PLC 2021-2022 Slides	~21-22 School Year
~Continue PD study into Hattie's Effect Size in order to make teaching and learning visible	~We will know we are successful when teachers are implementing strategies above the hinge point ($d=0.4$), that have a greater influence on achievement	~Classroom Observation Notes and Tally Sheet of strategies observed	~21-22 School Year
~Give iReady winter diagnostic and compare results to Fall diagnostic to monitor progress	~Growth of at least 5% will put us on pace to meet our goal	~iReady Winter data: Fall 23% Winter 40%	~January 2022
~Give Spring iReady diagnostic and compare results to Fall and Winter diagnostics	~Growth of at least 10%	~iReady Spring data	~April-May 2022

Math Goal: With a focus on teachers using the fundamental five strategies, by the end of the 21-22 school year, the number of students scoring in the ready range will increase by 10% (Stretch Goal: 3 students per class per grade level = 54 students=13%)

Data Dive

Areas of Strength:

- Math Facilitator provided summer training on IM Centers; 95% of classroom teachers attended the training
- Addition fluency data wall and small groups focusing on foundational skills

Areas of Opportunity:

- PLC Cycles with emphasis on Foundational Skills and how to address missing Essential Skills
- Small groups based on data wall to fill foundational gaps for students
- Multiplication fluency data wall will be created and used to make small groups
- Ongoing job-embedded professional development

What else do we want to know?

- What math concepts are showing up on the iReady diagnostic that we aren't covering in our math curriculum?
- How can we use the iReady resources more effectively?
- How can we utilize the Graham Fletcher fluency kits in classrooms?

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

- iReady Data-Compare Fall to Spring

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

- iReady results
- Students mastering foundational skills
- I can statements

Timeline (When Lead Measures occur)

- 3x a year
- At least 3x a year
- 2021-2022 school year

Scoreboard (Results of Lead Measures)

iReady Math Diagnostic:
School View: Fall 17%
Winter 34%

		(Diagnostic 3 will not occur until May)				
		Grade	Fall	Winter	Spring	Goal
		K	22%	45%		52%
		1	0%	23%		35%
		2	5%	26%		35%
		3	8%	28%		38%
		4	25%	29%		40%
		5	36%	46%		51%

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
~Develop baseline data after Fall iReady is administered	~Data will be reviewed at the completion of the Fall testing window	iReady Math Data Fall: 17%	~September 2021
~Use initial screening data from addition and multiplication fluency to create small groups	~ Subitizing assessment ~ Addition Fluency Screener ~Multiplication Fluency Screener ~Progress monitoring	~Google Classroom Data Sheets Fact Fluency 21-22	~21-22 School Year
~PLCs will be used to create learning cycles for IM units	~PLC Schedule ~Module Maps	~PLC 2021-2022 Slides	~21-22 School Year

and creating CFAs	~CFAs		
~Conduct “Fundamental Five Focus Walks”, providing feedback sheet after each visit	~5x 5 x 5 x 5 = 5 classrooms, 5 days a week, for 5 minutes to observe the Fundamental 5 ~We will know we are successful when teachers are applying the Fundamental Five strategies in their instruction	~Classroom Observation Notes and Tally Sheet of strategies observed	~Focus Walks started the week of August 23 and will continue throughout the year
~Continue PD study into Hattie’s Effect Size in order to make teaching and learning visible	~We will know we are successful when teachers are implementing strategies above the hinge point (d=0.4), that have a greater influence on achievement		~21-22 School Year
~Ensure that students are receiving at least 30 minutes of iReady practice weekly with a focus on individual learning paths	~ Student times logged on iReady ~Students passing lessons at 70%	Usage report reveals students are averaging 17 minutes of iReady practice per week. We have decided that teachers working with students in small groups is more beneficial to student success. 80% of our students are averaging a 70% or greater pass rate .	~21-22 school year

~Addition and multiplication fluency will be assessed each quarter to monitor progress toward end of year goals	~ 80% of our students will accomplish their grade level fluency goal	Fluency Data	~2021-2022 School Year
~Give iReady winter diagnostic and compare results to Fall diagnostic to monitor progress	~Growth of at least 5% will put us on pace to meet our goal	~iReady Winter data Fall 17% Winter 34%	~January 2022
~Give Spring iReady diagnostic and compare results to Fall and Winter diagnostics	~Growth of at least 10%	~iReady Spring data	~April-May 2022

Additional Site Goal: By the end of the 21-22 school year, 100% of the teachers at Lowell will have the foundational requirements to implement Conscious Discipline in their classrooms.

Data Dive

Areas of Strength:

- A Conscious Discipline Action Team has been established to guide Lowell in our continued implementation of Conscious Discipline
- More than half of the staff at Lowell have attended Conscious Discipline conferences
- As measured by Lowell's High Reliability Survey, 28 respondents had an average of 4.58 out of 5.0 as to whether students and parents describe Lowell as a safe and orderly environment and that school leaders coordinate with local law enforcement agencies regarding school safety

Areas of Opportunity:

- According to John Hattie, behavior intervention programs have a .62 effect size, teacher-student relationships have a .52 effect size, and self-regulation strategies have a .52 effect size. These are all in the Zone of Desired

Effects. These three areas are a heavy focus of Conscious Discipline.

- As measured by Lowell's High Reliability Survey, 28 respondents had an average of 3.89 out of 5.0 as to whether parents and students are aware of rules and procedures

What else do we want to know?

- Will more teachers implementing Conscious Discipline skills lead to greater awareness of rules and procedures?
- Will making Monday Morning Meeting recordings available to parents help parents be more aware of rules and procedures?

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

- This goal will be measured by the Principal and Assistant Principal during classroom walk-throughs. A checklist will be used to monitor progress towards the goal.

How do we know we are making progress towards our goal? (Lead Measure)
~ Checklists to monitor classroom implementation of Conscious Discipline

Timeline (When Lead Measures occur)
~ Weekly during classroom walkthroughs

Scoreboard (Results of Lead Measures)

Fundamental Five Classroom Observation Checklist Synopsis

	Sept-Nov 2021	Dec 2021-Feb 2022	*March May 2022
Frame the lesson	56%	94%	
Power Zone	70%	94%	
Small group	58%	83%	

		talk			
		Reinforce	88%	92%	
		Critical Writing	28%	60%	
*Data will be updated May 2022					

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
All teachers were provided professional development, expectations, and a layered Conscious Discipline layout	~ 100% of teachers will implement layer one in their classrooms	Conscious Discipline Layers	~ August-September 2021
Shannon Passmore and Shawn Johnston will conduct classroom walk-throughs throughout the school year	~ Teachers will have Conscious Discipline foundational requirements checked off on observation sheets	Classroom Visuals Checklist Classroom Observation Notes and Tally Sheet of Conscious Discipline strategies observed Checklists	~ 21-22 School Year
Monday Morning Meetings will be shared with parents on social media	~ Reduce the amount office referrals received ~Community engagement with social media posts	~Social media posts	~ 21-22 School Year

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 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>
Dyslexia Intervention Curriculum	Phonics First: Foundations	Phonics First: Structures	
SoR Professional Development	<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>	
Ongoing PD Support	<p>Literacy Facilitator in every building SoR Assessor in each building RPS Look For Documents</p>		

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	Shannon Passmore 9/7/21	Shannon Passmore 11/2/21	Shannon Passmore 2/1/22	
Assistant Superintendent	SO 9/7/21	SO 11/2/21	SO 4/14/22	

Evaluation Date (Reviewed w/Stakeholders):

Spring 2022