



School Level Improvement Plan

School Name: Joe Mathias Elementary	LEA #: 0405044	Plan Year: 2022-2023
Building Principal: Korienne Toney	Improvement Plan Team: Korienne Toney - Principal; Cassie Cartwright - AP; Renee Huhman - Literacy Facilitator; Brooka McCubbin - Music Teacher	

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 Mathias students meeting and exceeding proficiency expectations on ACT Aspire and iReady Assessments will increase by 20% overall by a teacher focus on individual student goal setting, intervention, and progress monitoring.

Data Dive

Areas of Strength:

- 5th Grade English 77% of students proficient
- 4th grade scores improved from 2019 to 2021 in reading, math, and science
- 83% of kindergartners scored on level or above on iReady Reading

Areas of Opportunity:

- In all grades, 40% or less of our students met proficiency in reading
- 3rd Grade reading scores indicate that only 25% of students met proficiency
- On average, students earned 12 out of 20 total points in writing in all grade levels
- 4 out of 6 grade levels K-5 had students scoring less than 50% proficient on iReady reading

What else do we want to know?

- We want to know individual students' skill deficits in each academic reporting area
- What are the best digital progress monitoring tools for tracking individual student progress?

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

- We will measure our goal using ACT Aspire Summative Assessment and iReady Spring Data for the 2021-2022 School Year (as compared to the 2020-2021 end of year assessment data).

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

- The number of students scoring On Level on iReady Assessments will increase at each testing window.
- The number of students meeting and exceeding the DIBELS benchmarks will increase at each testing window.
- Progress Monitoring Data will show students' progress toward mastering individual goals between assessment windows.
- Scoring rubrics show growth in

Timeline (When Lead Measures occur)

- iReady Testing Windows
 - Fall: Sept 7 – Sept. 24
 - Winter: Jan 10 – Jan 28
 - Spring: April 25 - May 13
- Literacy Screening Windows
 - Beginning of Year: Aug 23- Sept 24
 - Middle of Year: Dec 13- Jan 28
 - End of Year: Apr 18- May 20
- Weekly Progress Monitoring of Specific skills
- October, January, March

Scoreboard (Results of Lead Measures)

- iReady Total On Level (Ready)
 - Fall: **24%** (109/463)
 - Winter: **40%** (191/482)
 - Spring:
- Literacy Screening Results
 - Fall:
 - **K - 41%**
 - **1st - 34%**
 - **2nd - 14%**
 - **3rd - 32%**
 - **4th - 48%**
 - **5th - 39%**
 - Winter:
 - **K - 29%**
 - **1st - 29%**

<p>ACT Aspire Released Item constructed response and writing Practice assessments</p>		<ul style="list-style-type: none"> ■ 2nd - 23% ■ 3rd - 29% ■ 4th - 34% ■ 5th - 44% ○ Spring: <ul style="list-style-type: none"> ● Progress Monitoring Results
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Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
<ul style="list-style-type: none"> ● Provide and/or continue professional development for all teachers in the Science of Reading in order to improve instruction in Foundational Reading Skills. 	<ul style="list-style-type: none"> ● RISE Academy for teachers not yet certified in the Science of Reading ● Schedule CWTs using the RPS RISE Look-For Rubrics 	<ul style="list-style-type: none"> ● RISE District Training Schedule <ul style="list-style-type: none"> ○ K-2 ○ 3-5 ● RPS Look For Rubrics 	<p>December 2021</p>
<ul style="list-style-type: none"> ● Provide professional development in Writing and Syntax in order to meet student deficits in comprehension as well as writing. 	<ul style="list-style-type: none"> ● Schedule day, time, and topics for Syntax PD ● Schedule day, time, and topics for Writing PD 	<ul style="list-style-type: none"> ● The Writing Revolution Google Slides ● TWR Lesson Landing Page 	<p>Quarterly</p>
<ul style="list-style-type: none"> ● Support teachers in developing their instructional practices around effective use of informal assessments, 	<ul style="list-style-type: none"> ● Data Conferences scheduled in and outside of PLCs 	<ul style="list-style-type: none"> ● PLC Notes ● Progress Monitoring Data ● Fall Data Overview ● iReady Winter Data 	<p>Monthly</p>

differentiation, scaffolding of instruction, and point in time remediation.		<ul style="list-style-type: none"> Classroom Scoring Guides Reading Group Resources 	
<ul style="list-style-type: none"> Continue to intervene with students in order to fill identified deficits in Reading Foundational Skills. 	<ul style="list-style-type: none"> Schedule for Progress Monitoring 	<ul style="list-style-type: none"> Progress Monitoring Data Title Interventions-1st semester Title Interventions-2nd semester 	Weekly
<ul style="list-style-type: none"> Create and Administer ACT Aspire-like assessments to track student progress towards proficiency 	<ul style="list-style-type: none"> Writing Prompts and Rubrics created as CFAs 	<ul style="list-style-type: none"> Student Prompt Responses scored to common rubrics 	Quarterly

Math Goal:

By the end of the 21-22 school year, the number of Mathias students meeting and exceeding proficiency expectations on ACT ASpire and iReady Assessments will increase by 15% overall teacher focus on individual student goal setting, intervention, and progress monitoring.

Data Dive

Areas of Strength:

- 3rd grade 73% of students were proficient in the geometry domain
- In 5th grade 54% of students met overall proficiency expectations in math
- 76% of kindergartners scored on level or above on iReady Math
- There was a 42% gain of 1st grade students scoring on level or above on iReady Math from fall to spring assessments
- 59% of 5th graders scored on level or above on iReady Math

Areas of Opportunity:

- Less than 50% of 3rd and 4th grade students met overall math proficiency expectations
- In 3rd grade 20% of students met proficiency expectations in the domains of Number and Operations Base 10 and 24% of students met proficiency expectations in Operations and Algebraic Thinking.
- 27% of 3rd graders scored on level or above on iReady Math

What else do we want to know?

- We want to know individual students' skill deficits in each academic reporting area
- What are the best digital progress monitoring tools for tracking individual student progress?

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

- We will measure our goal using ACT Aspire Summative Assessment and iReady Spring Data for the 2021-2022 School Year (as compared to the 2020-2021 end of year assessment data).

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

- The number of students scoring On Level on iReady Assessments will increase at each testing window.
- Progress Monitoring Data will show students' progress toward mastering individual goals between assessment windows.

Timeline (When Lead Measures occur)

- iReady Testing Windows
 - Fall: Sept 7 – Sept. 24
 - Winter: Jan 10 – Jan 28
 - Spring: April 25 - May 13
- Weekly Progress Monitoring of Specific skills

Scoreboard (Results of Lead Measures)

- iReady Total On Level (Ready)
 - Fall: **15%** (71/463)
 - Winter: **34%** (166/482)
 - Spring:
- 2nd Grade ESSER Interventions
 - **95%** (18/19) students moved up 1 or more levels in Math Recovery Construct Levels
- 3rd Grade ESSER Interventions

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
<ul style="list-style-type: none"> ● Provide professional development for all teachers to help effectively plan for scaffolding and intervention for specific groups of students in mathematics. 	<ul style="list-style-type: none"> ● PD Plan to reflect mathematics intervention planning 	<ul style="list-style-type: none"> ● PLC Agendas & Notes ● Faculty Meeting Agendas with Math Centers and Small group Focus <ul style="list-style-type: none"> ○ July ○ February 	<ul style="list-style-type: none"> ● August ● October ● February
<ul style="list-style-type: none"> ● Implementation of Math Centers in the classroom for student's individual skills practice 	<ul style="list-style-type: none"> ● Teachers provided PD time to assess and assemble centers in upcoming units 	<ul style="list-style-type: none"> ● Lesson Plans ● CWTs during math small groups (following implementation) ● Math Groups Resources 	<ul style="list-style-type: none"> ● Weekly
<ul style="list-style-type: none"> ● Individual goal setting and tracking of progress by students and teachers 	<ul style="list-style-type: none"> ● Goal setting planning sessions scheduled whole staff and by team and individual teacher as needed 	<ul style="list-style-type: none"> ● Individual Goal Setting and Tracking Sheets for students (Paper) ● Progress Reports (Paper) ● Teacher Data Binders/Online Tracking 	<ul style="list-style-type: none"> ● Weekly
<ul style="list-style-type: none"> ● Grow in utilizing iReady groupings reports in small group 	<ul style="list-style-type: none"> ● Teachers accessing iReady groupings reports 	<ul style="list-style-type: none"> ● Teacher Data Binders/Online Tracking 	<ul style="list-style-type: none"> ● Quarterly

instruction			
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Additional Site Goal:

By the end of the 2021-2022 school year, there will be a 20% increase in staff members agreeing & strongly agreeing that:

- **teachers and staff have formal ways to provide input regarding the optimal functioning of the school**
- **notes and reports exist documenting how teacher input was used to make specific decisions**

Data Dive

Areas of Strength:

80-90% or more of survey respondents agree that:

- our school is a safe and orderly place with specific rules and procedures and emergency procedures in place
- Professional Learning Communities are in place and set and monitor progress toward goals
- they have adequate materials to teach effectively
- school leaders direct the use of technology to improve teaching and learning

Areas of Opportunity:

60% or less of survey respondents agree that:

- teachers and staff have formal ways to provide input regarding the optimal functioning of the school
- notes and reports exist documenting how teacher input was used to make specific decisions
- Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school

What else do we want to know?

What are the barriers to staff utilizing existing “concerns” form for input?

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

There will be 20% more strongly agree and agree responses in the identified categories for growth on the 2022 spring

HRS survey over the fall 2021 HRS survey responses.

How do we know we are making progress towards our goal? (Lead Measure)	Timeline (When Lead Measures occur)	Scoreboard (Results of Lead Measures)
Staff Input Form Google Responses indicating use	Bi-weekly	Quarterly Survey Responses

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Increase frequency of Anchor Team (teacher advisory/leadership) meetings	Schedule located in our Staff Google Shared Drive indicating Anchor Team meetings scheduled 2x/month	Meeting Agendas and Minutes	August 2021 - May 2022
Revise Staff "Concerns" Google Form with staff input to overcome barriers to usage	Updated form linked to Mariner Minute Staff Weekly Newsletter	Collected Form Responses	September 2021 - May 2022
Share staff input responses at Anchor Team Meetings and include considerations and decisions in Meeting Minutes	Form usage/responses	Meeting Agendas and Minutes	Bi-weekly
Staff regularly surveyed for specific/timely topics	Google forms created	<ol style="list-style-type: none"> 1. Collected form responses 2. Collected Form Responses 3. Collected Form 	Quarterly

		Responses	
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Rogers Public Schools Literacy Plan 2022-2023	K-5	6-8	9-12
Tier 1 Literacy Curriculum	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	Comprehension, Vocabulary, Morphology, and Writing StudySync The Writing Revolution Read 180	Comprehension, Vocabulary, Morphology, and Writing My Perspectives The Writing Revolution Read 180
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	Implementing the Writing Revolution RISE for new hires or new to state Annual SoR training	

	UP4ELs (SoR + support for ELs)
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	KT 9/7/21	KT 11/2/21	KT 2/1/22	
Assistant Superintendent	SO 9/7/21	SO 11/2/21	SO 4/14/22	

Evaluation Date (Reviewed w/Stakeholders):	Spring 2022
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