



School Level Improvement Plan

School Name: Old Wire Elementary	LEA #: 0405051	Plan Year: 2022-2023
Building Principal: Molly Brock	Improvement Plan Team: Molly Brock, Miguel Flores, Alyssa Lisowski, Sherri Yates, Carmen Ellis, Hannah Gastineau, Priscilla Lumpkin, Trisha Grayson, Kasey Benson	

2021 ESSA Indicator Scores

Overall ESSA Score: 70.35 (C)
Weighted Achievement Score: 58.43
School Value-Added Growth Score: 83.08
School Quality and Student Success Score: 55.75

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 2021-2022 school year, using the Cohort 1 PLC model Old Wire Elementary will increase the percent of K-5 students on or above grade level in Reading by 20% as measured by Spring iReady Diagnostic Assessment.

Data Dive

Areas of Strength:

Phonological Awareness: 90.6% of all students scored early, mid, on, late, or above grade level.

High Frequency: 84.6% of all students scored early, mid, on, late, or above grade level.

Areas of Opportunity:

PLC Cycles focusing on essential skills

Vocabulary: 46% of all students scored early, mid, on, late, or above grade level.

Comprehension in Informational Text: 51% of all students scored early, mid, on, late, or above grade level.

Comprehension in Literature: 55.9% of all students scored early, mid, on, late, or above grade level.

ACT Aspire:

3rd Grade: 36% of all students met readiness benchmark

4th Grade: 36% of all students met readiness benchmark

5th Grade: 29% of all students met readiness benchmark

iReady:

73% of all students scored one or more grade level behind in grade level vocabulary

70% of all students scored one or more grade level behind in Comprehension of Informational Text

What else do we want to know?

- Will using iReady reading earlier in the school year impact student performance on iReady assessment?
- Will using the PLC process to monitor student mastery of essential standards and providing time for reteaching or enrichment help us reach our goal?
- What foundational skills are students missing?

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

iReady diagnostic will be administered in fall, winter, and spring (Lag Measure).

For ACT Aspire, our Lag measure will consist of the ACT Aspire summative assessment administered in April.

How do we know we are making

Timeline (When Lead Measures

Scoreboard (Results of Lead

progress towards our goal? (Lead Measure)

Scoring Guides and Rubrics
Progress Monitoring Data

ACT Aspire teacher created practice assessments

iReady Data

DIBELS

Kindergarten: Letter Name Fluency
First: Nonsense Word Fluency
Second: Nonsense Word Fluency and Oral Reading Fluency
Third - Fifth: Oral Reading Fluency

occur)

Daily or Weekly
Weekly at PLCs

Quarterly (3rd, 4th, 5th)

Fall, Winter, Spring

Fall, Winter, Spring

Measures)

Overall School iReady Diagnostic Data

Fall: 20%

Winter: 41%

Grade	Fall	Winter	Spring	EOY Goal
K	11%	55%	May 2022 Results Will be Added	70%
1st	14%	32%		42%
2nd	14%	39%		50%
3rd	47%	65%		70%
4th	17%	30%		40%
5th	20%	30%		40%

DIBELS: % of students on or above

Kindergarten	Fall	Winter
Letter Name Fluency	9%	39%

DIBELS: % of students on or above

1st Grade	Fall	Winter
Correct Letter Sounds	36%	45%
NWF - WWR	50%	55%

2nd Grade	Fall	Winter
Correct Letter Sounds	43%	50%
NWF - WWR	43%	49%
DORF - Words	41%	46%
DORF - Accuracy	48%	59%
MAZE	28%	40%

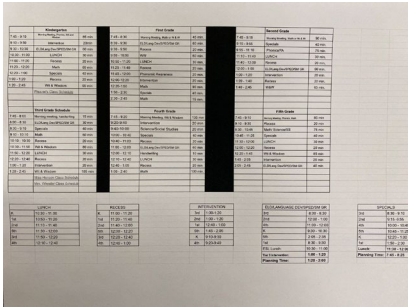
3rd Grade	Fall	Winter
Correct Letter Sounds	66%	61%
NWF - WWR	68%	60%
DORF - Words	48%	49%
DORF - Accuracy	55%	58%
MAZE	56%	58%


DIBELS: % of students on or above

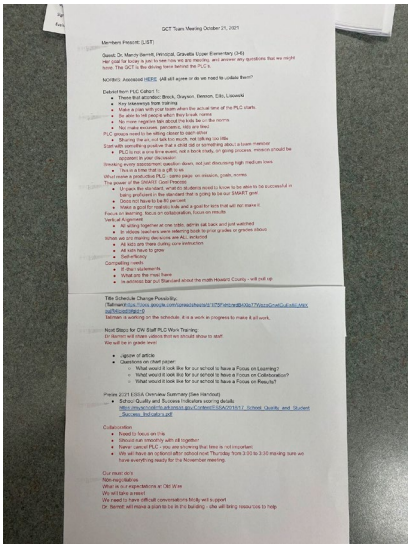
4th Grade	Fall	Winter
DORF - Words	45%	57%
DORF - Accuracy	40%	79%
MAZE	34%	49%

5th Grade	Fall	Winter
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		DORF - Words	49%	42%
		DORF - Accuracy	61%	84%
		MAZE	55%	64%

Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
<p>PLC Cohort 1: All teachers will participate in weekly PLCs. Teachers will create assessments and bring data with them to PLC meetings to determine areas of intervention, reteach, or enrichment needs.</p>	<p>Agendas will be used and uploaded into the shared Google Drive.</p>	<p>Lesson plans Minutes of Meeting Observations Data Wall Data - K</p> <p>Master Schedule</p>  <p>Evidence of PLC Work:</p>	<p>Weekly</p>

		<p style="text-align: center;">WILDCAIS PLC PROTOCOL</p> <p>Grade: Kindergarten</p> <p>Staff in Attendance: Lisowski, Hawkins, Sargent, Wilson, Weaver</p> <p>Norms Be on time by 12:25 every Wednesday Have an agenda with a purpose Safe Environment Be courteous of technology</p> <p>Agenda: -Review Norms -Address Mission: All means all -Review Data -Start with positives -What areas did our students do well on the assessment? -If majority of students did well, -majority of students were able to identify both upper and lower case at the same rate -What skill deficiencies do we see? -Review Data -What instructional strategies helped our students do well? -Identify letters -path of movement -distinguish between upper and lower distinguish between letter and sound -What intervention will be provided to address unlearned skills, and how will we check for success -Which students mastered standards and what is our plan for extra curriculum? -Anchor Chart -In this quarter, 79% of students will recognize and name all uppercase and lowercase letters as measured progress monitoring week of Nov. 15, post assess week of Dec. 17 25% of students will be able to identify 25 letters uppercase and/or lowercase letters. Make groups on Thursday and Friday</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th colspan="3" style="text-align: center;">Logistics</th> </tr> <tr> <th style="width: 15%;">Week of: 10/20/21</th> <th style="width: 45%;">Focus</th> <th style="width: 40%;">Materials to Bring</th> </tr> </thead> <tbody> <tr> <td>Literacy</td> <td>Letter Identification</td> <td>-Chromebook -Pre-assessment data</td> </tr> <tr> <td>Math</td> <td></td> <td></td> </tr> </tbody> </table> 	Logistics			Week of: 10/20/21	Focus	Materials to Bring	Literacy	Letter Identification	-Chromebook -Pre-assessment data	Math			
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Literacy	Letter Identification	-Chromebook -Pre-assessment data													
Math															
<p>The Guiding Coalition Team (GCT) will build teacher capacity for implementation of the PLC process.</p>	<p>Training through ADE and Solution Tree. Professional Development will be brought back and delivered to the entire staff through the guiding coalition leadership team.</p>	<p>Agendas and notes from training Agendas and minutes from building GCT meetings Faculty Meetings</p> <p>Evidence of GCT</p>	<p>Monthly</p>												

			
<p>Teachers will be provided additional planning time and coaching cycles with building literacy facilitator to plan for interventions and implementation of the PLC process, targeting student needs.</p>	<p>Planning template</p>	<p>Lesson Plans</p>	<p>Quarterly</p>

<p>Math Goal: By the end of the 2021-2022 school year, Old Wire Elementary will increase the percent of K-5 students on or above grade level in Math by 20% as measured by Spring iReady Diagnostic Assessment.</p>
<p style="text-align: center;">Data Dive</p>
<p>Areas of Strength:</p>

Algebra: 58.5% of all students scored early, mid, on, late, or above grade level.
 Kindergarten: Algebra, 82.3% of all students scored early, mid, on, late, or above grade level.
 1st: Algebra, 70.9% of all students scored early, mid, on, late, or above grade level.
 2nd: Numbers & Operations, 75% of all students scored early, mid, on, late, or above grade level.

Areas of Opportunity iReady Schoolwide Data:

Number & Operations: 19% of students scored early on, mid, or above grade level
 Measurement & Data: 53.6% of all students scored early, mid, on, late, or above grade level.
 Kindergarten: 6% of students scored early, on, mid, or above grade level in Algebra & Algebraic Thinking
 1st Grade: 12% of students scored early, on, mid, or above grade level in Numbers & Operations
 2nd Grade: 11% of students scored early, on, mid, or above grade level in Measurement & Data
 ACT Aspire:
 3rd Grade: 57% of all students met readiness benchmark
 4th Grade: 46% of all students met readiness benchmark
 5th Grade: 35% of all students met readiness benchmark

What else do we want to know?

- Will adding number talks, counting collections, CGI, and ECM strategies and problems improve math understanding and increase scores?
- Will adding centers in K, 1, and 2 positively impact student understanding of concepts?
- Will providing a systematic PLC process focused on interventions and enrichment improve student mastery and teacher instruction?

How are we measuring our goal? (Lag Measure) Comparing data from last year.
 iReady diagnostic will be administered in fall, winter, and spring (Lag Measure).
 For ACT Aspire, our Lag measure will consist of the ACT Aspire summative assessment administered in April.

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

Timeline (When Lead Measures occur)

Scoreboard (Results of Lead Measures)

Common Assessments Fact Fluency Assessment	Fall, Winter, Spring	Grade	Fall	Winter	Spring	Goal
	Weekly	K	17	31	May 2022 Results Will be Added	45%
	Fall, Spring	1st	5	31		45%
		2nd	10	33		45%
		3rd	11	34		45%
		4th	23	41		45%
		5th	14	28		40%

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
PLC Cohort 1: All teachers will participate in weekly PLCs. Teachers will create assessments and bring data with them to PLC meetings to determine areas of intervention, reteach, or enrichment needs.	Agendas will be used and uploaded into the shared Google Drive.	Lesson plans Minutes of Meeting	Weekly

WILDCATS PLC PROTOCOL

Grade: 2nd

Staff in Attendance: Brunson, Campbell, Ellis, Williams

1. Be on time by 9:20 with computer on ready to go
2. Be prepared and bring materials listed in PLC agenda
3. Everyone participates and "shares the air"
4. Be respectful of others
 - listen to the whole message
 - discuss the topic , not the person

Logistics

Week of:		Materials to Bring:
4-5-22		
This week: Note taker: Williams	-Did we meet our goal for the Decoding Smart Goal?	-computers -Addition and Subtraction student test case you need to look at if for further information)
Time Keeper: Brunson - 7m at RISE training. :)	<input type="checkbox"/> Decoding SMART Goal 2022 - New Smart Goal- Addition and Subtraction Test given. <input type="checkbox"/> Grade 2 Math Add/Sub Assessment 4...	

Standard: 2. RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Goal: In this cycle 70% of students will know and apply grade-level phonics and word analysis skills in decoding words.
30% of students will show growth in nonsense word fluency.

New Smart Goal:

Standard: 2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, like units, properties of operations, and/or the relationship between addition and subtraction.

Fluently means:

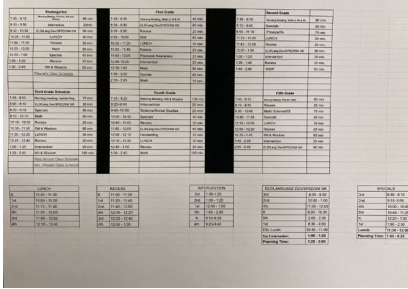
- There will be for addition and subtraction with regrouping
- no longer than 5 minutes per problem
 - cannot direct model

PLC Data Discussions Example:

Date and time	Topic	Action items	Responsible person	Status	Notes
4/5/22	Decoding	Review SMART goal	Williams	Completed	
4/5/22	Decoding	Review SMART goal	Williams	Completed	
4/5/22	Decoding	Review SMART goal	Williams	Completed	
4/5/22	Decoding	Review SMART goal	Williams	Completed	
4/5/22	Decoding	Review SMART goal	Williams	Completed	
4/5/22	Decoding	Review SMART goal	Williams	Completed	
4/5/22	Decoding	Review SMART goal	Williams	Completed	
4/5/22	Decoding	Review SMART goal	Williams	Completed	
4/5/22	Decoding	Review SMART goal	Williams	Completed	
4/5/22	Decoding	Review SMART goal	Williams	Completed	

Observations Data Wall

Master Schedule Evidence:

			
The Guiding Coalition Team (GCT) will build teacher capacity for implementation of the PLC process.	Training through ADE and Solution Tree. Professional Development will be brought back and delivered to the entire staff through the guiding coalition leadership team.	Agendas and notes from training Agendas and minutes from building GCT meetings Faculty Meetings	Monthly
Teachers will be provided additional planning time and coaching cycles with building math facilitator to plan for number talks, CGI, ECM, and counting collections.	Planning template	Lesson Plans	Quarterly

Additional Site Goal:
Old Wire Elementary High Reliability Schools Survey will increase 10% of staff members agreeing and strongly agreeing that teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

Data Dive

Areas of Strength:

92.8% of staff strongly agree or agree: 1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Areas of Opportunity:

25% of teachers agree or strongly agree: 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

What else do we want to know?

- Why was there a significantly higher number of staff agreeing that teacher teams and collaborative groups interact to address issues regarding curriculum, assessment, instruction, and the achievement of students, but disagreed or strongly disagreed that teachers and staff do not have formal ways to provide input regarding the functioning of the school?
- Does staff understand the questions or are the questions not worded in a way that they reflect what is happening in our school?

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

- Administer the High Reliability Schools Survey Level 1 in May of 2022.
- Determine the percentages based on total respondents.

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

Provide mid-year check-in survey

Timeline (When Lead Measures occur)

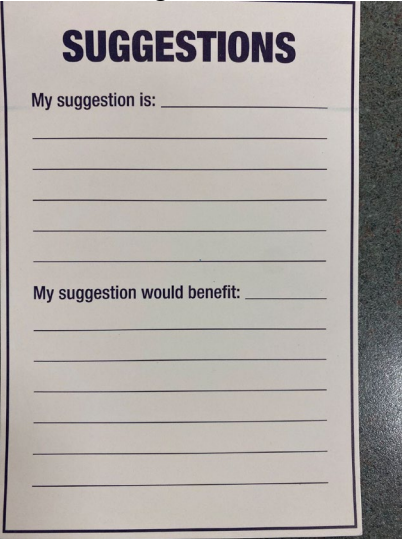
January

Scoreboard (Results of Lead Measures)

High Reliability Schools Level 1 Survey will be administered to staff in May 2022 for EOY results:

Initial Rating	Goal	EOY Rating	% of Increase
25%	50%	May 2022	May 2022

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
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<p>The Guiding Coalition Team (GCT) will meet twice a month. GCT will provide two-way feedback and discussion between the building team and grade level team.</p>	<p>Quarterly check-ins Monthly</p>	<p>HRS survey Staff in-put comment survey box in lounge</p> 	<p>Spring 2022 Ongoing</p>

<p>Rogers Public Schools Literacy Plan 2022-2023</p>	<p>K-5</p>	<p>6-8</p>	<p>9-12</p>
<p>Tier 1 Literacy Curriculum</p>	<p>Comprehension, Vocabulary, Morphology, and Writing Wit & Wisdom The Writing Revolution PHONICS Benchmark Phonics:</p>	<p>Comprehension, Vocabulary, Morphology, and Writing StudySync The Writing Revolution</p>	<p>Comprehension, Vocabulary, Morphology, and Writing My Perspectives The Writing Revolution Read 180</p>

	Phonetic Connections & Word Study Phonics First Syllabication PHONOLOGICAL AWARENESS Heggerty Kilpatrick's 1 minute Drills WRITTEN PRODUCTION Zaner Bloser Handwriting Learning.Com - keyboarding	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 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
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Reviewed & Approved by: (Electronic Initial & Date)

Building Principal	Molly Brock 9/07/21	Molly Brock 11/2/21	Molly Brock 4/11/22	
Assistant Superintendent	SO 9/07/21	SO 11/02/21	SO 4/14/22	

Evaluation Date (Reviewed w/Stakeholders):	Spring 2022
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