

School Level Improvement Plan

School Name: Frank Tillery Elementary	LEA #: 0405043	Plan Year: 2022-2023
Building Principal: Katie Mays	Improvement Plan Team: Katie Mays, Halley Parsons, Andrea Segal, Allison Wilkins, Heather Dugger	

2021 ESSA Indicator Scores
Overall ESSA Score:73.72
Weighted Achievement Score:63.69
School Value-Added Growth Score:84.99
School Quality and Student Success Score:59.55

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 # of 3rd-5th graders scoring ready and exceeding will increase 10% in Reading as measured by the ACT Aspire. (20-21 data shows 3rd = 33%, 4th = 45%, 5th = 47%)

Data Dive

Areas of Strength: *Initial screener data (reading foundations): phonics, fluency (rate & prosody), and accuracy (most growth). 2nd, 3rd, and 5th grade had their highest spring initial screener data ever. 2 out 3 data points are in alignment in grades 3rd-5th. K-1 does a great job of providing interventions/enrichment and progress monitoring to continue moving students; groups are very strategic and intentional.*

Areas of Opportunity: *Vocabulary - we're continuing to push foundational skills but adding morphology this year. ESOL students are really struggling, so morphology work should help. Also, students have not been independently reading enough, so we're adding Volume of Reading to support knowledge and build vocabulary. Research shows these steps should result in improved comprehension.*

What else do we want to know? *21% of students are new to Tillery this year (94/438); 50% of our 5th graders started with us in kindergarten (44/88). Zero Tillery 3rd graders from last year were ready in Reading Aspire, so we are monitoring this population closely.*

Small groups were only seen for 14 minutes per group last year due to covid protocols. This year, small groups will be seen approx. 20 per group.

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

ACT Aspire Summative for 2022 will be the primary lag measure. To meet our goal:

- *3rd grade = at least 33/83 students need to score ready/exceeding (40% R/E)*
- *4th grade = at least 50/98 students need to score ready/exceeding (51% R/E)*
- *5th grade = at least 48/91 students need to score ready/exceeding (53% R/E)*

Prior to the summative, we will monitor progress on iReady Reading. Predictions for reading/exceeding for Tillery students are as follows:

- *3rd graders need to score Late 3 (Close = Mid 3, cut score of 521+)*
- *4th graders need to score Mid 4 (Close = Early 4)*
- *5th graders need to score Mid 5 (Close = Early 4)*

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

- *3rd-5th grade implementing Volume of Reading to build knowledge*
- *All PLCs are supporting "What*

Timeline (When Lead Measures occur)

- *Volume of Reading will occur daily during 20 minute reading blocks*
- *Grade levels meet weekly to create CFAs/CSAs and plan for*

Scoreboard (Results of Lead Measures)

- *iReady Diagnostic Reading Assessment Percent On-Level (Whole School):*
 - *Fall = 30%*
 - *Winter = 49%*

<p><i>we want 5th to be able to do when they leave us.” Each grade level will answer this by focusing on RF.4.</i></p> <ul style="list-style-type: none"> ● <i>PLCs will provide grade level interventions and enrichments</i> ● <i>Professional development is being provided on morphology</i> 	<p><i>intervention/enrichment.</i></p> <ul style="list-style-type: none"> ● <i>At least one ELA intervention/enrichment round will occur quarterly</i> 	<ul style="list-style-type: none"> ○ <i>Spring = 61%</i> ○ <i>% Met Growth = 62%</i> ● <i>Universal Screener Percent On-Level (Whole School):</i> <ul style="list-style-type: none"> ○ <i>Fall = 39%</i> ○ <i>Winter = 50%</i> ○ <i>Spring = 65%</i>
--	---	---

Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
Implement Volume of Reading in 3rd-5th	Improved reading achievement	<ul style="list-style-type: none"> ● 2021-22 Volume of Reading Action Plan ● iReady Building Data ● ASPIRE Summative Horizontal and Vertical Data 	Year long
PLCs focus on RF standards for each grade level	Improved reading achievement	<ul style="list-style-type: none"> ● iReady Building Data ● Universal Screener Data ● ASPIRE Summative Horizontal and Vertical Data ● 2021-22 PLC SMARTGoal Data ● 2021-22 PLC K-5 Essential Standards 	Quarterly PLC goals, year long
Provide professional development on morphology	Improved reading achievement for all, paying	<ul style="list-style-type: none"> ● iReady Building Data ● Universal Screener 	PD will occur quarterly; data will be monitored in winter

and implement morphology word study	close attention to ESOL students' improved achievement	Data <ul style="list-style-type: none"> • ASPIRE Summative Horizontal and Vertical Data • ELPA 21 Percent Improved Level Data 	and spring
Progress monitor DIBELS and iReady 3x per year	Increased DIBELS and iReady achievement; increased iReady growth	<ul style="list-style-type: none"> • iReady Building Data • Universal Screener Data 	3 times per year: fall, winter, spring
Create individual PGP goal based on building goal.	Improved foundational reading in all grade levels	<ul style="list-style-type: none"> • iReady Building Data • Universal Screener Data 	Sept. 2021

Math Goal: By the end of the 21-22 school year, the # of 3rd-5th graders scoring ready and exceeding will increase 10% in Math as measured by the ACT Aspire. (20-21 data shows 3rd = 63%, 4th = 56%, 5th = 53%)

Data Dive

Areas of Strength: *Free/reduced and special ed. populations saw high levels of achievement. All 3 grade levels outperformed the state. 3rd and 5th grades were better than state and district.*

Areas of Opportunity: *Foundational fluency in all grade levels needs improvement. We are purposefully implementing IM centers with specific feedback in each grade level 2-3 times per week. Teachers need to pull small groups to target specific skills, so we're implementing a 90 minute math block K-5.*

What else do we want to know? *21% of students are new to Tillery this year (94/438); 50% of our 5th graders started with us in kindergarten (44/88).*

Last year, we only implemented a 60 minutes math block and there was no small group math due to covid protocols.

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

ACT Aspire Summative for 2022 will be the primary lag measure. To meet our goal:

- *3rd grade = at least 57/83 students need to score ready/exceeding (69% R/E)*
- *4th grade = at least 60/98 students need to score ready/exceeding (61% R/E)*
- *5th grade = at least 53/91 students need to score ready/exceeding (58% R/E)*

Prior to the summative, we will monitor progress on iReady math. Predictions for reading/exceeding for Tillery students are as follows:

- *3rd graders need to score Mid 3 (Close = Early 3 and cut score of 441+)*
- *4th graders need to score Early 4 (Close = cut score of 450+)*
- *5th graders need to score Mid 5 (Close = Early 5)*

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

- *K-5th grade is implementing centers to improve fluency; 2nd-5th grade will do this as part of a 90-minute math block.*
- *All PLCs are supporting “What we want 5th graders to be able to do when they leave us.” Each grade level will answer this by working on +,-,x,/ fluency as appropriate*
- *PLCs provide grade level interventions and enrichments*

Timeline (When Lead Measures occur)

- *Fluency centers will occur 2-3 times per week during the 90 minute math block.*
- *Grade levels meet weekly to create CFAs/CSAs and plan for intervention/enrichment.*
- *At least one math PLC intervention/enrichment round will occur quarterly.*

Scoreboard (Results of Lead Measures)

- *iReady Diagnostic Math Assessment Percent On-Level (Whole School):*
 - *Fall = 23%*
 - *Winter = 44%*
 - *Spring = 67%*
 - *% Met Growth = 59%*
- *Grade Level Fact Fluency Percent Proficient:*
 - *2021-22 Fact Fluency Action Plan*

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Implement a minimum of 90 minute math block in 1st-5th	Increased math achievement	<ul style="list-style-type: none"> ● Daily Math Block PD Slides 	Weekly lesson plan; year long implementation
Implement IM centers	Increased math achievement, specifically +, -, x, / facts as appropriate	<ul style="list-style-type: none"> ● 2021-22 Fact Fluency Action Plan 	2-3 times per week
PLCs focus on number sense and fact fluency	Improved math achievement, specifically +, -, x, / facts as appropriate	<ul style="list-style-type: none"> ● 2021-22 Fact Fluency Action Plan ● iReady Building Data ● ASPIRE Summative Horizontal and Vertical Data ● 2021-22 PLC SMARTGoal Data 	Quarterly PLC goals
Progress monitor iReady 3x per year	Increased iReady achievement and growth	<ul style="list-style-type: none"> ● iReady Building Data 	3 times per year: fall, winter, spring
Create individual PGP goal based on building goal of improved grade level fluency.	Improved grade level fluency	<ul style="list-style-type: none"> ● iReady Building Data ● 2021-22 Fact Fluency Action Plan 	Sept. 2021

Additional Site Goal: By the end of the 21-22 school year, students, parents, and the community will have formal ways to provide input regarding the optimal functioning of the school.

Data Dive

Areas of Strength: *Tillery hosts an interactive website, and we have an active Facebook page that involves parents and the community.*

Areas of Opportunity: *Tillery can improve on providing students the opportunity to give input on how we function at Tillery. We can also provide parents more opportunities to give input through surveys, focus group meetings, and virtual town halls.*

What else do we want to know? *Covid protocols have limited quite a bit of the access parents and community members have had within the school. These protocols have limited the interaction among students within the building, as well.*

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

- *Plans developed and implemented as a result of student, parent, community surveys, focus groups, and virtual town halls*
- *Improved level 1 and 2 survey results next year*

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

- *Send HRS level 1 (and possibly 2) to parents*
- *Host focus groups based on level 1 and 2 data*
- *Provide students the ability to give input on the behavior matrix*
- *Implement student ambassador program*

Timeline (When Lead Measures occur)

- *2021-22 school year*

Scoreboard (Results of Lead Measures)

- *We completed and obtained results of Parent Level 1 surveys and Teacher Level 1 surveys (Parent Survey is in the ADE LiveBinder); Teacher Survey is available on Google Forms*
- *The school counselor began our ambassador program, and they meet regularly. In the beginning of the year, they*

		<i>reviewed the behavior matrix. The rest of their year has been spent developing ways to spread kindness throughout the building.</i>
--	--	--

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Provide information about the Level 1 HRS Parent Form and focus group via Facebook and PTO meeting	Monitor views or digital sign-in sheet	Facebook post; discussed during Nov. 9, 2021 PTO meeting	Sept. - Oct. 2021
Send link to parents of the Level 1 HRS Parent Form (translate into Spanish)	Number of responses	Parent spreadsheet is only available on ADE's LiveBinder	Sept. - Oct. 2021
Implement a building ambassador program		Program action plan Updated behavior matrix	Fall 2021 semester

Rogers Public Schools Literacy Plan 2022-2023	K-5	6-8	9-12
Tier 1 Literacy Curriculum	Comprehension, Vocabulary, Morphology, and Writing Wit & Wisdom	Comprehension, Vocabulary, Morphology, and	Comprehension, Vocabulary, Morphology, and Writing My Perspectives

	<p>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>Writing StudySync The Writing Revolution Read 180</p>	<p>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	<p>RPS Initial Screening iReady Reading Diagnostic ACT Aspire</p>		

Continuous Monitoring/Collaboration

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

Reviewed & Approved by: (Electronic Initial & Date)

Building Principal	Katie Mays, 11/2/21	Katie Mays, 3/1/2022	Katie Mays, 4/13/22	
Assistant Superintendent	SO 11/2/21	SO 3/1/22	SO 4/14/22	

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