



## School Level Improvement Plan

School Name: Elza R. Tucker Elementary	LEA #: 0405050	Plan Year: 2022-2023
Building Principal:Traci Hensley	Improvement Plan Team:Brian Anderson, Gail Fenix, Pam Keith, Traci Hensley, Kristin Day	

### 2021 ESSA Indicator Scores

Overall ESSA Score:76.01  
Weighted Achievement Score:65.6  
School Value-Added Growth Score:85.6  
School Quality and Student Success Score:65.35

#### 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 K-5th students scoring Early On & Mid or Above Grade level will increase by 10% in Reading as measured by the Spring iReady Diagnostic.**

### Data Dive

Areas of Strength:

**Phonological awareness** - 90% of students score Early On, Mid or Above Grade level

**High frequency words** - 83% of students score Early On, Mid or Above Grade level

Areas of Opportunity:

**Vocabulary** - 53% of students score Early On, Mid or Above Grade level

**Comprehension in Literature** - 58% of students score Early On, Mid or Above Grade level

**Comprehension in Informational Texts** - 59% of students score Early On, Mid or Above Grade level

What else do we want to know?

1. Does research indicate that intervening on these skills in isolation increases overall performance in Literacy? If not, how do you remediate these skills when not mastered in Tier 1 instruction?
2. Does the district On or Above grade level chart include Early On grade level scores counting towards On or Above grade level? Ashley explained that "On or Above" on ACT Aspire correlates to "Early On & Mid or Above" on iReady reports.
3. When looking at Winter iReady Diagnostic data, which students are projected to be at the TSS by the Spring? Ashley explained that Winter "On or Above" for iReady indicates students who have met the Standard View TSS.
4. What view do we use to determine student progress on January iReady Diagnostic? Met with Ashley on 8/30. From that conversation, we learned that the TSS is based on Standard View.

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

**On the 2021 Spring iReady Diagnostic, 60% of students in grades K-5 scored Early On, Mid or Above Grade level (as indicated by the Target Scale Score) in reading. Our goal is for 70% of students in grades K-5 to score Early On, Mid or Above Grade level. Target Scale Score (TSS) = Early on & Mid or Above.**

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Kindergarten and Grade 1 will use Spring Initial Screener (NWF) data. Their goal will be 80% of students scoring at & above benchmark on the DIBELS NWF/WRC Assessment.

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Grades 2-5

1. Determine the % of students in this cohort that met TSS on Spring '21 iReady - # of students met TSS / total current # of students.
2. Add 10% to value from #1 to get your 21 -22 goal
3. (Current Number of Students) X (21 -22 goal) = Number of students that must reach Spring '22 TSS.

4. Subtract the current number of students that met last year's TSS from the total number of students you need to meet this year's TSS.  
 5. Identify this many students by name that will reach this year's TSS.

How do we know we are making progress towards our goal? (Lead Measure)	Timeline (When Lead Measures occur)	Scoreboard (Results of Lead Measures)
<p><b>Kindergarten</b> - Progress Monitoring Data indicates 80% of students scoring:</p> <ul style="list-style-type: none"> <li>- LNF = 25+</li> <li>- CLS = 25+</li> <li>- WRC = 7+</li> </ul>	<p><b>Kindergarten</b></p> <p>Aug. 2021            Jan. 2022            May 2022</p>	<p><b>Kindergarten</b></p> <p>Aug. 55%            Jan. 33/87 = 38%            May 54/88 = 61%</p>
<p><b>Grade 1</b>            Progress Monitoring Data indicates 80% of students scoring:</p> <ul style="list-style-type: none"> <li>- WRC = 5+</li> <li>- WRC = 14+</li> <li>- WRC = 15+</li> </ul>	<p><b>Grade 1</b></p> <p>Aug. 2021            Jan. 2022            May 2022</p>	<p><b>Grade 1</b></p> <p>Aug. 41%            Jan. 24/70 = 49%            May 49/74 = 66%</p>
<p><b>Grades 2-5</b>            The % of students scoring Early On &amp; Mid or Above on iReady from Fall to Winter follows a trajectory that indicates a 2022 Spring % that is 10% higher than this grade-level cohort achieved in 2021 Spring. Target is listed:            2nd = 66%            3rd = 59%</p>	<p><b>Grades 2-5</b></p> <p>Sept, 2021</p> <p>Jan. 2022</p>	<p><b>Grades 2-5</b></p> <p>September</p> <p>2nd - 25%            3rd - 35%            4th - 36%            5th - 38%</p> <p>January</p> <p>2nd - 46%            3rd - 51%            4th - 46%</p>

4th = 83% 5th = 50%	May 2022	5th - 41% May 2nd - 49% 3rd - 62% 4th - 49% 5th - 41%
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<b>Action Steps</b>	<b>Success Indicators</b>	<b>Evidence/Artifacts (Links)</b>	<b>Timeline</b>
Analyze Initial Screener Data	Scores in the At & Above categories	K LNF data sheet 1st Cum data sheets 2nd QPS data 3rd QPS data 4th QPS data 5th QPS data	Aug. 2021, Jan. 2022, May 2022
Analyze iReady Diagnostic Data	Scores in the Early On & Mid or Above categories	Link to grade level Cumulative Data spreadsheets	Sep. 2021, Jan. 2022, May 2022
Begin Small Group Cycles: <ol style="list-style-type: none"> <li>1. Develop Data-based Growth Goals</li> <li>2. Create Initial Acceleration Groups</li> <li>3. Analyze Progress Monitoring Data</li> <li>4. Adjust Growth Goals/Acceleration Groups</li> </ol>	80% of all students achieve learning target mastery  The teacher moves students to new growth goals and acceleration groups.	K Reading Groups 1st Reading Groups 2nd Reading Groups 3rd Reading Groups 4th Reading Groups 5th Small groups	PM Data updated and goals/groups adjusted every 4-6 weeks.  Informal/Formal observation data indicates effective and highly effective performance when implementing small groups

	Students who do not achieve learning target mastery receive differentiated or more intensive intervention.		
Teachers Implement Wit & Wisdom Core Curriculum for Tier I instruction	80% of all students demonstrate proficiency on CFUs, FQTs, EOM Tasks	Teacher scoring guides	Daily/Weekly

**Math Goal:**

**By the end of the 21-22 school year, the # of K-5th graders scoring Early On & Mid or Above Grade Level will increase by 10% in Math as measured by the Spring iReady Diagnostic.**

**Data Dive**

Areas of Strength:

**Geometry** - 63% of students score Early On, Mid or Above Grade level

**Measurement & Data** - 61% of students score Early On, Mid or Above Grade level

Areas of Opportunity:

**Number & Operations** - 59% of students score Early On, Mid or Above Grade level

**Algebra & Algebraic Thinking** - 61% of students score Early On, Mid or Above Grade level (essential - major work in all grades)

What else do we want to know?

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

**On the 2021 Spring iReady Diagnostic, 58% of students in grades K-5 scored Early On, Mid or Above Grade level (as indicated by the Target Scale Score) in math. Our goal is for 68% of students in grades K-5 to score Early On, Mid or Above Grade level. Target Scale Score (TSS) = Early on & Mid or Above.**

Kindergarten will use building K assessment data. Their goal will be 80% of students scoring at & above benchmark on the assessment.

Grade 1 will use iReady Math Diagnostic data. Their goal will be 80% of students scoring at & above the Target Scale Score on the Spring '22 iReady Math Diagnostic.

**Grades 2-5**

1. Determine the % of students in this cohort that met TSS on Spring '21 iReady- # of students met TSS / total current # of students
2. Add 10% to value from #1 to get your 21 -22 goal
3. (Current Number of Students) X (21 -22 goal) = Number of students that must reach Spring '22 TSS.
4. Subtract the current number of students that met last year's TSS from the total number of students you need to meet this year's TSS.
5. Identify this many students by name that will reach this year's TSS.

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

The % of students scoring Early On & Mid or Above on iReady from Fall to Winter follows a trajectory that indicates a 2022 Spring % that is 10% higher than this grade-level cohort achieved in 2021 Spring. Target is listed:  
 1st = 84%  
 2nd = 61%  
 3rd = 59%  
 4th = 59%

**Timeline (When Lead Measures occur)**

Sept. 2021

Jan. 2022

**Scoreboard (Results of Lead Measures)**

**Kindergarten**

Jan. 61/84=75% on grade level skills

Sept. - 20% all grades

- K - 11%
- 1st - 15%
- 2nd - 13%
- 3rd - 17%
- 4th - 32%
- 5th - 32%

Jan. - 41% all grades

K - 54%

5th = 57%	May 2022	1st - 34% 2nd - 33% 3rd - 40% 4th - 46% 5th - 42%  May - 60% all grades K - 78% 1st - 53% 2nd - 46% 3rd - 53% 4th - 67% 5th - 62%
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Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Analyze Building K assessment data	Scores in the At & Above categories	K All Year Assessment	Aug. 2021, Jan. 2022, May 2022.
Analyze iReady Diagnostic Data	Scores in the Early On & Mid or Above categories	Link to grade level Cumulative Data spreadsheets	Sep. 2021, Jan. 2022, May 2022
Begin Small Group Cycles: <ol style="list-style-type: none"> <li>1. Develop Data-based Growth Goals</li> <li>2. Create Initial Acceleration Groups</li> <li>3. Analyze CFAs</li> </ol>	80% of all students achieve learning target mastery  The teacher moves students to new growth	1st CFA sub & add within 10 1st PM for sub & add w/in 10 2nd CFA Addition 3rd CFA sub w/in 1,000	PM Data updated and goals/groups adjusted every 4-6 weeks.  Informal/Formal observation data indicates effective and

4. Adjust Growth Goals/Acceleration Groups	goals and acceleration groups.  Students who do not achieve learning target mastery receive differentiated or more intensive intervention.	4th CFA sub with/in 1,000 5th CFA mulit-digit multiplication groups	highly effective performance when implementing small groups
Teachers Implement Illustrative Mathematics Core Curriculum for Tier I instruction	80% of all students demonstrate proficiency on Cool Downs, Check Points, and End of Unit Assessments	Teacher scoring guides	Daily/Weekly

**Additional Site Goal:**

**On the Tucker High Reliability Schools Survey 1, we will increase the % of staff members agreeing & strongly agreeing that they have formal ways to provide input regarding the optimal functioning of the school (Lead Indicator 1.5) from 38% on the fall 2021 survey to 75% on the spring 2022 survey.**

**Data Dive**

Areas of Strength:

1. 53% of respondents indicated they agreed that data collection systems were in place

Areas of Opportunity:

1. 25% of respondents indicated they agreed that opinion data collected are archived.

What else do we want to know?

1. Why was there a significantly higher number of teachers agreeing that data collection systems were in place when



compared to the significantly lower number agreeing that our school improvement team regularly provides input/feedback?

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

1. Administer Tucker High Reliability Schools Survey 1 in May of 2022
2. Determine Median and Average number of teachers answering Agree/Strongly Agree
3. Determine % from total respondents.

<p>How do we know we are making progress towards our goal? (Lead Measure)</p> <ol style="list-style-type: none"> <li>1. Participation in formal survey/opinion processes</li> </ol>	<p>Timeline (When Lead Measures occur)</p> <p>-Quarterly</p>	<p>Scoreboard (Results of Lead Measures)</p> <p>- 75% of staff will participate in the surveys</p>
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<b>Action Steps</b>	<b>Success Indicators</b>	<b>Evidence/Artifacts</b>	<b>Timeline</b>
<ol style="list-style-type: none"> <li>1. Create a formal system to provide input and opinion that would improve school operations</li> </ol>	<p>75% of staff participate in formal input/opinion system</p>	<p>-Surveys -Suggestion box/form</p>	<p>Sept. 2021</p>
<ol style="list-style-type: none"> <li>2. Provide opportunities for dialogue and consideration of teacher input/opinions</li> </ol>	<p>80% of staff indicate on quarterly surveys that they believe that an appropriate amount of input is occurring</p>	<p>- minutes/notes/ list of staff input from Titan Team meetings shared w/</p>	<p>2021-2022 school year</p>

		<p>Leadership team Sept Building Advisory minutes</p> <p>Oct Building Advisory minutes</p>	
<p>3. Transparently acknowledge ideas and provide rationale for why ideas were implemented, modified, or declined.</p>	<p>All input is documented on the Staff Input &amp; Suggestions Google Document and rationale is provided for all decisions</p> <p>80% of staff indicate on quarterly surveys that they believe their input/suggestions have been considered and that they understand the rationale for decisions made.</p>	<p>-Google docs in Tucker Faculty shared drive</p> <p>Open House survey results</p> <p>Reward Money PD survey results</p> <p>Teacher of the Year survey</p> <p>Reward Money Playground ideas</p> <p>2022-2023 Theme Ideas</p>	<p>2021-2022 school year</p>

Rogers Public Schools Literacy Plan 2022-2023	K-5	6-8	9-12
Tier 1 Literacy Curriculum	<p><b>Comprehension, Vocabulary, Morphology, and Writing</b>  Wit &amp; Wisdom  The Writing Revolution  <b>PHONICS</b>  Benchmark Phonics:  Phonetic Connections &amp; Word Study  Phonics First Syllabication  <b>PHONOLOGICAL AWARENESS</b>  Heggerty  Kilpatrick's 1 minute Drills  <b>WRITTEN PRODUCTION</b>  Zaner Bloser Handwriting  Learning.Com - keyboarding</p>	<p><b>Comprehension, Vocabulary, Morphology, and Writing</b>  StudySync  The Writing Revolution  Read 180</p>	<p><b>Comprehension, Vocabulary, Morphology, and Writing</b>  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>	

<b>Ongoing PD Support</b>	Literacy Facilitator in every building SoR Assessor in each building RPS Look For Documents
<b>Literacy Assessments</b>	RPS Initial Screening iReady Reading Diagnostic ACT Aspire

<b>Continuous Monitoring/Collaboration</b>			
September 7	November 2	February 1st	June 7th
Plan	Progress	Progress	Reflect

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

<b>Building Principal</b>	TH 8/23/21	TH 2/9/22	TH 3/1/22	TH 4/11/22
<b>Assistant Superintendent</b>	SO 8/23/21	SO 2/9/22	SO 3/1/22	SO 4/14/22

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