



School Level Improvement Plan

School Name: Westside Elementary	LEA #: 0405036	Plan Year: 2022-2023
Building Principal: Amy Riley	Improvement Plan Team: Amy Riley, Michelle Wright, Dawn Buchanan, Sierra Campbell	

2021 ESSA Indicator Scores

Overall ESSA Score: 73.34

Weighted Achievement Score: 59.85

School Value-Added Growth Score: 85.85

School Quality and Student Success Score: 63.12

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:

Implement small group reading instruction using SOR methods and strategies for intervention and enrichment by grade level teachers to ensure reduction of 20% of students not meeting grade level benchmark in K-5, as evidenced by Fall to Spring iReady Reading assessment data, and reduce the number of students scoring In Need of Support or Close by 20% based on ACT Reading Summative 2022 in 3rd-5th.

Data Dive

Areas of Strength:

iReady Spring 2021

- K -85% of students were at early on grade level or above by Spring 2021 on iReady.
- 1-53% of students were at early on grade level or above by Spring 2021 on iReady.
- 3- 65% of students were at early on grade level or above by Spring 2021 on iReady.

Building Wide Strengths:

- 31/35 (89%) of teachers are RISE trained
- Facilitator is K-2 TOT RISE (trainer of teachers)
- Intervention is in master schedule

What else do we want to know?

- What is the current understanding of small group reading instruction?
- What are other schools using to inform small group instruction?
- How do other schools manage small groups in relation to pull out for ELD, etc. with high ESL population?
- How many of our first grade students were here last year in Kindergarten?

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

K-5 i-Ready FALL 2021 to Spring 2022 Growth
 K-5 i-Ready Spring 2021-Spring 2022
 ACT Aspire Summative 2022

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

- i-Ready
- Dibels
- QPS progress monitoring data
- Comprehension Data (4th/5th)

Timeline (When Lead Measures occur)

- 3x a year
- 3x a year
- 5x a year
- 5x a year

Scoreboard (Results of Lead Measures)

Data Dive	iReady Reading Data 2021-2022									
	iReady Reading	On Grade Level Fall	On Grade Level Winter	On Grade Level Spring	One Grade Level Below Fall	One Grade Level Below Winter	One Grade Level Below Spring	Two or More Grade Levels Below Fall	Two or More Grade Levels Below Winter	Two or More Grade Levels Below Spring
k	22%	74%		78%	25%					
1st	11%	31%		88%	66%		1%	4%		
2nd	31%	44%		39%	36%		31%	20%		
3rd	32%	50%		20%	22%		49%	28%		
4th	16%	23%		53%	49%		32%	26%		
5th	21%	41%		35%	32%		44%	28%		

		<table border="1"> <thead> <tr> <th colspan="4">iReady Data 2021-2022</th> </tr> <tr> <th>Literacy</th> <th>Fall 2021-2022 Phonics-2 or more grade levels below</th> <th>Winter 2021-2022</th> <th>Spring 2021-2022</th> </tr> </thead> <tbody> <tr> <td>2nd</td> <td>31%</td> <td>26%</td> <td></td> </tr> <tr> <td>3rd</td> <td>64%</td> <td>41%</td> <td></td> </tr> <tr> <td>4th</td> <td>39%</td> <td>26%</td> <td></td> </tr> <tr> <td>5th</td> <td>26%</td> <td>13%</td> <td></td> </tr> </tbody> </table>	iReady Data 2021-2022				Literacy	Fall 2021-2022 Phonics-2 or more grade levels below	Winter 2021-2022	Spring 2021-2022	2nd	31%	26%		3rd	64%	41%		4th	39%	26%		5th	26%	13%	
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Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
Teachers will implement small group instruction with a focus on skills determined by baseline DIBELS data.	Teachers have turned in lesson plans with small group plans CWTdata -fidelity checklist will show that small group is being implemented	Lesson Plans are linked in the school Google folder. Fidelity checklist of small group instruction used by classroom teachers and progress monitored during classroom walkthroughs.	September 2021-May 2022 Checkpoints: 2-23-22 Progress on track 10/21 Teachers will be turning in small group lesson plans starting 11/1 in addition to whole group plans.
Students will have opportunities to read decodable text at their skill level	Lesson plans will show this time is given to students	Lesson Plans are linked in the school Google folder. Fidelity checklist of small group instruction used by classroom teachers and progress monitored during classroom walkthroughs.	September 2021-May 2022 2-23-22 Progress on track 10/21 Progress on track
Provide PD and support for small group instruction	Schedule created for ongoing work in PLC to support small group instruction/Building Monday meetings focused	Support/PD plan is shared Agenda and meeting notes in the school folder.	September 2021-May 2022 Schedule at least one PD session monthly 10/21: implemented - beginning of year had PLCs

	on small group instruction scheduled monthly		devoted to small group instruction and Nov. 1 will discuss small group lesson plans
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Math Goal:

Implement IM Math Curriculum using Problem Based Lesson Structure Components to ensure reduction in the number of students not meeting grade level benchmark by 20% as evidenced by the Fall 2021-Spring 2022 iReady Math data, and reduce the number of students scoring In Need of Support or Close by 20% based on ACT Math Summative 2022.

Data Dive

Areas of Strength:

- Each Domain increased by at least 10% of students that are now on level in iReady
- Beginning of the year 23% of K-5 students were 2 or more grade levels below and now we are at 13%
- Intervention time has been focused on Math
- Grade level planning with Math Facilitator bi-weekly; focus on curriculum planning via Clear Planning Protocol

Areas of Opportunity:

- Looking at Fall iReady data, the opportunities for Math gains are vast. When analyzed with the Instructional Analysis Tool, our data falls in the “Curriculum” area. This tells us that our teachers are possibly not understanding how to deliver the IM curriculum. The focus this year will need to remain on understanding the curriculum and how to effectively deliver the instruction.

What else do we want to know?

- Does iReady correlate to ACT Aspire?

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

- K-5 i-Ready FALL 2021 to Spring 2022 Growth
- K-5 i-Ready Spring 2021-Spring 2022
- ACT Aspire Summative 2022

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

- iReady Data
- Cool Downs
- Unit Assessments
- Progress Monitoring Data from interventions

Timeline (When Lead Measures occur)

- 3x a year
- Daily
- 7-8 x a year
- Every 2-3 Weeks

Scoreboard (Results of Lead Measures)

- Intervention Progress Monitoring-Fluency Data
- Scoring Guides-Teachers
- iReady data
- IM Unit Assessments and and checkpoint

iReady Math Data 2021-2022

	On Grade Level Fall	On Grade Level Winter	On Grade Level Spring	One Grade Level Below Fall	One Grade Level Below Winter	One Grade Level Below Spring	Two or More Grade Levels Below Fall	Two or More Grade Levels Below Winter	Two or More Grade Levels Below Spring
k	17%	56%		81%	43%				
1st	10%	27%		76%	66%		14%	6%	
2nd	11%	37%		69%	52%		20%	12%	
3rd	13%	37%		53%	46%		36%	17%	
4th	18%	29%		47%	44%		34%	25%	
5th	24%	44%		37%	32%		38%	24%	

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Develop baseline data after iReady is administered to	Teachers will input iReady data into spreadsheets	iReady data instructional groupings report	October 2021 January 2022

determine beginning intervention and flex groups	and determine instructional grouping and skills		<p>January 2022 - Math Coach worked with teachers during PLC to update</p> <p>10/21 Math Coach worked with grade levels to analyze data and determine needs for intervention-ongoing</p>
Provide support for IM implementation with coaching or co-teaching with teachers, and provide PD building-wide.	<p>Scheduled building Mondays with IM as the topic</p> <p>Facilitator has coached and co taught with teachers</p>	<p>Schedule of PD and coaching Schedule from math facilitator with teachers worked with is documented in the school Google folder.</p>	<p>Schedule Created for 1st Semester by September 2021</p> <p>Schedule created for 2nd Semester by January 2022</p> <p>10/21 IM coaching with grade level teachers for planning and interventions since August and will continue</p>
Conduct CWT with feedback and coaching, looking for components of IM Problem Based Lesson Structure and Components of Effective Teaching of Mathematics	<p>Schedule of CWT is created</p> <p>Schedule of coaching and feedback sessions are in progress</p>	<p>Schedule and anecdotal notes from CWT and feedback sessions with teachers</p>	<p>September 2021-May 2022 Monthly</p> <p>10/21 Some evidence with CWT need to continue coaching and giving feedback</p>
Continue to analyze IM student data during PLC to	Teachers will complete spreadsheets or bring	Teacher scoring guides	September 2021-May 2022

inform instruction and intervention	student work to analyze during PLC		
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Additional Site Goal:

By the end of the 21-22 school year, the % of teachers that agree or strongly agree that they have formal ways to provide input regarding optimal functioning of the school will increase by 55% from 25% to 80%

Indicator 1.5

Data Dive

Areas of Strength:

- Teachers willing to give input
- Leadership team in place with representative from each grade level

Areas of Opportunity:

- Formal ways to input opinions by survey to staff
- More feedback and rationale given to staff about decisions made-giving teachers the “Why”
- Leadership team and communication with their grade level

What else do we want to know?

Areas teachers have been asked for input

- District curriculum input opportunities
- Report card opportunities for teachers
- Feedback for IM curriculum
- Open house teacher input
- Meet the teacher night

- Testing schedule at building level
- Recess schedule
- Duties

How are we measuring our goal? (Lag Measure) Comparing data from last year. Currently 26% of teachers agree or strongly agree with Indicator 1.5. By the end of school year 2022, we will increase the % of teachers that agree or strongly agree to 80% evidenced by the survey.

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

- Monthly quick data collect by leadership team representatives

Timeline (When Lead Measures occur)

- Monthly until Mat 2022

Scoreboard (Results of Lead Measures)

- Leadership Team Discussion
- *Results of “Consider This” Feedback Form

Survey Results						
Indicator 1.5	Disagree	Don't Know	Agree	Strongly Agree	Neither Agree or Disagree	Total of Disagree/Don't know and NA or DA
Data Collection Systems are in place to collect opinion data	5	11	8	3	4	20/31 65%
Opinion Data collected from staff are archived	2	24	1	3	1	27/31 87%
Reports of opinion data are regularly generated	6	15	4	4	2	23/31 74%
The manner in which opinion data are used is transparent	2	12	7	8	2	16/31 52%
Our school improvement teams regularly provide input and feedback about our school's improvement plan.	1	11	6	7	6	18/31 58%

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Create a QR code that gives	QR code posted and	QR codes and responses	Sept. 2021-Dec. 2021

teachers opportunity to formally give input and ideas	responses given by teachers		
Steering Committee will collect QR responses and give feedback to staff	Steering Committee collects QR responses at schedules meeting and discusses to give feedback	Notes from steering committee meetings	Sept. 2021-Dec. 2021

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	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

Reviewed & Approved by: (Electronic Initial & Date)

Building Principal	Amy Riley 9/7/21	Amy Riley 11/2/21	Amy Riley 3/1/22	
Assistant Superintendent	SO 9/7/21	SO 11/2/21	SO 3/1/22	

Evaluation Date (Reviewed w/Stakeholders):	Spring 2022
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