



## School Improvement Plan 2022-2023: OSES

**Mission Statement:**

We are growing minds to develop adaptable skills by modeling flexibility. We will motivate our students to make a positive impact by providing diverse experiences and opportunities for lifelong growth. We will prepare students to become valuable and respectful citizens.

**Lead Team Members:** (Include Principal, Assistant Principal, Counselor, Specialty Teacher, Classroom Teachers, and Parents)

Title	Name
Principal	Summer Cox (also a parent)
Assistant Principal	Renee Henson
Counselor	Sandie Millard
Media Specialist	Krista Brown (also a parent)
Teacher K-1	Renee Rotert
Teacher 2-3	Lori Miller
Teacher 4-5	Emily Ryan (also Parent Involvement Coordinator)
SPED Representative	Donna Helmer
Parent	Lindsay Bonilla

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment:

(include the following)

1. Review of Demographics
2. Review of Assessment Data
  - a. Include several sources (i.e. iSip, ACT Aspire, ACT, IXL, etc.)
3. Review of Perceptual Data (surveys from staff/parents)
4. Identified needs
5. Proposed Title I purchases based on needs

Oliver Springs currently has 421 active students. We have 17% active special education students, 7% ELL/LEP students, and 39% free and reduced lunch. Oliver Springs is a new school that just opened at the beginning of the 2020-2021 school year.

The Oliver Springs Lead Team has analyzed data from multiple sources and multiple demographic subpopulations. Some data sources are as follows:

### **Aspire 20-21 Summative Data**

#### **Reading Meets Benchmark**

3rd: 32% (up from 26%)

4th: 47% (up from 37%)

5th: 46% (up from 31%)

#### **Math Meets Benchmark**

3rd: 65% (up from 62%)

4th: 55% (up from 34%)

5th: 47% (up from 46%)

### **Istation 20-21 Data (April Data)**

#### **Reading (Levels go from low scores to high scores)**

K: Level 1: 22%, Level 2: 25%, Level 3: 25%, Level 4: 9%, Level 5: 18%

1st: Level 1: 33%, Level 2: 19%, Level 3: 23%, Level 4: 15%, Level 5: 10%

2nd: Level 1: 27%, Level 2: 18%, Level 3: 13%, Level 4: 21%, Level 5: 21%

#### **Math**

K: Level 1: 7%, Level 2: 7%, Level 3: 16%, Level 4: 33%, Level 5: 36%

1st: Level 1: 21%, Level 2: 19%, Level 3: 10%, Level 4: 21%, Level 5: 30%

2nd: Level 1: 31%, Level 2: 14%, Level 3: 14%, Level 4: 25%, Level 5: 15%

# Goals

**Develop Goals based on identified needs from Needs Assessment. (Must include a Math Goal and a Reading Goal.)**

Write a SPECIFIC Goal:

Example Goal: All students at John Doe School will increase reading achievement.

Example Performance Indicator: Students in \_\_\_ grade will increase their iStation iSip Vocabulary scores from 64% proficient to 70% proficient by May 2022.

**Goal 1** All students at Oliver Springs Elementary will increase math achievement on the ACT Aspire and Istation.

**Math Performance Indicator-** For K-2, the average percent of students scoring proficient (level 4 or 5) on the math ISIP will increase from 49% to 54%.

<b>Data Source: Istation Math ISIP</b>	<b>Baseline Year: 2020-2021</b>	<b>Baseline: 49%</b>
Target Date: April 2022	Target: 54%	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

**Math Performance Indicator-** For 3-5, the average percent of students scoring ready and advanced will increase from 56% to 61%.

<b>Data Source: ActAspire Math</b>	<b>Baseline Year: 2020-2021</b>	<b>Baseline: 56%</b>
Target Date: April 2022	Target: 61%	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

**Goal 2** All students at Oliver Springs Elementary will increase reading achievement on the ACT Aspire and Istation.

**Reading Performance Indicator-** For K-2, the average percent of students scoring proficient (level 4 or 5) on the math ISIP will increase from 34% to 39%.

<b>Data Source: Istation Reading ISIP</b>	<b>Baseline Year:2020-2021</b>	<b>Baseline:34%</b>
Target Date: April 2022	Target: 39%	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

**Reading Performance Indicator-** For 3-5, the average percent of students scoring ready and advanced

will increase from 42% to 47%.		
<b>Data Source: ACTAspire Reading</b>	<b>Baseline Year: 2020-2021</b>	<b>Baseline: 42%</b>
Target Date: April 2022	Target: 47%	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

<b>Goal 3</b> We will work to target learning loss.		
<b>Performance Indicator-</b> An increase in students scoring level 1 or 2, at or below the 40th percentile, will increase to level 3, at or below the 60th percentile, or higher.		
<b>Data Source: Istation Reading ISIP</b>	<b>Baseline Year:2020-2021</b>	<b>Baseline:</b>
Target Date:April 2022	Target:	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:
<b>Performance Indicator-</b> For 3-5, an increase in the amount of students scoring In Need of Support will score Ready on the ACTAspire.		
<b>Data Source: ACTAspire</b>	<b>Baseline Year:2020-2021</b>	<b>Baseline:</b>
Target Date:April 2022	Target:	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

## Mid-Year Goal Monitoring

To be completed at the end of the first Semester-(December20\_\_\_\_)  
 Under each goal describe progress made toward achieving each goal. Be specific and include measurable data.

**Goal 1.** All students at Oliver Springs Elementary will increase math achievement on the ACT Aspire and

Istation.

**Progress toward meeting Goal 1:**

**Goal 2.** All students at Oliver Springs Elementary will increase reading achievement on the ACT Aspire and Istation.

**Progress toward meeting Goal 2:** (Type Here)

## Literacy Plan

### Literacy Plan

(include the following)

- Implementation
- Monitoring
- Professional Development
- Parent Involvement
- Evaluation

Oliver Springs Elementary's literacy plan is to focus on phonemic awareness, phonics, fluency, comprehension, and vocabulary. We will pay specific attention to phonemic awareness and phonics.

• Phonemic Awareness: We will continue to implement the Heggerty Phonemic Awareness Curriculum to help with phonemic awareness.

-We will continue to provide professional development during team meetings to ensure all teachers know how to utilize and implement Heggerty in their classrooms. The school administrators will be the people responsible for professional development.

-We will inform parents of the curriculum and allow them to observe pieces of the new curriculum during a parent literacy night. We will communicate this night to the parents through social media and Peachjar.

-To monitor implementation of the plan, the principal and the assistant principal will be responsible for conducting classroom walkthroughs to watch lessons. We will also use Acadience data and the Phonological Awareness Skills Test (PAST) data to monitor implementation.

-We will purchase additional supplies when necessary.

- Phonics: We will continue to implement the Foundations Curriculum to help with phonics.

-We will provide professional development during team meeting times to ensure all teachers know how to utilize and implement Foundations in their classrooms. The principal and assistant principal will be responsible for this professional development.

-We will inform parents of the curriculum and allow them to observe pieces of the new curriculum during a parent literacy night. We will communicate this night to the parents through social media and Peachjar.

-To monitor implementation of the plan, the principal and assistant principal will be responsible for conducting classroom walkthroughs to watch lessons. We will collect data through the lens of the Science of Reading. We will also use Acadience data and the Phonological Awareness Skills Test (PAST) data to monitor implementation.

-We will purchase additional supplies when necessary.

- Fluency: We will use Units of Study as well as leveled books.

- Comprehension: We will use Lucy Calkins Units of Study.

- Vocabulary: We will use Interactive Read Alouds

- Writing: We use Lucy Calkins Units of Study.

Our literacy intervention will include 95% Group, Istation, and Small Group/Individualized Instruction. Our dyslexia program is Susan Barton. We will also provide professional development in the Science of Reading each year and Science of Reading observations this school year.

Elementary only- (for each of the 6 areas of literacy)

1. Phonemic Awareness: Heggerty Program

2. Phonics: Foundations for K-3; 95 Percent Group/Multi-Syllabic Response Cards 4-5 and Word Journeys (Blended Learning-Virtual lessons from Foundations as well as teacher Zooms and recordings.)

3. Fluency: Interactive Read Aloud (Blended Learning-Teacher Zooms and recorded lessons, iStation and Google Classroom)

4. Comprehension: Calkins Units of Study for Reading (Blended Learning-Teacher Zooms and recorded lessons, iStation and Google Classroom)

5. Vocabulary: Interactive Read Aloud, Vocabulary Surge (Grades 4 & 5) (Blended Learning-Teacher Zooms and recorded lessons, iStation and Google Classroom)

6. Writing: Calkins Units of Study for Writing (Blended Learning-Teacher Zooms and recorded lessons, iStation and Google Classroom)

## FINAL EVALUATION OF 2021-2022 SCHOOL IMPROVEMENT PLAN

Describe the progress made toward the completion of EACH goal in your 2021-2022 School Improvement Plan. Please identify if each goal has been met, not met, continues to be a goal for 2022-2023, or has been removed. Place a check in the appropriate box.

**Goal 1.** (Copy and Paste Goal 1 Here)

<b>X</b>	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUE IN 2022-2023</b>
	<b>REMOVED</b>

DESCRIPTION:(Describe your progress for Goal 1 here)

**Goal 2.** (Type Goal 2 Here)

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUE IN 2022-2023</b>
	<b>REMOVED</b>

DESCRIPTION: (Describe your progress for Goal 2 here)

**Goal 3. (Optional)** (Type Goal 3 Here)

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUE IN 2022-2023</b>
	<b>REMOVED</b>

DESCRIPTION: (Describe your progress for Goal 3 here)

### **Celebrations**

(Type Here)