

Heritage Lakes School Improvement Plan 2023-24

Data Analysis: Our Building Leadership Team reviewed the following data and identified our celebrations, as well as our opportunities for improvement.

Data Sources:

i-Ready, ECRA Data Warehouse, individual student goals

Celebrations:

Spring 2023-2024 school year - 91% of students demonstrated expected or higher growth in Mathematics.

Spring of 2023-2024 school year - 89% of students demonstrated expected or higher growth in Reading.

The ECRIS Spring Student Growth report indicated that Heritage Lakes students were in the green indicating that they made expected growth in Reading.

Opportunities for Improvement:

The leadership team noted some inconsistencies with students completing assessments in i-Ready and the amount of minutes they practice on their learning path.

Fall 23-24 i-Ready Diagnostic indicated that 24% of students were at or above grade level in the area of Vocabulary.

Spring 22-23 i-Ready Diagnostic indicated that Vocabulary was the lowest domain with 47% of students at or above grade level.

Student Performance Target Goals

1. Greater than 84% of students will demonstrate expected or higher than expected growth in All Subjects (ELA, Reading and Math) according to the ECRA Overall Growth Summary.
2. Outperform our IAR projected proficiency target identified in the ECRA Spring IAR Projected Proficiency Report.
3. On the District Strategic Plan Survey, at least 75% of students will agree or strongly agree that their social and emotional needs are being addressed.

Current Status and Next steps

The Fall i-Ready Diagnostic indicated that 38% of students were early on/mid or above grade level in Reading.

Next Steps

1. Include students in the conversation by looking at their individual i-Ready reports.
2. Make students' goals more visible and accessible for the students.
3. Develop a consistent template for each grade level to increase communication with students and families regarding students' goals.
4. Increased opportunities for collaboration between specialist and classroom teachers on how to support students in the area of vocabulary.
5. Increased PD on strategies to enhance student vocabulary.