



School Level Improvement Plan

<p>School Name: <u>Rogers Heritage High School</u></p> <p>The Heritage Community exists to ensure all students and staff members learn and grow through a culture of collaboration, while valuing both relationships and results. High Reliability Schools Level 1 High Reliability Schools Level 2</p>	<p>LEA #: 0405052</p> <p>Update - 11.1.2021 After School Program Update - 10.5.2021 PSAT/NCRC/Practice ACT Update - 11.1.2021 RHHS i-Ready Data Update - 11.1.2021 RHHS i-Ready Data From Site</p>	<p>Plan Year:2022-2023</p> <p>Update - 2.24.2022 Value Added Growth Update - 4.4.2022 AVID Data</p>
<p>Building Principal: Jeff Wasem</p>	<p>Improvement Plan Team: Tyler Glenn, Martin Resendiz, Matt Murray, Ron Hensley, Stephanie Schriener, Mari Hayes, Michelle Moore, Amy Stufflebeam</p>	

<p>2021 ESSA Indicator Scores</p> <p>Overall ESSA Score: 63.4 Weighted Achievement Score: 41.45 School Value-Added Growth Score: 80.79 4-Year Graduation Rate: 84.55 5-Year Graduation Rate: 84.06 School Quality and Student Success Score: 53.02</p>
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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 2021-2022 school year, Rogers Heritage High School will increase ACT Aspire Reading scores of ready and exceeding expectations for the combined/general population by 10%.

By the end of the 2021-2022 school year, Rogers Heritage High School will increase ACT Aspire English scores of ready and exceeding expectations for the combined/general population by 10%.

Data Dive

Areas of Strength:

1. The number of 9th grade students scoring Exceeding in English is higher than any other reporting category (R, C, NS).
2. The number of 10th grade students scoring Exceeding in English is higher than two reporting categories (R,C - same as NS).

Areas of Opportunity:

1. The percentage of 10th grade students scoring on grade level (Ready/Exceeding Expectations) dropped from 9th to 10th grade in English and Reading.
 - a. 9th English - 54%
 - b. 10th English - 48%
 - c. 9th Reading - 34%
 - d. 10th Reading - 29%
2. There are a larger number of students in both 9th grade and 10th grade who are In Need of Support than are Ready and Exceeding (combined) in Reading.

What else do we want to know?

- What number of students will we target in Reading and English to ensure the required growth is met?
 - 9th Grade Reading - 24
 - 9th Grade English - 53
 - 10th Grade Reading - 53
 - 10th Grade English - 50
- These students will be targeted for acceleration through Eagle Period, starting in Learning Cycle 3. Students will be assessed after Learning Cycle 4 through i-Ready.

1.7.22 i-Ready Data	9th Grade	10th Grade
On Grade Level - Fall	14%	17%
On Grade Level - Winter	16%	20%
Met Growth - Fall	39%	44%
Met Growth - Winter	61%	56%

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

We are looking at the data for the students from the previous grade level, reviewing their scale scores, and calculating which students are in the best position to grow towards grade level in one year.

Instead of looking at a percentage only, we are matching the percentage to the names of the students (see numbers above).

These will be reviewed with teachers. Support will be put into place targeting these learners and their growth.

<p>How do we know we are making progress towards our goal? (Lead Measure)</p> <p>We will utilize i-Ready data to assess progress, along with data in the areas of:</p> <ul style="list-style-type: none"> • Learning Cycle Data - Formative and Summative Assessments • Attendance 	<p>Timeline (When Lead Measures occur)</p> <ul style="list-style-type: none"> • Formative Assessments will be reviewed after each learning cycle. • i-Ready data will be reviewed after each assessment. • Attendance and discipline data will be reviewed throughout the year. 	<p>Scoreboard (Results of Lead Measures)</p> <ul style="list-style-type: none"> • i-Ready data and CFA/Summative from Learning Cycles will guide our decision making for student learning, specifically the students who will be targeted for Eagle Period small groups.
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	Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
1	Learning Cycle Observation Rotation - TIER 1		Rotation Schedule - LCs	LC1-LC8
2	Focused PD for intervention team - focused on student needs and high-leverage specific reported categories	Professional Development	LC Pull Out Schedule	LC2-Summative

3	Building PD for all content area staff	Classroom observations	Google Response Form	LC2-Summative
4	Focused student interventions for Reading and English based on reporting categories	iReady interims	iReady Data	LC2-LC8
5	RTI Tier 2 Interventions during Eagle Period Targeted Small Groups: English 1 - Bunner, McLain English 2 - Bonsteel, Grubbs, McNulty Reading - Kupersmith	CFAs, USAs, CSA, iReady data	Assessment data	LC1-LC8
6	Critical Reading Course	iReady	iReady data	LC1-LC8
7	Co-teach classes	CFAs, USAs, CSAs, iReady data	Classroom Data iReady Data	LC1-LC8
8	AVID	Classroom observations Increased attendance and pass/fail rate Data - Fall to Winter	Google Response Form AVID Notebook Attendance Documents	LC1-LC8
9	Read180	Growth in Reading Inventory	Reading Inventory Data	LC1-LC8

Math Goal:

By the end of the 2021-2022 school year, Rogers Heritage High School will increase ACT Aspire Math scores of ready and exceeding expectations for the combined/general population by 10%.

Data Dive

Areas of Opportunity:

1. The students who are In Need of Support outnumber the students who are Ready or Exceeding Expectations by double in 9th grade and nearly triple in 10th grade.
2. The percentage of students who were on grade level (Ready or Exceeding Expectations) fell by 7% between the grade levels (from 9th to 10th).

What else do we want to know?

- What number of students will we target in Math to ensure the required growth is met?
 - 9th Grade Math - 46
 - 9th Grade Math - 31
- These students will be targeted for acceleration through Eagle Period, starting in Learning Cycle 3. Students will be assessed after Learning Cycle 4 through i-Ready (and other factors/variables).

1.7.22 i-Ready Data	9th Grade	10th Grade
On Grade Level - Fall	32%	26%
On Grade Level - Winter	37%	25%

Met Growth - Fall	43%	37%
Met Growth - Winter	57%	63%

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

We are looking at the data for the students from the previous grade level, reviewing their scale scores, and calculating which students are in the best position to grow towards grade level in one year.

Instead of looking at a percentage only, we are matching the percentage to the names of the students (see numbers above).

These will be reviewed with teachers. Support will be put into place targeting these learners and their growth.

<p>How do we know we are making progress towards our goal? (Lead Measure)</p>	<p>Timeline (When Lead Measures occur)</p>	<p>Scoreboard (Results of Lead Measures)</p>
<p>We will utilize i-Ready data to assess progress, along with data in the areas of:</p> <ul style="list-style-type: none"> a. Learning Cycle Data - Formative and Summative Assessments b. Attendance 	<p>Formative Assessments will be reviewed after each learning cycle.</p> <p>i-Ready data will be reviewed after each assessment.</p> <p>Attendance and discipline data will be reviewed throughout the year.</p>	<p>i-Ready data and CFA/Summative from Learning Cycles will guide our decision making for student learning, specifically the students who will be targeted for Eagle Period small groups.</p>

	Action Steps	Success Indicators	Evidence/Artifacts	Timeline
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1	Learning Cycle Observation Rotation - TIER 1		Rotation Schedule - LCs	LC 1-LC8
2	Focused PD for intervention team - focused on student needs and high-leverage specific reported categories	Professional Development	LC Pull Out Schedule	LC2-Summative
3	Building PD for all content area staff	Classroom observations	Google Response Form	LC2-Summative
4	Focused student interventions for Math based on reporting categories	iReady interims	iReady Data	LC2-LC8
5	RTI Tier 2 Interventions during Eagle Period Targeted Small Groups: Math 1 - Ross, Cervantes Math 2 - Hershenow, Bishop	CFAs, USAs, CSAs,	Assessment data	LC1-LC8
6	Grade 10 teacher use Mastery Connect	Growth data for individualized support	iReady Data	LC1-LC8
	Math Lab blocks	CFAs, USAs, CSAs,	Classroom Data	LC1-LC8
	Co-teach classes	CFAs, USAs, CSAs, iReady data	Classroom Data iReady Data	LC1-LC8

Additional Site Goal: By the end of the 2021-2022 school year, Rogers Heritage High School will increase ACT Aspire Science scores of ready and exceeding expectations for the combined/general population by 10%.

Data Dive

Areas of Strength:

1. In 9th grade, there are 104 students who scored Close, near grade level attainment in the subject.
2. In 10th grade, there are 99 students who scored Close, near grade level attainment in the subject.

Areas of Opportunity:

1. In 9th grade, roughly 100 more students scored In Need of Support than Exceeding Expectations and Ready, combined.
2. In 10th grade, more than double the number of students scored In Need of Support than Exceeding Expectations and Ready combined.
3. Between 9th grade and 10th grade, the percentage of students who did not meet grade level standards dropped by 3%.

What else do we want to know?

- What number of students will we target in Reading and English to ensure the required growth is met?
 - 9th Grade Science - 33
 - 9th Grade Science - 32
- These students will be targeted for acceleration through Eagle Period, starting in Learning Cycle 3. Students will be assessed after Learning Cycle 4 through i-Ready (and other factors/variables).

How are we measuring our goal? (Lag Measure) Comparing data from last year.
 We are looking at the data for the students from the previous grade level, reviewing their scale scores, and calculating which students are in the best position to grow towards grade level in one year.
 Instead of looking at a percentage only, we are matching the percentage to the names of the students (see numbers above).
 These will be reviewed with teachers. Support will be put into place targeting these learners and their growth.

<p>How do we know we are making progress towards our goal? (Lead Measure)</p> <p>We will utilize i-Ready data to assess progress, along with data in the areas of:</p> <ul style="list-style-type: none"> c. Learning Cycle Data - Formative and Summative Assessments d. Attendance 	<p>Timeline (When Lead Measures occur)</p> <p>Formative Assessments will be reviewed after each learning cycle.</p> <p>i-Ready data will be reviewed after each assessment.</p> <p>Attendance and discipline data will be reviewed throughout the year.</p>	<p>Scoreboard (Results of Lead Measures)</p> <p>i-Ready data and CFA/Summative from Learning Cycles will guide our decision making for student learning, specifically the students who will be targeted for Eagle Period small groups.</p>
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	Action Steps	Success Indicators	Evidence/Artifacts	Timeline
1	Learning Cycle Observation Rotation - TIER 1		Rotation Schedule - LCs	LC 1-LC8
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3	Building PD for all content area	Classroom Observations	Google Response Form	LC2-

	staff			Summative
4	Focused student interventions for Science based on reporting categories	iReady interims	iReady Data	LC2-LC8
5	RTI Tier 2 Interventions during Eagle Period Targeted Small Groups: Science 1 - Heidenreich Science 2 - A. Pool	CFAs, USAs, CSAs,	Assessment data	LC1-LC8

Rogers Public Schools Literacy Plan 2022-2023	K-5	6-8	9-12
Tier 1 Literacy Curriculum	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	Comprehension, Vocabulary, Morphology, and Writing StudySync The Writing Revolution Read 180	Comprehension, Vocabulary, Morphology, and Writing My Perspectives The Writing Revolution Read 180

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	Jeff Wasem 10/11/21	Jeff Wasem 11/2/21	Jeff Wasem 4/10/22	
Assistant Superintendent	Jim Davis 10/6/21	Jim Davis 11/2/21	Jim Davis 4/13/22	

Evaluation Date (Reviewed w/Stakeholders):

Spring 2022