



School Level Improvement Plan

School Name: Rogers New Technology HS	LEA #: 0405703	Plan Year: 2022-2023
Building Principal: J. Lance Arbuckle, Ed.D	Improvement Plan Team: Todd Sisson, Bill Magee, Kayla Roark, Garth Nelson, Audrey Putnam, Denise Garcia, Brian Poland, Danny Burdess, Haley Cable, Mikayla Hopkins, Chip Greenwell, Abby Howe	

2021 ESSA Indicator Scores
Overall ESSA Score: 71.96
Weighted Achievement Score: 56.71
School Value-Added Growth Score: 80.04
4-Year Graduation Rate: 96.97
5-Year Graduation Rate: 98.85
School Quality and Student Success Score: 63.06

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.

Building Literacy Goal:

By May 30, 2022, the number of students maintaining or improving their relative position on the national percentile rank score for ACT Aspire will increase by 10% or more as measured by the English & Reading sections.

Data Dive**Areas of Strength:**

- An analysis of plotting poverty (x variable) with student achievement (y variable) indicates a year to year increase in the variance.
- Since May 2016 the percentage of student-learners maintaining or improving their national percentile rank relative position has increased by 6% in English and increased by 24% in reading. (From the '16-17 cohort to '17- 18 cohort)
- The staff of RogersNTHS is carrying out multiple action research projects at any given time throughout the year. → Daily agendas accessible by all stakeholders involved with RogersNTHS.

Areas of Opportunity:

- Return to the basic components of the instructional model.
- Improving achievement of learners identified as English language learners and those learners dealing with poverty.
- Still have 35% of student-learners that have an opportunity to maintain or increase their percentile rank score in Reading.
- NT still has 50% of student-learners that have an opportunity to maintain or increase their percentile rank score in English.

What do we Know?

- ⇒ During the '18-19 cohort, 53% of the kiddos who declined in relative position (in English) did so by dropping 10 or fewer percentile points.
- ⇒ During the '17-18 cohort, 50% of kiddos who declined in relative position (in English) did so by dropping 10 or fewer percentile points.
- ⇒ During the '18-19 cohort, 49% of the kiddos who declined in relative position (in Reading) did so by dropping 10 or fewer percentile points.
- ⇒ During the '17-18 cohort, 37% of kiddos who declined in relative position (in Reading) did so by dropping 10 or fewer percentile points.
- ⇒ Silent reading has been a daily occurrence in most of our freshman level humanities classroom and is a part of every project in the freshman classroom.

What do we Need 2 Know?

- ⇒ Using the '17-18 cohort data, are there issues (content or otherwise) shared across the kiddos who have a rank position of 50%'tile or lower?
- ⇒ Are these issues similar across the learners who have the same position (as above) in the '18-19 cohort?

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

- ✓ Using student level data - national percentile rank on the 2022 ACT Aspire - to calculate a building wide percent of students maintaining or improving their rank score from 2021 to 2022...

<p>How do we know we are making progress towards our goal? (Lead Measure)</p> <ul style="list-style-type: none"> ✓ Increase in ELPA student scores... ✓ Increase students being dismissed from ELL services ✓ Observing the use of non-negotiables of the model... <ul style="list-style-type: none"> ✓ Reflections from ESOL & Reading teachers on classroom function ✓ Student level National Percentile Rank and/or Grade Level Progress on iReady 	<p>Timeline (When Lead Measures occur)</p> <p>Annually (Spring) Weekly</p> <p>One/Two times per quarter</p> <p>Monthly</p> <p>After each iReady administration</p>	<p>Scoreboard (Results of Lead Measures)</p> <p>Available May 2022</p> <p>Approx 15%</p> <p>Implementation Record available w/AF</p> <p>Available Weekly (eMail)</p> <p>12.23% increased & met growth goal</p>
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Summary:

While the lagging measures are yet to be concluded (Aspire in April 2022), RogersNTHS expects to see an increase in the Aspire scores as indicated above. The NT staff has diligently worked to create an educational experience that is responsive to student needs and ensures proper placement in all curricular areas. In addition, RogersNTHS has utilized an 'AP for All' concept for multiple years. The academic facilitator is instrumental in the instructional improvement within our building by supporting content facilitators in their approach to the classroom non-negotiables. Reflections of the ESOL facilitator seem to support the above conclusions as do the iReady NPR/GLP monitoring.

<p>Action Steps <i>(Literacy)</i></p>	<p>Success Indicators</p>	<p>Evidence/Artifacts (Links)</p>	<p>Timeline</p>
<p>ESOL Staff (R. Booth) in Humanities classrooms daily during 4th thru 7th</p>	<p>Building relationships w/facilitators & learners</p>	<p><u>Weekly teacher reflections</u></p>	<p>Prior to October 31, 2021</p>

period	ESOL staff provide guidance to admin for training purposes	Training Agendas	Prior to November 2, 2021
Learners will take iReady assessments	Student-Learners will improve or maintain NPR and/or Grade Level Progress (GLP)	iReady Window 1 Diagnostic Results: - <u>Comprehensive</u> <u>-Grade-Level</u> <u>-Student-Level (9th)</u> <u>-Student-Level (10th)</u> ... <u>Summary</u>	Window 1 - Sept 2021 Window 2 - Dec 2021
Provide Read180 embedded into 9th gr. Humanities block (Cable/Magee/Fulghum)	Positive progress on Read180 reports...	<u>Student-level progress reports</u>	Prior to October 31, 2021
Provide targeted Read180 to learners in Critical Reading classroom setting (20 or less)	Number of learners testing out of the program...	<u>Read180 Teacher Report (student testing number)</u>	Prior to October 31, 2021
	Positive progress on Read180 reports...	Student Growth Reports	Prior to October 31, 2021
Increase Frequency of reading & writing assessment opportunities w/in model	Three (3) or more opportunities at mastery in each area	<u>Echo Gradebooks</u> <u>Challenging Language</u>	Prior to October 31, 2021

	Measure use of ARP across various content areas	Echo Agenda Collaborative Team Agendas	Prior to October 31, 2021
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Math Goal:

By May 30, 2022, the number of students maintaining or improving their relative position on the national percentile rank score for ACT Aspire will increase by 10% or more as measured by the math section.

Data Dive

Areas of Strength:

- An analysis of plotting poverty (x variable) with student achievement (y variable) indicates a year to year increase in the variance.
- Since May 2016 the percentage of student-learners maintaining or improving their national percentile rank relative position has increased by 19% in math. (From the '16-17 cohort to '17-18 cohort)
- The staff of RogersNTHS is carrying out multiple action research projects at any given time throughout the year. → Daily agendas accessible by all stakeholders involved with RogersNTHS.

Areas of Opportunity:

- Return to the basic components of the instructional model.
- Improving achievement of learners identified as English language learners and those learners dealing with poverty.
- Still have 42% of student learners that have an opportunity to maintain or increase their percentile rank score.

What do we Know?

- ⇒ During the '18-19 cohort, 51% of the kiddos who declined in relative position did so by dropping 10 or fewer percentile points.
- ⇒ During the '17-18 cohort, 52% of kiddos who declined in relative position did so by dropping 10 or fewer percentile points.

What do we Need 2 Know?

- ⇒ Using the '17-18 cohort data, are there issues (content or otherwise) shared across the kiddos who have a rank position of 50% tile or lower?

⇒ Are these issues similar across the three learners who have the same position (as above) in the '18-19 cohort?

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

- ✓ Using student level data - national percentile rank on the 2022 ACT Aspire - to calculate a building wide percent of students maintaining or improving their rank score from 2021 to 2022...

<p>How do we know we are making progress towards our goal? (Lead Measure)</p> <ul style="list-style-type: none"> ✓ Observing the use of non negotiables of the model... ✓ Student level National Percentile Rank and/or Grade Level Progress on iReady ✓ Student/Classroom level of standard mastery 	<p>Timeline (When Lead Measures occur)</p> <p>Monthly</p> <p>After each iReady administration</p> <p>Learning Cycle Grade Check Opportunities</p>	<p>Scoreboard (Results of Lead Measures)</p> <p>Implementation Record available</p> <p>w/AF Increased 10.6% & Met growth goal</p> <p>Number of failing grades increased from 2020 S1 to 2021 S1</p>
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Summary:
 While the lagging measures are yet to be concluded (Aspire in April 2022), RogersNTHS expects to see an increase in the Aspire scores as indicated above. The NT staff has diligently worked to create an educational experience that is responsive to student needs and ensures proper placement in all curricular areas. In addition, RogersNTHS has utilized an 'AP for All' concept for multiple years. The academic facilitator is instrumental in the instructional improvement within our building by supporting content facilitators in their approach to the classroom non-negotiables. Reflections of the ESOL facilitator seem to support the above conclusions as do the iReady NPR/GLP monitoring. As we reflect on the number of failing grades across 9th & 10th grade math classes, the number of failing grades has increased from semester 1 to semester 1 year over year. This may be a COVID related impact.

Action Steps <i>(Math)</i>	Success Indicators	Evidence/Artifacts	Timeline
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Learners will take iReady assessments	Student-Learners will improve or maintain NPR and/or Grade Level Progress (GLP)	iReady Window 1 Diagnostic Results: - <u>Comprehensive</u> <u>-Grade-Level</u> <u>-Student-Level (9th)</u> <u>-Student-Level (10th)</u> ... <u>Summary</u>	Window 1 - Sept 2021 Window 2 - Dec 2021
Continue full implementation of SBG	All gradebooks reflect the building wide SBG process	Facilitator Gradebooks (Burdess, Daniels, Porter, Sisson, Bazyk, Roark, Colananni)	Prior to October 31, 2021
Classroom Informal Observations	High levels of Learner Engagement & Interactions	<u>Admin Observation Notes & Summary</u>	Monthly
Identify two priorities w/in the instructional model for improvement	Varies based upon classroom instructional priorities	<u>Teacher Feedback</u>	Prior to October 31, 2021
Secondary Math Curriculum Specialist observes a class (minimum 1x per week)	Content Facilitators implementing the NT instructional model at a higher level	Written Summaries from:Curriculum SpecialistAcademic Facilitator	Prior to October 31, 2021
Embed language development strategies supported by ESOL staff (R. Booth)	Student work reflects more full understanding of vocabulary	<u>Booth Notes</u> <u>Challenge Words</u>	Prior to October 31, 2021

Additional Site Goal:

By May 30, 2022, the number of students maintaining or improving their relative position on the national percentile rank score for ACT Aspire will increase by 10% or more as measured by the science section.

Data Dive**Areas of Strength:**

- An analysis of plotting poverty (x variable) with student achievement (y variable) indicates a year to year increase in the variance.
- Since May 2016 the percentage of student-learners maintaining or improving their national percentile rank relative position has increased by 27% in science. (From the '16-17 cohort to '17-18 cohort)
- The staff of RogersNTHS is carrying out multiple action research projects at any given time throughout the year. → Daily agendas accessible by all stakeholders involved with RogersNTHS.

Areas of Opportunity:

- Return to the basic components of the instructional model.
- Improving achievement of learners identified as English language learners and those learners dealing with poverty.
- Still have 43% of student learners that have an opportunity to maintain or increase their percentile rank score.

What do we Know?

- ⇒ During the '18-19 cohort, 62% of the kiddos who declined in relative position did so by dropping 10 or fewer percentile points.
- ⇒ During the '17-18 cohort, 36% of kiddos who declined in relative position did so by dropping 10 or fewer percentile points.

What do we Need 2 Know?

- ⇒ Using the '17-18 cohort data, are there issues (content or otherwise) shared across the kiddos who have a rank position of 50%'tile or lower?
- ⇒ Are these issues similar across the three learners who have the same position (as above) in the '18-19 cohort?

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

- ✓ Using student level data - national percentile rank on the 2022 ACT Aspire - to calculate a building wide percent of students maintaining or improving their rank score from 2021 to 2022...

How do we know we are making progress towards our goal? (Lead Measure)	Timeline (When Lead Measures occur)	Scoreboard (Results of Lead Measures)
<ul style="list-style-type: none"> ✓ Observing the use of non negotiables of the model... ✓ Student/Classroom level of standard mastery 	<p>Monthly</p> <p>Learning Cycle Grade Check Opportunities</p>	<p>Implementation Record available w/AF</p> <p>Number of failing grades increased from 1 to 14 across all science</p>

Summary:

While the lagging measures are yet to be concluded (Aspire in April 2022), RogersNTHS expects to see an increase in the Aspire scores as indicated above. The NT staff has diligently worked to create an educational experience that is responsive to student needs and ensures proper placement in all curricular areas. In addition, RogersNTHS has utilized an 'AP for All' concept for multiple years. The academic facilitator is instrumental in the instructional improvement within our building by supporting content facilitators in their approach to the classroom non-negotiables. Reflections of the ESOL facilitator seem to support the above conclusions as do the iReady NPR/GLP monitoring. As we reflect on the number of failing grades across 9th & 10th grade math classes, the number of failing grades has increased from semester 1 to semester 1 year over year. This may be related to COVID impact.

Action Steps <i>(Science)</i>	Success Indicators	Evidence/Artifacts	Timeline
Continue full implementation of SBG	All gradebooks reflect the building wide SBG process	Facilitator Gradebooks	Prior to October 31, 2021
Identify two priorities w/in the instructional model for improvement	Varies based upon classroom instructional priorities	<u>Teacher Feedback</u>	Prior to October 31, 2021
Embed language development strategies supported by ESOL staff (R. Booth)	Student work reflects more full understanding of vocabulary	<u>Echo Daily Agendas</u> <u>Challenge Words</u>	Prior to October 31, 2021

Use of Claim, Evidence, Reasoning protocol w/in project benchmarks	Students demonstrate understanding at high levels	Student Work	Prior to October 31, 2021
	Student work reflects mastery on standards		
Implementation of Argument Driven Inquiry methods consistent w/ NT Instructional Model	Student work reflects mastery on standards	Echo Daily Agendas	Prior to October 31, 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	JLA (8/31/2021)	JLA (11/2/2021)	JLA (4/12/2022)	
Assistant Superintendent	Jim Davis 10/6/21	Jim Davis 11/2/21	Jim Davis 4/14/22	

Evaluation Date (Reviewed w/Stakeholders):	Spring 2022
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