



School Level Improvement Plan

School Name: Rogers High School	LEA #: 0405048	Plan Year: 2022-2023
Building Principal: Lewis Villines	Improvement Plan Team: Lewis Villines, Lynsey Reynolds, Tricia Tice, Lisa Williams, Paul Wilson, James Rappe, Margaret McClure, Alex Jacobs, Keri Book	

District Goal:

By the end of the 21-22 school year, the number 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 21-22 school year, the number of 9th & 10th grade students scoring ready and exceeding on the ACT Aspire Reading Scores will increase by 10%.

Data Dive
[School Improvement Progress](#)

Areas of Strength:
Knowledge of language is an area of strength for both 9th and 10th grade.

Areas of Opportunity:
The percentage of students scoring on grade level (Ready/Exceeding) dropped from 9th to 10th grade in Reading in all areas.

READING	9th Grade	10th Grade
Key Ideas and Details (KID)	42%	50%
Craft and Structure (CAS)	50%	31%

Integration of Knowledge (IOK)	46%	34%
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What else do we want to know?

Focusing on students who scored 2 points above as well as those who scored 2 points below the Benchmark will help grow their performance. Focusing on these students' growth will help monitor our progress toward our school goal of improving our number of ready and exceeding students.

The tables below show the number of students we will target in Reading utilizing Social Studies and English classes to ensure the required growth is met. These students will be targeted for Tier 1 intervention in Social Studies courses for Key Ideas and Details and Integration of Knowledge as well as in English courses for Craft and Structure. Utilizing data from each class (formative assessments, CFAs, summative assessments, and other factors) will provide data informed Tier 2 interventions through Mounte Time starting in Learning Cycle 5.

Number of Students Identified as Approaching Ready		
	9th Grade	10th Grade
Key Ideas and Details (KID)	26	17
Craft and Structure (CAS)	45	18
Integration of Knowledge (IOK)	17	14

Number of Students Identified as Approaching Exceeding		
	9th Grade	10th Grade
Key Ideas and Details (KID)	46	30

How are we measuring our goal? (Lag Measure)

We analyzed data from the previous grade level, specifically utilizing the ACT Aspire Summative 2021, for students with a range 2 points below and 2 points above the Benchmark on Reading. We have also identified students who scored in the high ready category who are 2-3 points from reaching exceeding in Reading on the ACT Aspire Summative.

The breakdown from last year's data indicates the following:

- 88 - 9th grade students identified with a range 2 points below & 2 points above the Benchmark.
- 49 - 10th grade students identified with a range 2 points below & 2 points above the Benchmark.
- 46 - 9th grade students identified with a range of 2-3 points to meet Exceeding Benchmark
- 19 - 10th grade students identified with a range of 2-3 points to meet Exceeding Benchmark.

<p>How do we know we are making progress towards our goal? (Lead Measure)</p> <p>We will utilize iReady 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> <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 Tier 2 interventions in Mountie Time during Learning Cycle 5</p>
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Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
<p>Learning Cycle Observation & Data Discussion (Tier 1)</p> <p>Collaborative Team Observation & Data Discussion (Tier 1)</p>	<p>Growth on iReady Diagnostic</p> <p>CFA/ CSA</p> <p>Tier 1 interventions & data</p>	<p>Data from iReady</p> <p>Data Warehouse (9th Mastery Connect)</p> <p>Assessment Data</p>	<p>LC 1- 8</p>
<p>Focused PD for intervention team focused on specific reported categories (KID, CS, IOK)</p>	<p>Professional Development</p>	<p>Teacher Hub Literacy Intervention</p>	<p>LC 3-4</p>
<p>Building PD for all Social Studies and English Teachers</p>	<p>Professional Development</p> <p>Classroom observations</p>	<p>Teacher Hub Literacy Intervention</p> <p>AF & Admin weekly meetings</p>	<p>LC 2- Summative</p>

<p>Focused Tier 2 interventions for Reading (KID, CS, IOK)</p> <p>Focused Tier 2 Enrichment for High Ready (KID)</p>	<p>iReady interims, FA, CFAs, CSAs</p>	<p>Data from iReady</p> <p>Data Warehouse (9th Mastery Connect)- Assessment Data</p>	<p>LC 5 -Summative</p>
<p>READ 180</p>	<p>Growth in Reading Inventory</p>	<p>Reading Inventory Data</p>	<p>LC 1 - 8</p>

<p>Math Goal:</p> <p>By the end of the 2021-22 school year the number of 9th and 10th grade students scoring Ready or Exceeding in Modeling will increase by 10% in each grade level as measured by the ACT Aspire Summative 2022.</p>
<p>Data Dive</p> <p>School Improvement Progress</p>
<p>Areas of Strength:</p> <p>Statistics/probability and number/quantity are areas of strength for both 9th and 10th grade math students. Justification/Explanation and integrating essential skills are areas of strength for our 9th grade math students.</p>
<p>Areas of Opportunity:</p> <p>Modeling comprises 45% of the total test and is an area of opportunity for both 9th and 10 grade.</p>
<p>What else do we want to know?</p> <p>We believe that focusing on modeling will help our students improve their performance on the ACT Aspire. We also believe that identifying and providing support for students who scored 2 points above as well as those who scored 2 points below the cut line will help grow their performance. Focusing on these students' growth will help monitor our progress toward our school goal of improving our number of ready and exceeding students.</p>

<p>How are we measuring our goal? (Lag Measure)</p> <p>We have identified 85 Freshmen who scored in a range 2 points above the cut score and 2 points below the cut score on the ACT Aspire Summative assessment Spring 2021.</p> <p>We have identified 60 Sophomores who scored in a range 2 points above the cut score and 2 points below the cut score on the ACT Aspire Summative assessment Spring 2021.</p> <p>We will measure growth through: CFA's, CSA's, Mastery Connect, and-Ready assessments.</p>

<p>How do we know we are making progress towards our goal? (Lead Measure)</p> <p>Student Growth on CFA's, CSA's, Mastery Connect, and iReady assessments.</p>	<p>Timeline (When Lead Measures occur)</p> <p>CFAs will happen regularly within each 4 ½ week data cycle. We will use Mastery Connect to assist with measuring student growth. iReady assessments will be given in fall, winter, and spring to measure overall student performance.</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</p>
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Action Steps	Success Indicators	Evidence/Artifacts (Links)	Timeline
<p>We have identified 60 current sophomores and 85 current freshmen students that scored within 2 points of Ready (on either side) on the 2021 Summative. These students will participate in an Aspire Prep during MT once each learning cycle as well as consistently the 3 weeks leading up to the Summative Exam.</p>	<p>Growth on iReady Diagnostic tests and CFAs with a focus on Modeling questions</p> <p>Mastery Connect Data (available only for 9th grade)</p>	<p>Data from iReady</p> <p>CFA Data & Intervention Plan: Algebra</p> <p>CFA Data & Intervention Plan: Geometry</p> <p>Mountie Time "Boot Camp" materials</p> <p>Mastery Connect Data</p>	<p>September 2021- May 2022</p>
<p>Tier 1 Intervention is critical. Our teams have developed a plan to address specific ACT Aspire skills weekly. Similar to our "Focus Fridays" last year, all 9th and 10th grade teachers have students engage in problems that fit in their current unit but have an emphasis on the Modeling</p>	<p>Growth on iReady Diagnostic tests and CFAs with a focus on Modeling questions</p> <p>Progress on "focus" sample problems</p>	<p>Data from iReady</p> <p>CFA Data & Intervention Plan: Algebra</p> <p>CFA Data & Intervention Plan: Geometry</p>	<p>September 2021- May 2022</p>

skills.			
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Additional Site Goal:			
75% of RHS students will meet the goals for attendance as measured by student engagement on SQSS indicators by the end of the 2021-22 school year.			
Data Dive			
Areas of Strength: School year 2017-18 RHS had 73.83% of students meet the goals for student engagement as measured by SQSS.			
Areas of Opportunity: School year 2020-21 RHS had 67.48% of students meet the goals for student engagement as measured by SQSS.			
What else do we want to know? COVID provided greater opportunities for students to be absent.			

How are we measuring our goal? (Lag Measure) Comparing data from last year. School year 2020-21 RHS had 67.48% of students meet the goals for student engagement as measured by SQSS		
How do we know we are making progress towards our goal? (Lead Measure) We will measure student attendance this year each 4.5 weeks by running attendance reports.	Timeline (When Lead Measures occur) Each 4.5 Weeks	Scoreboard (Results of Lead Measures) Compare from last school year to current school year

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Pull attendance reports each 4.5 weeks from 2020-21 school year and pull attendance records through the year during the 2021-22 school year	Analyze comparative data from one school year to the next.	Attendance data	Each 4.5 weeks

Coordinate intentional efforts with the school Student Success Coordinator to identify and engage students for tier II and III interventions.	Students identified will show improvement in the acquisition of credit completion.	Student contact information gathered by student success coordinator, APs, counselors, and social worker.	Ongoing, and weekly meetings with APs, counselors, and social workers.
Coordinate efforts with school counseling staff, social worker, SRO, and other appropriate parties to link students with the appropriate resources and interventions to improve student attendance.	Students identified will show improvement in the acquisition of credit completion	Student contact information gathered by student success coordinator, APs, counselors, and social worker.	Ongoing, and weekly meetings with APs, counselors, and social workers.
Create and implement student centered options to regain lost credit.	Number of credits lost due to lack of attendance will be restored or improved due to the above practices.	Credit denial rate.	Ongoing, based upon student attendance reports generated regularly (Weekly).
Attendance contracts with at-risk students	Improved attendance	Attendance data	Each 4.5 weeks and as needed
Possible causes for increase in absenteeism.	*increase in enrollment from 1986 in 2020-21 to 2114 in 2021-22 *RVL has changed their attendance expectations and policies this year which has resulted in more student absences. This data is reflected in our attendance numbers.		With the combined efforts of counselors, social workers, teachers, and administration, we will continue to focus on improving student attendance in the 22-23 school year.

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	LV 9/1/21	Lewis Villines 11/2/21	Lewis Villines 4/13/22	
Assistant Superintendent	Jim Davis 10/6/21	Jim Davis 11/2/21	Jim Davis 4/13/22	

Evaluation Date (Reviewed w/Stakeholders):	Spring 2022
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