



School Level Improvement Plan

School Name: Reagan Elementary School	LEA #: 0405042	Plan Year: 2022-2023
Building Principal: Matthew Howard	Improvement Plan Team: Matthew Howard - Principal, Jennifer Little - Assistant Principal, Katie Madey - Counselor, Chandler Grace - 4th Grade Teacher, Tracy Craft - 5th Grade Teacher	

2021 ESSA Indicator Scores
Overall ESSA Score: 73.38
Weighted Achievement Score: 63.33
School Value-Added Growth Score: 83.34
School Quality and Student Success Score: 63.64

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 21-22 school year, the number of Reagan students scoring in an at-risk range on ACT Aspire Reading and iReady Reading Assessments will decrease by 20%, evidenced by teacher and student tracking of common formative assessment data.

Data Dive

Areas of Strength:		
ACT Aspire Summative Reading - Spring 2021		
3rd	4th	5th
Craft & Structure: 35%	Craft & Structure: 64%	Integration of Knowledge & Ideas: 37%

iReady Ready Reading - Spring 2021

Kinder	1st	2nd	3rd	4th	5th
Phonological Awareness: 83%	Phonological Awareness: 64%	Phonological Awareness: 82%	Phonics: 66%	Phonics: 87%	Phonics: 84%
Comprehension (Lit): 83%	High-Frequency Words: 60%	High-Frequency Words: 76%	Vocabulary: 56%	Comprehension (Lit): 64%	

Areas of Opportunity:

ACT Aspire Summative Reading - Spring 2021

3rd	4th	5th
Integration of Knowledge & Ideas: 19%	Key Ideas & Details: 44%	Key Ideas & Details: 32%

iReady Ready Reading - Spring 2021

Kinder	1st	2nd	3rd	4th	5th
High Frequency Words: 72%	Vocabulary: 42%	Phonics: 40%	Comprehension (Info): 46%	Vocabulary: 55%	Vocabulary: 41%
Vocabulary: 75%	Comprehension (Lit): 47%	Vocabulary: 46%	Comprehension (Lit): 50%	Comprehension (Info): 57%	Comprehension (Lit): 42%

What else do we want to know?

We would like to know if focusing on essential standards that relate directly to the areas of opportunity will result in higher scores in those areas on iReady and ACT Aspire assessments. What direct impact will we gain from both teachers and students tracking progress utilizing CFA data? Will using the instructional analysis tool help us better target our curriculum/instructional deficit areas?

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

Last year our iReady reading data from Fall '20 to Spring '21 showed by grade the following percentage of on level increase:

Rogers: 22% Reagan K-5: 20%

K: 32% 1st: 30% 2nd: 23% 3rd: 6% 4th: 17% 5th: 17%

We will measure the decrease of students scoring at-risk using iReady Reading Diagnostics from Fall '21 to Spring '22.

Last year our Spring iReady reading data revealed the following percentage of students as at-risk:

(noted comparisons will be made utilizing same cohort data ... previous grade to current grade placement)

K to 1st: 17% 1st to 2nd: 51% 2nd to 3rd: 55% 3rd to 4th: 45% 4th to 5th: 41% 5th to 6th: 56%

This year our Fall iReady reading data revealed the following percentage of students as at-risk:

K: 68% 1st: 84% 2nd: 84% 3rd: 64% 4th: 77% 5th: 65%

This year our Winter iReady reading data revealed the following percentage of students as at-risk:

K: 38% 1st: 62% 2nd: 71% 3rd: 49% 4th: 66% 5th: 45%

This year our Spring iReady reading data revealed the following percentage of students as at-risk:

K: 19% 1st: 48% 2nd: 58% 3rd: 52% 4th: 51% 5th: 46%

How do we know we are making progress towards our goal? (Lead Measure)

iReady K-5

% of students scoring at-risk will decrease by 20% from Fall '21 to Spring '22

DIBELS

Kindergarten:

- LNF

First Grade

- Nonsense Word Fluency

Second Grade

- Nonsense Word Fluency
- Oral Reading Fluency

Third Grade-Fifth Grade

- Oral Reading Fluency

Timeline (When Lead Measures occur)

iReady

Fall- September

Winter- January

End of Year- May

DIBELS

Fall- August

Winter- December

End of Year- April

Scoreboard (Results of Lead Measures)

At-Risk Oct 13th: 68%

At-Risk Dec 1st: 56%

At-Risk Feb 9th: 47%

At-Risk Apr 6th: 45%

At-Risk May 18th: 43%

According to lead measures, we have decreased the total number of students in the At-Risk range for Reading by 25%.

RG At-Risk Tracking 21-22

Reagan 21-22 Winter iReady

<u>Common Formative Assessment Data</u> CFA Data will be tracked in Teaming/PLC utilizing scoring guides & learning lines of essential standards	<u>CFA</u> Ongoing process within weekly Teaming/PLC time by grade level	Growth RG Data Landing Page 21-22
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Action Steps	Success Indicators	Evidence/Artifacts	Timeline									
Utilize the Instructional Analysis Tool to identify if curriculum or instructional need.	Completed Instructional Analysis Tool	Reagan 3rd Grade ACT Aspire 2021 Instructional Analysis Tool Reagan 4th Grade ACT Aspire 2021 Instructional Analysis Tool Reagan 5th Grade ACT Aspire 2021 Instructional Analysis Tool Reagan K-5 iReady 2021 Instructional Analysis Tool	Completed by 9/1/21									
Create lines of learning, with clear competencies, in literacy in order for teachers and students to track progress towards a particular standard	Completed Learning Lines		Ongoing Process for the '21-'22 school year									
Create student data tracking system (data notebook/digital folder) in order for varied assessment data to be tracked, feedback to be offered, and instruction to be modified to meet learner needs	Completed Data Tracking System	iReady - Long Term View <table border="1" data-bbox="1062 1222 1465 1446"> <tr> <th colspan="3" data-bbox="1062 1222 1465 1320">Reagan Data Tracking Charts 21-22</th> </tr> <tr> <td data-bbox="1062 1320 1199 1382">Kinder</td> <td data-bbox="1199 1320 1327 1382">First</td> <td data-bbox="1327 1320 1465 1382">Second</td> </tr> <tr> <td data-bbox="1062 1382 1199 1446">Third</td> <td data-bbox="1199 1382 1327 1446">Fourth</td> <td data-bbox="1327 1382 1465 1446">Fifth</td> </tr> </table>	Reagan Data Tracking Charts 21-22			Kinder	First	Second	Third	Fourth	Fifth	Ongoing Process for the '21-'22 school year
Reagan Data Tracking Charts 21-22												
Kinder	First	Second										
Third	Fourth	Fifth										

		<table border="1"> <tr> <th colspan="3">Reagan At Risk Students</th> </tr> <tr> <td>Kinder</td> <td>First</td> <td>Second</td> </tr> <tr> <td>Third</td> <td>Fourth</td> <td>Fifth</td> </tr> </table>	Reagan At Risk Students			Kinder	First	Second	Third	Fourth	Fifth	
Reagan At Risk Students												
Kinder	First	Second										
Third	Fourth	Fifth										
Utilize Wit & Wisdom CFAs as well as universal screening assessments to inform instruction and create specific learning plans for ELA	Use and analysis of Scoring Guides and Progress Monitoring data		Ongoing Process for the '21-'22 school year									

Math Goal:

By the end of the 21-22 school year, the number of Reagan students scoring in an at-risk range on ACT Aspire Math and iReady Math Assessments will decrease by 20% overall, evidenced by teacher and student tracking of common formative assessment data.

Data Dive

Areas of Strength:

ACT Aspire Summative Math - Spring 2021

3rd	4th	5th
Geometry: 71%	Measurement & Data: 80%	Operations & Algebraic Thinking: 46%
Measurement & Data: 50%	Number & Operations in Base 10: 71%	Numbers & Operations in Base 10: 38%

iReady Ready Math - Spring 2021

Kinder	1st	2nd	3rd	4th	5th
Geometry: 88%	Alg. & Algebraic	Number &	Alg. & Algebraic	Number &	Measurement &

	Thinking: 62%	Operations: 50%	Thinking: 56%	Operations: 75%	Data: 49%
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Areas of Opportunity:

ACT Aspire Summative Math - Spring 2021		
3rd	4th	5th
Operations & Algebraic Thinking: 33%	Number & Operations in Fractions: 48% Geometry: 53%	Measurement & Data: 23%

iReady Ready Math - Spring 2021					
Kinder	1st	2nd	3rd	4th	5th
Number & Operations: 72%	Number & Operations: 42%	Geometry: 43%	Geometry: 32%	Geometry: 57%	Alg. & Algebraic Thinking: 37%

What else do we want to know?

We would like to know if focusing on essential standards that relate directly to the areas of opportunity will result in higher scores in those areas on iReady and ACT Aspire assessments. What direct impact will we gain from both teachers and students tracking progress utilizing CFA data? Will using the instructional analysis tool help us better target our curriculum/instructional deficit areas?

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

Last year our iReady math data from Fall '20 to Spring '21 showed by grade the following percentage of on level increase:

Rogers: 30% Reagan K-5: 32%

K: 44% 1st: 25% 2nd: 26% 3rd: 28% 4th: 40% 5th: 27%

We will measure the decrease of students scoring at-risk using iReady Math Diagnostics from Fall '21 to Spring '22.

Last year our Spring iReady math data revealed the following percentage of students as at-risk:

(noted comparisons will be made utilizing same cohort data ... previous grade to current grade placement)

K to 1st: 20% 1st to 2nd: 57% 2nd to 3rd: 61% 3rd to 4th: 56% 4th to 5th: 32% 5th to 6th: 56%

This year our Fall iReady math data revealed the following percentage of students as at-risk:

K: 81% 1st: 90% 2nd: 84% 3rd: 94% 4th: 78% 5th: 64%

This year our Winter iReady math data revealed the following percentage of students as at-risk:

K: 47% 1st: 71% 2nd: 70% 3rd: 83% 4th: 63% 5th: 54%

This year our Spring iReady math data revealed the following percentage of students as at-risk:

K: 25% 1st: 54% 2nd: 70% 3rd: 56% 4th: 49% 5th: 42%

How do we know we are making progress towards our goal? (Lead Measure)	Timeline (When Lead Measures occur)	Scoreboard (Results of Lead Measures)
<p><u>iReady K-5</u> % of students scoring at-risk will decrease by 20% from Fall '21 to Spring '22</p> <p><u>Fact Fluency Assessments</u> K-Number Sense Assessment 1-Addition 2-Addition and Subtraction 3-Addition/Subtraction/Multiplication 4-Multiplication/ Division 5-Multiplication Division</p> <p><u>Common Formative Assessment Data</u> CFA Data will be tracked in Teaming/PLC utilizing scoring guides & learning lines of essential standards</p>	<p><u>iReady</u> Fall- September Winter- January End of Year- May</p> <p><u>Fact Fluency</u> Fall- August Winter- December End of Year- April</p> <p><u>CFA</u> Ongoing process within weekly Teaming/PLC time by grade level</p>	<p>At-Risk Oct 13th: 74% At-Risk Dec 1st: 56% At-Risk Feb 9th: 55% At-Risk Apr 6th: 51% At-Risk May 18th: 42%</p> <p>According to lead measures, we have decreased the total number of students in the At-Risk range for Math by 32%.</p> <p>RG At-Risk Tracking 21-22</p> <p>Reagan 21-22 Winter iReady Growth</p> <p>RG Data Landing Page 21-22</p>

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Utilize the Instructional Analysis Tool to identify if curriculum or instructional need	Completed Instructional Analysis Tool	Reagan 3rd Grade ACT Aspire 2021 Instructional Analysis Tool Reagan 4th Grade ACT	Completed by 9/1/21

		Aspire 2021 Instructional Analysis Tool Reagan 5th Grade ACT Aspire 2021 Instructional Analysis Tool Reagan K-5 iReady 2021 Instructional Analysis Tool																			
Create lines of learning, with clear competencies, in math in order for teachers and students to track progress towards a particular standard	Completed Learning Lines		Ongoing Process for the '21-'22 school year																		
Create student data tracking system (data notebook/digital folder) in order for varied assessment data to be tracked, feedback to be offered, and instruction to be modified to meet learner needs	Completed Data Tracking System	iReady - Long Term View <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="3" style="background-color: #ADD8E6;">Reagan Data Tracking Charts 21-22</th> </tr> <tr> <td>Kinder</td> <td>First</td> <td>Second</td> </tr> <tr> <td>Third</td> <td>Fourth</td> <td>Fifth</td> </tr> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="3" style="background-color: #90EE90;">Reagan At Risk Students</th> </tr> <tr> <td>Kinder</td> <td>First</td> <td>Second</td> </tr> <tr> <td>Third</td> <td>Fourth</td> <td>Fifth</td> </tr> </table>	Reagan Data Tracking Charts 21-22			Kinder	First	Second	Third	Fourth	Fifth	Reagan At Risk Students			Kinder	First	Second	Third	Fourth	Fifth	Ongoing Process for the '21-'22 school year
Reagan Data Tracking Charts 21-22																					
Kinder	First	Second																			
Third	Fourth	Fifth																			
Reagan At Risk Students																					
Kinder	First	Second																			
Third	Fourth	Fifth																			
Utilize Illustrative Mathematics End-of-Unit assessments as well as computational fluency assessments to inform	Use and analysis of scoring Guides and Progress Monitoring data		Ongoing Process for the 21-'22 school year																		

instruction and create student learning plans for mathematics			
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Additional Site Goal:

By the end of the 21-22 school year, identified areas of opportunity on the High Reliability Schools Surveys 1 & 2 will show an increase in the number of strongly agree or agree responses by at least 20%.

Data Dive

Areas of Strength:

High Reliability Schools surveys were given in August of 2021 in both Level 1 and Level 2. Below is the percentage of respondents that strongly agree or agree with the indicator.

Level 1	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
Strongly Agree or Agree	81%	69%	60%	73%	39%	37%	60%	63%
N/A or Don't Know	4%	18%	16%	13%	33%	42%	2%	17%

Level 2	2.1	2.2	2.3	2.4	2.5	2.6
Strongly Agree or Agree	63%	66%	61%	55%	53%	35%
N/A or Don't Know	11%	22%	15%	14%	16%	23%

1.1: 81% strongly agree or agree that the school environment is safe and orderly. The following specific indicators scored at 90% or greater in strongly agree or agree:

- Our school is a safe place.
- Our school has clear and specific rules and procedures in place.
- I know the emergency management procedures for our school.
- I know how to implement the emergency management procedures for our school.

1.4: 73% strongly agree or agree that teacher teams and collaborative groups regularly interact to address common

issues regarding curriculum, assessment, instruction, and the achievement of all students. The following specific indicators scored at 85% or greater in strongly agree or agree:

- A professional learning community (PLC) process is in place in our school.
- Our school's PLC collaborative teams analyze student achievement and growth.

2.2: 66% strongly agree or agree that support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans. The following specific indicators scored at 80% or greater in strongly agree or agree:

- I have written statements of my instructional growth goals.
- I can describe my progress on my instructional growth goals.
- School leaders retain effective teachers.

Areas of Opportunity:

High Reliability Schools surveys were given in August of 2021 in both Level 1 and Level 2. Below is the percentage of respondents that disagree or strongly disagree with the indicator.

Level 1	1.1	1.2	1.3	1.4	1.5	1.6	1.7	1.8
Disagree or Strongly Disagree	8%	4%	10%	2%	14%	11%	20%	9%
N/A or Don't Know	4%	18%	16%	13%	33%	42%	2%	17%

Level 2	2.1	2.2	2.3	2.4	2.5	2.6
Disagree or Strongly Disagree	9%	1%	6%	16%	13%	21%
N/A or Don't Know	11%	22%	15%	14%	16%	23%

2.6: 21% disagree or strongly disagree that teachers have opportunities to observe and discuss effective teaching. The following specific indicators scored at 20% or greater in disagree or strongly disagree:

- I have opportunities to view and discuss video examples of effective teaching.
- I have regular times to meet with other teachers to discuss effective instructional practices (for example, lesson study).
- I have opportunities to observe and discuss effective teaching via technology (for example, virtual coaching or online discussions).
- We regularly view and discuss video examples of effective teaching at faculty and department

meetings.

1.7: 20% disagree or strongly disagree that the success of the whole school, as well as individuals within the school, is appropriately acknowledged. The following specific indicators scored at 20% or greater in disagree or strongly disagree:

- My team's or department's accomplishments have been adequately acknowledged and celebrated.
- My individual accomplishments have been adequately acknowledged and celebrated.
- School leaders acknowledge and celebrate individual accomplishments, teacher-team or department accomplishments, and whole-school accomplishments in a variety of ways (for example, through faculty celebrations, newsletters to parents, announcements, the school website, or social media).
- School leaders regularly celebrate the successes of individuals in a variety of positions in the school (such as teachers or support staff).

2.4: 16% disagree or strongly disagree that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data. The following specific indicators scored at 20% or greater in disagree or strongly disagree:

- School leaders use multiple sources of information to give me feedback and evaluate me, including direct observation, teacher self-reports, video analysis, student reports, and peer feedback from other teachers.
- School leaders regularly talk to me about the evaluation data they have collected for me.
- School leaders observe me frequently.
- School leaders give me feedback frequently.

Additionally, HRS Indicators 1.5 (Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.) & 1.6 (Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.) respectively showed a 39% & 37% rate of response in strongly agree or agree. Although these two indicators did not show as strong of a response in disagreement or strong disagreement, they were markedly lower than some other indicators in Level 1 & 2 in rate of agreement. These two indicators in conjunction with Indicator 1.7 will be our primary area of focus this year.

What else do we want to know?

How impactful would an increase in the number of respondents change the represented areas for opportunity. Level 1 survey had 24 respondents and Level 2 Survey had 20 respondents.

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

HRS Survey Results for August of 2021

Level	1	2	3	4	5	6	7	8
Strongly Agree or Agree	81%	69%	60%	73%	39%	37%	60%	63%
Neither Disagree nor Agree	6%	9%	14%	13%	14%	10%	18%	13%
Disagree or Strongly Disagree	8%	4%	10%	2%	14%	11%	20%	9%

gly Di sa gr ee								
N/ A or Do n't Kn ow	4 %	1 8 %	1 6 %	1 3 %	3 3 %	4 2 %	2 %	1 7 %

Lev el 2	2.1	2.2	2.3	2.4	2.5	2.6
Stro ngly Agr ee or Agr ee	63 %	66 %	61 %	55 %	53 %	35 %
Neit her Dis agr ee nor Agr ee	18 %	12 %	18 %	14 %	18 %	21 %
Dis agr ee or Stro ngly Dis agr ee	9%	1%	6%	16 %	13 %	21 %

N/A or Don't Know	11 %	22 %	15 %	14 %	16 %	23 %
How do we know we are making progress towards our goal? (Lead Measure) A second administration of HRS surveys 1 & 2, specifically focusing on areas of opportunity.		Timeline (When Lead Measures occur) End of April 2022		Scoreboard (Results of Lead Measures)		

Action Steps	Success Indicators	Evidence/Artifacts	Timeline
Utilize the HRS Survey results to identify areas of need in Level 1 and Level 2	Completed Analysis of Survey Results	Reagan HRS Level 1 Survey Results & Analysis Reagan HRS Level 2 Survey Results & Analysis	Completed by 9/3/21
Improvement plan team will share surveys' results and analysis with staff to support growth in the identified areas for opportunity	Completed staff review of results and analysis of Level 1 & 2 HRS surveys	SLIP / HRS & Parent Survey Results Presentation	October of 2021
Implement practices that acknowledge the success of the whole school, as well as individuals with the school (1.7)	School, teams, & staff celebrations to open professional development sessions Digital celebrations of school, teams, & staff via the school website & FB	Teacher Secret Submissions & Staff Recognitions Digital Staff Share-outs prior to PTC were posted on FB @ ReaganRoyals	Ongoing Process for the '21-'22 school year Last 2 Weeks of September

Implement practices that provide teachers, staff, students, parents, and the community formal ways to provide input regarding the optimal functioning of the school. (1.5 & 1.6)	Create a suggestion box to be included in the office for parents and a suggestion form on next week at Reagan	Reports of suggestions made by parent / staff Leadership Meeting Notes	October of 2021
	Make results of HRS surveys available to all stakeholders Make results of parent surveys available to all stakeholders	Reagan HRS Level 1 Survey Results & Analysis Reagan HRS Level 2 Survey Results & Analysis PMADN Title I Presentation	October of 2021

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	MH 9/7/21	MH 11/2/21	MH 2/1/22	
Assistant Superintendent	SO 9/7/21	SO 11/2/21	SO 2/1/22	SO 4/14/22

Evaluation Date (Reviewed w/Stakeholders):	Spring 2022
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