



KERN COUNTY INNOVATIVE & IMPACTFUL SCHOOLS
Academics | Engagement | College & Career Readiness

Kern County Innovative & Impactful Schools (I²S) is a county wide program implemented by Kern County Superintendent of Schools to acknowledge schools who are high-performing and improving student outcomes based on these three pillars of success.

Ronald Reagan Elementary

**Award based on 2019 CAASPP ELA and Math
Based upon 3-year average**

ELA: 52 points above Distance from Standard

Math: 31.3 points above Distance from Standard

Panama-Buena Vista Union School District
Kern County

Principal: Matt Kennedy

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Date: Oct. 29, 2020

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Mission Statement: To create, inspire, and provide excellence in our educational community.

School Profile

Ronald Reagan Elementary serves 942 students in grades K-6th. The school was established in 1998 and serves the residential community within the Panama-Buena Vista Union School District boundaries. In addition to credentialed teachers for general education, Ronald Reagan Elementary School has resource specialists, speech, instrumental, vocal music, enhanced technology, and a robust MTSS program. They believe in the spirit of teamwork with students, staff, families, and business partners collaborating and celebrating as they help all students to realize their potential.

School Demographics

The ethnicity of the student population is as follows: 35% White, 25% Hispanic/Latino and 25% Asian. The additional student groups from this population include: 24.7% Socioeconomically Disadvantaged Students, 10% Students with Disabilities, and 10% English Learners.

Self-Identified Contributing Factors

- School wide focus 1: [Data Driven Instruction](#):
 - This begins in kindergarten and continues through to 6th grade with spiraling curriculum, scaffolding, and differentiated instruction.
 - Defining what mastery is a primary function of the data dives.
 - Standards and objectives are meaningless until “how to assess” is defined and “mastery” is defined.
 - Assessments are the starting point for instruction and not the end.
 - Unpack the standards through the lens of “What do students need to *know, understand, or do* to show mastery.”
 - The teachers within a grade level have autonomy to:
 - Create formative assessments and exemplars, and identify potential errors and misconceptions.
 - Use summative and interim assessments to answer questions about the assessment alignment to each standard.
 - Based on these assessments the teacher will ask, “What else does a student need to *know, understand or do* to show mastery?”
 - A [backwards map](#) is made by each grade level by using a school wide form.
 - Instructional rounds are used to help teachers see the expectation and noting it on the observation form. The accountability to the expectations are also noted on the [observation form](#).
 - The [90 Day Site Plan](#) has quarterly markers of goal achievement.

- School wide focus 2- [Depth and Complexity](#) framework (Kaplan):
 - A school wide use of icons as “Thinking Tools” is utilized for students.
 - The students are asked to think like a “geographer, disciplinarian, physicist, economist, etc.”
 - Tiered lessons, assignments, and independent projects are used for differentiation within classrooms for all learners, of all ages, in all subjects.
 - Student goals include:
 - Depth – help all students expand knowledge and expertise and maintain balance with academic content.
 - Complexity – challenge students to make connections across disciplines over time.
 - The school offers Kaplan’s Icons training with students, staff, and parents – (Explanation of [Kaplan’s Icons](#)).
 - [Content Imperative Icons](#) training is also offered school-wide along with Kaplan’s Icons.

- Professional Learning Communities (PLCs):
 - The goal of the PLCs is to identify key standards, set common goals for student achievement, use formative and summative assessments, apply effective teaching strategies, and measure student progress to ensure mastery.
 - The process begins with needs identification in order to search for the most effective instructional strategy to meet the need.
 - The teacher's monitor students' progress through analysis of scores from ongoing formative assessments.
 - [Formative and summative assessments](#) are analyzed.
 - [Interim Analysis](#) with site overview and teacher overview and information collected on the form.
- [PBIS](#)- This is a school wide system that has a training schedule for students and staff that is continuous throughout the year:
 - Expectations are set within the [PBIS matrix](#). This ensures that students and staff are clear of [expectations and reminders](#) to all of the clarity of what each discipline looks like on different areas of the campus.
- [The Multi -Tiered System of Supports](#) (MTSS) Calendar lays out the plan of identification of academic tiered instruction with tier 2 support cycles identified within the calendar.
- The [Teacher Individualized Learning Plan](#) encourages teacher self-efficacy as goals are set from self-reflection of the California Standards for Teaching Profession (CSTPs). The principal reviews the plan with the teacher and approves the goals as being achievable, reasonable, and within the vision of Ronald Reagan Elementary School.