2018-2019 School Improvement Plans
Little Rock School District: High School Plans
Central High School

2018-2019 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM MEMBERS:

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DIAGNOSTIC ANALYSIS UPDATE DISTRICTS AND SCHOOLS
COMPREHENSIVE PROGRESS MONITORING REPORT DRAFT
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Create a goal statement based on the lagging indicator you want to influence (increase or decrease):

Goal Statement: **To plan to decrease by five percent the number of students with Ds and Fs in grade level Algebra I (35%) and Geometry (45%).** [Please see on the last page of the DAU the detailed SMART Goal descriptor / 3 Year Central D/F Data Chart.]

I. What will you do to influence the lagging indicator?

List the evidence-based initiative, intervention or strategy specific to the improvement efforts and support needed for implementation.

1. Vertical team evaluation of the standards in Algebra I and Geometry (IIA01 / Wise Ways 88 & IID11 / Wise Ways 109)

a. Selection of Power standards by all Algebra I and Geometry teams based on the evaluation

b. Planned interventions of power standards based on pre-/post testing, common assessments and common curriculum

2. Employ math interventionists (RTI)

3. Algebra I and Geometry Team collaboration to analyze common data (RTI) (IID08 / Wise Ways 106)

4. Train, implement, and monitor the use of math specific Avid strategies (Central embraces AVID schoolwide.)

5. Train, implement and monitor the use of Kagan strategies with core teachers

II. What data will be collected & monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention or strategy?

The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (1 – 5) listed above:

Pre-/post-testing in grade level Algebra I and Geometry

Unit test grades in grade level Algebra I and Geometry

Nine weeks grades in grade level Algebra I and Geometry

Semester grades in grade level Algebra I and Geometry

Comparable data for the core teachers

The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (1-3) listed above:

Identify essential standards

Universal Screening and diagnostic assessment (NWEA for Math and Reading)

Linking assessment and instruction

Implement multi-tiered system of support

The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (4) listed above:

(All will be utilized for Algebra I and Geometry teachers and core teachers may use for cross-curricular support.)

- **4 corners**
- **GIST**
- **Quick writes**
- **Reflective journals**
- **Collaborative Groups**

The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (5) listed above: (See the initial statement under Section II, page 3.)

- **Cooperative learning structures**
- **Team structures**

III. What are the expected improvements or gains by implementing this evidenced-based initiative, intervention or strategy? (Include resource and expected effect size)

The expected improvement/gains include the following holistically:

1. **To increase the number of students that are successfully completing grade level Algebra I (237) and Geometry (228).**
2. **To increase the number of students that are completing grade level Algebra I (219) and Geometry (218) with the skills to be successful in Algebra II. (multi-year)**

The expected improvements or gains by implementing RTI (I.:5 above) are based on John Hattie research (please see NOTE below) * and the effect size is +1.07.

The expected improvements or gains by implementing AVID math-specific strategies (I.:3-4 above) are based on John Hattie research (please see NOTE below) * and the effect size is +.32. (Average of strategies)

The expected improvements or gains by implementing Kagan strategies (I.:1-2 above) are based on John Hattie research (please see NOTE below) * and the effect size is +.62. (Average effect size based on cooperative learning vs individual learning and so forth.)

***NOTE: Our effect size is pulled from the research of John Hattie as published in Visible Learning (updated 2016). Hattie's study was designed as a "meta-meta-study" that collects, compares and analyzes the findings of nearly 50,000 previous studies in education and represents the achievement of over 80 million students. Not only does the effect size indicate if an intervention will work, it also predicts how much impact to expect. The calculation of the effect size is the standardized mean difference between the two groups (group that receives the intervention and the group that does not). For example, an effect size of 0.7 means that the score of the average student in the intervention group is 0.7 standard deviations higher than the average student in the control group, and hence exceeds the scores of 69% of the similar group of students that did not receive the intervention. For a reference Hattie states that 1.0 Standard Deviation is approximately; 1 to 2-year grade equivalents, 30 plus percentile points on the ITBS, six ACT score points, and 200 SAT score points.**

Have any of the initiatives/interventions/strategies listed above been used before? (Provide an explanation for numbers of years implemented and previous funding amount received)

1. **Algebra I and Geometry Collaboration Teams: They have met during the summer when time has been available to work on curriculum / standards and throughout the school year when common planning has not been available during the school day.**
   Approximation: $3,000.00.
2. **Common Classroom Assessments: This will be our second year to implement.**
   Approximation: $500.00.
3. **Common Curriculum: This will be our second year to implement.**
   Approximation: $500.00.
4. **AVID Initiative: This initiative began in 2007 working with around 2 teachers per core area. The district pays for the summer training registration as well as provides certified staff to work with the students. The high school pays for the classified tutors, materials and transportation to the summer training.**
   Approximately: $187,053.20
5. **RTI Initiative: Training will occur in August during the pre-service days and during September in the PLC and the next day follow-up. Before / After school collaboration affiliated with these trainings is being requested. Additional collaboration opportunities include the following: PLCs, faculty meetings, department meetings, possible RTI coaching days, etc.**
   Approximately: $27,500.002018-2019 School Improvement Plans

1. Kagan Initiative: After the district provided one-day training for district level, facilitator, etc. personnel, Central provided one-day training for teachers across the curricular areas in June, 2017. Additional Day One and Day Two trainings were provided on May 31 and June 1, 2018. Collaboration (See item 5 above.) affiliated with these trainings is being requested.
Approximately: $40,086.25

How will the initiative/intervention/strategy be expanded if it has been implemented in the past?

1. Algebra I and Geometry Collaboration Teams: Teams will have a more specific focus based on the RTI practices and procedures, the vertical team evaluation and the selection of the power standards.

2. Common Classroom Assessments: This initiative began during the 2016-2017 school year. It involves creating common classroom assessments during collaboration and also discussing common scoring. There was partial participation last year. This year with effective communication, transparency and focus we will be able to develop full participation.

3. Common Curriculum: During math collaboration the teams select curriculum items to be used in the classroom. The follow-up phase is to determine the method of delivery for the curriculum items.

4. The current program includes all the staff including math teachers. This approach will provide the entire math department with training which will expand it to a department-wide initiative.

5. RTI training will provide a system through which teachers will be able to differentiate instruction based upon individual student needs. Teachers will collaborate to further strengthen the practice to support student growth.

6. Kagan trained teachers will be able to diversify their instruction and link to RTI training to support student growth through multiple cooperative strategies.

Program Description:

RTI at Work Institute

The underlying premise of RTI is that schools should not delay in providing help for struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, and systematic interventions to all students who demonstrate the need. With unprecedented access to a nationally recognized RTI coach who has successfully worked with RTI in a variety of settings—often with limited personnel and dwindling resources—you will learn how to create a tiered system of support that includes: Tier 1 - core instruction that ensures all students have access to a rigorous, essential grade-level curriculum, highly effective teaching, and embedded academic and behavioral support. Tier 2 - supplemental interventions that support students in a grade-level curriculum, immediate prerequisite skills, and academic and social behavior expectations. Tier 3 - intensive interventions that develop foundational

prerequisite academic skills (reading, numeracy, writing, and English language) and behaviors without removing students from essential grade-level curriculum. With a drill-down breakout approach full of hands-on activities, this training explores how to build an intervention system by looking at the four essential elements of a successful RTI model: collective responsibility, concentrated instruction, convergent assessment, and certain access. Learn how to create a proactive process to identify students who need help, place them in the proper intervention, monitor their progress, revise interventions as needed, and determine when students no longer need additional support. The presenter matches theory with practice and offers strategies that can immediately increase effectiveness for students and staff.

Build a highly effective, collaborative core program. Focus core instruction on rigorous core curriculum. Unpack standards into focused student learning targets. Design, analyze, and utilize common assessments to improve core instruction and guide interventions. Plan for embedded intervention time. Engage and empower students in the learning process. Target interventions to meet individual student needs. Understand the critical components and implementation of a behavioral RTI system. Utilize a site leadership and intervention team to support school wide interventions. Identify effective Tier 3 interventions for students struggling with reading, writing, numeracy, and English language. Determine the best ways to utilize school wide support staff in the RTI process, including psychologists, counselors, special education teachers, and intervention specialists. Use intervention time to extend learning for students who have already mastered grade-level expectations. These various approaches will be tailored to Central's needs.

Program Description:

Avid Training for Mathematics Teachers

Avid math strategies are an essential component of the AVID College Readiness System and are designed to enable school-wide implementation of AVID's proven instructional methodologies and content area best practices to improve outcomes for all students. AVID math strategies go beyond the AVID Elective course to affect an entire campus by creating a college-going culture that increases the number of students who enroll and succeed in higher level math courses. It targets students in the academic middle–B, C, and even D students–with the desire to go to college and the willingness to work hard. Typically, they will be the first in their families to attend college, and come from groups traditionally underrepresented in higher education. These are students who are capable of completing rigorous curriculum but are falling short of their potential. AVID places these students on the college track, requiring them to enroll in the most rigorous courses that are appropriate for them, such as Honors and Advanced Placement®. To
support them in the rigorous coursework, AVID students learn organizational and study skills, develop critical thinking, learn to ask probing questions, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams reality. We plan to have our AVID trained faculty train the entire math department; this will provide the opportunity for students to receive consistent AVID-based instruction in all math classrooms. Funding will provide the license to use Revision Assistant: Turn It In Software for Writing Programs to utilize technology to enhance writing revisions in real time.

Program Mechanics:

- Schedule training with AVID
  Provide a tiered training schedule to release a percent of math teachers at one time
- Schedule substitutes as needed
- Select a meeting location
- **Professional Development leave forms completed by participants if appropriate**

Program Evaluation:

- The program will be evaluated utilizing teacher surveys.
- The program will be evaluated using the following data:

Pre-/ post test results in Algebra I and Geometry
Unit Test Data results in Algebra I and Geometry
Nine weeks grades in Algebra I and Geometry
Semester grade results in Algebra I and Geometry
Monitor other content areas for effectiveness

Program Description:

Kagan Cooperative Learning Training

Kagan Structures are scientifically research based as well as backed by classroom evidence from district, schools, and teachers experiencing success with Kagan. Kagan Structures integrate the most powerful principles from decades of research. Among the many positive findings of this field of research are improved academic achievement, improved ethnic and race relations, improved social skills and social relations and increased liking for self, others and school. The Kagan Structures have proven themselves effective teaching and learning tools for cooperative learning, multiple intelligences, character education, language learning and emotional intelligence. Early research on cooperative learning showed that cooperative learning was a promising intervention for closing the achievement gap (Kagan, 1994). Both minority and majority students' achievement levels were greater with cooperative learning than
with traditional teaching methods. Most impressive was the fact that **minority students gained at an accelerated rate, narrowing the achievement gap.** Recent school performance corroborates early research. Cooperative learning closes the achievement gap.

Kagan training was held at Central High School on May 31st and June 1st, 2018 to train the math and English departments along with 9th and 10th grade teachers from grade level science and social studies classes and other curricular areas as space allows. The follow-up request is for before and after school collaborative meeting financing as well as other meeting times during the school day to fully plan the implementation of the strategies.

Program Mechanics

- Scheduled training with Kagan.
- Training is planned for the summer (May 31 and June 1, 2018) (Teachers will be paid Article 8 if not on contract and may use professional development hours to promote their PGP or other options as appropriate.).
- Training will be held in the Central High Jess W. Matthews Media Center.
- All materials will be either brought with the trainer or shipped in advance.
- Determine Kagan trainer logistics for travel, materials, etc.
- Provide collaboration opportunities for teachers to be able to further implement their Kagan training.

Program Evaluation

- The program will be evaluated utilizing teacher surveys.
- The program will be evaluated using the following data:
  - Pre-/ post test results in Algebra I and Geometry
  - Unit Test Data results in Algebra I and Geometry
  - Nine weeks grades in Algebra I and Geometry
  - Semester grade results in Algebra I and Geometry
  - Monitor other content areas for effectiveness

Create a goal statement based on the lagging indicator you want to influence (increase or decrease):

Goal Statement: **To reduce out-of-school and in-school suspensions by five percent (5%).** [Please see on the last page of the DAU the detailed SMART Goal descriptor / 3 Year Central D/F Data Chart.]

I. What will you do to influence the lagging indicator?

List the evidence-based initiative, intervention or strategy specific to the improvement efforts and support needed for implementation.

1. Participate in face-to-face mediation conferences. _____(FE12/ Wise Ways 5506

a. **Provide mediation for student handbook category group violators and, if in existing support treatment, their treatment personnel.**

b. Provide an opportunity led by a trained school facilitator (social worker or guidance counselor) for conferencing participants to discuss the given situation and determine better choices.

2. Develop, implement and monitor individualized student restorative justice plans as a product of the mediation conference process. _____ (FE12/ Wise Ways 5506

a. Target the root cause of academic and/or behavior issues.

b. Include teachers, students, parents/guardians, guidance counselors, dropout prevention coordinator and school social worker as appropriate.

c. Monitor students' Restorative Justice Plans for three to five weeks depending upon modifications / changes through designated committee members.

II. What data will be collected & monitored quarterly to ensure the fidelity of the evidenced-based initiative, intervention or strategy?

The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (1 – 2) listed above:

Office Referral Notices,

Cell Phone Violations,

Parent Conferences,

Guidance Counselor Referrals,

Social Worker Referrals,

Mediation Conferences,

Detentions,

In-School Suspensions,

Out-of-School Suspensions,

Total Category 1 Offenses,

Total Category 2 Offenses,

Total Category A Offenses,

Total Category B Offenses and

Total Number of Suspensions (and compared to the previous school year's data.).

Administrative Behavioral Data / Charts:
The 2017-2018 Total numbers of Out of School Suspensions served the 2017-2018 school year was 504. Students served a total of 504 out-of-school (OSS) and 984 in-school suspension (ISS) suspensions. This data is the total of all grade levels. The percentage of the 504 out-of-school suspensions served by grade levels is ninth (155/31%), tenth (184/36%), eleventh (105/21%) and Twelfth (60/12%). LRCH assistant principals/designee used the LRSD Student Handbook to determine student's out-of-school and in-school suspension suspensions sanctions.

See Barbara Stafford for the detailed plan.