2019-2020 SCHOOL IMPROVEMENT PLANS

LITTLE ROCK SCHOOL DISTRICT: HIGH SCHOOL PLANS

CENTRAL HIGH SCHOOL

2019-2020 School Year

SCHOOL IMPROVEMENT LEADERSHIP TEAM MEMBERS:

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Step 4: 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 (36%) and Geometry (44%) which will in turn decrease the gap in the percent of D's and F's in between grade level and PAP Classes in Algebra 1 and Geometry.** (2018-2019 data**)** [Please see the Table of Contents to locate the SMART Goal descriptor / 3 Year Central D/F Data Chart later in the plan.]

Data will be recalculated at the end of the 2018-2019 school year.

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 A math interventionist (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.)

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 – 4) listed above:

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

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

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.)

Collaborative Groups using Kagan Grouping Strategies

Kagan methodology is based on student centered instruction using collaborative learning techniques. These methods are researched based and have been shown to decrease the achievement gap in grade level students. Teachers will implement the strategies listed below as well other Kagan techniques as the teachers become familiar with the additional strategies.

Rally Robin

Four Corners

Fan n Pick

Showdown

The following will be collected and monitored quarterly for the evidence-based initiative, intervention or strategy (4) listed above: (See the initial statement under Section II, page 3.)

Cooperative learning structures and

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 decrease the gap in the percent of D's and F's between grade level and PAP Algebra 1 and Geometry.**
3. **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)**

4. **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.**

Step 5: School Rationale for District Support: 2018-2019
Update will occur after the 2018-2019 data is compiled.

*Please indicate the district supports and/or resources that will be needed to effectively address all components of the selected initiatives, interventions, strategies, or theories of action (i.e., technical support, materials, personnel, estimated cost), even if funding is not needed.

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

Step 4: 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 the Appendix for the detailed SMART Goal descriptor / 3 Year Central D/F Data Chart / LRSD Quarterly Update Report.]

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.).

Step 4: Create a goal statement based on the lagging indicator you want to influence (increase or decrease):

Goal Statement: **To increase by five percent the number of students who are screened, identified and placed for reading interventions utilizing the Science of Reading (ACT 83 of 2019). (Multi-year initiative)**

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. **Implement secondary reading intervention training based on the science of reading. (IF11 / Wise Ways 3984)**
   a. **Develop a training plan that utilizes faculty and professional learning community (PLC) meeting times.**
   b. **Establish procedures for identifying and providing intervention for students exhibiting characteristics of dyslexia.**
   c. **Identify personnel that will provide dyslexia interventions for students (Tier 2 and 3 interventions). (Please reference the ADE Reading Legislation Guidance Document updated August 20, 2019.)**
2. **Align vertical reading interventions and resources with the district. (IIID03 / Wise Ways 5195)**
3. **Train identified staff to implement approved programs with fidelity. (IIID02 / Wise Ways 5194)**

4. **Train all staff members and document training of dyslexia overview provided by district coordinator; all LRSD educators will be able to define dyslexia, recognize characteristics of dyslexia, and identify appropriate classroom accommodations.**
5. **Monitor student progress individually and as a group to determine progress.**
6. **Hire a dyslexia/504 interventionist.**
7. **Set target goals to screen, identify and work with a specific number of students daily based on school population by the dyslexia/504 interventionist.**
8. **Provide monthly reports to the Leadership Team of student interventions conducted by the dyslexia/504 interventionist.**

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 – 4) listed above:

NWEA Reading quarterly
Nine weeks English grades
Semester English grades
Screeners

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

English grades,

Universal Screening and diagnostic assessment (NWEA for Reading),

Incremental testing with Just Words and Wilson, and

Implement multi-tiered system of support. (Please see tiered options in the Lagging Indicator Chart above.)

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 student being screened, identified and placed into reading interventions.**
2. **To improve the cultural understanding of reading interventions at the secondary level (teacher screening identification).**

Please see Barbara Stafford for further details.