

J. A. Fair High School

of College and Career Academies

Comprehensive Needs Assessment & Plan Overview 2018-2019

This is a working document. We are continuing to make changes and updates to the plan.

Focus Area 1: Effective Instructional Practices **ESSA Indicator: Weighted Achievement**

Goal: To improve instructional practices that support student achievement.

J. A. Fair High School will continue to use the team structure to ensure *sound instructional practices to support student achievement*. Our instructional staff we will continue to implement AVID school-wide as our main focus for influencing Tier 1 instruction during our instructional team planning time by grade level, content discipline/department or in our professional learning communities (PLCs). Below, you will find the strategies implemented and the percentage of the staff implementing the instructional strategies at the end of the 2017-18 school year.

Instructional Strategy	Percentage
Cornell Notes	88.5%
Marking the Text	53.8%
Learning Logs	11.5%
Fraye Model	50%
AVID Binder	15.4%
WICOR	65.4%
Other	19.2%
Kagan	65.4%
DOK	34.6%
WICOR Wednesday	80.8%
(Writing, Inquiry, Collaboration, Organization, and Reading)	

We will add two additional AVID strategies (Critical Thinking & Assignment Logs) and recalibrate our staff on the current six strategies. Additional initiatives that will be implemented will include providing un-packing the standards professional development. Providing this professional development for our staff will allow teachers to have a more in-depth understanding of what students should know and be able to do after the standard is taught. After reviewing our ACT Aspire data for the 2017-18 school year, results indicated the need for further teacher training on ensuring students are acquiring the necessary

skills needed for mastery of standards. After teachers have completed this training, they will be able to embed the essential skills within their lesson plans and provide needed interventions for students who show a deficiency in the skills.

2018 ACT Aspire Results

Grade Level	English	Math	Reading	Science
9th	78% Close or In Need of Support	94% Close or In Need of Support	98% Close or In Need of Support	91% Close or In Need of Support
10th	74% Close or In Need of Support	95% Close or In Need of Support	94% Close or In Need of Support	90% Close or In Need of Support

The leadership team will collect and review the following data sources monthly to measure the outcomes of effective instruction: SMI/SRI, NWEA MAP (interim assessments), Read/Math 180, Pre-Post test scores. Collecting data monthly will allow the team to make any necessary adjustments before the end of each quarter. This data will be reflected in our quarterly reports.

We will also continue implementation of Kagan for 9th grade, DOK questioning for all learning practices, lesson planning for effective instruction, City Year pull-outs and push-ins.

Our expected outcome is that at least 80% of our core content teachers will use these selected strategies daily with fidelity to increase the percentage of students performing exceeding or ready by 10% in English, Mathematics, Science and Reading.

Our instructional teams also focused on developing standards based units of instruction along with pre/post testing and/or common formative assessments (i.e., CFAs). These units helped us deliver instruction more uniformly by content or by grade level. The “common” unit pre/post-tests made it possible to address deficit areas to remediate in a timely manner. Our goal is to continue this practice. The district is currently in the process of selecting an intermittent assessment tool. The District’s Instructional Leadership Team will provide assistance with the implementation of the new assessment system.

As an instructional leadership team, we have identified indicators of effectiveness in the categories of (a) Curriculum, Assessment and Instructional Planning and (b) Classroom Instruction to improve our practices. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for

implementing and monitoring our practices will be developed as we plan in Indistar. The indicators of effective practice that we have identified are the following:

Curriculum, Assessment and Instructional Planning

IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level

IIA02 Units of instruction include standards-based objectives and criteria for mastery

IID11 Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red-flag” students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives.

Classroom Instruction

IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction.

IIIA05 All teachers maintain a record of each student’s mastery of specific learning objectives.

Monitoring & Evaluation

- Observational walk-through data
- Focus walks (SILT team and district leadership)
- Monitoring of lesson plans

Measured Outcomes:

- Student artifacts (Cornell Notes, Learning Logs, Frayer Model, AVID BINDER, Marking the text samples)
- Teacher artifacts (Lesson plans, lesson plan reflection)

Professional Development

- On-going training to use the district selected assessment instrument for progress monitoring our students and as an intermittent assessment
- Provide support to grade level teams or content teams to support their understanding of aligned instructional units

(<http://www.indistar.org/app/Resources/IndicatorResources/UnitsofInstruction.pdf>)

<http://www.indistar.org/app/Resources/IndicatorResources/CreatingUnitPlans.pdf>

- Provide continued AVID, Kagan, DOK questioning professional development for on-going implementation school-wide that will improve Tier 1 instruction.
- Provide and train all staff on the new AVID strategy for implementation 2018-19 school year.
- Provide and train content specific teachers on unpacking the content standards for improved Tier 1 instruction through developing standards- aligned units of instruction.

Possible Barriers

- High suspension rates
- High student absenteeism
- High teacher absenteeism
- Teachers implementing instruction consistently and with fidelity

Please describe any costs required to implement your plans for EFFECTIVE INSTRUCTION:

Funds have been allocated from 1003A to get started for the 2018-19 school year. Any ongoing professional development past September 2018 will be implemented according to funds allocated for the 2018-19 school year.

In order to provide all staff with high quality, on-going job embedded and differentiated professional development (IF11), we will use Title I funds to support a Math (half-time) and Literacy Facilitator (half-time) to work collaboratively with the Student Achievement and Intervention Specialist. (\$200,000)

We will have a ½ time math and literacy facilitator to assist teachers with best practices for improved student achievement.

Focus Area 3: Student Growth and Achievement

Goal: To improve core instructional practices that support student achievement, growth and improved graduation rates.

What were your baseline assessments?

- We utilized ACT Aspire data from spring 2017 as our baseline.

Do you have a subgroup(s) that seems to have a more difficult time with achievement/growth than other groups?

- Our subgroups are as follows:
 - Black/African American
 - Hispanic/Latino

- White
- Economically disadvantaged
- English Learners
- Students w/Disabilities

Each subgroup saw a 2% or higher increase in achievement except for the subgroup white which declined by 4%. Prior student achievement initiatives we looked at the data as a whole versus subgroups. The focus for 2018-19 will be to utilize subgroup data to implement various school improvement initiatives to ensure gains in each subgroup.

What assessments did you use to monitor student achievement and growth throughout the year? Throughout the year we utilized ACT Aspire interim data, Read 180, Math 180 data, and Pre/post test data.

2018 ACT Aspire Interim- We will not continue the ACT Aspire interim; however, we will utilize the NWEA MAP interim assessments which focus on student growth.

Interim Test	Date Range	English Proficiency (%)	Math Proficiency (%)
Interim I	10/2-10/20	9 th : 15% 10 th :16%	9 th : 7% 10 th : 5%
Interim II	1/16-1/26	9 th : 10% 10 th : 17%	9 th : 9% 10 th : 7%

2018 Read 180 Results *Special education students – This year we will train additional teachers in Read 180 and expand the course offering to three sections.

Number of Students	Change in Lexile	Average Annual Growth Rate	% of Students Exceeding Average Growth
*8	125	0.6	38%

2018 Math 180 Results (Average of the three Math 180 classes) *Special education students

Students with Quantile Results	Initial Quantile Measure	Mean Current Quartile Measure	Percent of Students to Gain 100Q+
15	540	596.33	61.33%
*19	503	294	5%

We utilized pre/post unit assessment data throughout the year to help drive instruction for mastery learning.

2018 Pre/post test Results

Grade Level	Number of Students with D or F in Math by Grading Period			Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter		
				Lower Case Letters: Report the number of D and F grades on each post-unit assessment								$\frac{a+b+c+d}{A+B+C+D} \times 100$		
				A	a	B	b	C	c					
	1Q	2Q	3Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q
Alg 1 9-12	88	29	84	130	83	132	85	116	67			68.3	52.5	62.1
Geo 9-12	95	79	68	115	92	94	52	130	37			72.3	76%	53.0
Alg 2	9	4	4	143	62	83	18	131	53			23	42.4	37.2

Based on the preliminary 2018 summative ACT Aspire data we saw minimum gains in literacy and math. We will continue to implement a variety of supports for our struggling students. We will identify individual students who are in need of Tier II and Tier III interventions and pair them with the appropriate intervention. We will continue to implement AVID strategies school-wide, implement Systems 44 and continue Read/Math 180. After-school credit recovery and tutoring will be available for students who are behind or struggling in their current classes.

The summer ASPIRE program has been effective in ensuring that those who attended were back on track for graduation. There were sixty-six (66) students enrolled for summer ASPIRE 2018. The final data has not been analyzed as of yet.

J. A. Fair will continue to offer the ASPIRE after-school program for the 2018-19 school year. There are two components to the after-school program: tutoring and homework help is offered to students in an effort to give students multiple opportunities to succeed; credit recovery is offered to students who failed to receive credit for the 1st semester or previous semesters. There were approximately fifty (50) students actively attending after-school for the 2017-18 school year. Majority of these students were seniors completing their credit recovery for graduation requirements. The after-school program runs from October to April each year. The final data has not been analyzed as of yet for the total number of credits recovered. Our belief is that by offering credit recovery after-school there will be a continuous increase in our graduation rate.

The expectation is we will see an increase in the percentage of students performing exceeding or ready by 10% in English, Mathematics, Science and Reading.

The school leadership team will monitor these various initiatives through the following methods:

- Collection of teacher and student artifacts
- Observational walk-through data
- Monitoring of teacher lesson plans
- Analyzing ACT Aspire data and MAP interim data
- Analyzing Pre-Post test data
- Analyzing student and teacher attendance data
- Analyzing student profiles from ESSA
- Perceptual data via surveys

As an instructional leadership team, we have identified indicators of effectiveness in the categories of Student Growth and Achievement. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar. The indicators of effective practice that we have identified are the following:

IIB01 Units of instruction include pre-/posttests to assess student mastery of standards-based objectives

IIB02 Units pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.

IIB03 Unit pre-test and post -test results are reviewed by the Instructional Team

IIB05 All teachers re-teach based on post-test results

IIC01 Units of instruction include specific learning activities aligned to objectives.

CC01 All teachers reinforce elements of mastered knowledge that can be retained in memory through recitation, review, questioning and inclusion in subsequent assignments.

MTV01 All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.

MET02 All teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion.

Professional Development

- Training for Read/Math 180
- Training for Systems 44

- Training for the 2 additional AVID strategies to be implemented
- Training for Kagan for 9th grade teachers
- Teaching in the Block
- Recalibrate training for old and new hire teachers on ALL school improvement initiatives (i.e. DOK questioning, AVID, Kagan, etc.)

Possible Barriers

- Obtaining Highly Qualified Teachers before the start of the school year
- High number of potential long-term substitutes

Please describe any costs required to implement your plans for STUDENT GROWTH AND ACADEMIC ACHIEVEMENT:

Funds have been allocated from 1003A to get started for the 2018-19 school year. Any ongoing professional development past September 2018 will be implemented according to funds allocated for the 2018-19 school year.

The ASPIRE after-school program will have a credit recovery facilitator, two tutors, City Year volunteers and one security guard. We will need funding to cover salaries and other cost associated with having a productive program. We estimate the cost to be \$20,000 for the 2018-19 school year.

The summer ASPIRE program will have a credit recovery facilitator and four credit recovery teachers. The cost for the summer ASPIRE will be approximately \$13,000.

We will have a ½ time math and literacy facilitator to assist struggling students.

Focus Area 4: School Culture and Student Discipline

Goal: to improve adult practices that support student achievement, growth and improved graduation rates.

Our school’s culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. Given the diversity of **J. A. Fair High School**, it is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. Based on our perceptual surveys along with our school’s discipline and attendance reports, we have identified areas of growth and areas that need improvement.

Our data shows an increase in teacher and student absenteeism. When teachers are out then student learning is interrupted. Subs may/may not have the content knowledge to

implement the lesson plan or activity. A shortage of subs causes us to relocate classes to teachers that may not fall within that content area.

Our leadership team will closely monitor teacher attendance monthly. Our expectation is that we will see a 10% decrease in teacher absenteeism quarterly. The attendance data team will monitor student attendance every three weeks. The team will analyze the data to determine root causes of high student absenteeism. This will assist the leadership team in establishing student attendance interventions. Our expectation is that we will see a 10% increase in our average daily attendance each quarter.

With the continuation of our partnership with ACRDC and TENDAJI Reclaiming Scholars our expectation is that we will see a 10% decrease in the number of disciplinary referrals submitted quarterly.

Teacher attendance data:

Grade Span	Total Teachers Per Grade Span			Total Teacher Days Absent for Illness & Personal			Total Teacher Days Absent for School Sponsored Events or Professional Development			Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason			
	1Q	2Q	3Q	1 Q	2Q	3Q	1Q	2Q	3Q	1Q	2Q	Semester 1	3Q
9-12	89	89	88	147	186	241.97	101	159	147.5	33.33%	41.03%	30.77%	51.28%

Student attendance data:

Grade Level	Average Daily Attendance (%)			Number of Students Absent 5 or more Days Per Quarter			
	1Q	2Q	3Q	1Q	2Q	Semester 1	3Q
9	83.54%	79.65%	81.19%	89	114	102	132

10	88.46%	85.50%	84.22%	68	87	75	103
11	90.46%	87.64%	87.58%	39	57	43	75
12	89.41%	84.78%	86.01%	57	94	78	93

Student discipline data:

Grade Level	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)			Number of Students with 5 or more Discipline Referrals (*Cumulative)		
	1Q	2Q	3Q	1Q	2Q	3Q
9	208	273	236	10	13	9
10	128	117	158	4	4	8
11	62	70	51	0	1	2
12	53	69	51	1	0	1

In addition, we will use researched based reading, *The Growth Mindset Coach*, for the entire faculty to shift into a growth mindset. This will empower students to take ownership of their academic achievement. The reading gives monthly goals, opportunities and tasks to help students achieve this mindset over the academic year. There will be monthly reflection and successes of implementation within each department and shared during faculty meetings, PLC's, collaboration and SILT meetings.

The Educator and Student Climate survey had high positive correlations in regards to an understanding and/or knowledge of teacher and student expectations. The data also showed a high negative trend in both educator and student survey in reference to student discipline and student responsibilities.

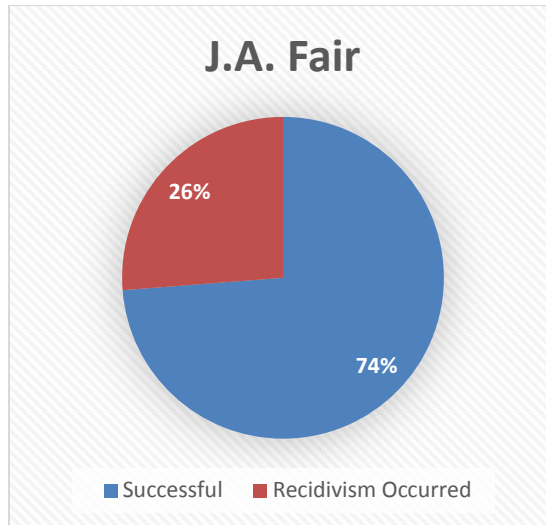
Our focus for this year will include identifying root causes for high student and teacher absenteeism. Once the cause(s) identified we will implement interventions to improve attendance of all stakeholders.

Based on data received from the Arkansas Community Dispute Resolution Center (ACDRC), the number of mediation sessions completed was fifty-two (52). There were also 35 prevention sessions that included large groups, small groups and one on one. There were 23 mediation sessions which included parents. And lastly 22 sessions of conflict/de-escalation /conflict coaching were provided. ACDRC conducted 10 parent engagement/interaction sessions. With these results we will continue to partner with ACDRC to improve school culture and discipline.

ACDRC Crisis Intervention, Conflict Resolution and Prevention Program for J. A. Fair High School of College and Career Academies Number of Program Participants March, April and May 2018								
Service	Admin	Teacher/Staff	Students		SO	SRO	Parents	Total
			Males	Females				
Professional Development (2)	6	65			5			76
Professional Learning Community (8)	1	81						82
Mediations (52 sessions)	35	2	84	12	2		14	149
Prevention: Large/Small/One-on-One (35 Sessions)	10		277	36	2	2		327
Parent Information Sessions Large/Small/One-on-One (23 Sessions)	6		11	4			26	47
Other Parent Engagement/Interactions (10)							415	415
Conflict Coaching/Conflict De-escalation (22)		9	21	1	15		3	49
Mentoring			54	19			6	79
TOTAL	58	157	447	72	24	2	465	1,224

J. A. Fair High School				
2017-2018	Arrest	Arrest Reduction %	Charges	Charges Reduction %
March	15	----	28	---
April	7	53%	7	75%
May	3	57%	3	57%

We will continue our partnership with TENDAJI Reclaiming Scholars for the upcoming school year. The program was modified to include: conflict resolution, group mediation and peer mediation. This more holistic approach was aimed at catering to all of our student needs. The conflict resolution and mediation services allowed Reclaiming Scholars to provide a more intrusive level of restorative services to our student population.



***Successful – 9, Recidivism Occurred – 3
*2 students not represented incomplete data**

As an instructional leadership team, we have identified indicators of effectiveness in the categories of School Culture and Discipline. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar. The indicators of effective practice that we have identified are the following:

- IIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
- IIC02 Transitions between instructional modes are brief and orderly.
- IIC04 Students raise hands or otherwise signal before speaking.
- IIC05 All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).
- IIC06 All teachers maintain well-organized student learning materials in the classroom.
- IIC08 All teachers display classroom rules and procedures in the classroom.
- IIC09 All teachers correct students who do not follow classroom rules and procedures.
- IIC10 All teachers reinforce classroom rules and procedures by positively teaching them.
- IIC12 All teachers engage all students (e.g., encourage silent students to participate).

Professional Development:

- Classroom management support
- PBIS
- Arkansas Conflict and Resolution Dispute Center teacher training
- *The Growth Mindset Coach*

Please describe any costs required to implement your plans for SCHOOL CULTURE AND STUDENT DISCIPLINE:

Funds have been allocated from 1003A to get started for the 2018-19 school year for the contract with TENDAJI and Arkansas Conflict and Resolution Dispute Center. Any ongoing professional development past September 2018 will be implemented according to funds allocated for the 2018-19 school year.