SCHOOL IMPROVEMENT PLAN

Central

2019-2020
Diagnostic Analysis Update  Districts and Schools
COMPREHENSIVE PROGRESS MONITORING REPORT DRAFT

2019 – 2020 School Year

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Central High 2018-2019 data shows we need to influence...

Specific Data point:
Central's percent of D's and F's for the school years from 2015 to 2018 are as follows:
- Grade Level Algebra 1 - 41%
- PAP Algebra 1 - 15%
- Grade Level Geometry - 49%
- PAP Geometry - 10%

By using the average over 3 years, this process will remove some of the variability in student grades and provide a more relevant goal.

Factors impacting:
- Lack of prerequisite skills
- Multi-part standards and curriculum pace
- Gradual implementation of an established RTI program
- Scope and sequence of standards
- Student Engagement
- Lack of Study skills and habits
- Lack of Note taking skills

Variables impacting:

The variables(s) that will be our focus for improvement:
- Continue to implement an RTI program
- Multi-part standards and curriculum pace

Initiatives, Interventions, Strategies:
- Vertical team evaluation of the standards in Algebra I and Geometry (RTI)
- Selection of power standards by the Algebra I and Geometry teams
- Planned interventions of power standards based on pre-testing
- Pullouts and push-ins based on student needs (RTI) by the math interventionist
- Algebra I and Geometry Team collaboration (RTI)
- AVID (includes core teachers for cross-curricular support) strategies
- Common assessments
- Common curriculum

Leading Indicators:
- Data point(s) anchoring the daily steps toward goal:
  - Pre-/Post-test data
  - 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

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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 I 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)
   - Selection of Power standards by all Algebra I and Geometry teams based on the evaluation
   - 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 I 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)

The expected improvements or gains by implementing RTI (1.5 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.

<table>
<thead>
<tr>
<th>Initiative/Intervention/Strategy*</th>
<th>District Supports/Resources Needed (2017-19)</th>
<th>Estimated Cost</th>
<th>Funding Source</th>
<th>District Amount Approved</th>
<th>ADE Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Implement Response to Intervention program</td>
<td>Please refer to Step 4, II above and Appendix RTI pages 8-10.</td>
<td>$8,782.56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Infuse AVID strategies, procedures Revision Assistant: Turn It In Software for Writing Programs</td>
<td>Please refer to Step 4, II above and Appendix AVID pages 11-13.</td>
<td>$15,250.00</td>
<td></td>
<td></td>
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<tr>
<td>3. Implement Kagan strategies, procedures</td>
<td>Please refer to Step 4, II above and Appendix Kagan pages 14 - 16.</td>
<td>$8,782.56</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL: Programs</td>
<td></td>
<td>$32,815.12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 third 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 through Title I.
   Approximately: $187,053.20 (through 2017-2018), $211,501.84 (through 2018-2019)

5. RTI Initiative: Training occurred in August during the pre-service days and during September in the PLC and the next day follow-up. Additional collaboration opportunities include the following: PLCs, faculty meetings, department meetings, possible RTI coaching days, etc. (2017-2018) RTI Training with an emphasis on dyslexia has been held on August 8, 2019 during our pre-service school-based training.
   Approximately: $34,000.00 (2017-2019)

6. 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? (on-going initiatives)

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. A lead teacher for each academic area will be utilized.
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.
The *data* shows we need to influence __________________________ (Lagging Indicator) 2019-2020

**Specific Data point:**
In 2018-19, Central had 380 out-of-school suspensions. By category, 9th grade had 146 or 46% of out-of-school suspension; 10th grade had 71 or 23% of out-of-school suspensions; 11th grade had 59 or 19% of out-of-school suspensions; and 12th grade had 40 or 13% of out-of-school suspensions. In the year prior (2017-18) we had 504 total out-of-school suspensions. (Please see 2018-2019 chart in the appendix.)

**Variables impacting ________________________________**

**Grade 9 transitioning to high school**
- Specific times of the year and day
- ALE procedures and support
- Team collaboration to support mediation and therapeutic services

**The variables(s) that will be our focus for improvement:**
- Reduce the number of out-of-school suspensions by 5%
- Reduce the number of days students spend between out-of-school suspension and referral to ALE
- Improve academic support services for students suspended and awaiting seats at ALE
- Improve academic support services for students suspended long term

**Initiatives, Interventions, Strategies:**
- Peer mediation
- Restorative Justice Training and PD
- SBIT
- Social worker and counselor referrals for therapeutic services
- Encouragement and counseling on better decision-making skills
- Parental involvement in mediation and support of decision-making process

**Data point(s) anchoring the daily steps toward goal:**
- Bi-monthly administrative team meetings (School Leadership Improvement Team)
- Daily Discipline Bulletin
- Weekly Discipline Error Reports
- Monthly and Quarterly Discipline Data/Charts for comparisons
- ALE Reports
- Grade Distribution Reports
- Failure Lists (interim and quarterly)
- Attendance Referrals for truancy (monthly)

**The administrative team will look for patterns of behavior:**
(days of week or time of day)

**to remain proactive in preventing student altercations and other issues**
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).
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.

<table>
<thead>
<tr>
<th></th>
<th>Ninth</th>
<th></th>
<th>Sixth</th>
<th></th>
<th></th>
<th></th>
<th>Sixth</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total #</td>
<td>155</td>
<td></td>
<td>184</td>
<td></td>
<td>105</td>
<td></td>
<td>60</td>
<td></td>
<td></td>
<td>504</td>
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<tr>
<td>%</td>
<td>31</td>
<td></td>
<td>36</td>
<td></td>
<td>21</td>
<td></td>
<td>12</td>
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</tr>
</tbody>
</table>

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**1 st, 2 nd, 3 rd, 4 th Quarter 2019-2020 Discipline Incident Data Progress Monitoring Chart**

<table>
<thead>
<tr>
<th>Name of Incidents</th>
<th>Grade Level Incident</th>
<th>Total Number</th>
<th>Decrease/ Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 th</td>
<td>10 th</td>
<td>11 th</td>
</tr>
<tr>
<td>Office Referral Notices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cell Phone Violations</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Parent Conferences</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Guidance Counselor Referrals</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Social Worker Referrals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mediation Conferences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Detentions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-School Suspensions</td>
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<tr>
<td>Out-of-School Suspensions</td>
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<td></td>
<td></td>
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<tr>
<td>Total Category 1 Offenses</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total Category 2 Offenses</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total Category A Offenses</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total Category B Offenses</td>
<td></td>
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</tbody>
</table>
LRCH 2019-2020 Quarterly Discipline Data Progress Monitoring Chart

Create a data chart to compare 2017-2018 school year's data to 2018-2019 school year accumulating data by quarters (1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd} and 4\textsuperscript{th}).

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>2017-2018 Suspension Data (OSS)</th>
<th>2017-2018 Percent of Total OSS Data</th>
<th>2018-2019 Percent of Total OSS Data</th>
<th>2019-2020 Discipline Data By Quarters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2017-2018</td>
<td>1st Q Total # of Suspension</td>
<td>2nd Q Total # of Suspension</td>
<td>3rd Q Total # of Suspension</td>
</tr>
<tr>
<td>9\textsuperscript{th}</td>
<td>155</td>
<td>31%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10\textsuperscript{th}</td>
<td>184</td>
<td>36%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11\textsuperscript{th}</td>
<td>105</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12\textsuperscript{th}</td>
<td>60</td>
<td>12%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>504</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Researched-based websites:

   [http://www.lirp.edu/article_detail.php?article_id=NTUz](http://www.lirp.edu/article_detail.php?article_id=NTUz)

b. EVIDENCE-BASED ALTERNATIVES TO SUSPENSION AND EXPULSION  

c. Suspended Progress: 5 Proven Interventions & Alternatives:  

d. One Key to Reducing School Suspension: A Little Respect:  

e. Alternatives To Suspension:  

f. How One Middle School Cut Discipline Referrals By 98 Percent in Just One Year:  

g. Stop Punishing Black Children Just Because They're Black:  

h. TIPS TO PROMOTE POSITIVE DISCIPLINE:  
i. Behavior Influence Techniques by Carolyn Ito:
https://education.wm.edu/centers/ttac/resources/articles/challengebeav/behavinflutech/index.php

j. Tough To Reach, Tough To Teach: Students with Behavior Problems. http://www.ttac.odu.edu/Articles/influence_tech.html

k. How one school created a culture focused on improving student behavior?

l. School-based restorative justice as an alternative to zero-tolerance policies: Lessons from West Oakland:
https://www.law.berkeley.edu/files/thcsj/10-2010_School-based_Restorative_Justice_As_an_Alternative_to_Zero-Tolerance_Policies.pdf

m. Restorative Justice: Resources for Schools: Explore resources and case studies that demonstrate how to bring restorative justice to your school or classroom: https://www.edutopia.org/blog/restorative-justice-resources-matt-davis

n. Becoming a Restorative Justice Practice School
Specific Data point:
In 2017 – 2018, Central's ACT Aspire Reading Scores for 9th and 10th grade students reflected a 50% need for improvement. In 2018 – 2019, Central's ACT Aspire Reading Scores for 9th and 10th grade students reflected a 60% need for improvement. By analyzing NWEA and ACT Aspire data along with additional data as available, the process will assist in the screening, identification and placement of students for reading interventions.

Variables impacting:
Lack of cultural understanding of reading interventions at the secondary level
Lack of applied resources to address reading deficiencies at pre-high school levels
An understanding of how RTI intersects with reading interventions
Lack of vertical alignment for reading interventions
Lack of secondary resources

The variable(s) that will be our focus for improvement:
Begin teacher, parent and student secondary reading intervention training
Work with the district to provide reading intervention resources
Implement an RTI program with a dyslexia component
Work with the district to align reading interventions
Screen and identify for reading deficiencies

Initiatives, Interventions, etc.:
Attend and implement secondary RISE training.
Align vertical reading interventions and resources with the district through Tier 1 Core Instruction (My Perspective 6-12), Tier 2 Interventions (Just words 4-12) and Tier 3 (Wilson Reading System 2-12).
Hire a dyslexia/504 interventionist
Screen and identify for reading deficiencies
Facilitate by the Media Center local personality Craig O'Neill who will host student-centered reading sessions with students and continue the literacy fair.

Data point(s) anchoring the daily steps toward goal:
Document daily the dyslexia/504 interventionist's screening, identification and placement in reading interventions.
Develop and organize folders per student that includes all documentation of the above process.
Employ a dyslexia / 504 Interventionist
Develop process-recording data chart(s) for the dyslexia/504 interventionist's Google Calendar and student folders on a quarterly basis.

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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 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.** (IIIID03 / Wise Ways 5195)

3. **Train identified staff to implement approved programs with fidelity.** (IIIID02 / 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).
Title I

Academic Improvement Programs*

2019-2020

Title I programs are on-going and revised annually. They reflect Central’s on-going comprehensive needs assessment data. These programs have a cross-curricular, multi-grade focus. They span the five focus areas along with the previous Indicators / Wise Ways that have been assessed and completed. Pertinent Indistar indicators / Wise Ways are reflected in each program descriptor. (Proposed Title I Budget to be Added Fall 2019)
# LRCH Federal Funding (Title I, II, etc.) Budget-at-a-Glance Proposal

**Title I Budget Initiatives (includes Parental Involvement) 2018 – 2019**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>June 2018</th>
<th>April 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. AVID: Tutoring / Training</td>
<td>$15,910.00</td>
<td>$24,448.64</td>
</tr>
<tr>
<td>2. Tiger Academic Support Center (TASC)</td>
<td>$80,697.56</td>
<td>$77,005.69</td>
</tr>
<tr>
<td>3. Title I Parent Night</td>
<td>$220.00</td>
<td>$181.74</td>
</tr>
<tr>
<td>AP Parent Night</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. ESL College Initiatives</td>
<td>$3,040.00</td>
<td></td>
</tr>
<tr>
<td>5. Tiger Academy/Freshman Academy/Freshman Orientation</td>
<td>$19,805.74</td>
<td>$16,011.93</td>
</tr>
<tr>
<td>a. Tiger Academy</td>
<td>$19,256.82</td>
<td>/ $15,463.01</td>
</tr>
<tr>
<td>b. Freshman Academy: Teacher Retreat – Planning</td>
<td>$</td>
<td></td>
</tr>
<tr>
<td>c. Freshman Student Orientation</td>
<td>$548.92</td>
<td>/ $548.92</td>
</tr>
<tr>
<td>6. Guidance Dept. (College / Career Ready)</td>
<td>$590.00</td>
<td>$660.00</td>
</tr>
<tr>
<td>7. Literacy</td>
<td>$23,496.05</td>
<td>$21,950.05</td>
</tr>
<tr>
<td>a. English Instruction Materials: READ 180</td>
<td>$2,081.25</td>
<td>/ $2,081.25</td>
</tr>
<tr>
<td>b. English Inst’l Materials Planning/PD: Collaboration</td>
<td>$19,868.80</td>
<td>/ $19,868.80</td>
</tr>
<tr>
<td>c. English Inst’l Planning/PD: NCTE</td>
<td>$1,546.00</td>
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</tr>
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<td>8. Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Math Instruction Planning/PD</td>
<td>$8,782.56</td>
<td></td>
</tr>
<tr>
<td>b. Math Inst’l Planning/PD: RTI Institute</td>
<td>$3,570.00</td>
<td></td>
</tr>
<tr>
<td>9. Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Science Family/Parent Night/Open House</td>
<td>$2,805.74</td>
<td>/ $3,694.98</td>
</tr>
<tr>
<td>b. LRCH Junior Academy of Sciences</td>
<td>$842.98</td>
<td>/ $842.98</td>
</tr>
<tr>
<td>10. Computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Chrome Books / Chromebook Carts)</td>
<td>$139,899.30</td>
<td></td>
</tr>
</tbody>
</table>

**Total** $246,261.72 $297,063.06

11. Personnel:                                                                 |

- 1 FTE (.5 each) Mathematics Interventionists
- 1 FTE (1.0) Instructional Staff Adviser
- .75 FTE (.75) Student Achievement & Intervention Specialist
- 3 FTEs (.66 each) Double-blocked Algebra 1 Teachers

*Some budget items paid through other funding.*
Central High School
Appendix

Central High School 4 Year Percent D / F: Algebra I / Geometry: 2015-2019
Central High School Disciplinary Data 2018-2019
Central 2017-18 Discipline Data
Central 2018-19 Discipline Data
Central Discipline Data Chart 2018-19
Quarterly Update Report - Guiding Questions Using the School Improvement Plan
  Little Rock Central High School - Quarter 3 (2018-19)
LRCH Math Data (Number of Student Ds and Fs)
LRCH 2017-18 Discipline Data
LRCH 2018-19 Discipline Data (August – March)
LRCH Discipline Data Chart 2017-2018

INDICATOR CHART (2017-2018 DATA [OF A 3-YEAR PLAN]) 2018-2019

Program Description: (2017-2018)
  RTI at work Institute
  AVID Training for Mathematics Teachers
  Kagan Cooperative Learning Training

2017-18 1003(a) Funds (Awarded) / Diagnostic Analysis Update Districts and Schools

INDICATOR CHART (2018-2019 DATA [OF A 3-YEAR PLAN]) – ADMINISTRATIVE DISCIPLINE

Central High School SMART Goal
Central High School 4 Year Percent D / F: Algebra I / Geometry: 2015-2019

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1 Grade Level</td>
<td>79/230</td>
<td>78/197</td>
<td>114/236</td>
<td>48%</td>
<td>75/222</td>
</tr>
<tr>
<td>Sem 1</td>
<td>34%</td>
<td>40%</td>
<td>41%</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Sem 2</td>
<td>79/237</td>
<td>88/221</td>
<td>107/235</td>
<td>46%</td>
<td>77/233</td>
</tr>
<tr>
<td>Geometry Grade Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>33%</td>
</tr>
<tr>
<td>Sem 1</td>
<td>124/214</td>
<td>135/259</td>
<td>88/208</td>
<td>42%</td>
<td>95/234</td>
</tr>
<tr>
<td>Sem 2</td>
<td>133/231</td>
<td>153/259</td>
<td>127/216</td>
<td>59%</td>
<td>89/235</td>
</tr>
<tr>
<td>Algebra 1 PAP</td>
<td>34/161</td>
<td>28/170</td>
<td>23/172</td>
<td>13%</td>
<td>42/199</td>
</tr>
<tr>
<td>Sem 1</td>
<td>19%</td>
<td>16%</td>
<td>16%</td>
<td>21%</td>
<td></td>
</tr>
<tr>
<td>Sem 2</td>
<td>24/166</td>
<td>24/169</td>
<td>16/171</td>
<td>9%</td>
<td>24/197</td>
</tr>
<tr>
<td>Geometry PAP</td>
<td>60/299</td>
<td>30/307</td>
<td>15/283</td>
<td>5%</td>
<td>33/337</td>
</tr>
<tr>
<td>Sem 1</td>
<td>20%</td>
<td>10%</td>
<td>12%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Sem 2</td>
<td>60/299</td>
<td>37/305</td>
<td>32/286</td>
<td>14%</td>
<td>37/332</td>
</tr>
</tbody>
</table>

Chart Commentary / Summary

Our goal in mathematics was to decrease the percent of D's and F's in grade level Geometry and Algebra 1 which would also decrease the differences between these percentages in grade level and PAP classes.

- **1st Semester**
  - **Algebra 1** – There was a 7% decrease in the percent of D's and F's from the 3-year moving average to the first semester of 2018-2019. Also, the difference in the percent of D's and F's between PAP and Regular was 13%, which is 12% lower than the 3-year average difference of 25%.
  - **Geometry** – There was a 10% decrease in the percent of D's and F's from the 3-year average to the first semester for 2018-2019. Also, the difference in the percent of D's and F's between PAP and Regular was 31% which is 8% lower than the 3-year average difference of 39%.

- **2nd Semester**
  - **Algebra 1** - There was an 8% decrease in the percent of D's and F's from the 3-year moving average to the second semester of 2018-2019. Also, the difference in the percent of D's and F's between PAP and Regular was 21%, which is 7% lower than the 3-year average difference of 28%.
  - **Geometry** – There was a 21% decrease in the percent of D's and F's from the 3-year average to the second semester for 2018-2019. Also, the difference in the percent of D's and F's between PAP and Regular was 27% which is 18% lower than the 3-year average difference of 45%.
LRCH Grade Level NWEA RTI Growth - Algebra / Geometry: 2018-2019

<table>
<thead>
<tr>
<th>Algebra I</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>219.5</td>
<td>223.9</td>
</tr>
<tr>
<td>2</td>
<td>217.6</td>
<td>222.5</td>
</tr>
<tr>
<td>3</td>
<td>216.3</td>
<td>213.5</td>
</tr>
<tr>
<td>4</td>
<td>214.6</td>
<td>211.0</td>
</tr>
<tr>
<td>5</td>
<td>218.3</td>
<td>218.7</td>
</tr>
<tr>
<td>6</td>
<td>214</td>
<td>217.4</td>
</tr>
<tr>
<td>7</td>
<td>212.7</td>
<td>213.9</td>
</tr>
</tbody>
</table>

Average RIT Score 216.14 217.27

Growth for all Grade Level Algebra I 1.13
Growth for Intervention Students 2.16

<table>
<thead>
<tr>
<th>Geometry</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>216.5</td>
<td>211.5</td>
</tr>
<tr>
<td>B</td>
<td>220.8</td>
<td>220.3</td>
</tr>
<tr>
<td>C</td>
<td>218.3</td>
<td>215.1</td>
</tr>
<tr>
<td>D</td>
<td>210.7</td>
<td>215.7</td>
</tr>
<tr>
<td>E</td>
<td>No scores</td>
<td>No scores</td>
</tr>
</tbody>
</table>

Average RIT Score 216.6 215.7

Growth for Grade Level Geometry -0.9
Growth for Intervention Students 1.47

Comments:
Additional emphasis needs to be placed on students completing the interim tests as no score is received if not completed. Students were selected for the math intervention program based on unit exam scores and teacher recommendations. Geometry students have historically struggled through math and are continuing the trend. Teachers utilizing RTI strategies. The average growth for Geometry and Algebra 1 students who participated in the intervention program was 1 point higher for Algebra 1 students and over 2 points higher for geometry students.
Central High School Disciplinary Data 2018-2019

**Chart Commentary / Summary:** Central High School’s administrative team’s goal was to reduce the number of out-of-school suspensions by 5%. Strategies to reduce out-of-school suspensions included reduced days out of school; increased mediations with students and parents; increased referrals to the school social worker and counselors; reviewing past discipline to determine next steps and interventions; and working with parents to remediate behavior in an effort to build better decision-making skills. The team tracked all out-of-school suspensions and compared the data monthly to the 2017-18 school year. The team also reviewed patterns of data, including which groups demonstrated higher suspensions and when those suspensions occurred. The team met bi-monthly to review data and make adjustments to support student success. In summation, out-of-school suspensions were down a total of 26% for the entire school. However, more data and time is needed to review suspensions for specific groups of students. For example, grade nine increased considerably while grade 10 decreased. More time is needed to review data more closely to determine which interventions work and when they should be optimally applied. This is an on-going initiative for 2019-2020.

### Central 2017-18 Discipline Data

<table>
<thead>
<tr>
<th></th>
<th>Ninth</th>
<th>Tenth</th>
<th>Eleventh</th>
<th>Twelfth</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total #</td>
<td>155</td>
<td>184</td>
<td>105</td>
<td>60</td>
<td>504</td>
</tr>
<tr>
<td>%</td>
<td>31%</td>
<td>36%</td>
<td>21%</td>
<td>12%</td>
<td></td>
</tr>
</tbody>
</table>

### Central 2018-19 Discipline Data

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>146</td>
<td>71</td>
<td>59</td>
<td>40</td>
<td>380</td>
</tr>
<tr>
<td></td>
<td>46%</td>
<td>23%</td>
<td>19%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Grade Level</td>
<td>2018-19 SY</td>
<td>Decrease/Increase</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
<td>-------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>16</td>
<td>20 (decrease)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>6</td>
<td>4 (increase)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11th</td>
<td>67</td>
<td>11 (decrease)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12th</td>
<td>20</td>
<td>20 (decrease)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month</th>
<th>2018-19 SY</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 1-30</td>
<td>5</td>
</tr>
<tr>
<td>September 1-30</td>
<td>33</td>
</tr>
<tr>
<td>October 1-31</td>
<td>11</td>
</tr>
<tr>
<td>November 1-30</td>
<td>24</td>
</tr>
<tr>
<td>December 1-31</td>
<td>16</td>
</tr>
<tr>
<td>January 1-30</td>
<td>19</td>
</tr>
<tr>
<td>February 1-28</td>
<td>22</td>
</tr>
<tr>
<td>March 1-31</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>122</td>
</tr>
<tr>
<td>Month</td>
<td>15</td>
</tr>
<tr>
<td>-------------</td>
<td>----</td>
</tr>
<tr>
<td>April 1-30</td>
<td></td>
</tr>
<tr>
<td>May 1-31</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
</tr>
</tbody>
</table>

**Quarterly Update Report**

**Guiding Questions Using the School Improvement Plan**

**Little Rock Central High School - Quarter 3 (2018-19)**

1. **WHAT GOAL DID YOU FOCUS ON THIS QUARTER? (LAGGING INDICATOR)**
   - Central High School focused on both goals this quarter: 1.) providing administrative and technical support for teachers and staff on use of RTI (Response to Intervention) strategies to monitor student progress and improve student achievement in math; and 2.) reducing the number of out-of-school suspensions by 5% using Restorative Justice techniques.

2. **WHAT INTERVENTION DID YOU IMPLEMENT TO SUPPORT YOUR GOAL?**
   - The administrative team is continuing to work with teachers to submit quarterly RTI documentation using templates from the text. Teachers submit RTI documentation by uploading artifacts to EdReflect as part of the PGP.
   - Math teachers also continue to meet twice a month in collaboration meetings with like-content teachers and math interventionists. Teachers discuss pacing, lesson plans, student progress and on-going interventions. Meetings are documented with a sign-in sheet, an agenda, and notes.
   - The SILT content team also meets twice a month to discuss student interventions. The team reviews the intervention pull-out lists, failure lists for math, English and ELL students. Meetings are documented with a sign-in sheet, an agenda, and notes.
   - Assistant Principals meet twice a month as the SILT Administrative to discuss and implement Restorative Justice strategies to reduce out-of-school suspensions. The team is working to provide more consistency with student...
3. HOW DID STAFF CONTRIBUTE TO THE IMPLEMENTATION?
   - Teachers may work individually or as a team to document classroom interventions designed to monitor student progress during a course of study or unit. Teachers will work with all students, but for documentation purposes, teachers will identify a group or class of students to monitor. Teachers will choose one essential standard to address and assess student progress through pre- and post-assessments. Teachers will upload all evidence/artifacts to EdReflect. Assistant Principals will monitor evidence/artifacts, which are due quarterly.

4. HOW DID YOU MONITOR THE INTERVENTION? (LEADING INDICATOR)
   - Interventions are monitored through bi-weekly SILT team meetings, in which school-wide interventions for individual students and groups of students are reviewed. Math interventions monitor students using a cycle of classroom visits and math pull outs. As teachers (specifically math teachers) begin a unit, the teacher pre-assesses students. The pre-assessment is the benchmark as student begin the work. Students not meeting standards are recommended for additional support (pull outs) with the math interventionists. The math interventionists pull students from elective courses to provide additional instruction on specific standards. The math interventionists provide feedback to the classroom teachers about the students' progress. The cycle provides multiple opportunities for students to receive help and review concepts prior to the end of a unit of study.
   - RTI evidence is uploaded to EdReflect quarterly. Evaluators will check evidence/artifact submissions. Sample artifacts will be used to assist teachers in need of improvement. Assistant principals may also attend departmental meetings to provide clarity. Individual feedback will be conducted through EdReflect. Because RTI is related to PGP goals, classroom documentation is required to support the evaluation process.
   - APs monitor discipline data weekly for error reports and monthly for out-of-school suspensions. This data is discussed at bi-monthly meetings. The group provides additional services through mediation, wellness groups or therapeutic services, and SBIS. Students are provided multiple opportunities for support. In many cases, suspensions are reduced by multiple days or entirely in an effort to maintain access to coursework.

5. DID THE INTERVENTION WORK? HOW DO YOU KNOW?
   - RTI documentation is ongoing. Teachers are submitting RTI documentation to EdReflect to support PGP goals and indicators. Administrators are checking RTI submissions and providing feedback. On a quarterly basis, the Principal and respective administrator over that curricular area meets with teachers who are not exhibiting success with their students.
   - The number of out-of-school suspensions is being monitored monthly. The intervention seems to be working based on data, compared to last year. At this time, it appears that Restorative Justice strategies are working. Out-of-school
suspensions are down by 20.7%.

6. HOW DID THE DISTRICT SUPPORT YOUR INTERVENTION?

- LRSD leadership offered continued support through district PLCs. Central’s team attended the LRSD PLC Friday, April 4, 2019. The team reviewed the High Reliability Schools Level 1 Survey Report conducted by ADE, attendance data for teachers and students, discipline data and NWEA interim data. Central is in the process of completing the Comprehensive Needs Assessment to determine goals for the 2019-2020 school year. The school improvement plan is due May 1st with peer review scheduled for May 9th at district PLCs.

- LRSD leadership provided professional development on the Comprehensive Needs Assessment. The monthly Leadership Meetings have also focused on data sources and TESS updates.

- ADE provided professional development on StudentGPS for teachers. A staff member Daniel Collier spent the day at our school demonstrating log in procedures and use of reports.

7. ARE YOU ON TRACK TO MEETING YOUR GOAL? IF NOT, WHY?

- The administrative team attended ADE facilitated TESS training March 27, 2019. The review supported building-level work to conduct formal and informal observations and end-of-year procedures for TESS. Evaluators are working to conduct more informal observations (direct and indirect) and working with teachers to support the 22 TESS indicators.

- RTI documentation in EdReflect is continuing. Administrators are checking progress and providing feedback to teachers. The work will impact quarterly informal observations and summative observations.

- The Assistant Principals are on track to monitor and provide Restorative Justice interventions for student success. The administrative team is looking for patterns and brainstorming ideas on how to address problem areas. The SBIT team has held numerous conferences with students and parents in an effort to provide support and plans to reduce out-of-school suspensions. The team will be using a form provided by ADE entitled Student GPS Drill-Down Worksheet. The RTI process was explained through the ADE Division of Research & Technology hosted by Daniel Collier provided in the April webinar on April 10 with Anne Merten (ASU PBIS Center), Becky Cezar (ASU Personnel Development Grant), and Belinda Kittrell ADE studentGPS Program Manager. The process utilizes the studentGPS behavior data to develop precise problem statements and develop solutions based on those statements.

- Math data is in the process of being updated for third and fourth quarter. The Leadership Team will assess patterns and make plans for next school year based on the data.
### LRCH Math Data (Number of Student Ds and Fs)

<table>
<thead>
<tr>
<th></th>
<th>Algebra I</th>
<th>Geometry</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>67</td>
<td>25</td>
<td>92</td>
</tr>
<tr>
<td>2018-19</td>
<td>46</td>
<td>45</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>20</td>
<td>0.01% decrease</td>
</tr>
<tr>
<td></td>
<td>(31% decrease)</td>
<td>(55% increase)</td>
<td></td>
</tr>
</tbody>
</table>

### LRCH 2017-18 Discipline Data

<table>
<thead>
<tr>
<th></th>
<th>Ninth</th>
<th>Tenth</th>
<th>Eleventh</th>
<th>Twelfth</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total #</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>155</td>
<td>31</td>
<td>184</td>
<td>36</td>
<td>105</td>
<td>60</td>
</tr>
</tbody>
</table>

### LRCH 2018-19 Discipline Data (August – March)

<table>
<thead>
<tr>
<th></th>
<th>Ninth</th>
<th>Tenth</th>
<th>Eleventh</th>
<th>Twelfth</th>
<th>Total Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total #</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>146</td>
<td>46%</td>
<td>71</td>
<td>23%</td>
<td>59</td>
<td>40</td>
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</table>

2019-20 LR Central High School | 28
<table>
<thead>
<tr>
<th>2018-19 SY Month</th>
<th>Grade Level Out-of-School Suspensions</th>
<th>2018-19 Total Number</th>
<th>2017-18 SY Decrease/Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9th</td>
<td>10th</td>
<td>11th</td>
</tr>
<tr>
<td>August 13-31</td>
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<td>4</td>
<td>6</td>
</tr>
<tr>
<td>September 1-30</td>
<td>33</td>
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<td>October 1-31</td>
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<td>1</td>
</tr>
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<td>November 1-30</td>
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<td>14</td>
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<td>December 1-31</td>
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<td>January 1-30</td>
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<tr>
<td>February 1-28</td>
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<td>7</td>
</tr>
<tr>
<td>March 1-31</td>
<td>16</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>April 1-30</td>
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<td>5</td>
</tr>
<tr>
<td>May 1-31</td>
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</tr>
<tr>
<td>Total</td>
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<td>71</td>
<td>59</td>
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<tr>
<td></td>
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</table>
Central High data (2018-2019) shows we need to influence (Lagging Indicator) 2018-2019

Specific Data point:
We average 30% Ds and Fs in Algebra I and Geometry. This is for all Algebra I and Geometry students. Our data is not separated by Pre-AP and grade level, but based on the grade distribution reports reviewed by the MIF and principal at the end of each quarter. This percentage is much higher in our grade level courses. We would like our report data to be broken out by Pre-AP and grade level nine weeks grades. We will present our unit test data in the same manner.

Variables impacting:
- Lack of prerequisite skills
- Multi-part standards and curriculum pace
- Lack of an established RTI program
- Scope and sequence of the standards
- Student Engagement
- Lack of Study skills and habits
- Lack of Note taking skills

The variables(s) that will be our focus for improvement:
- Lack of an Established RTI program
- Multi-part standards and curriculum pace

Initiatives, Interventions, Strategies:
- Vertical team evaluation of the standards in Algebra I and Geometry (RTI)
- Selection of Power standards by the Algebra I and Geometry teams
- Planned interventions of power standards based on pre-testing
- Pullouts and push ins based on student needs (RTI) by the math interventionists
- Algebra I and Geometry Team collaboration (RTI)
- AVID / Kagan (include core teachers for cross-curricular support) strategies
- Common assessments
- Common curriculum

Leading Indicators:
- Data point(s) anchoring the daily steps toward goal:
  - Pre-/Post-test data
  - 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

2019-20 LR Central High School | 31
Program Description: (2017-2018)

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.
RTI Institute – Program Mechanics

- Provide workshop training to the entire Central staff including Algebra I and Geometry teachers and during collaboration periods create plans and monitor implementation
- Program Evaluation –
  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

1003a Budget Request
Central High School
Response to Intervention Initiative

<table>
<thead>
<tr>
<th>Expenditure Categories</th>
<th>Justification/Description</th>
<th>Total Amount</th>
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<tr>
<td>1. Personnel (Vertical / Collaborative Teaming)</td>
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<td>$7,200.00</td>
</tr>
<tr>
<td>Subtotal: Registration</td>
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<td>2. Fringe Benefits</td>
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<td>Social Security Match</td>
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<tr>
<td>7. Total Direct Costs (1-2)</td>
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<td>$8,782.56*</td>
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*Training has been schedule for an August pre-service day at Central to involve the entire faculty with follow-up training/coaching in September.
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

**1003a Budget Request**

**Central High School**

**Avid Initiative**

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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

1003a Budget Request

Central High School

Kagan Cooperative Learning Initiative

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2019-20 LR Central High School | 37
2017-18 1003(a) Funds (Awarded) / Diagnostic Analysis Update Districts and Schools

Little Rock Central High School (LRCH)

From the original LRCH 2017 – 2018 budget, the district combined the trainings into a district-wide budget effort. As seen above, LRCH received funding for collaborations that will take place after the respective trainings as well as providing assistance with Focus on the Freshmen materials subsequent to a team attending that training (Summer 2017) and piloting the program along with software to assist our English students receiving feedback in real time thus aiding the English teachers in more thorough and layered revisions of student work.

<table>
<thead>
<tr>
<th>2017-18 1003(a) Funds</th>
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<tr>
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<tr>
<td>Rt: Collaborative and vertical team planning</td>
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<td>Focus on the Freshman - Study Skills/College and Career Readiness</td>
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<td>Materials &amp; supplies for career readiness/5th Grade Transition materials from Academic Innovations</td>
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<td>Making the Most of High School professional resource</td>
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<td>Turn It In Software for Writing programs</td>
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<td>Kagan follow-up PD sessions</td>
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The data shows we need to influence ___________________________ (Lagging Indicator) 2018-2019

Specific Data point:
In the 2017-2018 discipline data, students served a total of 504 out-of-school suspensions (OSS). This data is the total of all grade levels. The percentages of the 504 out-of-school suspensions served by grade levels are as follows: ninth (155/31%), tenth (184/36%), eleventh (105/21%) and twelfth (60/12%). All assistant principals/designees used the LRSD Student Handbook to determine student’s out-of-school suspension sanctions.

Variables impacting ___________________________

Maturity level
Transferring to high school
Population of the school
High level of suspensions assigned during lunch
Majority of class suspensions are assigned after lunch

Special Note: Lack of attention and love: When students fail to receive the attention that they crave, they are likelier to find other ways to obtain it, even if it means drawing negative attention to themselves and even negative consequences. The more teaches let their students know how much they care about them and value their work, the likelier they are to respect a teacher’s request and conform to their expectations.

The variables that will be our focus for improvement:

Reduce in-school and out-of-school suspensions by five percent (5%)
Implement Saturday School in lieu of in-school suspension to category violations
Encourage students to positively utilize social media
Increase the volume of mediation conferences
Encourage students to report potential conflicts rather than reacting
Request students’ parents report pertinent information to their children’s assistant principal/designee

Data point(s) anchoring the daily steps toward goal:

Create a data chart to compare previous school year data to accumulating data by quarters (1st, 2nd, 3rd, 4th)
Enroll students into mandatory school-based therapeutic programs that are free of charge with parents’ consent

Initiatives, Interventions, Strategies:

Identify students’ triggers that provoke their off task behavior
Enhance students’ decision-making skills using restorative justice strategies
Refer students to the School-Based Intervention Team (SBIT) to implement appropriate restorative justice interventions and provide supports to address discipline violation(s)
Team with the school social worker to utilize the school’s Wellness Center therapeutic services
Assist students’ parents/guardians to schedule appointments with their choice of agency for students’ mental health services
Central High School SMART Goal

Specific
Our goal for the mathematics department at Little Rock Central High for the 2018 – 2019 school year is to decrease the percent of students with grades of D or F in Grade Level Algebra 1 and Geometry compared with the previous 3 school years. After reviewing the data from the school years from 2015 to 2018. For our students to be college and career ready they must have the problem-solving skills that are required for these two courses. Students who are not scoring a C or higher in these courses are not meeting with success and not gaining these necessary skills.

Measurable –
The student quarterly grades in grades level algebra 1 and geometry will be reviewed after each quarter 1-3 for preliminary findings. The semester grades for first and second semester of the 2018-2019 will be compared to the 3 previous years at the beginning of the 2019-2020 school year.

Attainable –
The goal will be met if the percent of students with a D or F in grade level Algebra 1 and Geometry has decreased in the 2018 – 2019 school year compared to any of average of the 3 previous years. If goal is not met, the strategies will be revisited for the 2019-2020 school year and adapted. The data for the 2019-2020 school year will be compared again at the beginning of the 2020-2021 school year to see if there is an increase.

Realistic –
Goals are realistic and using the average of the 3 previous years will account for the natural variation of the data.

Timely –
The timeline is addressed in the above points.
SCHOOL IMPROVEMENT PLAN

Hall

2019-2020
Goal Statement #1: To reduce the achievement gap for Hall High School students by implementing research-based practices focusing on reading, writing, and mathematics by using the High Reliability School Framework processes and embedding the New Art and Science of Teaching Instructional Elements (NASOT).

I. What will you do to influence the leading indicator?
List the evidence-based initiative, intervention or strategy specific to the improvement efforts and support needed for implementation.

1. Implement across the curriculum writing prompts within all curriculum departments. Develop common rubrics based on specific genre (i.e. technical writing, response, journal, and etc.) Focus on WICOR strategies and notetaking and journal writing and interactive notebook use.

2. Implement the S.M.A.R.T. Program (Students Making A Responsible Transition) credit recovery program with direct instruction targeted for over age and under credited students. The program will utilize Edgenuity, personalized learning, RTI processes, problem solving instruction, executive function/soft skills training, along with embedded self-reported grading.

3. Segue the various models of Personalized and Blended Learning strategies into “Best Practice” classroom instruction through the establishment of blended courses that will allow for personalized learning and student generated interest. Level 4 of the Proficiency Scale.

4. Implement researched based “Best Teaching Practices” by following Level I, II, and III and possibly Level IV in the High Reliability Schools framework and focusing on the Leading Indicators as evidenced in highly effective schools within each of the levels.

   Level I-Safe and Collaborative Culture
   Level II-Effective Teaching in Every Classroom
   Level III-Guaranteed and Viable Curriculum
   Level IV-Standards-Based Grading and Reporting-
5. Implement and adopt the New Art and Science of Teaching (NASOT) instructional elements and create an Instructional Framework for lesson planning, consistent classroom instruction, assessments, project-based learning and grading.

6. Focus on and be mindful of Teaching with Poverty in Mind exemplars (ie: Eric Jensen, Ruby Payne,) and understand the effects that absences, tardies and discipline have on student success.

7. Implement a pilot program of deliberate reading strategies through the 95% Group Reading program with support from and Instructional Coach with 9th and 10th grade students.

8. Create a transition Summer Bridge Program for incoming 9th graders that will focus on high school organization skills, planning, preparation 21st Century and executive soft skills training. (implement Summer 2020)

9. Continue with extensive Teacher Professional Development with Marzano resources or any other researched based organization to increase instructional competence of the staff.

10. Conduct Action-Research and identify the most effective Instructional Strategies.

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

1. Pre/Post Assessment results, writing rubrics, proficiency scales, quick data (Observational, Conversational, Quantitative), authentic student work, obtrusive, unobtrusive and student-generated assessments, exit tickets, quick writes,

2. Instructional Audits and Observations relating to: Instructional Rounds, Walk-throughs. (8-12 classroom observations per week by administration)

3. Use of data from 45 Day Progress Report (student attendance, discipline, math & literacy report card grades, etc.)

4. Completion and progress monitoring data from SMART program to include weekly benchmark analysis on credit acquisition.

5. Summer Bridge program data collected through student attendance measured success in the following school year.
III. What are the expected improvements or gains by implementing this evidenced-based initiative, intervention or strategy? (Include resource and expected effect size)

1. Increased: academic performance and/or growth, credit acquisition, attendance.

2. Decrease: Math & English D & F’s, reduction in discipline


Goal Statement #2: To engage students in college and career readiness coursework through research-based instructional practices, relevant to career preparation, concurrent credit and industry certification opportunities.

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

1. Implement AVID strategies school-wide as well as train all staff with an emphasis on
   Core Teachers in the use and implementation of all ancillary AVID materials, processes,
   common procedures and practices.

2. Create multiple opportunities for students to engage in college and career preparedness
   through various ACT & ACT Aspire prep programs and test offerings including but not
   limited to test preparation, test taking study skills and strategies.

3. Implement additional opportunities and support for instruction and learning occurring
   in concurrent course offerings.

4. Utilize flexible schedules to provide a variety of enrichment and academic experiences
   for students, before, during, and after school.

5. Create professional learning opportunities and time for collegial collaboration and
   learning that supports the goals for the school. (HRS Level I- 1.4)

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

1. Focused classroom observations regarding the fidelity of learned professional
   development and Proficiency Scale implementation.

2. Professional development participation, implementation and support. Documented
   agendas, minutes, sign in sheets, and PD feedback.

3. Utilize Marzano student, staff and parent/community surveys for analysis.
III. What are the expected improvements or gains by implementing this evidenced-based initiative, intervention or strategy? (Include resource and expected effect size)

1. Increased enrollment and academic growth in college and career courses and pathways. Effect Size 0.74 (Hattie, J. 2015)

2. Develop student and faculty readiness and awareness of flexible and alternative scheduling processes. Collective Teacher Efficacy (1.57 Effect size) (Hattie, J. 2015)

**Goal Statement #3: To focus on increasing literacy and reading achievement.**

The following actions will take place in the 2019-20 school year:

1. Implement Tier 1 Core Instruction utilizing My Perspectives 6-12.

2. Implement Tier 2 Interventions utilizing Just Words.

3. Implement Tier 3 Interventions utilize Wilson Reading System 2-12.

4. Schedule RISE Professional Development throughout the year as offered by the LRSD and utilize AR IDEAS as evidenced in the Science of Reading.

5. Pilot the 95% Group Dyslexia Reading program for the 9th, 10th grade ELA Teachers and Special Education Teachers. Training will occur on September 6, 2019 at Hall High School.

6. Hire a Literacy Coach who will be at Hall High School five days per week to assist, coach, analyze data and mentor all teachers implementing the 95% Group Pilot Program.

**Helpful resources for evidence-based practices (EBP):**

- Evidence for ESSA [https://www.evidenceforessa.org/](https://www.evidenceforessa.org/)
- Florida Center for Reading Research [http://www.fcrr.org/](http://www.fcrr.org/)
- Mindshift- @mindshiftKQED
- Dr. Anthony Muhammad- @newfrontier21
- Dr. Mike Mattos- @mikemattos65
- Solution Tree- @solutiontree
- Dr. Phil Warrick- @pbwarrick
- George Gouros- @gcouros
EXIT CRITERIA ANALYSIS:

Qualitative 1: Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction and the achievement of students.

Collaborative teams have been developed through common planning periods in the 9th and 10th grade Academies. Vertical Teams have also been established with Core classes, i.e. English, Math, Science, Social Studies. Grade level collaborative teams meet on a weekly basis with identified agendas, sign in sheets and school leadership attendance at the meetings.

Additionally, the School Leadership Team (29 members) is also a collaborative team representing the entire PLC with all subject areas and department chairs included. All Collaborative Teams meet and analyze HRS Level I, II, III compliance and evidence, the Instructional Framework and the elements for implementation, Proficiency Scales, Formative Assessments, Instructional Rounds, Level I Certification Requirements, Priority Standards identification, School-wide Behavior Scales, RTI processes, grading, and evidence collection.

Qualitative 2: The school is aware of and monitors predominant instructional practices.

There is an inherent consistency among all courses and a consistent instructional practice that is embedded within the High Reliability Schools processes. This is due to all teachers and departments focusing on the leading indicators in the High Reliability schools scaffold process of each HRS level within classes: (1) Level I a “Safe and Collaborative School,” (2) Level II the “Effective Teaching in Every Classroom” and (3) Level III a “Guaranteed and Viable Curriculum.”

Hall High School is also embedding the instructional practices that fall under Feedback, Content and Context and the ten design questions within the New Art and Science of Teaching. Through
an inclusive PLC process, teams have identified (10) Instructional Elements that make up the Instructional Framework for the PLC. All Instructional Element implementation will be reviewed monthly and adjusted as necessary from feedback from the teachers.

The adopted Instructional Framework describes elements that will be observed every day in classrooms as well as those items that will be observed or heard periodically. Two elements are non-negotiable: Proficiency Sales and Reviewing/Cumulative Review.

A high priority has been placed on evidence collection using Google Docs that includes the collection of Proficiency Scales, Formative Assessments, Instructional Round information, Priority Standards, collaborative team efforts, and monitoring all Level I Certification Requirements.

**Qualitative 3: The school provides teachers with clear, ongoing evaluations for their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.**

Through the High Reliability Schools process, collaborative teams meet regularly regarding instruction, curriculum and assessments. This is evidenced by agendas, and sign-in sheets as well as school leadership attendance at the meetings. Additionally, all school leaders are conducting 8-12 walk-through observations per week.

Also, under the High Reliability Schools’ umbrella, Instructional Rounds are being conducted with Marzano trained teacher leaders. This process allows opportunities for teachers to observe and discuss effective teaching and increase instructional competence.

Instructional Rounds utilize (15-20) minute observations and the collegial coaches facilitate an analysis of what was observed. The observers utilize this information and to gain ideas of how to improve their own classrooms and instructional practice.

**Qualitative 4: Then school curriculum and accompanying assessments adhere to state and district standards.**

All subject area teachers spent one week, July 28- August 2, 2019 identifying Priority Standards as well as developing Proficiency Scales for each subject. Additionally, subject area teachers are developing Formative Assessments that match all Proficiency Scales. This process increases the validity of the assessments and clarifies what students have learned and what they need to learn.
Each collaborative team is utilizing the following assessments to analyze learning: Obtrusive, Unobtrusive and Student generated. Each is valuable in collecting data as well as evidence of student learning that is uploaded into Google Docs.

**Qualitative 5:** The school manages its fiscal, operational and technological resources in a way that directly supports teachers to provide a safe, supportive and collaborative culture and increase student achievement.

All school resources are focused on the implementation of the High Reliability School process. Within this structure, the following is being implemented:
- Level I- A Safe and Collaborative Culture
- Level II- Effective Instruction in Every Classroom
- Level III-Guaranteed and Viable Curriculum

Additionally, The New Art and Science of Teaching and its instructional elements are being utilized in an articulated PLC Instructional Framework.
Priority has also been placed on training teachers to use Google Classroom and Google Docs to collect evidence and communicate with students and instruction.

All Professional Development and technology purchases are focused on these initiatives. One goal is to become 1-1 with student and Chromebooks for every classroom.

**Quantitative 1:** All “F” schools meet or exceed 80.0 content with ELP Growth as identified in ESSA school index.

Hall High School met this benchmark in 2018-19.

**Quantitative 2:** The number of students in Close, Ready, and Exceeds for both math and ELA will exceed the number of students in Need of Support categories according to the ESSA School Index.

We have not had an opportunity to review the ACT Aspire data because it was received on 8/22/19. It will be discussed and analyzed with the School Leadership Team on 8/28/19.

**Quantitative 3:** Fiscal, operational and human capital to support teaching and learning in an efficient and effective manner.

Referenced in Qualitative 1, 2, 3, and 4.

**Legislation of Rules**

**Act 83:** Include a literacy plan in the SIP including a curriculum program and a professional development program that are:
- Aligned with the literacy needs of the district
- Based on the Science of Reading
- All teachers must complete required training for science of reading based on grade content level requirements
- School must establish an annual PD program that includes instruction based on the science of reading

Currently, the 95% Group Reading program will be piloted for the 2019-20 school year and a literacy coach will be hired to assist in the implementation of the program for 9th and 10th grade and special education teachers.

Additionally, all teachers are following the processes outlined by the LRSD and are following the trainings and ACT 83 requirements. The goal is to train multiple teachers in core subject areas and special education so there is capacity built around literacy instruction.

School-level improvement plans shall follow a continuous cycle of inquiry (8.03.1): Does the school’s improvement plan follow a continuous cycle of inquiry?

The PLC process is being followed utilizing the PLC critical commitments and collaborative team beliefs:

**PLC Assumptions that Drive a Professional Learning Community:**
1. All students can learn at high levels.
2. All teachers will collaborate on the following:
   - Instruction
   - Curriculum
   - Data Analysis
3. All teachers will utilize and analyze data for results

In addition, the PLC utilizes the Critical Questions within collaborative Teams:
1. What is it we want our students to know?
2. How will we know if students are learning?
3. How will we respond when students don’t learn?
4. How will we extend learning for students who are highly proficient?
5. How will we increase our instructional competence?
6. How will we coordinate our efforts as a school?

Within the collaborative teams, the listed questions focus the work as it relates to the instructional process. This is reflective in the identification of Priority Standards, the development of Proficiency Scales, the development of Formative Assessments, as all relate to effective teaching in the classroom and a Guaranteed and Viable Curriculum.
All of the work is embedding the High Reliability School's processes and the New Art and Science of Teaching in all areas of the PLC.

**Professional Development Opportunities for the Teaching Staff. All Professional Development supports the School Improvement Plan.**

**2019-2020 Professional Development Schedule:**

**JULY:**
July 9-11- High Reliability Schools Summit- Denver, CO
July 28-August 2, 2019
High Reliability Schools and New Art and science of teaching Professional Development
All teachers paid per diem for attending week-long Professional Development for instructional consistency relating to a Guaranteed and Viable Curriculum, Level III HRS:
- Identifying Priority Standards
- Developing Proficiency Scales
- Formative Assessments
- Evidence development
- Google Classroom
- Google Docs for evidence submission

July 31, 2019-High Reliability Schools Professional Development- Dr. Phil Warrick

**SEPTEMBER:**
September 10-11- Instructional Rounds and Collaborative Team Processes- Dr. Phil Warrick
September 30- October 3- New Art and Science of Teaching and Standards-Based Grading-Centennial CO
September 2019- Office of Innovation- School of Innovation Certification Visit

**OCTOBER:**
October 7-10- High Reliability Skills and Instructional Coaching-Centennial CO
October 15-17- Standards-Based Grading and Proficiency Scales- Tampa, FL
October 28-30- Standards-Based Grading and Proficiency Scales- Centennial CO
October 15-16- High Reliability Schools Visit- Level I Review preparation for Certification

**NOVEMBER:**
November 12-14- Standards-Based Grading and Proficiency Scales
November 6-7- High Reliability Schools Visit- Level I Review preparation for Certification

**DECEMBER:**
December 10- - High Reliability Schools Visit- Level I Review preparation for Certification
Spring Semester:
Continue with the professional learning attached to Marzano Resources and the High Reliability Schools Process.

July 2020:
Attending the High Reliability Schools Summit in Austin Texas – 25-30 Teachers focusing on the following work to support the High Reliability School process at Hall High School:

High Reliability Schools™ Summit
Austin, Texas | July 7–9, 2020

Imagine if every school focused on five key components of education and gave staff the time to fully master them. The result would be sustainable school improvement and high levels of learning for all.

Trusted by educators around the world, the Marzano High Reliability Schools (HRS)™ framework serves as a long-term strategic planning guide for schools and districts. Rather than constantly seeking new initiatives, the framework encourages educators to concentrate their efforts on five key areas of operation:

1. Safe, Supportive, and Collaborative Culture
2. Effective Teaching in Every Classroom
3. Guaranteed and Viable Curriculum
4. Standards-Referenced Reporting
5. Competency-Based Education

Join us at the High Reliability Schools Summit to learn how this powerful framework can help address your school or district’s unique needs and goals. With the support and guidance of our acclaimed HRS experts, you and your team will dive deep into the five levels of high reliability schooling, engage in strategic planning, and leave fully prepared to create the conditions for success across your school community.

• Learn how the HRS framework serves as a school leadership model that offers a clear, concise focus on research-based practices that increase student achievement.
• Discover how establishing a common model of instructional practice can improve teaching and learning in every classroom.
• Explore how the professional learning communities (PLC) concept is embedded into the HRS framework and serves as a critical vehicle to drive learning.
• Acquire a process for establishing a guaranteed and viable curriculum districtwide to ensure all students learn.
• Understand how to use quick data to monitor and sustain successful practices within schools.
• Examine key aspects of standards-based grading, such as developing proficiency scales and creating high-quality classroom assessments.
• Investigate the concept of competency-based education and how it can be developed within a school.
Fall 2019- Spring 2020- Centennial, CO
Marzano Research Lab (MRL) PD
Teams of teachers will be continuously sent to Marzano Resources to work with Dr. Robert Marzano and his Team in creating a High Reliability School as well as understand and implement the New Art and Science of Teaching, High Reliability Schools processes and Level I, II, III requirements, Proficiency Scales, Priority Standards, Formative Assessments, Collaborative Teams, Instructional Rounds Instructional Coaching, Standards-Based Grading and Reporting and other Marzano Resources trainings.

Summary of Status and Implementations:
In spite of the “Distressed School” status, Hall High School has made great strides in creating and implementing many systems that are embedded in four topic areas: Curriculum and Instruction, Organization and Communication, Community and Collaboration, and School of Innovation.

Curriculum and Instruction:
All teachers are embedding the High Reliability Schools processes as it relates to the first three levels on the HRS spectrum: Safe and Collaborative School, Effective Teaching in Every Classroom, and a Guaranteed and Viable Curriculum. Proficiency Scale Development, Priority Standards Identification, and Formative Assessments have been created.

All classrooms have evidence of Proficiency Scales, Agenda Boards, Identified Priority Standards, a Guaranteed and Viable Curriculum and embedded the High Reliability Schools processes as it relates to Proficiency Scale Development. Consistent instructional walks and observations are utilized to ensure fidelity. Collegially led Instructional Rounds are conducted regularly to expose excellent teaching. Through collaborative team processes the lessons are analyzed.

In addition, Student Friendly Learning Objectives, Formative and Summative Assessments, Checking for Understanding processes, Exit Tickets, and DOK Questioning Strategies professional development training has been completed and implemented. All are observable when visiting classes.

Also, a school-wide reading and writing initiative has been implemented across all grade levels and in all curricular areas accompanied with teacher generated grading rubrics. All staff attended professional development that incorporated writing and organizational skills utilizing the AVID Interactive Notebook training in which many staff is currently implementing. 4,500 college writing notebooks were ordered after the training for additional implementation.

The overarching goal for the 2018-19 school year is to have all teachers implementing AVID strategies as well as the interactive notebooks for writing and organizational skill development.
This will reinforce a Guaranteed and Viable Curriculum as observed through consistent instructional practices, lesson planning, and classroom observational walks.

In addressing ACT and ACT Aspire improvement, ACT study materials have been purchased and are available for utilization in all classrooms and include daily “Do Now’s” that reinforce ACT problem solving and test proficiency/mastery.

**Organization and Communication:**

A needs assessment of our current student management systems was conducted by the Hall High School Staff and Leadership Team. All student-centered systems were analyzed and recommendations were made that would inherently increase student attendance, parent contacts, decrease inappropriate behavior and increase student behavior and academic success.

This included the creation of a Positive Behavior Intervention System (PBIS) generating personalized success plans for students who are struggling behaviorally and academically in addition to engaging family commitments to ensure support of the student at home and school. A school Social Worker has been hired to assist families and students and be a conduit to all external services. A collaborative partnership has occurred with UALR and the social work department where 14 Social work interns will be gaining experience and working with students regularly.

In addition, SBIT, the School Based Intervention Team, developed systems that increased communication with family members and directly involves them in the positive solution process. Skype, Zoom, conference calls and home visits have been utilized to assist in family member attendance.

Extended communication systems have also been placed into practice that include: Certified mail, email, home visits, telephone calls, progress reports, one-on-one and group meetings as well as referrals and intervention from community providers to assist families. Restorative support systems have also been developed to assist student’s re-entry back into Hall High School due to unforeseen extended absences for a variety of reasons.

Also, in maintaining a safe campus and reducing the amount of incidents that occur outside of class, students are closely monitored/escorted throughout the building and class changes are swift with high visibility of the staff members welcoming students at the door.

The Security Team has developed systems to maintain safety coverage and supervision with consistent communication. Consistent tardy processes and attendance procedures have been placed into action as well as parent contact and involvement when students are not attending class. These practices confirm our movement toward Level I HRS Certification with a Safe and Collaborative School.
In addition, parent contacts have increased tenfold as evidenced by call logs, and parent conferences, by administrators, counselors and social worker. In addition, communication has increased through the utilization of one-on-one contacts, rolling messages and an increase in the web page and social media development, ie: Twitter and Instagram.

Positive measures have occurred to involve students and staff through course interest surveys. Student and faculty surveys have been distributed and analyzed for the shaping of programs and the school. This has been highly advantageous for creating high interest courses and programs.

**Community and Collaboration:**

Since the beginning of the 2018-19 school year, the Student Leadership has been involved with the staff in planning many student-centered events that have increased cultural awareness and improved the culture of the school. Through staff, student and alumni involvement, the following highly engaging events occurred during the first semester: Homecoming Parade, Athletic Rally’s, Talent Show, Latino Heritage Celebration, Orange and White Basketball Game, Student/Faculty Volleyball game.

In addition, Hall High School has partnered with the Central Arkansas Library System (CALS) who has provided CALS Tech Cards to every student. In addition, CALS is involved with Hall High School in the redevelopment of the Library/Media Center in order to increase its use and to create “Student Friendly” spaces inclusive of “Maker Spaces, gaming and tech areas.

**School of Innovation:**

As we continue to move through the 2017-18 school year and plan for the 2018-19 school year, there are many implementations that will be in place for the start of the new year. Through the use of student and staff surveys the following is planned: An increase in program offerings, the creation of high interest elective classes, increased and consistent teacher collaboration time, implementation of a 10th grade Academy to mirror the 9th grade Academy, implementation of personalized and blended learning, student-led conferences, project-based learning, and the creation of seven programs of study that segue beyond the mandated graduation requirements. The programs of study are extensions to matriculations beyond high school.

Through our work, we have seen exceptional positive data and growth in student attendance, teacher attendance, and student discipline. Student absences reduced by 1.6 days from first to second quarter. We believe this reduction is due

- Focused classroom observations geared towards supporting instruction and learning with the appropriate professional development (PD) offerings
- PLC & in-house PD offerings Pre/Post Assessments, Objective development, AVID Strategies (Interactive Notebook/Organization & Close Reading/Writing)
- Student Voice surveys to garner information pertaining to high interest courses

Supports
• Office of Innovation for Education, LRSD central office personnel via the Achieve Team, and Arkansas Department of Education (ADE) providing school improvement and School of Innovation (SOI) technical assistance
• Continuing to develop partnerships within the community to support implementation of SOI and school improvement goals

**Challenges we are overcoming**

• Student attendance
• Course failure rates
• Extended teacher leaves of absence
• The implementation and expectations of TESS

**School of Innovation:**

There are many implementations that will be in place for the start of the new year. Through the use of student and staff surveys the following is planned: An increase in program offerings, the creation of high interest elective classes, increased and consistent teacher collaboration time, for the 9th and 10th grade Academies, implementation of personalized and blended learning, and the creation of seven programs of study that segue beyond the mandated graduation requirements. The programs of study are extensions to matriculations beyond high school.

Through our work, we have seen exceptional positive data and growth in student attendance, teacher attendance, and student discipline. Student absences reduced by 1.6 days from first to second quarter. We believe this reduction is due to new systems being placed into practice, the emphasis on taking accurate attendance and the engagement of students in learning. Teacher absences appear to be elevated with the initially reported data. However, there are outlier staff members who have been absent from work for extended periods of time due to medical, family and other federally supported reasons. When removing the outliers, teacher absenteeism has reduced from 4.0 days per staff member per year to .66/certificated staff member.

Student incident rates declined by 3.5% from first to second quarter with an incident reduction compared to last year at the same time, with a decline of 231 incidents. The factors that we believe that have led to the reduction in student absenteeism and behavior incidents are:

1. The SMART Program- Student Making a Responsible Transition (Designed for students who are over-age and under-credit) Credit Recovery Program.
2. Development of Personalized Learning for many students which meets the students’ needs as opposed to the system needs.
3. The innovative use along with the ingress and egress of students in the ALE program (Alternative Learning Environment)
4. The creation of a systematic approach using processes from the Positive Behavior Support
5. The hiring of a Social Worker who is able to be proactive with students and family issues.
6. Deliberate and focused instructional walks
7. Consistent classroom practices
8. High adult visibility.
9. Focused staff development

The SMART Program, Students Making a Responsible Transition, (Designed for students who are over-age and under-credit) Credit Recovery Program, will be utilized to move students forward with credit recovery. Many students who were not on track for graduation, have earned graduation status through this personalized and blended program. We anticipate that our graduation rates will improve based on the implementation of this program at the beginning of the year in the Fall of 2020.

Also, the innovative use of the ALE program (Alternative Learning Environment) has proven to work with suspension rates being lowered and instructional time increased due to positive intervention and the implementation of the Suspension Reduction Program. The Suspension Reduction Program is a way that students, who have violated school rules and are suspended out of school, are able to petition the school and meet with the School Social Worker to generate a personalized success plan. This positive intervention plan, developed in conjunction with the student, family members, and the Success Coach, allows the student to enter school at an earlier time and reduce the number of days he/she is out of school.

Along with the Suspension Reduction Program, processes have been finitely developed for a Positive Behavior Intervention Support System, that involves a team of school personnel as well as family members that analyzes and develops a success plan with the student. This proactive approach in identifying and finding solutions before issues become overwhelming has seen positive results and improved student attendance.

Finally, focused staff development will occur due to and Hall High School partnering with Marzano Research Laboratories for the 2019-20 school year. This will provide the highest level of professional development that can be offered in order to train teachers with the skills necessary to create high performing classrooms. Dr. Phil Warrick from MRL and the co-author of “High Reliability Schools”, will be working with Hall High School teachers beginning July 31, 2019.

During the Fall of 2019 and the Spring of 2020, teams of Hall High School teachers will attend professional development at Marzano Resources in Centennial, Colorado and other areas of the country and following Marzano Associates conducting relevant topic areas to increase instructional competence and teacher growth.
SCHOOL IMPROVEMENT PLAN

J. A. Fair

2019-2020
Focus Area 1: Literacy

Goal: To increase the percentage of students scoring ready and exceeding by focusing on reading and comprehension skills.

Based on the 2018 summative ACT Aspire data there were minimum gains in literacy and math. Support will be continuously provided for our struggling students. Individual students who are in need of Tier II and Tier III interventions will be identified and paired with the appropriate intervention. J. A. Fair will continue to implement AVID strategies school-wide and LEXIA within all English classes. One of the focus goals for the year will be to increase proficiency in the area of English Language Arts. Teachers will use the Science of Reading in their instruction. All students will apply various reading strategies to comprehend, analyze, interpret, and evaluate text. A data-driven instructional model will be employed that utilizes the NWEA MAP Growth test in Reading and ACT Aspire Summative test to guide instruction.

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<td>10</td>
<td>75.3%</td>
<td>14.9%</td>
<td>9.1%</td>
<td>.6%</td>
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</table>

Interventions to address deficits in reading, and English will be put in place. Interventions will include teacher training, before/after school and lunch tutoring, DOK questioning for all learning practices, lesson planning for effective instruction, City Year pull-outs and push-ins and ESL pull-outs and push-ins.
Instruction will be dedicated to improving students reading and communication skills through English, oral communication and debate. The expectation is we will see an increase in the percentage of students performing exceeding or ready by 10% in English and Reading.

J. A. Fair will continue with NWEA interim data, implement LEXIA in all English classes and implement Dyslexia interventions. Monitoring the assessments will provide vital information to include in any/all interventions so we can increase the number of students in the close, ready and exceeding achievement categories.

Reading deficits will be the focus of our efforts. Staff will be trained in R.I.S.E. to ensure alignment with the state initiative of reading.

The instructional leadership team has identified indicators of effectiveness in the categories of (a) Curriculum, Assessment and Instructional Planning and (b) Classroom Instruction to improve our practices. A continuous improvement cycle will be used (Plan » Do » Check) to implement the additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. The timeline for implementing and monitoring our practices will be developed as we plan in Indistar. We have identified the indicators of effective practice:

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**

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

IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

CC01 All teachers reinforce elements of mastered knowledge that can be retained in memory through recitation, review, questioning and inclusion in subsequent assignments.
MET02 All teachers include self-checks peer-checks, and documentation of learning strategies as part of assignment completion.

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

Measured Outcomes:
- Tier 1 (My Perspectives): Student artifacts (Cornell Notes, Learning Logs, Frayer Model, AVID BINDER (9th & 10th), Marking the text samples) and teacher artifacts (NWEA interim data, common assessments, lesson plans, lesson plan reflection)
- Tier 2 (Critical Reading): Just Words assessment data
- Tier 3 (Academic Reading): Wilson Reading System assessment data

Professional Development—
- On-going training to use the district selected assessment instrument for progress monitoring our students and as an intermittent assessment
- On-going training to address individual/content area professional development needs as documented in a teachers’ PGP and quarterly professional development calendar.
- On-going training to address Tier 1, Tier II, and Tier III needs of all students.
- Provide support to grade level teams or content teams to support their understanding of aligned instructional units
  [http://www.indistar.org/app/Resources/IndicatorResources/CreatingUnitPlans.pdf](http://www.indistar.org/app/Resources/IndicatorResources/CreatingUnitPlans.pdf)
- Provide continued AVID, DOK questioning, lesson planning with rubrics, and professional development for on-going implementation school-wide that will improve Tier 1 instruction.
- Provide and train content specific teachers on unpacking the content standards for improved Tier 1 instruction through developing standards-aligned units of instruction.
Professional Development
- Training for LEXIA
- The New Art and Science of Teaching
- Standards Based Learning
- R.I.S.E.
- Teaching in the Block- Creating Curriculum Maps and Pacing guides
- NewsELA
- Recalibrate training for old and new hire teachers on ALL school improvement initiatives (i.e. DOK questioning, AVID, Disciplinary Literacy and Step-Up to Writing)

Please describe any costs required to implement your plans for LITERACY:

Funds have been allocated from 1003 to get started for the 2019-20 school year.

Professional development funding will be needed for staff on R.I.S.E. training.
The New Art and Science of Teaching (HRS)
Lexia. ($3400)
RTI training ($)
Lexia licenses ($8600), IXL($) 

Focus Area 2: Effective Instructional Practices

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. The instructional staff will continue to implement AVID school-wide as our main focus for influencing Tier 1 instruction during instructional team planning time by grade level, content discipline/department or in professional learning communities (PLCs). The strategies implemented and the percentage of the staff implementing the instructional strategies at the end of the third quarter during the 2018 – 19 school year are listed below.
<table>
<thead>
<tr>
<th>Instructional Strategy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell Notes (Focused Note-Taking)</td>
<td>71%</td>
</tr>
<tr>
<td>Marking the Text</td>
<td>39%</td>
</tr>
<tr>
<td>Learning Logs</td>
<td>20%</td>
</tr>
<tr>
<td>Frayer Model</td>
<td>43%</td>
</tr>
<tr>
<td>AVID Binder</td>
<td>29%</td>
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<tr>
<td>WICOR</td>
<td>73%</td>
</tr>
<tr>
<td>Assignment Logs</td>
<td>65%</td>
</tr>
<tr>
<td>DOK</td>
<td>100%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>61%</td>
</tr>
</tbody>
</table>

Additional AVID strategies will not be added during the 19-20 school year. The focus will be on recalibration and implementation of all strategies with fidelity through additional professional development opportunities. Mrs. Grayson will assist Mrs. Jackson in organizing a visit to an AVID model school this fall.

Teachers will participate in PATH trainings focused on critical reading strategies across the curriculum. Additional AVID libraries will be purchased to support teacher growth in evidence based AVID strategies.

The AVID site based team will bring emphasis to the Five Phases of Note-Taking. Professional development will be provided.
- Phase 1: Note taking
- Phase 2: Processing Notes
- Phase 3: Thinking & Connectivity
- Phase 4: Summary
- Phase 5: Applying Learning- Reflection

Staff will be trained on Naviance to administer the learning styles inventory to all students. Students will be provided opportunities to explore career paths through field trips, career speakers and career fairs.

Data teams will be trained on how to accurately analyze data and establish next steps. A data room will be established to display all data. Rubrics will be utilized so that students are aware of the grading criteria. Data will be collected and reviewed monthly to measure the outcomes of effective instruction:
- NWEA MAP (interim assessments)
- LEXIA results
- Khan Academy Mappers (math interventions)
- Critical reading benchmarks
- Pre-Post test scores

Monthly data collection will allow the team to make any necessary adjustments before the end of each quarter. The data will be reflected in our quarterly reports submitted to the district.

Interventions to address deficits in reading, math, English, and science will be put in place. Interventions will include teacher training, before/after school and lunch tutoring, DOK questioning for all learning practices, lesson planning for effective instruction, City Year pull-outs and push-ins and ESL pull-outs and push-ins.

Professional Development opportunities will be provided to the special education, general education and Gifted & Talented teachers to support collaboration on instructional strategies and practices.

The expected outcome is that 100% of the core content teachers will use the selected strategies daily with fidelity to increase the percentage of students performing exceeding or ready by 10% in English, Mathematics, Science and Reading. A quarterly professional development plan will be developed by each core area. The plan will be implemented throughout the school year.

The instructional teams will continue to focus on developing standards based units of instruction along with pre/post testing and/or common formative assessments (i.e., CFAs). These units will help deliver instruction more uniformly by content or by grade level. “Common” unit pre/post-tests made it possible to address deficit areas to remediate in a timely manner. A departmental tutoring schedule will be created and published.

The instructional leadership team has identified indicators of effectiveness in the categories of (a) Curriculum, Assessment and Instructional Planning and (b) Classroom Instruction to improve our practices. A continuous improvement cycle will be used (Plan » Do » Check) to implement the additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. The timeline for implementing and monitoring our practices will be developed as we plan in Indistar. We have identified the indicators of effective practice:
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.

IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Monitoring & Evaluation

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

Measured Outcomes:

- Student artifacts (Cornell Notes, Learning Logs, Frayer Model, AVID BINDER (9th & 10th), 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

- On-going training to address individual/content area professional development needs as documented in a teachers’ PGP and quarterly professional development calendar.

- On-going training to address Tier 1, Tier II, and Tier III needs of all students.
• 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, DOK questioning, lesson planning with rubrics, and professional development for on-going implementation school-wide that will improve Tier 1 instruction.

• 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 1003 to send a team to the AVID Summer Institute (June 2019).

Teachers will attend the appropriate Advanced Placement (AP) training during the summer.

Summer professional development will be provided for core content teachers to create curriculum maps and pacing guides and plan lessons w/rubrics and assessments. (3 days X 30 teachers X 25(6)= $13,500)

On-going job embedded and differentiated professional development (IF11) will be provided to all staff. We will use Title I funds to support the Student Achievement and Intervention Specialist. ($100,000)

An Academy Counselor will assist students for improved student achievement. ($60,000)
Funding will be needed for each department professional development plan. ($$)

Consultant to train staff on Naviance. ($$$)
Funding for student career and culture field trips. ($$$)
Funding for continuation of SPED/General Ed professional development on co-teaching and relationship building. ($$)-1003

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? ACT Aspire data from Spring 2017 was utilized as the baseline data.

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

Yes

- Our subgroups are as follows:
  - Black/African American
  - Hispanic/Latino
  - Caucasian
  - Economically disadvantaged
  - English Learners
  - Students w/Disabilities
Our students scored as follows on the 2019 ACT Aspire:

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<tr>
<td>10</td>
<td>81.8%</td>
<td>13.6%</td>
<td>3.2%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>In Need of Support</th>
<th>Close</th>
<th>Ready</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>81.1%</td>
<td>13.7%</td>
<td>3.4%</td>
<td>1.7%</td>
</tr>
<tr>
<td>10</td>
<td>89%</td>
<td>7.8%</td>
<td>2.6%</td>
<td>.6%</td>
</tr>
<tr>
<td>Race</td>
<td>Literacy</td>
<td>Math</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td>9th: English: 86% close or in need of support Reading: 98% close or in need of support 10th: English: 79% close or in need of support Reading: 93% close or in need of support</td>
<td>9th: 97% close or in need of support 10th: 100% close or in need of support</td>
<td>9th: 98% close or in need of support 10th: 100% close or in need of support</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>9th: English: 50% close or in need of support Reading: 75% close or in need of support 10th: English: 82% close or in need of support Reading: 88% close or in need of support</td>
<td>9th: 75% close or in need of support 10th: 94% close or in need of support</td>
<td>9th: 91% close or in need of support 10th: 94% close or in need of support</td>
<td></td>
</tr>
<tr>
<td>Caucasian</td>
<td>9th: English: 47% close or in need of support Reading: 82% close or in need of support 10th: English: 71% close or in need of support Reading: 81% close or in need of support</td>
<td>9th: 82% close or in need of support 10th: 86% close or in need of support</td>
<td>9th: 94% close or in need of support 10th: 86% close or in need of support</td>
<td></td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>9th: English: 76% close or in need of support Reading: 93% close or in need of support 10th: English: 77% close or in need of support Reading: 89% close or need of support</td>
<td>9th: 95% close or in need of support 10th: 97% close or in need of support</td>
<td>9th: 94% close or in need of support 10th: 96% close or in need of support</td>
<td></td>
</tr>
</tbody>
</table>
| English Learners | 9th: English: 50% close or in need of support  
Reading: 76% close or in need of support  
10th: English: 85% close or in need of support  
Reading: 92% close or in need of support | 9th: 88% close or in need of support  
10th: 100% close or in need of support | 9th: 88% close or in need of support  
10th: 100% close or in need of support |
|-----------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| Students w/Disabilities | 9th: English: 100% close or in need of support  
Reading: 100% close or in need of support  
10th: English: 100% close or in need of support  
Reading: 100% close or in need of support | 9th: 100% close or in need of support  
10th: 100% close or in need of support | 9th: 100% close or in need of support  
10th: 100% close or in need of support |

The focus for 2019 – 20 will be to utilize subgroup data to implement various school improvement initiatives to ensure we meet and/or exceed 80% growth on our ESSA school index score.

**What assessments did you use to monitor student achievement and growth throughout the year?** NWDA interim data, critical reading benchmarks, and Pre/post test data were utilized throughout the school year. J. A. Fair will continue with NWDA interim data implement Lexia in all English classes, implement Dyslexia interventions and Khan Academy for math interventions. Monitoring the assessments will provide vital information to include in any/all interventions so we can increase the number of students in the close, ready and exceeding achievement categories.
<table>
<thead>
<tr>
<th>Interim Test</th>
<th>Date Range</th>
<th>Reading</th>
<th>Science</th>
<th>Math</th>
</tr>
</thead>
</table>
| NWEA #1           | 9/10 - 10/5      | 9<sup>TH</sup> Mean RIT: 208.2  
76 9<sup>th</sup> grade students below average RIT of 217  
10<sup>TH</sup> Mean RIT: 213.7  
53 10<sup>th</sup> grade students below average RIT of 217 | 9<sup>TH</sup> Mean RIT: 200.4  
86 9<sup>th</sup> grade students below average RIT of 211  
10<sup>TH</sup> Mean RIT: 203.9  
72 10<sup>th</sup> grade students below average RIT of 211 | 9<sup>th</sup> Mean RIT: 214.8  
76 9<sup>th</sup> grade students below the average RIT of 227  
10<sup>TH</sup> Mean RIT: 220.8  
53 10<sup>th</sup> grade students below average RIT of 227 |
| NWEA #2           | 11/26 - 12/21    | 9<sup>TH</sup>: Mean RIT 203.7  
98 9<sup>th</sup> grade students below average RIT of 217  
10<sup>TH</sup>: Mean RIT 210.2  
71 10<sup>th</sup> grade students below average RIT of 217 | 9<sup>TH</sup>: Mean RIT 199.5  
117 9<sup>th</sup> grade students below average RIT of 211  
10<sup>TH</sup>: Mean RIT of 202.1  
94 10<sup>th</sup> grade students below average RIT of 211 | 9<sup>TH</sup>: Mean RIT of 214.1  
96 9<sup>th</sup> grade students below average RIT of 227  
10<sup>TH</sup>: Mean RIT of 218.2  
79 10<sup>th</sup> grade students below average RIT of 227 |
| GROWTH COMPARISON | Fall to Winter    | 81 9<sup>th</sup> grade students took the Fall & Winter test with an observed growth of -1.2  
87 10<sup>th</sup> grade students took the Fall & Winter with an observed growth of -0.3 | 94 9<sup>TH</sup> grade students took the Fall & Winter test with 9<sup>th</sup> grade showing an observed growth of 0.2  
94 10<sup>th</sup> grade students took the Fall & Winter test with 10<sup>th</sup> grade showing an observed growth of -0.2 | 87 9<sup>th</sup> students took the Fall & Winter test with 9<sup>th</sup> grade showing and observed growth of 0.3  
92 10<sup>th</sup> grade students took the Fall & Winter test with an observed growth of 0.7 |
| NWEA #3           | 2/25 - 3/29      | 9<sup>TH</sup>: Mean RIT 203.1  
108 9<sup>th</sup> grade students below average RIT of 217  
10<sup>TH</sup>: Mean RIT  
82 10<sup>th</sup> grade students below average RIT of 217 | 9<sup>TH</sup>: Mean RIT 202.9  
99 9<sup>th</sup> grade students below average RIT of 211  
10<sup>TH</sup>: Mean RIT 207.6  
74 10<sup>th</sup> grade students below average RIT of 211 | 9<sup>TH</sup>: Mean RIT of 214.4  
100 9<sup>th</sup> grade students below average RIT of 227  
10<sup>TH</sup>: Mean RIT of 219.1  
65 10<sup>th</sup> grade students below average RIT of 227 |
| GROWTH COMPARISON | Fall to Spring    | 91 9<sup>th</sup> grade students took the Fall & Spring test with an observed growth of -1.6  
85 10<sup>th</sup> grade students took the Fall & Spring test with an observed growth of -2.1 | 81 9<sup>TH</sup> grade students took the Fall & Spring test with an observed growth of 4.4  
82 10<sup>th</sup> grade students took the Fall & Spring test with an observed growth of 4.2 | 91 9<sup>th</sup> grade students took the Fall & Spring test with an observed growth of 1.0  
80 10<sup>th</sup> grade students took the Fall & Spring test with an observed growth of -0.3 |
Current interventions addressed a small proportion of students categorized as “in need of support” therefore, it was imperative that the school improvement team choose evidence based interventions that could be embedded into the curriculum.

Reading deficits will be the focus of our efforts. Staff will be trained in R.I.S.E. to ensure alignment with the state initiative of reading.

Based on the 2018 summative ACT Aspire data there were minimum gains in literacy and math. Support will be continuously provided for our struggling students. Individual students who are in need of Tier II and Tier III interventions will be identified and paired with the appropriate intervention. We will continue to implement AVID strategies school-wide and Lexia within all English classes. One of our focused goals for the year will be to increase proficiency in the area of English Language Arts. All students will apply various reading strategies to comprehend, analyze, interpret, and evaluate text. A data-driven instructional model will be employed that utilizes the NWEA MAP Growth test in Reading and ACT Aspire Summative test to guide instruction.

Instruction will be dedicated to improving students reading and communication skills through English, oral communication and debate. 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.

J. A. Fair will continue to offer the ASPIRE after-school program for the 2019 - 20 school year. There are two components to the after-school program: tutoring and homework assistance. These services provide students with multiple opportunities to succeed; credit recovery is offered to students who failed to receive credit for the 1st semester or previous semesters. A plan will be created based on teacher survey data on the best way to assist students who are failing. Approximately eighty-five (85) students attended after-school for the 2018 -19 school year. Majority of these students were seniors completing their credit recovery for graduation requirements. The after-school program is scheduled October to April each year. Final data has not been analyzed to determine the total number of credits recovered. J. A. Fair’s belief is that by offering credit recovery after-school there will be a continuous increase in our graduation rate.

J. A. Fair will continue to utilize technology to enhance teacher instruction and alternative methods of instruction within the classroom and beyond.
The school leadership team will monitor the 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

The instructional leadership team has identified indicators of effectiveness in the categories of Student Growth and Achievement. A continuous improvement cycle (Plan » Do » Check) will be used to implement additional practices that are intended to deepen the knowledge and skills relative to effective instructional practice. The timeline for implementing and monitoring the practices will be developed and planned in Indistar. The indicators of effective practice 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.

MET02 All teachers include self-checks peer-checks, and documentation of learning strategies as part of assignment completion.
Professional Development
- Training for Lexia
- The New Art and Science of Teaching
- Standards Based Learning
- R.I.S.E.
- Teaching in the Block- Creating Curriculum Maps and Pacing guides
- NewsELA
- Recalibrate training for old and new hire teachers on ALL school improvement initiatives (i.e. DOK questioning, AVID, Disciplinary Literacy and Step-Up to Writing)

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 summer ASPIRE program will have a credit recovery facilitator and three credit recovery teachers. The cost for the summer ASPIRE will be approximately $7,000.

The ASPIRE after-school program will have a credit recovery facilitator, two tutors and City Year volunteers. Funding will be needed to cover salaries and other cost associated with having a productive program. The estimate cost is $10,000 for the 2019-20 school year.

Professional development funding will be needed for staff on R.I.S.E. training.

The New Art and Science of Teaching (HRS)
Lexia. ($3400)
RTI training ($)

ACT Cram session funding-$10,000
Lexia licenses ($8600)
IXL($)
PSAT cram sessions ($$)
Focus Area 4: School Culture and Student Discipline

Goal: To improve adult practices that support student achievement, growth and increase graduation rates.

J. A. Fair 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. J. A. Fair will continue to make sure that rituals and routines are in place to provide the structure and support needed for student achievement.

J. A. Fair is working towards being a High Reliability School (HRS). Based on the surveys, we’re in the process of creating a plan to address the indicators that we need to work on as a community. A plan has been created to address the indicators outlined as a result of the survey.

Through our partnership with the Arkansas Community Dispute Resolution Center (ACDRC), the staff participated in training entitled Communicating and Collaborating with Parents. Ms. Tolbert is assisting with the High Reliability Schools level one indicators. The training was the beginning of training for teachers on communicating with parents. Teachers were tasked to invite four (4) parents to an upcoming evening professional development session to further the conversation. The first meeting was a success. We had about thirty teachers and parents attend the meeting.

J. A. Fair will work towards having an active PTSA. Our partnership with ACDRC is the beginning of this implementation. We will continue to work on the culture and climate by addressing culture awareness with students. (i.e. exposure via field trips and other activities)

Jostens Renaissance will be implemented to improve academic achievement, raise graduation rate, increase attendance and improve school conditions. A team of teachers and students will be trained July 2019.

Data shows a slight increase in teacher and student absenteeism for the third quarter of 2018-19. Student learning is interrupted when teachers are absent. Substitutes may/may possess the content knowledge to implement lessons or activities. Classes are often relocated due to a district wide shortage of substitutes.
The leadership team will closely monitor teacher attendance monthly. The expectation is that there will be a 10% decrease in teacher absenteeism quarterly. The attendance data team will monitor student attendance every three weeks. The data will be analyzed to determine root causes of high student absenteeism. Student attendance interventions will be established based on the data. The expectation is that there will be a 10% increase in the average daily attendance each quarter. The attendance data team will implement teacher and student attendance incentives.

### Teacher attendance data:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Total Teachers Per Grade Span</th>
<th>Total teacher absences for Illness &amp; Personal</th>
<th>Total teacher days absent for school sponsored events or professional development</th>
<th>Percent of core teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1Q</td>
<td>2Q</td>
<td>3Q</td>
<td>1Q</td>
</tr>
<tr>
<td>9-12</td>
<td>61</td>
<td>61</td>
<td>61</td>
<td>163 absences (54 teachers)</td>
</tr>
</tbody>
</table>

### Student attendance data:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Average Daily Attendance (%)</th>
<th>Number of students absent 5 or more days per quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1Q</td>
<td>2Q</td>
</tr>
<tr>
<td>9</td>
<td>86%</td>
<td>84%</td>
</tr>
<tr>
<td>10</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td>11</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td>12</td>
<td>94%</td>
<td>90%</td>
</tr>
</tbody>
</table>
Professional Development:
- Classroom management support for targeted teachers
- PBIS
- Arkansas Conflict and Resolution Dispute Center teacher training
- Culturally Relevant Teaching

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

Funds will be needed for the contract with TENDAJI and Arkansas Conflict and Resolution Dispute Center.
TENDAJI-$12,000
ACDRC-$12,000 (paid via city grant)

Jostens Renaissance Implementation ($$)

We will work with district staff to provide Culturally Relevant Teaching trainings to our staff.

We’re sending a team to the PLC @ Work conference this summer and we will participate during the 19-20 school year. (1003)
SCHOOL IMPROVEMENT PLAN

McClellan

2019-2020
McClellan High School
School Improvement Plan
2019-2020

McClellan High School Contact Information

<table>
<thead>
<tr>
<th>Address:</th>
<th>Phone Number:</th>
<th>Fax Number:</th>
</tr>
</thead>
</table>
| 9417 Geyer Springs Road  
Little Rock, AR 72209 | 501-447-2100  | 501-447-2101 |
2019-2020 McClellan High School Improvement Plan

**Vision Statement**

**Little Rock School District:** Creating Excellence for Tomorrow

**McClellan High School:** McClellan High School, with the help of school and community members, will provide a quality education in a safe and orderly environment. Students will gain a diverse 21st Century skill set that will transition them into socially aware and productive citizens.

---

**Mission Statement**

**Little Rock School District:** "The mission of the Little Rock School District is to equip all students with the skills and knowledge to realize their aspirations, think critically and independently, learn continuously, and face the future as productive contributing citizens. This mission is accomplished through open access to a diverse, innovative and challenging curriculum in a secure environment with a staff dedicated to excellence and empowered with the trust and support of our community."

**McClellan High School:** McClellan High School invests in the promotion of student success by providing opportunities that enhance 21st Century skills through parental involvement, community buy-in, and accountability.

---

**McClellan High School Core Beliefs**

- Diversity will be acknowledged, respected, and celebrated.
- Positive mentorships and collaborations with parents and community members will be enhanced.
- Teachers and staff are committed to the success of every child.
- Consistently foster a safe environment for all stakeholders.
2019-2020 McClellan High School Improvement Plan

**McClellan High School Success Indicators**

- **IE10** The principal celebrates individual, team, and school successes, especially related to student learning outcomes.

- **IIA09** All teachers clearly state the lesson’s topic, theme, and objectives.

- **IF11** The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.

- **IG01** Parents receive regular communication (absent jargon) about learning standards, their children’s progress, and the parents’ role in their children’s school success.

- **HIC05** All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).
2019-2020 McClellan High School Improvement Plan

Student Achievement

Evaluation & Goal 1: To improve the academic success in Literacy for all students in the specific areas of Knowledge of Language = Word Meaning & Choice, Conventions of Standard English = Parts of Speech, Key Ideas & Integration of Knowledge = Central Idea, Point of View, & Arguments/Claims by 10% on the ACT Aspire Summative Assessment.

Student Demographics
Female - 48.6%
Male - 51.4%
Ethnicity:
Hispanic/Latino - 14.9%
Race:
American Indian - Alaskan Native - 0.7%
Black - African American - 80.7%
White - 3.5%
Two or More 0.3%

Students by Program
504 Designation - 2.3%
Gifted/Talented - 16.7%
Students with Disabilities - 15.0%
English Learner - 10.8%
Retained - 5.0%
Alternative Learning Environment - 1.2%
Low Income - 86%

ELPA 21
Overall Proficiency - 8.0%
Listening - 42.6%
Reading - 18.6%
Speaking - 23.1%
Writing - 10.8%

McClellan EL Students
95 Students
Emerging - 27
Progressing - 50
Proficient - 3
Not Tested - 15

2019 ACT Aspire – 9th Grade

<table>
<thead>
<tr>
<th></th>
<th>Exceeding</th>
<th>Ready</th>
<th>Close</th>
<th>In Need of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3%</td>
<td>11.6%</td>
<td>29.9%</td>
<td>55.5%</td>
</tr>
<tr>
<td>Reading</td>
<td>2.5%</td>
<td>6.1%</td>
<td>19%</td>
<td>72.4%</td>
</tr>
<tr>
<td>Science</td>
<td>1.2%</td>
<td>6.8%</td>
<td>12.3%</td>
<td>79.6%</td>
</tr>
<tr>
<td>Math</td>
<td>0%</td>
<td>6.2%</td>
<td>11.1%</td>
<td>82.7%</td>
</tr>
</tbody>
</table>

2019 ACT Aspire – 10th Grade

<table>
<thead>
<tr>
<th></th>
<th>Exceeding</th>
<th>Ready</th>
<th>Close</th>
<th>In Need of Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>10.9%</td>
<td>13.6%</td>
<td>32.7%</td>
<td>42.9%</td>
</tr>
<tr>
<td>Reading</td>
<td>1.4%</td>
<td>7.5%</td>
<td>17.0%</td>
<td>74.1%</td>
</tr>
<tr>
<td>Science</td>
<td>2.0%</td>
<td>4.1%</td>
<td>17.0%</td>
<td>76.9%</td>
</tr>
<tr>
<td>Math</td>
<td>0.7%</td>
<td>2.0%</td>
<td>10.2%</td>
<td>87.1%</td>
</tr>
</tbody>
</table>
2019-2020 McClellan High School Improvement Plan

**Intervention & Strategy areas:**

1. Provide school based professional development and ongoing support for Robert Marzano – High Reliability Schools.
2. Content teachers will be attending professional development for Robert Marzano - New Art and Science of Teaching Workshop in Colorado.
3. Implement High Reliability Level 1 for 2019-2020 school year.
4. All teachers will participate in R.I.S.E training and provide **TIER 1 Core Instruction** through My Perspectives 6 - 12 Resources.
5. Reading Specialist hired to target **TIER 2 Interventions** for students in need of support based on 2019 ACT Aspire results in Literacy through Just Words 4 - 12 Resources.
6. Reading Specialist hired to target **TIER 3 Interventions** for SPED students in need of support based on 2019 ACT Aspire results in Literacy through Wilson Reading System 2 - 12 Resources.
7. Transitional Academic Success counselor hired to address attendance and academic deficiencies.
8. School Social Worker will assist with the social & emotional learning of students as they experience various forms of trauma and social disruption.
9. Student Achievement Intervention Specialist (SAIS) will assist with curriculum, instruction, assessment and professional development.
10. Implement school wide AVID strategies (Summarizing, Collaboration & Inquiry Method, Close Reading, and Organization).
12. Provide school based professional development for all staff to unpack standards to develop differentiated lesson plans and common formative assessments to address student learning.
13. Teachers will post and utilize performance based objectives daily to help students understand the purpose of the learning and define important academic vocabulary, using “I Can” statements for students.
14. Teachers and School leadership team will function in PLC’s to analyze ACT Aspire Summative Data, Classroom Instructional Progress, and NWEA interim assessments to differentiate classroom instruction.
15. Organize and develop school data team to monitor monthly student results and provide feedback to teachers and school leadership team (Weekly Grades, Parent Contacts, & Interim Reports).
16. School leadership team will help develop and implement initiatives and ensure adequate resources to improve student learning outcomes.
17. Incentives for students who score Exceeding or Ready on NWEA Interim assessments and ACT Aspire Summative assessments.
2019-2020 McClellan High School Improvement Plan

Data, Monitoring, and Evaluation:
1. Monthly collection of News ELA Usage reports, words read, time spent, articles read, and comprehension assessments.
2. Monthly collection of Common Formative Assessment Data from PLC's.
3. Quarterly collection of NWEA Interim Assessment reports
4. T.E.S.S. Domain 2 and Domain 3 Informal Observations & Teacher Feedback to monitor student engagement 8 - 12 weekly.
5. Ed Reflect Summative Evaluations
6. Monthly collection of PLC Sign in and Agendas that reflect student data conversations, instructional planning, the 4 PLC critical questions.
7. Leadership & Departmental team members will meet to continuously monitor school improvement processes.
8. Bi - Weekly administrative grade pull to address failing student grades.
10. ACT Aspire Summative assessments
11. Annual IEP Reviews
12. IEP Goal Progress Monitoring
13. Three-year IEP Re-evaluations
14. IEP Transition Plan Review and Monitoring
2019-2020 McClellan High School Improvement Plan

School Culture & Safety

Evaluation & Goal 2: To ensure a safe, orderly, & student-centered school-wide culture with 10% growth in the area of student attendance & reduction of student Category 1 & 2 offenses.

On our School Quality and Student Success Score indicator we earned 951 points of a possible 2936 points totaling a rate of 32.39% for the 2018-2019 school year. Also our Student Engagement score was 41.35% which is based primarily on student attendance.

Attendance categories for Students 2018-2019 school year based on Arkansas Department of Education Data Dashboard:

<table>
<thead>
<tr>
<th>McClellan High School Daily Attendance</th>
<th>Class Period Absence Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th – 60.3%</td>
<td>9th – 63.9%</td>
</tr>
<tr>
<td>10th – 75.4%</td>
<td>10th – 40.8%</td>
</tr>
<tr>
<td>11th – 76.6%</td>
<td>11th – 45.3%</td>
</tr>
<tr>
<td>12th – 84.1%</td>
<td>12th – 34.1%</td>
</tr>
</tbody>
</table>
2019-2020 McClellan High School Improvement Plan

**Intervention & Strategy areas:**

1. Provide professional develop & implement Jostens Renaissance School Climate and Culture for the 21st Century.
2. Grade Level “Feet to the Seat Celebrations” Recognition and Incentives for Attendance.
4. Implement newly revised student tardy policy at start of 2019-2020 school year. (e.g., tardy vs. absent?)
5. Teachers will contact parent(s) and document at 3 unexcused absences in any class period.
6. Parent notification letter mailed at 5 unexcused absences in any class period.
7. Professional Development on Social-Emotional Learning and Classroom Management Strategies.
8. Newsletter to parents emphasizing importance of student attendance.
9. Monthly Parental Involvement Rally
10. Increase attendance at the 21st Century After-School Tutoring program by 20 students.
11. Transitional Academic Success Counselor hired to address student academic deficits, attendance, and parental involvement.
12. School Social Worker will assist with the social & emotional learning of students as they experience various forms of trauma, social disruption, and attendance barriers.
13. Monthly forums with students that have been chronically absent to determine if there are additional services that can be provided in order to ensure their attendance.
14. Weekly monitoring of student out of school suspension and attendance rates to determine root causes and provide appropriate interventions.
2019-2020 McClellan High School Improvement Plan

Data, Monitoring, and Evaluation:
1. Quick data collected monthly by administrators on safe and orderly environment. Is the school safe (yes or no)? If no, when do you feel unsafe? Where do you feel unsafe? What would help? Is the school orderly (yes or no)? If no, in what way is it disorderly? Where and when is it disorderly? What would help? Did you tell an adult? Did they do something? (Goal: By the end of the year, 90% of responses are “yes” to both safe and orderly questions.)
2. Monthly collection of Parent Phone Logs from teachers for students that have chronic absences to improve our attendance rate.
3. Weekly monitoring of student out of school suspension and attendance rates to determine root causes and provide appropriate interventions.
4. Weekly parental contact and student conference data collected from Transitional Success Counselor, School Social Worker, School Nurse, and Attendance Secretary to determine interventions with domestic challenges.
5. Monthly collection of Volunteer Hours for recruitment of para-school organizations to support McClellan High School Mission & Vision.
6. Monthly collection of Parent –Teacher Conference Data
## 2019-2020 McClellan High School Improvement Plan

### 9th Grade ACT Aspire Test Results

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>2018 % In Need of Support</th>
<th>2019 % In Need of Support</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Close</th>
<th>2019 % Close</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Ready</th>
<th>2019 % Ready</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Exceeding</th>
<th>2019 % Exceeding</th>
<th>2018 to 2019 Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCCLELLAN MAGNET HIGH SCHOOL</td>
<td>9</td>
<td>55.3%</td>
<td>55.5%</td>
<td>0.1%</td>
<td>20.4%</td>
<td>29.9%</td>
<td>9.5%</td>
<td>18.0%</td>
<td>11.6%</td>
<td>-6.4%</td>
<td>6.3%</td>
<td>3.0%</td>
<td>-3.3%</td>
</tr>
<tr>
<td>MCCLELLAN MAGNET HIGH SCHOOL</td>
<td>9</td>
<td>83.7%</td>
<td>82.7%</td>
<td>-0.9%</td>
<td>11.9%</td>
<td>11.1%</td>
<td>-0.8%</td>
<td>4.0%</td>
<td>6.2%</td>
<td>2.2%</td>
<td>0.5%</td>
<td>0.0%</td>
<td>-0.5%</td>
</tr>
<tr>
<td>MCCLELLAN MAGNET HIGH SCHOOL</td>
<td>9</td>
<td>80.3%</td>
<td>79.6%</td>
<td>-0.7%</td>
<td>12.8%</td>
<td>12.3%</td>
<td>-0.5%</td>
<td>6.5%</td>
<td>6.8%</td>
<td>-0.1%</td>
<td>0.0%</td>
<td>1.2%</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>2018 % In Need of Support</th>
<th>2019 % In Need of Support</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Close</th>
<th>2019 % Close</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Ready</th>
<th>2019 % Ready</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Exceeding</th>
<th>2019 % Exceeding</th>
<th>2018 to 2019 Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCCLELLAN MAGNET HIGH SCHOOL</td>
<td>9</td>
<td>68.4%</td>
<td>72.4%</td>
<td>3.9%</td>
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<td>-1.9%</td>
<td>6.8%</td>
<td>6.1%</td>
<td>-0.7%</td>
<td>3.9%</td>
<td>2.5%</td>
<td>-1.4%</td>
</tr>
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</table>
# 2019-2020 McClellan High School Improvement Plan

## 10th Grade ACT Aspire Test Results

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>2018 % In Need of Support</th>
<th>2019 % In Need of Support</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Close</th>
<th>2019 % Close</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Ready</th>
<th>2019 % Ready</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Exceeding</th>
<th>2019 % Exceeding</th>
<th>2018 to 2019 Diff</th>
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</thead>
<tbody>
<tr>
<td>MCCLELLAN MAGNET HIGH SCHOOL</td>
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<td>44.9%</td>
<td>42.9%</td>
<td>-2.0%</td>
<td>23.5%</td>
<td>32.7%</td>
<td>9.1%</td>
<td>20.6%</td>
<td>13.6%</td>
<td>-7.0%</td>
<td>11.0%</td>
<td>10.9%</td>
<td>-0.1%</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>2018 % In Need of Support</th>
<th>2019 % In Need of Support</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Close</th>
<th>2019 % Close</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Ready</th>
<th>2019 % Ready</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Exceeding</th>
<th>2019 % Exceeding</th>
<th>2018 to 2019 Diff</th>
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</thead>
<tbody>
<tr>
<td>MCCLELLAN MAGNET HIGH SCHOOL</td>
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<td>78.2%</td>
<td>87.1%</td>
<td>8.9%</td>
<td>12.0%</td>
<td>10.2%</td>
<td>-1.8%</td>
<td>9.0%</td>
<td>2.0%</td>
<td>-7.0%</td>
<td>0.8%</td>
<td>0.7%</td>
<td>-0.1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>2018 % In Need of Support</th>
<th>2019 % In Need of Support</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Close</th>
<th>2019 % Close</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Ready</th>
<th>2019 % Ready</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Exceeding</th>
<th>2019 % Exceeding</th>
<th>2018 to 2019 Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCCLELLAN MAGNET HIGH SCHOOL</td>
<td>10</td>
<td>75.4%</td>
<td>76.9%</td>
<td>1.5%</td>
<td>14.9%</td>
<td>17.0%</td>
<td>2.1%</td>
<td>7.5%</td>
<td>4.1%</td>
<td>-3.4%</td>
<td>2.2%</td>
<td>2.0%</td>
<td>-0.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>2018 % In Need of Support</th>
<th>2019 % In Need of Support</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Close</th>
<th>2019 % Close</th>
<th>2018 to 2019 Diff</th>
<th>2018 % Ready</th>
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<th>2019 % Exceeding</th>
<th>2018 to 2019 Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCCLELLAN MAGNET HIGH SCHOOL</td>
<td>10</td>
<td>66.4%</td>
<td>74.1%</td>
<td>7.7%</td>
<td>19.7%</td>
<td>17.0%</td>
<td>-2.7%</td>
<td>9.5%</td>
<td>7.5%</td>
<td>-2.0%</td>
<td>4.4%</td>
<td>1.4%</td>
<td>-3.0%</td>
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</tbody>
</table>
## 2019-2020 McClellan High School Improvement Plan

<table>
<thead>
<tr>
<th><strong>School Leadership Team</strong></th>
<th><strong>Name</strong></th>
<th><strong>Email Address</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Antony Hobbs</td>
<td><a href="mailto:Antony.hobbs@lrsd.org">Antony.hobbs@lrsd.org</a></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Tremoine Anderson</td>
<td><a href="mailto:Tremoine.anderson@lrsd.org">Tremoine.anderson@lrsd.org</a></td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Hiram Sumlin</td>
<td><a href="mailto:Hiram.Sumlin@lrsd.org">Hiram.Sumlin@lrsd.org</a></td>
</tr>
<tr>
<td>Student Achievement Intervention Specialist</td>
<td>Jimmy Smith, Jr.</td>
<td><a href="mailto:jimmy.smith.jr@lrsd.org">jimmy.smith.jr@lrsd.org</a></td>
</tr>
<tr>
<td>Counselor</td>
<td>Jacqueline O'Connor</td>
<td>Jacqueline.O'<a href="mailto:Connor@lrsd.org">Connor@lrsd.org</a></td>
</tr>
<tr>
<td>Media Specialist</td>
<td>Seketa Ross</td>
<td><a href="mailto:Seketa.Ross@lrsd.org">Seketa.Ross@lrsd.org</a></td>
</tr>
<tr>
<td>Transitional Academic Success Counselor</td>
<td>Dionne Latin</td>
<td><a href="mailto:dionne.latin@lrsd.org">dionne.latin@lrsd.org</a></td>
</tr>
<tr>
<td>School Social Worker</td>
<td>Gabrielle Stewart</td>
<td><a href="mailto:gabrielle.stewart@lrsd.org">gabrielle.stewart@lrsd.org</a></td>
</tr>
<tr>
<td>Teacher</td>
<td>Amy Howard</td>
<td><a href="mailto:amy.howard@lrsd.org">amy.howard@lrsd.org</a></td>
</tr>
<tr>
<td>Teacher</td>
<td>Jayme Yarbrough</td>
<td><a href="mailto:Jayme.Yarbrough@lrsd.org">Jayme.Yarbrough@lrsd.org</a></td>
</tr>
<tr>
<td>Teacher</td>
<td>Sekou Sangare</td>
<td><a href="mailto:Sekou.Sangare@lrsd.org">Sekou.Sangare@lrsd.org</a></td>
</tr>
<tr>
<td>Teacher</td>
<td>Todd Ferguson</td>
<td><a href="mailto:Todd.Ferguson@lrsd.org">Todd.Ferguson@lrsd.org</a></td>
</tr>
<tr>
<td>Teacher</td>
<td>Terry Lawson</td>
<td><a href="mailto:Terry.Lawson@lrsd.org">Terry.Lawson@lrsd.org</a></td>
</tr>
<tr>
<td>Teacher</td>
<td>Letha Walker Richardson</td>
<td><a href="mailto:Letha.Walker.Richardson@lrsd.org">Letha.Walker.Richardson@lrsd.org</a></td>
</tr>
<tr>
<td>Teacher</td>
<td>Ashley Johnson</td>
<td><a href="mailto:Ashley.johnson@lrsd.org">Ashley.johnson@lrsd.org</a></td>
</tr>
<tr>
<td>Teacher</td>
<td>Dorothy Jones</td>
<td><a href="mailto:Dorothy.Jones@lrsd.org">Dorothy.Jones@lrsd.org</a></td>
</tr>
<tr>
<td>Teacher</td>
<td>Stephanie K'Nuckles</td>
<td><a href="mailto:Stephanie.Knuckles@lrsd.org">Stephanie.Knuckles@lrsd.org</a></td>
</tr>
<tr>
<td>Community Stakeholder</td>
<td>Rev. C.E. McAdoo</td>
<td><a href="mailto:conncileir@gmail.com">conncileir@gmail.com</a></td>
</tr>
<tr>
<td>Community Stakeholder</td>
<td>Mrs. Nell Johnson</td>
<td></td>
</tr>
<tr>
<td>Community Stakeholder</td>
<td>Ms. Joyce Brown</td>
<td></td>
</tr>
</tbody>
</table>
## 2019-2020
LRSD School Improvement Plan Review

<table>
<thead>
<tr>
<th>Exit Criteria</th>
<th>Description</th>
<th>Addressed in plan?</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative 1</td>
<td>Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.</td>
<td>Y</td>
<td>Grade Level and Departmental Teams collaborate weekly with common planning time. PLCs meet twice a month for 60 minutes each.</td>
</tr>
<tr>
<td>Qualitative 2</td>
<td>The school is aware of and monitors predominant instructional practices.</td>
<td>Y</td>
<td>T.E.S.S. Domain 2 and 3 informal observations, formal observations, and summative observations. Teacher feedback is provided after each observation.</td>
</tr>
<tr>
<td>Qualitative 3</td>
<td>The school provides teachers 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.</td>
<td>Y</td>
<td>T.E.S.S. Domain 2 and 3 informal observations, formal observations, and summative observations. Teacher feedback is provided after each observation.</td>
</tr>
<tr>
<td>Qualitative 4</td>
<td>The school curriculum and accompanying assessments adhere to state and district standards.</td>
<td>Y</td>
<td>Teachers are unpacking standards and developing lesson plans accordingly.</td>
</tr>
<tr>
<td>Qualitative 5</td>
<td>The school manages its fiscal, operational, and technological resources in a way that directly supports teachers to provide a safe, supportive and collaborative culture and increase student achievement.</td>
<td>Y</td>
<td>Bookkeeper was hired to help with managing fiscal and operational resources. Technical specialist provides professional development and teachers have access to iPads, laptops, and online educational resources.</td>
</tr>
<tr>
<td>Quantitative 1</td>
<td>All F schools meet or exceed 80.0 Content with ELP Growth as identified in ESSA School Index.</td>
<td>Y</td>
<td>2019 – 2020 ELPA student data included in plan.</td>
</tr>
<tr>
<td>Quantitative 2</td>
<td>The number of students in Close, Ready, Exceeds for both Math and ELA will exceed the number of students in Need of Support categories according to the ESSA School Index. (This is for all F schools identified based on the 2017-2018 School Year.)</td>
<td>Y</td>
<td>We have made gains in the following subject areas on ACT Aspire: 9th grade English students in need of support decreased; we increased the number of students that were ready. We decreased the number in need of support in 9th grade science and increased the number that were exceeding. Tenth grade students showed a decrease in the number of students in need of support. There was an increase in the number of students that were close.</td>
</tr>
<tr>
<td>Legislation or Rules</td>
<td>Components</td>
<td>Included? (Y/N)</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------</td>
<td>----------------</td>
<td>-------</td>
</tr>
</tbody>
</table>
| Act 83 of 2019 (p.2, line 22) | Include a literacy plan in the school improvement plan including a curriculum program and a professional development program that are:  
  - Aligned with the literacy needs of the district  
  - Based on the science of reading  
Additional requirements:  
  - All teachers must complete required training for science of reading based on grade and content level requirements  
  - School must establish an annual PD program that includes instruction based on the science of reading | Y | We will implement TIER 2 Interventions for students in need of support based on 2019 ACT Aspire results in Literacy through Just Words 4 – 12 Resources.  
TIER 3 Interventions for SPED students in need of support based on 2019 ACT Aspire results in Literacy through Wilson Reading System 2 – 12 Resources in our literacy plan to address reading strategies to support students that are reading below grade level and to support students that have been identified with Dyslexia.  
Teachers are working to complete the mandatory R.I.S.E training.  
We will arrange for the district Dyslexia specialist to provide annual PD that includes instruction based on the science of reading. |
| The Arkansas Education Support and Accountability Act (AESAA) is required by legislation. | Annually, a public school shall engage stakeholders to develop or revise the school-level improvement plan.  
Annually by May 1, a public school shall submit to its public school district, a school-level improvement plan for approval by the public school district and public school district board of directors for implementation in the following school year. The plan must be posted on the district website by August 1. | Y | School leadership team met with District level curriculum & instruction team members and community & parental stakeholders to revise the school-level improvement plan. |
| School-level improvement plans shall follow a continuous cycle of inquiry (8.03.1) | Does the school’s improvement plan follow a continuous cycle of inquiry [plan, do and check]? | Y | We will consistently monitor the plan by reviewing data and holding staff accountable. |
| Establish goals or anticipated outcomes based on an analysis of students' needs (8.03.1.1) | Does the school’s improvement plan include specific goals based on an analysis of data?  
- What types of data were used in the development of plan?  
  - X Demographic Data  
  - X Perceptual Data  
  - X Student Learning Data  
  - X School Process Data  
  Does the school’s improvement plan have clearly established data-driven goals?  
  Check all that apply:  
  ✓ student learning outcomes supported by data;  
  ✓ student learning targets relative to the student learning outcomes  
  ✓ implementing evidence-based interventions that support student learning outcomes;  
  ✓ implementing and/or monitoring evidence-based teacher practices  
  ✓ intended to support student learning outcomes | Y | Goals and data included within the school improvement plan. |
| Identify student supports and evidence-based interventions and practices to be implemented; (8.03.1.2) | Does the school’s improvement plan identify evidence-based interventions to support student learning in the prioritized content areas?  
  Does the school’s improvement plan clearly identify any gaps between student groups and how they intend to close the gaps between the groups?  
  Does the school’s improvement plan identify any new or continuing adult practices that will support the implementation of the selected interventions? | Y | Tier 1 intervention using News ELA, AVID Weekly.  
Tier 2 and Tier 3 intervention utilizing Critical Reading, Academic Reading and Reading Intervention classes.  
SPED department has Tier 3 Reading intervention class.  
Tier 3 Academic Reading class for students with Dyslexia.  
Tier 2 Critical Reading for students who scored in need of support or close on the ACT Aspire Test. |
<p>| Describe the professional learning necessary for adults to deliver the supports or interventions; (8.03.1.3) | Does the school’s improvement plan describe the professional learning necessary for adults to deliver the interventions and practices? | Y | Teachers are receiving training to implement Tier 2 Critical Reading, Tier 3 Academic Reading, and Tier 3 SPED Reading Intervention classes. |
| Describe the implementation timeline for monitoring of the interventions and practices for effectiveness; and (8.03.1.4) | Does the school’s improvement plan describe the implementation timeline for monitoring interventions and practices for effectiveness? | Y | Intervention effectiveness will be monitored 8-12 times each week via informal observations. |</p>
<table>
<thead>
<tr>
<th>Describe the timeline and procedures for evaluation of the interventions and practices for effectiveness. (8.03.1.5)</th>
<th>Does the school's improvement plan describe the timeline and procedures for evaluation of the interventions and practices for effectiveness?</th>
<th>Y</th>
<th>Interventions and practices will be evaluated via formal observations and summative evaluations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-level improvement plan shall be analyzed, evaluated, and revised at least annually by the public school including stakeholder engagement and feedback.</td>
<td>Has the 2019-20 school-level improvement plan been analyzed, evaluated, and revised by the public school including stakeholder engagement and feedback?</td>
<td>Y</td>
<td>The plan was reviewed, analyzed, evaluated and revised by the school leadership team, staff members, community stakeholders, students and parents.</td>
</tr>
<tr>
<td>Documentation of the annual review shall be included as part of the school-level improvement plan for the following school year. (8.03.4.1)</td>
<td>Does the school's improvement plan include documentation of the annual review?</td>
<td>Y</td>
<td>Documentation for annual review included within the school improvement plan.</td>
</tr>
</tbody>
</table>

Comments/Recommendations:
SCHOOL IMPROVEMENT PLAN

Parkview

2019-2020
Parkview Arts and Science Magnet High School

School Improvement Plan

Parkview has established and utilizes the school-wide Leadership Team and a School Improvement Leadership Team to communicate, collaborate and execute a continuous improvement plan. The School Improvement Leadership Team’s primary responsibilities are to collect and provide data desegregation for analysis in direct support for identification and prioritization of school improvement goals and initiatives. This summary using four measures of data – student achievement data, school programs/process data, perception data, and demographic data yielded the primary focus areas identified.

Our team reviewed data from ACT Aspire, NWEA Fall and Spring Assessments, Arkansas Department of Education GPS Dashboard, TRIAND, Attendance and Discipline, Content Area Common Assessments, High Reliability Schools Level 1 Survey Report, and Faculty feedback. We also analyzed our processes and procedures, routines, customs, norms and expectations.

Priority 1: Student Growth and Achievement

Data Sample

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENGLISH</th>
<th>READING</th>
<th>SCIENCE</th>
<th>MATH</th>
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<tbody>
<tr>
<td>2018</td>
<td>56%</td>
<td>32%</td>
<td>25%</td>
<td>27%</td>
</tr>
<tr>
<td>2019</td>
<td>61%</td>
<td>38%</td>
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</table>

<table>
<thead>
<tr>
<th>YEAR</th>
<th>ENGLISH</th>
<th>READING</th>
<th>SCIENCE</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
<td>61%</td>
<td>40%</td>
<td>32%</td>
<td>35%</td>
</tr>
<tr>
<td>10th Grade</td>
<td>62%</td>
<td>36%</td>
<td>29%</td>
<td>24%</td>
</tr>
</tbody>
</table>

Focus Area: Build capacity of collaborative teams through the PLC Model – Based on ACT Aspire, NWEA, Attendance and Discipline, and High Reliability Schools Level 1 Survey data, the SILT team decided to focus on our collaborative processes to enhance school culture and improve student achievement. To implement these initiatives, professional development will focus on the PLC process, data analysis and other aspects of the collaborative process. Some
professional development will be conducted in house and through Global PD. Many of these initiatives will be monitored on a monthly basis and evaluated at the end of each semester.

- Provide a master schedule maximizing common prep periods for all core curriculums.
- Provide training, facilitator support, and monitoring for PLCs.
- Provide assistance and guidance in standards based curriculum alignment, pacing and common assessment development, implementation, and analysis.
- Provide opportunities for training in and sharing of instructional strategies.
- Provide classroom instructional observation and feedback.
- Provide individual teacher ACT Data for review

Priority 2: Literacy Interventions and Student Transitions/Interventions

Literacy Plan

At Parkview Arts/Science Magnet High School, we are utilizing the Response to Intervention Model to address the needs of students with word level reading difficulties and identify students with characteristics of dyslexia.

**Tier 1 Core Instruction** - Our school provides Tier 1 support by embedding (Lexia, other evidence-based reading support, R.I.S.E., etc.) into the LRSD curriculum (MyPerspectives 6-12) and instructional practices. 12 teachers participate in ongoing professional development focused on implementing district curriculum (MyPerspectives 6-12). Additionally, 12 teachers have started the required Science of Reading (R.I.S.E.) professional development, either through AR ideas or district provided professional development, to obtain the awareness credential in knowledge and practices in scientific reading instruction.

**Tier 2 Interventions** - For students who need Tier 2 support, we are providing additional instruction in our Critical Reading classes with the Just Words Program. We plan to offer 3 sections of Critical Reading. 2 teachers have been identified and completed professional development for Just Words program (4-12) to service students at this time.

**Tier 3 Interventions** - If a student is not making sufficient progress in Just Words, the RTI process will be followed, and he or she will be discussed during a SBIT meeting and may be recommended for Dyslexia Screening. If the student is screened and the SBIT team determines that the student is exhibiting characteristics of dyslexia, he or she will be recommended for placement in dyslexia intervention in one of our Tier 3 classes. Students who are identified with characteristics of dyslexia will receive dyslexia intervention in our Academic Reading classes with the Wilson Reading System (2-12). 1 teacher has been identified and completed professional development for the Wilson Reading System (2-12). We plan on offering 1 section of Academic Reading at this time. Additionally, special education teachers will receive training in Lindamood Bell Programs and Wilson Reading System to meet the individual needs of special education students in our Special Education Reading courses. We plan on offering 1 section of Special Education Reading at this time.
Focus Area: Enhanced programs, processes and monitoring for transitions and Interventions-Based on ACT, ACT Aspire, NWEA, Attendance and Discipline, and High Reliability Schools Level 1 Survey data, the SILT and SBIT team decided to focus on our school programs and processes to support transitions and academic and behavior interventions in a more systematic manner. To implement these initiatives, professional development will focus on the RTI model, Science of Reading (R.I.S.E.), Wilson Reading System program (WRS), and Just Words program. These initiatives will be monitored and evaluated quarterly (at interim) and the end of each semester.

Programs: Support and provide opportunities for all students through specialized programs

- Patriot Academy – student orientation program for incoming Freshmen
- Naviance - college career readiness and career exploration
- SAP Groups - Student Assistance Program
- Accuplacer – College placement exam
- ACT Prep Course Summer Program
- AP Exam Preparation – Super Saturday sessions for AP Exam Preparation
- JAG – Jobs for America’s Graduates

Processes and interventions: Defined processes for monitoring and intervening for student achievement, and drop-out prevention

- Implement and provide training on the PLC/RTI Process Model for all teachers.
- Exemplify the RTI Tiers of support and instructional cycle.
- Provide accessible tutoring for students in all core curriculum content areas.
- Administrative, Specialist and Facilitator supported training for instructional practices.
- Early identification of at risk students for individual and group interventions and monitoring.
- Monitoring and use of Tiered System for Chronic Absence.
- Consistent parent contact from teachers, interventionists, counselors, and administrators.
- Collaboratively create student incentives for academic and attendance performance.

Priority 3: Content Mastery and Graduation

Focus Area: Curriculum level placement, graduation credit monitoring, credit recovery, and college and career readiness exploration - Based on ACT, ACT Aspire, NWEA, Attendance and Discipline, and High Reliability Schools Level 1 Survey data, the SILT team decided to focus on a systematic approach to address the content mastery and graduation aspects of student
achievement and school improvement. This process is implemented, monitored, and evaluated throughout the school year, focusing on specific aspects of scheduling at varied times during the school year. Recommendations are collected during the Spring semester, scheduling begins, and the counselors and registrar work throughout the summer and beginning of the next school year to screen schedules and ensure accurate classification, level placement, and progress monitoring of graduation and magnet requirements. Professional development will focus on how to enhance college and career readiness initiatives in the building.

- Screen all student schedules for appropriate curriculum level placement. Ensure teacher recommendations, student and parent agreement of schedule.
- Screen student schedules and failure list to ensure students are on track to meet graduation and magnet requirements.
- Provide all students accessibility to credit recovery Edmentum and monitor for grade level and credit requirements.
- Provide all students with opportunities to work with College and Career Readiness Coach and Counselors for scholarship opportunities, college financial and application awareness, and FASFA assistance.