

**DISTRICT: LITTLE ROCK SCHOOL DISTRICT**

**SUPERINTENDENT: MICHAEL POORE**

**SCHOOL: HALL HIGH SCHOOL**

**PRINCIPAL: MARK ROBERTS**

**LOCALLY HIRED SCHOOL IMPROVEMENT SPECIALIST: LISA BAKER**

**DISTRICT SCHOOL IMPROVEMENT LIAISON: DR. DANYELL CUMMINGS**

**SCHOOL IMPROVEMENT LEADERSHIP TEAM MEMBERS: BUILDING ADMINISTRATION, DEPARTMENT CHAIRS, ESL COORDINATOR, AVID COORDINATOR, SCHOOL IMPROVEMENT SPECIALIST**

**ADE SCHOOL IMPROVEMENT SPECIALIST(S): SHARESIA WHITE, KIM WRIGHT, TED BECK**



# Diagnostic Analysis Update Districts and Schools

2018 – 2019 School Year

## Diagnostic Analysis Process

### Step 1: **Identify Data**

- 2017-18 45-Day Progress Reports and ACT Summative data provided.
- Additional data must be obtained at the local level from the School Performance Report Card, Student GPS, and school records.

### Step 2: **Analyze Data**

- Utilize the Diagnostic Analysis guiding questions located underneath each table to assist in identifying needs.

### Step 3: **Prioritize Needs**

- Utilize the Process Template to prioritize needs and determine goals.

### Step 4: **Create a Theory of Action**

- Utilize the Theory of Action guiding questions when determining the school plan.

### Step 5: **Rationale for District Support**

- Describe support needed from the district.

## **Data Review and Analysis**

\*Utilize the Diagnostic Analysis guiding questions below to assist in identifying needs. The following questions will be repeated under each appropriate table.

### **ACT Aspire Summative Results Chart:**

- What does your data show that you have influenced (improved)?
- What do you need to influence based on trends per subject area/grade level from the previous summative assessment?

### **Schoolwide Grade Comparison and Analysis Chart:**

- Are unit assessments predictive of your report card grades?
- Is there a uniform grading policy throughout your school/district?
- Are unit assessments written with varied levels of DOK (Depth of Knowledge)?
- Are instructional practices and assignments aligned with unit assessments?

### **Prior “F” Grades Chart:**

- What are the contributing factors impacting your percentage of “F” grades?
- What does your data show that you need to influence?

### **Students 2 and 3 years or more below grade level chart:**

- Why are students consistently performing 2 yrs/3yrs or more below grade level?
- What does your data show that you need to influence?
- Has there been a change in the percentage of students who are performing 2 yrs/3yrs or more below grade level?

**Teacher Data Chart:**

- What is the relationship between teacher attendance and student achievement?
- What is the relationship between the educator climate survey results and teacher attendance?

**Student Data Chart:**

- What is the relationship between student attendance and student achievement?
- What is the relationship between the student climate survey results and student attendance?

**Demographic/Discipline Referral Data Chart:**

- Is student discipline a contributing factor to low student achievement?
- What does the data show that you need to influence regarding student behaviors, subpopulations, and the number of discipline referrals issued by teachers?

**High School Grade Inflation Rate Chart:**

What are the contributing factors impacting your grade inflation rate?

**Step 1: Identify Data**

There are two different data charts due to the fact that Science was not tested in 2016-2017.

<b>ACT Aspire Summative Results</b>													
Grade Level	% of Students Tested in 2017	English % Met Readiness Benchmark (Ready/Exceeding)			Reading % Met Readiness Benchmark (Ready/Exceeding)			Writing % Met Readiness Benchmark (Ready/Exceeding)			Math % Met Readiness Benchmark (Ready/Exceeding)		
		2016	2017	Difference	2016	2017	Difference	2016	2017	Difference	2016	2017	Difference
9		20.1	19.2	-0.9	8.7	10.4	+1.7	12.9	13.4	+0.5	2.9	5.0	+2.1
10		17.2	23.3	+6.1	6.8	11.8	+5.0	15.5	14.4	-1.1	1.2	2.7	+1.5

<b>ACT Aspire Summative Results</b>													
Grade Level	% of Students Tested in 2018	English % Met Readiness Benchmark (Ready/Exceeding)			Reading % Met Readiness Benchmark (Ready/Exceeding)			Science% Met Readiness Benchmark (Ready/Exceeding)			Math % Met Readiness Benchmark (Ready/Exceeding)		
		2018	2017	Difference	2018	2017	Difference	2018	2019	Difference	2018	2017	Difference
9		18			10			4			4		
10		18			7			4			3		

- What does your data show that you have influenced (improved)?
- 
- What do you need to influence based on trends per subject area/grade level from the previous summative assessment?

## SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

Enrollment/Discipline Data: this is for school year 2017

Grade Level	Number of Students Enrolled			SWD Total	EL Total	Total Number of Discipline Referrals (Include <u>all</u> discipline referrals)			Number of Students with 5 or more Discipline Referrals (*Cumulative)		
	1Q	2Q	3Q	As of 03/16/18	As of 03/16/18	1Q	2Q	3Q	1Q	2Q	3Q
9	334	337	315	34	117	322	354	281	13	11	10
10	232	252	238	42	89	50	61	52	1	1	2
11	197	198	191	24	50	35	40	43	0	0	1
12	208	213	209	35	60	5	88	47	0	0	1

*\*SWD-Students with Disabilities \*EL-English Language Students*

### Comments/Clarifications:

**Quarter 3:** Enrollment went down during the 3<sup>rd</sup> quarter.

- **Did student referrals interfere with instruction?** Yes.
- **Of the referrals written, are there any subject areas, grade levels, times of day, offenses, subgroups, or groups of teachers over-represented?** As it relates to grade levels yes, there is an over representation of referrals in the 9<sup>th</sup> grade. Our School of Innovation application discusses a variety of methods to address the varied needs of 9<sup>th</sup> grade students. We have begun the process of implementing personalized learning, consistent use of instructional strategies most often utilized in AVID classroom, in addition to an intentional cultural shift in learning expectations. We will continue to research other best practices such as “Focus on Freshman” to better support student needs.
- **What is the systematic intervention process for students obtaining 5 or more referrals?** We are implementing PBIS through our Student Behavior Intervention Team (SBIT) process. This process is reducing the referrals to ALE providing an opportunity through a contract to improve their behavior.

## SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

### Teacher Attendance Data

Grade Span	Total Teachers Per Grade Span			Total Teacher Days Absent for Illness & Personal			Total Teacher Days Absent for School Sponsored Events or Professional Development			Percent of Core Teachers (Math, Science, Social Studies, ELA, Special Education) absent 5 or more days for any reason			
	1Q	2Q	3Q	1Q	2Q	3Q	1Q	2Q	3Q	1Q	2Q	Semester 1	3Q
9 - 12	109	109	112	467	620	367	152	236	139	21%	46%	27%	50%

**Comments/Clarifications:**

*Specific Grade Levels and /or Spans may be modified according to your building*

#### 3rd Quarter:

**Did teacher absenteeism impact student learning? Yes. How do you know?** If teachers are not in the classroom, the student is not learning at capacity. The belief of the school leadership team is that if there is no teacher, learning is limited. *As reported by teaching staff, after an absence, there is evidence that shows students do not make the progress requested with a person other than the assigned classroom teacher. It is the belief, as evidenced by teacher reporting and student work not being completed that absenteeism does negatively impact student learning.*

**What might be the major causes of teacher absenteeism? How do you know?** Personal challenges and federally approved leave for extenuating circumstances as evidenced through data from Crystal Reports.

- **What methods or interventions are in place to support staff with chronic absenteeism?** Moving students to a classroom where they are with a certified teacher in a situation where teachers are out for an extended leave.

**SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT**

**Student Attendance Data 2017**

Grade Level	Average Daily Attendance (%)			Number of Students Absent 5 or more Days Per Quarter			
	Number of Students Absent 10 or more Days Per Semester						
	1Q	2Q	3Q	1Q	2Q	Semester 1	3Q
9	82.95	82.80	80.88	101	130	121	177
10	87.83	87.37	85.41	53	82	62	105
11	90.26	89.45	86.25	36	52	40	96
12	88.67	88.15	86.31	51	71	58	104

**Comments/Clarifications:**

**Quarter 3:** Average daily attendance went down on every grade level.

- **Did student absenteeism impact overall student progress? Yes. If yes, what is being done to improve student attendance?** *According to the ELA & Math data, there is a strong correlation between D's & F's in math and English. In addressing the absenteeism issue, there are persons and teams working collaboratively to address student absenteeism, including: the School Based Intervention Team, School Social Worker home visits, attendance office regular calls to students' home, School Resource Officers, City Year Corp Members, Guidance Counselors hosting truancy meetings, Teachers, and Building Administrators. Students have been recommended to truancy court when their threshold has been met. City Year provides direct interventions and support to a targeted group of 9<sup>th</sup> grade students, specifically focusing on attendance, academic progress in Math & ELA, and behavior. City Year conducts one to one "check-ins" with students weekly to encourage attendance, being on time to class, classroom participation, and completion of class assignments/homework.*



# SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

## Math Data 2017

### Math Data by quarter Grades 9-10

Grade Level	Number of Students with D or F in Math by Grading Period			Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter		
				Lower Case Letters: Report the number of D and F grades on each post-unit assessment								$\frac{a+b+c+d}{A+B+C+D} \times 100$		
	A	a	B	b	C	c	D	d	1Q	2Q	3Q			
	1Q	2Q	3Q	Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F	1Q	2Q	3Q
Alg 1 9	131	163	149											
Alg 1 10	61	97	27											
Alg. 1 9-10				98	86	271	123	273	170			55.3%	50%	59%
Geo 9	19	25	24											
Geo 10	42	77	81											
Geo 9-10				171	61	182	79	201	122			68.7%	67%	47%
Alg 2 9	0	0	1											
Alg 2 10	9	7	9											
Alg 2 9-10				46	33	138	90	165	95			37%	73%	78%

**Quarter 3 Comments/Clarifications:**

“Number of Students with D or F in Math by Grading Period” data was extracted from Crystal Reports. Due to one long term teacher absence in one math class, students were assigned to other certified teachers in the building. In addition, our math facilitator taught two math classes during the 3<sup>rd</sup>. These students were previously (3 weeks) with a substitute. Pre/Post data is incomplete as all results were not submitted for the 1<sup>st</sup> unit. Additionally, the number of students classified as a 9<sup>th</sup> or 10<sup>th</sup> grader varies each semester as students who are repeating may meet their required credits and be reclassified. The Unit Assessment scores are inclusive of students who are not first time 9<sup>th</sup> and or 10<sup>th</sup> graders. This explains why the 9<sup>th</sup> and 10<sup>th</sup> grade Unit Assessment Data has been combined as there may also be 11<sup>th</sup> and 12<sup>th</sup> grade students taking the class and subsequently engaging in the pre/post assessments.

- **What was the average percentage of DOK levels reported on unit assessments?** According to the Math and Literacy Facilitators, the approximate average percentage of DOK level questions posed are 90% level 1 and 10% level 2.
- **Is there alignment between unit grades and quarterly grades? If not, please explain.** *Yes, there is alignment.*
- **Is there a large percentage of students with D’s or F’s? Yes. What supports are in place to students and teachers to improve learning as measured by grades?** *City Year works with a targeted group of students in the 9<sup>th</sup> grade to provide behavior, attendance, and academic support. After school and before school tutoring is offered through 21<sup>st</sup> Century Grants. Intervention support is being provided to math students with a certified math teacher. Realigned Special Education Program to personalize learning to better meet the challenging learning needs of students receiving SPED services.*

## SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

### English/Language Arts Data 2017

#### ELA Data by quarter Grades 9-10

Grade Level	Number of Students with D or F in ELA by Grading Period			Upper Case Letters: Report total number of grades entered on each post-unit assessment for the current quarter								Percent of D or F grades on all unit assessments administered each quarter		
				Lower Case Letters: Report the number of D and F grades on each post-unit assessment								$\frac{a+b+c+d}{A+B+C+D} \times 100$		
	1Q	2Q	3Q	A	a	B	b	C	c	D	d	1Q	2Q	3Q
				Unit 1	Unit 1 D&F	Unit 2	Unit 2 D&F	Unit 3	Unit 3 D&F	Unit 4	Unit 4 D&F			
9	64	95	106							N/A	N/A			
10	40	68	55							N/A	N/A			
9-10				362	161	442	155	441	166	N/A	N/A	54%	51%	39%

#### Quarter 3 Comments/Clarifications:

“Number of Students with D or F in ELA by Grading Period” One teacher was unable to submit Unit 1 data. All other data is complete. There is a consistent decline in the number of students with D’s or F’s in ELA each quarter both during the grading period and on the unit assessments administered. We noted that the number of students with D’s or F’s in ELA is also consistent with the Pre/Post Unit assessments. The number of students classified as a 9<sup>th</sup> or 10<sup>th</sup> grader varies each semester as students who are repeating may meet their required credits and be reclassified. The Unit Assessment scores are inclusive of students who are not first time 9<sup>th</sup> and or 10<sup>th</sup> graders. This explains why the 9<sup>th</sup> and 10<sup>th</sup> grade Unit Assessment Data has been combined as there may also be 11<sup>th</sup> and 12<sup>th</sup> grade students taking the class and subsequently engaging in the pre/post assessments.

- **What was the average percentage of DOK levels reported on unit assessments?** According to the Math and Literacy Facilitators, the approximate average percentage of DOK level questions posed are 90% level 1 and 10% level 2. The DOK PD is addressing the lower level questions.
- **Is there alignment between unit grades and quarterly grades? If not, please explain.** *Yes, there is an alignment.*
- **Is there a large percentage of students with D’s or F’s? Yes. What supports are in place to students and teachers to improve learning as measured by grades?** *City Year works with a targeted group of students in the 9<sup>th</sup> grade to provide*

*behavior, attendance, and academic support. After school and before school tutoring is offered through 21<sup>st</sup> Century Grants. Realigned Special Education Program to personalize learning to better meet the challenging learning needs of students receiving SPED services.*

**SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT**  
**Optional Data Chart: School Summary of Interim Assessments 2017**

Interim Test	Date Range	English Proficiency (%)	Reading Proficiency (%)	Science Proficiency (%)	Math Proficiency (%)
Interim I	October 2 – 20, 2017	N/A	9 <sup>th</sup> – 36% 10 <sup>th</sup> – 35% 35% Avg.	N/A	9 <sup>th</sup> – 28% 10 <sup>th</sup> – 29% 29% Avg.
Interim II	January 18 – 25, 2018	N/A	9 <sup>th</sup> – 9% 10 <sup>th</sup> – 8% 9% Avg.	N/A	9 <sup>th</sup> – 7% 10 <sup>th</sup> – 3% 5% Avg.
Interim III	N/A	N/A	N/A	N/A	N/A
Interim IV (optional)	N/A	N/A	N/A	N/A	N/A

**\*Any interim other than ACT Aspire must be approved by ADE School Improvement Unit and reported in a similar format.**

***Comments/Clarifications:***

**3rd Quarter:** Students engaged in Interims I & II only. The administrative team has placed an emphasis on taking all assessments seriously within the building. The charge has been given by the principal to the students urging them to try their absolute best in class and during assessment time whether it is formative, interim, or summative.

- **What process was used to analyze the above data?** We have not determined a solid process for analyzing the data. Many discussions have been had but no decisions made as to a process that will work best to meet teaching and learning needs.
- **How is the data used to guide and support teachers and students?** One teacher has requested support from our testing coordinator and was trained in implementing the results in designing lessons and differentiated support to students. We are continuing to collaborate as a leadership team to determine the best next steps to support teachers and students through the analysis of data.

**SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT**  
**Summary of Educator/Student School Climate Survey Data 2017**

**Survey Results on a 1-4 Scale**

**(Survey aggregate average)**

	First Quarter	Second Quarter	Third Quarter
<b>Educator Results</b>	<b>2.83</b>	<b>2.64</b>	<b>2.95</b>
<b>Student Results</b>	<b>2.64</b>	<b>2.70</b>	<b>2.88</b>

**\*\*Attach Copy of Survey Instrument if NOT using ADE provided survey**

***Comments/Clarifications:***

***Quarter 3:*** The SILT team reviewed and discussed the 2<sup>nd</sup> quarter Climate Survey at our first meeting in February as evidenced in our meeting minutes dated 02/07/18.

- **Based on the overall ratings, is there alignment between adult and student perceptions?** Yes, based on the survey results, the adults and students perceive that there are clear expectations. After analyzing the surveys and discussing other perceptual data, questions pertaining to professional development and engaging lessons also appear to be parallel.
- **Does the alignment indicate an overall positive or negative feeling tone?** We noticed that the climate survey average score has increased overall leading us to believe that there is a more positive overtone this school year.
- **Did a review of individual questions reveal any strengths or weaknesses?** Teachers are feeling supported and safe as well as a mutual respect. Weaknesses: Students felt there are misbehaviors distracting them from learning. Students do not feel respected by their peers. Strengths: Students care about learning.

## SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

### Optional Data 2017

**Do you have other data sources that support and/or identify that you are making gains in student outcomes?** *You may include a chart to describe other leading indicator data that align to the school's Theory of Action, but do not include raw data or student names.*

#### **Quarter 3:**

The following is a template developed to provide information and garner interest relative to SOI Learning Journey's (partnership with Office of Innovation for Education) and School Improvement Professional Development opportunities for the teaching staff. All items support school improvement efforts. At present, we have 43% of the staff responding and demonstrating interest with the various opportunities listed. (The principal's narrative below provides further details about the opportunities.

Date	Where	What	Maximum Participants
Late spring 2018 (exact dates TBD)	Various Arkansas SOI schools	<b>School of Innovation (SOI) Learning Journeys - <u>Multiple day trips</u></b> to Springdale and other Arkansas schools designated as SOI. Travel by personal vehicle. School visits are being determined now. More details coming soon!	4-8 teachers each trip
Late Spring 2018  (exact date TBD – based on interest)	Hall High School	<b>Blended/Personalized Learning</b> If you missed the previous training after school and still interested in learning how to incorporate innovative student learning in your classroom, sign up today!	All teachers are requested to attend during prep
July 2018	Hall High School	<b>Marzano Research Lab (MRL) PD</b> with Phil Warrick (Co-Author with Robert Marzano of “High Reliability Schools)  8:30 -3:00 daily ( <b>All teacher participants will be paid per diem for May 31 &amp; June 1</b> )	All teachers are requested to be present each day

June 28 – 30, 2018	Austin, Texas	<p>High Reliability Schools Summit</p> <p><a href="https://www.marzanoresearch.com/professional-development/workshops-conferences/high-reliability-schools-summit-cfl007">https://www.marzanoresearch.com/professional-development/workshops-conferences/high-reliability-schools-summit-cfl007</a></p>	Team of 6 - 8
September 26, 28, 2018	Rogers, Arkansas	<p><b>Education Innovation Summit</b> With over 52 schools across Arkansas currently immersed in an innovative learning journey, you will be surrounded by and participating with a guiding coalition of educational innovators who are engaging, designing, and transforming with the learner at the center. Expect to be part of a strong statewide network committed to student-focused learning.</p>	Team of 6 - 8
Fall 2018/Spring 2019	Centennial, Colorado	<p><b>Marzano Research Lab (MRL) PD</b></p> <p>Teams of teachers will be continuously sent to the MRL lab to work with Bob Marzano and his Team in creating a High Reliability School as well as understand and implement the Art and science of teaching practices.</p>	<p>Team of 4 – 8 each trip</p> <p><b>Prerequisite:</b> <b>attendance at MRL/Warrick PD all 3 days</b></p>



## SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

### 2017 School Improvement Leadership Team's Narrative Report

**What meaningful decisions have been made by the school improvement leadership team this quarter? Explain why the team considers the decisions meaningful. (Documented within team minutes.)**

Quarter 1: The following decisions are meaningful because we are focused on providing voice, choice and agency as we move forward with our School of Innovation Plans. The decisions made by our SILT & Achieve Teams are collaborative in nature and provide a structure for moving forward in a progressive manner.

- Research and develop 10<sup>th</sup> Grade Academy
- Master Schedule redesign and revamp
- PD/PLC focus for 1<sup>st</sup> semester
- Maker Space research and development
- Explore STEAM and other options that are appealing to recruiting and retaining students at Hall

Quarter 2: The following decisions are meaningful because we are focused on providing voice, choice and agency as we move forward with our School of Innovation Plans. The decisions made by our SILT & Achieve Teams are collaborative in nature and provide a structure for moving forward in a progressive manner.

- 9<sup>th</sup> and 10<sup>th</sup> grade academy development
- Utilized student voice surveys to develop new course offerings and SOI Program of Study
- Developing a summer bridge program
- Continued professional development planning for upcoming quarter.

Quarter 3: The following decisions are meaningful because we are focused on providing voice, choice and agency as we move forward with our School of Innovation Plans. The decisions made by our SILT & Achieve Teams are collaborative in nature and provide a structure for moving forward in a progressive manner.

- Development of a master schedule for the 2018 – 2019 school year
- Revising the School of Innovation plan
- Providing multiple professional development opportunities (PD) through PLC's in addition to planning for future PD. DOK planning, Blended/Personalized Learning
- Focus Walk Form development and training
- Continue developing a summer bridge program for incoming 9<sup>th</sup> graders

**What modifications to the school improvement efforts will be made for the next quarter based on your analysis of the data reported? Explain the team's rationale for changing or sustaining improvement efforts.**

Quarter 1: Move forward with developing student surveys to ascertain their interests in course offering possibilities through our SOI. We want to obtain student input and make course offerings that are appealing to students that are currently here in addition to attract more students to Hall High.

Quarter 2: Continue to develop programs of study based on high interest areas for students. Continue to develop a master schedule that will best meet the needs of instruction and learning. Hired a full time social worker with plans to incorporate social work interns via a partnership with University of Arkansas at Little Rock. City Year progress update regularly during SILT meetings. Develop a focus walk tool to progress monitor the implementation of AVID strategies in classrooms.

Quarter 3: The team's rationale for changing some sustaining other improvements efforts are based on providing voice, choice and agency as we move forward with our School of Innovation Plans. The decisions made by our SILT & Achieve Teams are collaborative in nature and provide a structure for moving forward in a progressive manner.

- Develop a strategic plan of action to address discipline concerns based on data.
- Consistently implement Focus walks and discuss observations as a team to develop a plan of action.
- Develop and prepare a plan of action to clearly communicate and implement processes/policies/procedures as it relates to attendance, safety and security that will be clearly communicated to all stakeholders.
- Utilize more of a variety of DOK questioning
- Develop a plan of implementation for the fall to address disciplinary challenges
- Develop systems for attendance procedures
- Develop and implement an incoming 9<sup>th</sup> recruitment fair
- Realigned Special Education Program to personalize learning to better meet the challenging learning needs of students receiving SPED services.
- Realigned math teaching assignments to better support student learning while a faculty member was out on extended leave. This included the math facilitator teaching two classes.

## SCHOOL IMPROVEMENT LEADERSHIP TEAM REPORT

### Principal's Narrative Report

Tell the State Board of Education what progress you and your team have made in improving student learning or teacher skills/processes this quarter. As appropriate, highlight supports you have received; challenges your school has faced; challenges that your team was able to overcome related to your identified progress.

#### Quarter 1:

##### Progress

- Focused classroom observations geared towards supporting instruction and learning with the appropriate professional development (PD) offerings
- Designing PD & PLC's that are geared towards school improvement goals

##### 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
- Development of various partnerships within the community to support implementation of SOI and school improvement goals

##### Challenges we are overcoming

- Effective and efficient processing of new systems: i.e. the implementation and expectations of TESS, eSchool, and front loading of Professional Learning Communities (PLC's).

#### Quarter 2:

##### Progress

- 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
- Partnership with Forest Heights STEM Academy to bridge courses at Hall High

##### 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 leave of absence
- The implementation and expectations of TESS

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:**

Rigor, Relevance and Relationships are the foundations that all implementations are based upon. Professional development in each of the three “R’s” has occurred and are continuously reiterated and exhibited in daily classroom instruction. Within the classroom, a structured approach to lesson planning, using the “Workshop Model” has been implemented and all teachers are expected to have plans in this format available upon request. Consistent instructional walks and observations are utilized to ensure fidelity. In addition, Student Friendly Learning Objectives, Formative and Summative Assessments, Checking for Understanding methods, Exit Tickets, and DOK Questioning Strategies training have been completed and implemented. All are observable when visiting classes.

In addition, 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 consistency in instructional practices 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.

In addition, SBIT, the School Based Intervention Team, developed systems that increase 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.

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 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, as well as a Technology implementation with the Sprint 21<sup>st</sup> Century Tablet dissemination to all ninth grade students.

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 10<sup>th</sup> grade Academy to mirror the 9<sup>th</sup> 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 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 System.
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

### Quarter 3:

During the third quarter, Hall High School is continuing to move forward with the implementation of all items referenced in the previous quarters. As more School of Innovation planning has occurred, professional development centered on Personalized and Blended Learning as provided by Team digital, Depth of Knowledge questioning strategies and School of Innovation visitations. Professional learning will continue until all teachers are trained and that there is evidence of the learning being implemented through curriculum walks.

Additionally, a team of teachers attended the CCSR conference in San Diego, CA and visited several innovative high schools. The information learned was presented to the entire faculty and resulted in additional teacher teams being scheduled to take part in innovative learning and visitations with the University of Arkansas SOI department. This is noted on the continuous professional development chart listed below.

The SMART Program, Student Making a Responsible Transition, (Designed for students who are over-age and under-credit) Credit Recovery Program, is being 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 2017.

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 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.



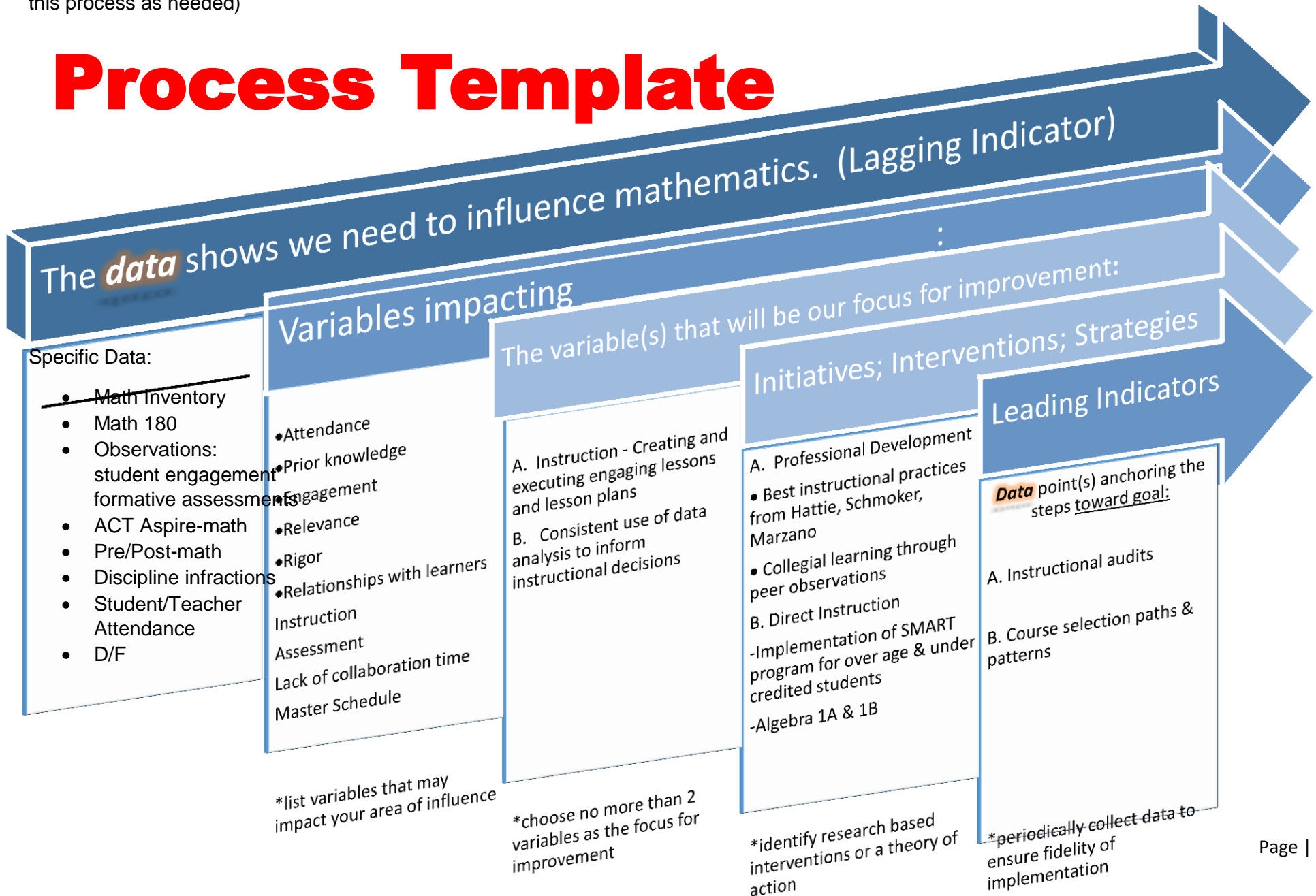
Finally, the goal is to have focused staff development and Hall High School is partnering with Marzano Research Laboratories for the 2018-19 school year. This will provide the highest level of professional development that can be offered in order to train teachers with the skills necessary to create high performing classrooms. Phil Warrick from MRL and the co-author of “High Reliability Schools”, will be working with Hall High School teachers beginning on May 31 and June 1, 2018. He will again provide professional development with the staff on August 6, 2018 to start the school year.

During the Fall of 2018 and the Spring of 2019, teams of Hall High School teachers will attend professional development at Marzano Research Laboratories in Centennial, Colorado to continue the work that will begin in May.

### Step 3: Prioritize Needs

\*Utilize the attached Leading and Lagging Indicator "Process Template" to prioritize needs and determine goals/indicators to be influenced. (Repeat this process as needed)

# Process Template



The **data** shows we need to influence reading and writing. (Lagging Indicator)

## Variables impacting

The variable(s) that will be our focus for improvement:

## Initiatives; Interventions; Strategies

## Leading Indicators

Reading Inventory  
 Read 180  
 Observations:  
 • student engagement  
 • formative assessments  
 ACT Aspire-reading & writing  
 Pre/Post-English  
 Discipline infractions  
 Student/Teacher  
 • Attendance  
 D/F

- Attendance
- Prior knowledge
- Engagement
- Relevance
- Rigor
- Relationships with learners
- \* Instruction
- \* Assessment
- \* Lack of collaboration time
- \* Master Schedule

- A. Instruction - Creating and executing engaging lessons and lesson plans
- B. Consistent use of data analysis to inform instructional decisions

- A. Professional Development
  - Best instructional practices from Schmoker, Hattie, and Marzano
  - Collegial learning through peer observations
- B. Direct Instruction
  - Implementation of Critical Reading course
  - Implementation of over age - under credited students

- Data** point(s) anchoring the steps toward goal:
- A. Instructional audits
  - B. Course selection paths and patterns, whole school writing and use of rubrics, authentic student work

\*list variables that may impact your area of influence

\*choose no more than 2 variables as the focus for improvement

\*identify research based interventions or a theory of action

\*periodically collect data to ensure fidelity of implementation

Step 4: **Create a Theory of Action** (Repeat page as needed)

School: Hall High

LEA# 6001002

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

**Goal Statement #1:** To reduce the achievement gap for Hall High School students through the implementation of highly engaging and rigorous coursework in Reading, Writing, and Mathematics through the use of the High Reliability School Frameworks and the New Art and Science of Teaching (NASOT).

**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 across the curriculum writing prompts with various departments developed common rubrics based on specific genre (i.e. technical writing, response, journal, and etc.)
2. Implement the S.M.A.R.T. Program (Students Making A Responsible Transition) and SMART Plus with direct instruction targeted for over age and under credited students. The program will utilize credit recovery, 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 into “Best Practice” classroom instruction through the establishment of blended courses, as local electives, that will develop student proficiencies in navigating blended course work.
4. Implementing researched based “Best Practices” teaching through reciprocal teaching & lesson planning, consistent classroom instruction, checking for understanding, analyzing formative and summative assessments, project-based learning and grading, student-led conferences, and delivery of High Reliability School Frameworks while using proficiency scales for grading.
5. Embedding Rigor, Relevance, and Relationships through the Teaching With Poverty In Mind exemplars (ie: Eric Jensen, Ruby Payne,) and understanding the effects that absences, tardies and discipline have on student success.
6. Implement whole school repeated/deliberate reading strategies as supported through high classroom discourse utilizing DOK questioning, writing responses and project-based learning.
7. Create a transition Summer Bridge Program for incoming 9<sup>th</sup> graders that will focus on high school organization skills, planning, preparation 21<sup>st</sup> Century and executive soft skills training. (implement Summer 2019)

**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, and authentic interactive notebooks.
2. Instructional Audits and Observation trends relating to: Lesson plans, authentic student work, posted learning objectives, exit tickets, and percentage of student engagement.
3. Use of data from 45 Day Progress Report (student attendance, discipline, math & literacy grades, and etc.)
4. Measurements from SMART program to include weekly benchmark analysis and 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,  
Decrease: Math & English D & F's, discipline  
Reading initiatives/strategies and Teaching Practices, Effect Size .60 John Hattie (2015)
2. Response to Intervention, Effect size 1.07 John Hattie (2015)
3. Collaboration and Collective Teacher Efficacy, Effect size 1.57 John Hattie (2015)

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

**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 lagging indicator?**

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

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 at Hall.
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.

**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 lesson plan implementation.
2. Professional development participation, implementation and support. Documented agendas, minutes, sign in sheets, and PD feedback.
3. Student and staff survey analysis.
4. Use of data from 45 Day Progress Report

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

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

Rules on EBP <https://www.gpo.gov/fdsys/pkg/FR-2017-07-31/pdf/2017-15989.pdf>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

Evidence for ESSA <https://www.evidenceforessa.org/>

Council of Chief State School Officers <http://www.ccsso.org/Documents/2017/ESSA/EvidenceConsiderationsCCSSOFebruary2017.pdf>

Florida Center for Reading Research <http://www.fcrr.org/>

Step 4: **Create a Theory of Action** (Repeat page as needed)

School: Hall High

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

**Goal Statement #3:** To strategically and purposefully involve all stakeholders in processes and decision-making that will increase student achievement.

**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. Stakeholder “Voice” and Involvement on School Leadership Team
2. Influx Positive Social, Digital, Television, Print, and Radio Media Presence
- 3.

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

1. Agenda’s, minutes, sign-in sheets will demonstrate community involvement in various decision making processes at Hall.
2. Evidence of social media activity: followers, daily digital presence, press release package distribution, positive media presence
- 3.

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

1. Ownership in the change process
2. Webmaster and interaction with parent/guardians through social media
3. Weekly newsletters

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

Rules on EBP <https://www.gpo.gov/fdsys/pkg/FR-2017-07-31/pdf/2017-15989.pdf>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

Evidence for ESSA <https://www.evidenceforessa.org/>

Council of Chief State School Officers <http://www.ccsso.org/Documents/2017/ESSA/EvidenceConsiderationsCCSSOFebruary2017.pdf>

Florida Center for Reading Research <http://www.fcrr.org/>



National Center for Intensive Interventions <http://www.intensiveintervention.org/>

**Step 5: School Rationale for District Support**

\*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. School year 2018-2019

Initiative/Intervention/ Strategy	District Supports/Resources Needed	Estimated Cost	Funding Source	District Amount Approved	ADE Approval
Goal #1	Whole School Best Teaching Practices using the High Reliability Schools Handbook.	\$4,000			
	Whole School Best Practices of the New Arts and Science of Teaching strategies and implementation supported with a consultant (100 teachers X Per Diem + \$22,000 consultant fee)	\$60,000	<b>District Use Only</b>		
	Writing student friendly learning objectives with the use of the NASOT book and other supplies to implement effective Learning Objectives and Instructional Strategies	\$4,000			
	Developing Proficiency Scales to inform students where they are and what they should do in each class for each objective. This will include conferences for teachers. (Solutions for Standard based Grading, 2 in Fall and 1 in Spring)	\$30,000			
	Teacher Professional Development Training in poverty implications. (Teaching with Poverty in Mind, Erik Jenson)	\$25,000			
	Professional Development in Personalized and Blended Learning & Student Self-Reported Grading. Teachers will attend Professional Development in Fall and Spring as well as High Reliability Schools professional development in the Fall and Spring	\$20,000			
	Title I will encumber 3 staff members to improve student learning and increase and embed technology in learning. ( Lisa Baker, Marsha Norwood , Marshall Sladyen)	\$273,000			
	Professional development on DOK Questioning Strategies that are imbedded within the New Art and Science of Teaching.	\$10,000			
	Analyzing Formative/Summative Assessments along with “do now’s” and exit tickets to check for understanding through multiple data analysis.	\$10,000			

	<b>Professional Development on Student Led Conferences.</b>	<b>\$10,000</b>			
	<b>Implementing Project Based Learning Training utilizing Team Digital</b>	<b>\$10,000</b>			
	<b>Develop a Summer Bridge Program for incoming Freshmen. This includes student planners for the students and per diem pay for teachers working the program while students are present.</b>	<b>\$40,000</b>			
<b>Goal #2 *</b>	<b>Flexible Scheduling Development and Course Development Training (28 SILT members X 480 hours X \$25/hours)</b>	<b>\$15,000</b>			
	<b>AVID Instructional Strategies and Processes Training for teachers.</b>	<b>\$50,000</b>			
	<b>College Career Readiness – ACT &amp; ACT Aspire Development, Preparation Programs/Classes &amp; Practice. ACT Boot camp with presenter and off campus area for delivery. Act Aspire Mastery books and training for the teachers to present to the class.</b>	<b>\$70,000</b>			
<b>\$7500 in district</b>	<b>Laying the Foundation trainings – Pre/AP, AP, &amp; Concurrent Course Offerings. Teachers will also attend the follow up conferences during the school year. (15 teachers X \$500)</b>	<b>\$30,000</b>			
	<b>Collegial Planning &amp; Collaboration (100 teachers X \$2,500/hour)</b>	<b>\$20,000</b>			
<b>*</b>	<b>10<sup>th</sup> Grade Academy – Planning for the school year to implement strategies form NASOT.</b>	<b>\$40,000</b>			
	<b>9<sup>th</sup> Grade Academy- Planning for the school year to implement strategies from NASOT.</b>	<b>\$10,000</b>			
<b>\$30,000</b>	<b>School of Innovation Learning Journeys, Trainings, Summit, Institute, etc.</b>	<b>\$30,000</b>			
<b>Goal #3</b>	<b>Communication Outreach Regarding Social &amp; /Print Digital Media (\$25/hour @ 10 hours per week)</b>	<b>\$12,000</b>			