Harding Senior High

School Continuous Improvement Plan

2016-19

See Appendix I for data.

READING

Data

Date: 05/16/2016
Data Source: ACCESS for ELL
Successes: The percentage of students scoring as proficient is significantly above the district average (33.8% to 19.5%). Our rate increased by more than 7% from last year. Our proficiency percentage has steadily increased since 2013, and—though we had 17 fewer students test than in 2012—we had 48 more who scored as proficient.
Concerns: The impact on the building in terms of time and resources to administer all parts of the ACCESS test to so many students is substantial. In 2015-16 we tested almost 800 students.

Date: 05/16/2016
Data Source: Other
Successes: As instructional data suggests, overall reading proficiency increased. There were significant gains in proficiency in the Asian, White, and Hispanic subgroups as well as in both SPED and ELL students.
Concerns: Our Black student group was the only racial subgroup that showed a drop in proficiency from last year to this one.

In 2015, there was a significant drop in overall proficiency rate as compared to the District.

Competing priorities among new, significant initiatives has made it especially challenging to keep staff consistently focused on implementation of literacy strategies.

Date: 12/07/2017
Data Source: Other
Successes: Comparing Quarter 1-3 grades from 2015-16 to 2016-17, passing rates increased for our students in our regular ELA classes (Q1= +4%, Q2= +6%, Q3= +6%), in our support classes (Q1= +3%, Q2= +11%), and specifically for our African American students in their regular (Q1= +2%, Q2= +10%,, Q3= 15%), and in their support classes (Q1= +6%, Q2= +19%). Regarding our Special Ed. students in regular ELA classes, there were substantial gains in passing rates in each quarter (Q1= +11%, Q2= +9%, Q3= +8%).
Concerns: Gains in previous quarters were not sustained for some of our students in Quarter 3. Among those in our support classes, the passing rate remained the same, and for our African American students, the passing rate dropped 3%.

Root Cause Summary:

We need PD focused on EL strategies. We need to revisit PD focusing on school wide literacy strategies. We need to discover the strategies that have the biggest success rate with our Black students.

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Proficiency Goal

The percentage of all students scoring proficient or higher in Reading will increase from 27% to 35% by Spring 2018 as measured by the MCA III—Reading Assessment administered in March 2018.

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Evidence-Based Practice: Literacy/ELL Strategies - Close Reading

Status: Active

Implementation Stage: Initial Implementation

Implementation Indicator: 90 % of Core Content Teachers will routinely incorporate literacy strategies into their lesson design and classroom practice as measured by students data regarding passing rate in core content classes by 04/01/2018.

Action Steps

Description: Close Analytical Reading In 90% of courses, teachers utilize Close Analytic Reading at least once per week. Teachers chooses a short (½-2 page) rigorous text or excerpt they are using within their units. Teachers model Close Analytic Reading and establish it as a consistent approach. After rereading the text, teachers model the second reading where students work to analyze the Author's Craft & Structure After reading the text for a 3rd time, teachers model the third reading where students evaluate and integrate information from the text. When students are assigned Close Reading, teachers can provide graphic organizers, text-marking directions, and opportunities for students to make their thinking visible or audible through discussion, share-outs, or note-taking. Close Reading should be utilized with rigorous texts (at least grade-level, but could be above) once per week. Teachers should gradually release responsibility throughout the year, allowing students choice of text marking and showing their thinking.
Assigned To: Louis Francisco
Expected Results: Test scores on MCA Reading, ACT Reading and Accuplacer Reading will improve. Percentage of ninth graders earning a passing grade in ELA, Social Studies and Science will increase.
Review Date: 04/01/2018
Actual Result: Empty

Description: Teachers will be made aware of Reading standards and work collaboratively in PLCs to embed the standards into their lesson plans. Teachers will examine the MCA- III Reading test to find connections to MYP lesson planning and ways to create test questions similar to the test. PLCs will work to ensure materials (text and other reading materials) meet rigorous grade level expectations.
Assigned To: Louis Francisco
Expected Results: Students will be able to digest and tackle rigorous reading materials in all content areas. Reading teachers will be familiarize with content area curriculum (English and Math) to help students accelerate outside reading classes. Reading teachers and content area teachers will increase collaboration ensure increase student pass rate.
Review Date: 02/24/2017
Actual Result: Increase collaboration between Reading teachers and Core teachers (English and Math) to help align curriculum and accelerate students in their respective classes.

Description: Teachers should gradually release responsibility throughout the year, allowing students choice of text marking and showing their thinking.
Assigned To: Louis Francisco
Expected Results: Reading teachers and content area teachers will increase collaboration ensure increased student passing rates.
Review Date: 05/31/2018
Actual Result: Empty

Description: When students are assigned Close Reading, teachers can provide graphic organizers, text-marking directions, and opportunities for students to make their thinking visible or audible through discussion, share-outs, or note-taking.
Assigned To: Louis Francisco
Expected Results: Reading teachers will be familiarized with content area curriculum (English and Math) to help students accelerate outside reading classes.
Review Date: 05/31/2018
Actual Result: Empty

Description: Increase visuals and non verbal cues to aid in student comprehension.
Assigned To: Louis Francisco
Expected Results: Staff PD will focus multiple times on use of these strategies to insure all students achieve success.
Review Date: 05/30/2018
Actual Result: Empty

Evidence-Based Practice: Increase Reading Volume

Status: Active

Implementation Stage: Installation

Implementation Indicator: 90 % of 9th content accelleration teachers will embed independent reading into the curriculum as measured by classroom observation and PLC notes by 05/25/2018.

Action Steps

Description: Promote independent reading weekly and/or book study in Content Acceleration, ninth grade ELA and SpEd classes.
Assigned To: Louis Francisco
Expected Results: Increase use of the Media Center
Review Date: 05/25/2018
Actual Result: Empty

Description: Instruct students how to self select high interest books for personal enjoyment.
Assigned To: Louis Francisco
Expected Results: Students will regularly chose books that reflect their interest to read inside and outside the classroom.
Review Date: 06/01/2018
Actual Result: Empty

MATH

Data

Date: 06/01/2016
Data Source: MCA-III Math
Successes: After a significant drop in proficiency from 2013-2014, results have held steady for the past three years.
Concerns: • Low (23.2%) rate of proficiency
• Lack of growth (steady for three years)
• Looking at last year's scores, both Black and White students saw a significant drop in growth (while Asian and Hispanic students showed some gains)

Date: 05/18/2017
Data Source: Other
Successes: Q3 Passing rate of all grade 9 Math students increased 13% from SY 15/16 to 16/17.
Q3 passing rate increased 24% for Black student group.
Concerns: Q3 passing rate for EL student group remained flat.

Date: 05/18/2017
Data Source: Other
Successes: Instructional data shows that math results remained constant.
Concerns: Trend line data indicates consistency in proficiency across multiple years.

Date: 05/18/2017
Data Source: Other
Successes: Double digit increase in growth in past two years.
Concerns: How might we sustain this growth for future years?

Root Cause Summary:

We will work to provide as many co taught classes as possible. All algebra classes will have more multiple choice tests, to provide MCA III like assessments. Math teachers   will do more spiraling in Algebra, Geometry, and Algebra 2. Math review will continue in Algebra, Geometry, and Algebra 2. Provide students with uniform calculators. We need to increase math support in grade 9 and possibly 10 Content Acceleration courses. We will continue to Increase our partnership with Generation Next.

> **Proficiency Goal**
>
> The percentage of all students scoring proficient or higher in Math will increase from 23% to 28% by Spring 2018 as measured by the MCA III Assessment administered April 2018.

Evidence-Based Practice: Writing Quality Assessments - Multiple Choice Design

Status: Active

Implementation Stage: Installation

Implementation Indicator: 100 % of Algebra, Geometry and Algebra 2 teachers will design and implement multiple choice assessments as measured by PLC collaboration around common assessments by 01/28/2017.

Action Steps

Description: Algebra, Geometry, and Algebra 2 teachers will use multiple choice questions to simulate MCA III questions and help familiarize students with them.
Assigned To: Jeff Rissman
Expected Results: Students will be more successful on the MCA III/ACT Math tests.
Review Date: 06/02/2017
Actual Result: Teachers will continue using multiple choice assessment design to coach students how to be successful on ACT/MCA assessments

Implementation Stage: Initial Implementation

Implementation Indicator: 100 % of Math teachers will design and implement quality multiple choice assessments as measured by PLC collaboration and reflections around common assessments by 05/01/2018.

Action Steps

Description: Algebra, Geometry, and Algebra 2 teachers will use multiple choice questions to simulate MCA III questions and help familiarize students with them.
Assigned To: Jeff Rissman
Expected Results: Students will be more successful on the MCA III/ACT Math tests.
Review Date: 05/01/2018
Actual Result: Empty

Evidence-Based Practice: Engaging High Impact Math Instructional Practices

Status: Active

Implementation Stage: Initial Implementation

Implementation Indicator: 100 % of math teachers will implement spiraling as measured by teacher reflection and PLC collaboration conversations by 02/01/2018.

Action Steps

Description: Algebra, Geometry, and Algebra 2 teachers will spiral the instruction to help ensure student success. PLCs will check biweekly to see the impact of the spiraling.
Assigned To: Jeff Rissman
Expected Results: Students will have a better foundation to build on throughout the semester. This should improve student success.
Review Date: 01/27/2017
Actual Result: Significant increase in both passing rates and instructional data indicates improvement. Teachers will continue using this model

Implementation Stage: Initial Implementation

Implementation Indicator: 100 % of Math teachers will implement spiraling framework as measured by PLC reflections by 05/01/2018.

Action Steps

Description: Algebra, Geometry, and Algebra 2 teachers will spiral the instruction to help ensure student success. PLCs will check biweekly to see the impact of the spiraling.
Assigned To: Jeff Rissman
Expected Results: Students will have a better foundation to build on throughout the semester. This should improve student success.
Review Date: 02/01/2018
Actual Result: Empty

STANDARDS-BASED ASSESSMENT

Data

Root Cause Summary:

Empty

Evidence-Based Practice: Empty

Status: Empty

Implementation Indicator: Empty % of Empty will Empty as measured by Empty by Empty.

Action Steps

Description: Empty
Assigned To: Empty
Expected Results: Empty
Review Date: Empty
Actual Result: Empty

DATA-BASED ACCOUNTABILITY AND EVALUATION

Data

Date: 05/08/2017
Data Source: Other
Successes: Every ninth grader with 3 or more Ns had at least one additional support (case manager, check & connect mentor, Reading class, AVID etc)
Concerns: Many of the ninth graders with 3 or more Ns, fail repeatedly. Poor attendance is the biggest contributor to the failure rate.

Date: 05/08/2017
Data Source: Other
Successes: All grade levels cohort credit loss remained consistent from 2015 - 2016 to 2017 except for our junior cohort.
Concerns: When comparing our junior class cohort credit loss rate from 2015 - 2016 to 2016 - 2017, there is a significant increase of 6% loss from one year to the next.

Date: 12/06/2017
Data Source: Empty
Successes: Empty
Concerns: Empty

Root Cause Summary:

We need to find more mentors. We need to identify at risk students earlier, so we can have appropriate supports in place.

Evidence-Based Practice: Check & Connect

Status: Active

Implementation Stage: Full Implementation

Implementation Indicator: 100 % of Check and Connect mentors will mentor 3 or more ninth graders as measured by the Check & Connect Coordinator by 10/30/2017.

Action Steps

Description: Check and Connect mentors will identify and work with ninth graders at the beginning of the year. This will prevent ninth graders from having to catch up rather than keep up.
Assigned To: Duane Dutrieuille
Expected Results: Targeted ninth graders will be more successful.
Review Date: 11/01/2017
Actual Result: Empty

Implementation Stage: Full Implementation

Implementation Indicator: 100 % of Check and Connect coaches will meet with their mentees bi-weekly to improve student success as measured by individual student achievement by 06/12/2018.

Action Steps

Description: Check and Connect coaches are assigned mentees
Assigned To: Empty
Expected Results: Empty
Review Date: Empty
Actual Result: Empty

Description: C& C coaches meet as a group to share share best practice and data.
Assigned To: Empty
Expected Results: Empty
Review Date: Empty
Actual Result: Empty

Description: C & C Coaches ...
Assigned To: Empty
Expected Results: Empty
Review Date: Empty
Actual Result: Empty

Evidence-Based Practice: Focus on Freshmen

Status: Active

Implementation Stage: Initial Implementation

Implementation Indicator: 50 % of ninth grade supports will be in place as measured by CCRT team by 09/29/2017.

Action Steps

Description: We will work with our middle schools to identify potentially at risk ninth graders
Assigned To: Maureen Rueber
Expected Results: Teachers, advisers, and mentors will have supports in place from day one to not only aid the transition from middle school to high school but to help ensure success.
Review Date: 09/15/2017
Actual Result: Empty

Implementation Stage: Initial Implementation

Implementation Indicator: 100 % of grade 9 teachers and support staff will analyze and monitor 9th grade progress on core subjects as measured by Focus on Freshmen Practice Profile and passing rates by 06/09/2018.

Action Steps

Description: CCRT will review progress data at Mid and Final grading periods and create action steps
Assigned To: Maureen Rueber
Expected Results: Incremental progress will be evident in student grades, behavior and attendance
Review Date: 11/11/2017
Actual Result: Empty

Description: CCRT will review progress data at Mid and Final grading periods and create action steps
Assigned To: Maureen Rueber
Expected Results: Incremental progress will be evident in student grades, behavior and attendance
Review Date: 01/31/2018
Actual Result: Empty

Description: CCRT will review progress data at Mid and Final grading periods and create action steps
Assigned To: Maureen Rueber
Expected Results: Incremental progress will be evident in student grades, behavior and attendance
Review Date: 04/06/2018
Actual Result: Empty

CULTURE AND CLIMATE / PBIS

Data

Date: 05/23/2016
Data Source: PBIS - TFI
Successes: Success include development of a multi-disciplinary team that included a diversity of gender and ethnicity amongst its members.
Concerns: Family/Student/Community Invovlement

Date: 05/23/2016
Data Source: PBIS - TFI
Successes: Success include development of the PBIS team and also evaluation
Concerns: Inconsistent use of behavioral definitions, staff unclear on the meaning of terms

Date: 11/30/2017
Data Source: PBIS - TFI
Successes: Out of classroom referrals have decreased.
Concerns: Tardinss in the morning.

Root Cause Summary:

The PBIS team will provide PD for the staff to ensure that everyone is on the same page as related to behaviors and give effective strategies to deal with classroom managed behaviors.

The PBIS team will increase communication with families through Harding's website, Parent Newsletters, monthly parent meetings etc.

Evidence-Based Practice: Faculty Involvement (TFI 1.10)

Status: Active

Implementation Stage: Initial Implementation

Implementation Indicator: Tier 1 Implementation will increase from 65 % to 80 % as measured by the TFI assessment on the teaching staff implementation of at least one behavioral strategy by 10/16/2017.

Action Steps

Description: Staff will be provided with PD monthly at staff meetings on a variety of techniques that address how to handle the classroom behaviors that are deemed to have the highest rate of incidents according to our SWIS data.
Assigned To: PBIS Team
Expected Results: The number of classroom referrals will decrease thus ensuring students stay in the classroom so learning can continue.
Staff will have common proven strategies to deal with behavior issues in the classroom. Staff will have common definitions and expectations of a variety of behaviors.
Review Date: 10/16/2017
Actual Result: Decrease in referrals, especially for the ninth grade

Description: Staff will be provided with PD bi-monthly at staff meetings on a variety of techniques that address how to handle the classroom behaviors that are deemed to have the highest rate of incidents according to our SWIS data. PD will also help to differentiate what should be the classroom teacher's and admin responsibilities as it relates to behavior.
Assigned To: PBIS Team
Expected Results: The number of classroom referrals will decrease thus ensuring students stay in the classroom so learning can continue.
Staff will have common proven strategies to deal with behavior issues in the classroom. Staff will have common definitions and expectations of a variety of behaviors.
Review Date: 03/01/2018
Actual Result: Empty

Evidence-Based Practice: Student/Family/Community Involvement (TFI 1.11)

Status: Active

Implementation Stage: Initial Implementation

Implementation Indicator: Tier 1 Implementation will increase from 30 % to 75 % as measured by the TFI assessment Tier 1 universal features from in progress to partial implementation by 02/01/2018.

Action Steps

Description: PBIS team visit parent meetings and/or write an articles for the Parent Newsletter or website to share current data. Strategies and ways parents and teachers can support each other when dealing with classroom behaviors will be shared on/in the places listed above.
Assigned To: PBIS Team
Expected Results: Communication will increase between staff and families. Families may feel more welcome. Students will be getting the same message at school and at home about the importance of learning. Therefore, student success will increase.
Review Date: 12/15/2017
Actual Result: PD was provided for the entire staff on PBIS strategies including mindfulness, brain-based research, mental health, and effective strategies for disengaged students. A newsletter went to the entire staff describing practices for trauma-informed school. The PBIS team is currently putting into place the items described with regard to parent connections: a Team member has been designated as the point person who will work with building web master to update PBIS information for parents, and articles will be submitted to upcoming parent newsletters.

Description: PBIS team will visit parent meetings and/or write an articles for the Parent Newsletter. The Harding website will be a venue to share current data. The data will be reviewed and updated quarterly. Strategies and ways parents and teachers can support each other when dealing with classroom behaviors will be shared on/in the places listed above.
Assigned To: PBIS Team
Expected Results: Communication will increase between staff and families. Families may feel more welcome. We hope empower our families with strategies that will help them to help their student to succeed. Students will be getting the same message at school and at home about the importance of learning. Therefore, student success will increase.
Review Date: 02/01/2018
Actual Result: Empty

Evidence-Based Practice: Classroom Procedures (TFI 1.8)

Status: Active

Implementation Stage: Initial Implementation

Implementation Indicator: Tier 1 Implementation will increase from 77 % to 87 % as measured by the Tiered Fidelity Inventory scale score by 04/27/2018.

Action Steps

Description: Establish clarity among all staff so there is consistent school-wide expectations for what response to behavior should happen at the classroom level vs. at the building support level.
Assigned To: PBIS Team
Expected Results: Fewer office referrals for low-level offenses. Higher level of teacher satisfaction regarding administrative support.
Fewer dismissals.
Review Date: 06/04/2018
Actual Result: Empty

ALLOCATIONS

Budget Narrative Table

Item: 3 Reading Teachers
EBP: Reading: Literacy/ELL Strategies
Budget Narrative: Our 3 Reading teachers support our students and staff with literacy and ELL strategies to help all student to be successful.
Amount: $ 297189

Item: Two .5 Math Support teachers
EBP: Math: Engaging High Impact Math Instructional Practices.
Budget Narrative: Two .5 Math teachers support Content Acceleration classes (Intermediate Algebra and Geometry). Focus on Freshmen is at the heart of this innovative collaboration between Math and Reading teachers. Pre-AVID strategies are an integral part of this program.
Amount: $ 99063

Item: 1 AVID teacher
EBP: Data-Based Accountability and Evaluation: Focus on Freshman
Budget Narrative: Our AVID teacher support our freshmen in the middle ensuring that they are equipped with the skills needed to be successful.
Amount: $ 99063

Item: 2 Parent Involvement & PBIS Cultural Specialist
EBP: Culture and Climate / PBIS: Student/Family/Community Involvement (TFI 1.11)
Budget Narrative: Our Cultural Specialists work closely with our families, students and staff to provide support needed to help all our students be successful.
Amount: $ 18434

Item: 3 PBIS Intervention Specialists
EBP: Culture and Climate / PBIS: Student/Family/Community Involvement (TFI 1.11)
Budget Narrative: Our PBIS Intervention Specialists support all the Tier 1 Interventions school-wide with a focus on freshmen. Again student success is our aim.
Amount: $ 288796

Item: .8 PBIS Social Worker
EBP: Data-Based Accountability and Evaluation: Check & Connect
Budget Narrative: Our PBIS social worker coordinates and supports all the PBIS activities school wide and also coordinates a large Check & Connect mentor program.
Amount: $ 84283

Item: 17 Teacher Leaders - $1,500 for year
EBP: Culture and Climate / PBIS: Faculty Involvement (TFI 1.10)
Budget Narrative: Leading PBIS, Culturally Relevant Teaching & Equity activities are the focus of these teacher leaders.
Amount: $ 30087

Item: Tokens for students to get home after school tutoring
EBP: Culture and Climate / PBIS: Student/Family/Community Involvement (TFI 1.11)
Budget Narrative: After school tutoring is one of the supports in place to help our freshmen be successful. This could not occur without the possibility of a means of transportation after school.
Amount: $ 997

Item: Food and drink for 6 parent involvement meetings
EBP: Culture and Climate / PBIS: Student/Family/Community Involvement (TFI 1.11)
Budget Narrative: Food is an essential part of our 6 Family Engagement meetings. By providing a light meal we enable many families to take part in these meetings. We also work to celebrate our different cultures by serving an ethnically diverse menu.

Amount: $ 5000

Total Allocations

$922,912

SIGNATURES

Doug Revsbeck	Principal			05/31/2017
Danielying Yang	Parent			01/26/2017
Mukwa Ogitchida	Parent			05/31/2017

Appendix I: Data

215_Suspensions_SY1516.png

215_ACCESS_G12_SY1516

215_ACCESS_G11_SY1617.png

215_ACCESS_G9_SY1516

215_ACCESS_G11_SY1516

215_MMR_SY1516

215_ACCESS_G9_SY1617.png

215_MCA_Growth_SY1516

215_ACCESS_G10_SY1516

215_ACCESS_G10_SY1617.png

215_ACCESS_G12_SY1617.png

215_MCA_5yearTrend_SY1617.png

215_SchoolProfile4_SY1617.png

215_SchoolProfile3_SY1617.png

215_SchoolProfile2_SY1617.png

215_SchoolProfile1_SY1617.png

215_G9PassRate_MathbyQtr_SY1516.png

215_G9PassRate_ScibyType_SY1617Q1.png

215_G9PassRate_MathbyType_SY1617Q2.png

215_G9-12_CreditLoss_SY1617.png

215_Suspensions_SY1617.png

215_Attendance_SY1516.png

215_G9PassRate_SocbyType_SY1617Q3.png

215_G9PassRate_ScibyType_SY1516Q4.png

215_G9-12_Grades_SY1617Q1.png

215_CreditLoss_Visual_SY1516.png

215_G9PassRate_ScibyQtr_SY1516.png

215_G9PassRate_SocbyQtr_SY1617.png

215_G9PassRate_ScibyType_SY1617Q4.png

215_G9-12_Grades_SY1516Q3.png

215_G9-12_Grades_SY1617Q3.png

215_G9-12_Grades_SY1617Q2.png

215_G9PassRate_MathbyQtr_SY1617.png

215_CreditLossVisual_SY1617.png

215_G9PassRate_ELAbyType_SY1617Q1.png

215_Attendance_SY1617.png

215_G9-12_Grades_SY1516Q4.png

215_G9PassRate_SocbyType_SY1516Q4.png

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215_G9PassRate_ScibyQtr_SY1617.png

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215_G9PassRate_SocbyType_SY1617Q1.png

215_G9PassRate_SocbyType_SY1617Q2.png

215_G9-12_Grades_SY1516Q1.png

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215_G9-12_Grades_SY1617Q4.png

215_G9PassRate_ScibyType_SY1617Q2.png

215_G9PassRate_ELAbyQtr_SY1617.png

215_G9-12_Grades_SY1516Q2.png

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215_G9PassRate_ELAbyType_SY1516Q4.png

215_G9PassRate_SocbyType_SY1617Q4.png

215_G9PassRate_MathbyType_SY1617Q1.png

215_G9PassRate_MathbyType_SY1617Q3.png

215_G9PassRate_ELAbyType_SY1617Q3.png

215_G9PassRate_ScibyType_SY1617Q3.png

215_G9-12_CreditLoss_SY1516.png

215_G9-12_Grades_SY1718Q1.png

215_CreditLossVisual_SY1718.png

215_Suspensions_SY1718.png

215_G9-12_CreditLoss_SY1718.png

215_Attendance_SY1718.png