



Changing School Culture: End the Confusion

Michelle Dillard, Assistant
Superintendent Area 4



"Failure is not an Option,
No excuses, just results!"



Mission

- What is your school mission?
 - How many of you know your school mission?



“Tradition guides us,
Achievement drives us!”



Seneca High School Mission Statement

- “The mission of Seneca High School is to prepare scholars for college and career goals as measured by state academic standards. We are committed to providing an environment and system of support to assure all scholars are successful.”



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Achievement drives us!”



Vision

- What is your school vision?
- How many of you know your school vision?



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Seneca's Vision

- “Seneca High School is a positive, caring community where champions and scholars are committed to becoming an exemplary model for success in a global society.”



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We're on the rise!

2011-2012 = 1,381 students

2012-2013 = 1,483 students

2013-2014 (district projection) = 1,495 scholars





Demographics*

- 45% Caucasian
- 41% African American
- 11% Hispanic
- 3% primarily Asian or mixed race
- 53% male
- 47% female
- 13% Exceptional Child Education program (ECE) students
- 17.6% speak English as their Second (or third or fourth) Language
- 76.7% are on free or reduced lunch status

** Numbers based on 2012-2013 school year*



30-60-90 Plan

- Development of Turnaround Team
- Turnaround Team identified three areas of growth
 - Academic Performance
 - Transforming School Culture
 - Data Informed Decisions

SENECA'S BIG ROCK PLAN FOR PROGRESS

“HARD WORK, DEDICATION, COMMITMENT”

BIG ROCK A: ACADEMIC PERFORMANCE

TEACHERS AND ADMINISTRATORS CONNECT STANDARDS, INSTRUCTION, AND ASSESSMENT TO INCREASE AND MONITOR STUDENT ACHIEVEMENT.

In the first 30 days, we will know we are successful when:

- 100% of teachers have been trained on the PLC process, roles, responsibilities, and are informed of team assignment.

The measures/evidence we will use are:

- PLC training agendas and notes
- Training sign-in sheets, exit slips, and reflections
- PLC planning notes and products
- Lesson modifications (IEP)

Big Rock B: Transforming School Culture

School staff work together with students, parents, and community to create a school culture that promotes high expectations for all students.

In the first 30 days, we will know we are successful when:

- Teachers and administrators are actively building an academic and behavioral culture of learning.
- Vision, Mission, and Belief Statements are created and communicated to all stakeholders
- Operation Beautification Building projects are apparent

The measures/evidence we will use are:

- PD agendas and notes
- Syllabi
- Classroom Learning Walks
- Student work samples
- HAWKS Time surveys and discussions
- Building appearance

Big Rock C: Data-Informed Decisions

School staff identifies and uses real-time data to maximize student achievement.

In the first 30 days, we will know we are successful when:

- Teachers and administrators are aware of the importance of formative assessments.
- Teachers begin to analyze student achievement in terms of individual student progress and mastery of standards.
- Students are aware of their progress and learning in each class
- TELL (Teaching, Empowering, Leading, & Learning) survey and CSS (Comprehensive School Survey) data relevant to our three “rocks” is communicated to faculty and staff
- Incoming freshmen are placed in appropriate math and literacy classes based on individual academic need

The measures/evidence we will use are:

- PD agenda and sign in sheets on formative assessment
- Use of formative assessments is occurring
- PLC protocol (agenda, notes, and products centered on formative assessment)
- TELL survey & CSS data
- Flexible master schedule and freshmen rosters



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30 Day Progress Reports

- Progress Reports show growth on strategies associated with the 30-60-90 plan. This allows the instructional leadership team to review all initiatives. Initiatives are evaluated for effectiveness in increasing scholars achievement every 30 days.

SENECA'S BIG ROCK PLAN FOR PROGRESS				
"HARD WORK, DEDICATION, COMMITMENT"				
30 Days Progress Report (8-15-9/23)				
DATE : <u>9/23/2011</u>				
Big Rock A: Academic Performance				
Strategies	Level of Implementation	How are strategies monitored and measured for effectiveness?	Steps for Continuous Progress (next steps/timeline)	Person(s) Responsible
A1. PLC teams meet weekly during common planning time and discuss standards, students, and strategies. <ul style="list-style-type: none"> Design meeting protocols Select and Train PLC teacher leaders by the ILT team and ERL Provide training on 	FI	<ul style="list-style-type: none"> PLC Teacher Leaders submit weekly agendas and minutes to the leadership team member assigned to support and monitor their team. Documents are reviewed and feedback is provided to the team. Leadership team members observe PLC meetings. 	<ul style="list-style-type: none"> Continue to support PD process by providing appropriate professional development. Next PD focus is creating and analyzing formative assessments. (11/4/11) Schedule opportunities for PLC Teacher Leaders to discuss PLC 	Dillard
Big Rock B: Transforming School Culture				
Strategies	Level of Implementation	How are strategies monitored and measured for effectiveness?	Steps for Continuous Progress (next steps/timeline)	Person(s) Responsible
B1. Vision/Mission/Belief statements: <ul style="list-style-type: none"> Develop collaboratively Communicate to staff, students, and parents Post in all classrooms and throughout the school 	FI	<ul style="list-style-type: none"> Principal administered and analyzed staff survey data related to mission, vision, and belief statements. 	<ul style="list-style-type: none"> Continue to publish throughout the school and community on written communications and spirit items (i.e. meeting agendas, bookmarks). (11/4/11) 	Dillard
B2. Student Behavior Non-negotiables: <ul style="list-style-type: none"> Review/revise established policies 	PI	<ul style="list-style-type: none"> Principal administered and analyzed staff survey data related to behavior non- 	<ul style="list-style-type: none"> Provide PD on classroom management strategies that de-escalate situations where 	White
Big Rock C: Data-Informed Decisions				
Strategies	Level of Implementation	How are strategies monitored and measured for effectiveness?	Steps for Continuous Progress (next steps/timeline)	Person(s) Responsible
C1. Data Room will be established and the purpose shared with staff.	FI	<ul style="list-style-type: none"> Teacher requests for data and attendance at embedded PD sessions are observed. 	<ul style="list-style-type: none"> Implement ESS targeted intervention plan (Tier 3) based on performance data. (11/4/11) Continue to support classroom interventions (Tier 2) based on performance data (11/4/11) 	Toler



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Big Rock A – Academic Performance

- Development of Professional Learning Communities (PLCs)
 - Leadership training
 - Staff training
- Implementation of PLCs
 - Selecting leaders
 - Common planning
 - Formal schedule
 - Continuous support and monitoring



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Big Rock A – Academic Performance

- Faculty began meeting as PLC groups, establishing norms and expectations for their work. Leadership team worked with teachers to develop a school-wide schedule for weekly learning opportunities. **(PLC Team Learning Opportunities)**

Tuesday	Wednesday	Thursday
8:00 Eng. 2 #109 Dillard/Ellison/Humphrey	7:45 Art #312 Silletto Davis	7:45 Biology #109 Minor Dillard
9:10 Eng. 4 #109 Donovan-Hughes Harbolt/Humphrey/Sweeney		
10:15-10:35 Edu #104 Layne Jones	10:50-11:10 Edu #104 Layne Jones	10:45-11:05 Int. 1B #211 Reichmuth Toler
		12:00 U.S. Hist. #109 Johnson Dillard
2:35 Faculty Learning Opportunities	2:35 PE/Health#109 Temple Deamond	2:35 Eng. 1 #109 Jankowski Humphrey/Ellison
3:35 Business #109 Davis Harbolt	2:35 Alg. 1 #223 Berger/Cestarc Ramsey	2:35 WL #336 Ohlmann Utley
	2:35 Physics #110 Berger/ Hoffman	
	2:35 Eng. 3 #109	



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Big Rock A – Academic Performance

SENECA'S LEARNING OPPORTUNITY PLANNING/MINUTES FORM

Team Name: _____ Date: _____

Submitted By: _____

Members present: _____

Members missing and why: _____

Agenda Items	Action	Next Step/End Date	Person(s) responsible



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Big Rock A – Academic Performance

- Weekly PLC focus based on Rick and Becky DuFour's work:
 - **What do we want students to learn?** (Standards & Targets)
 - **How do we know they have learned it?** (Formative Assessments)
 - **What do we do when they don't learn it?** (Response To Intervention/RTI)
 - **What do we do when they do get it?** (RTI)



English 1 PLC



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Big Rock A – Academic Performance

- PLC groups using SharePoint to track formative assessment, diagnostic/proficiency results, scholars targeted for interventions, and intervention results.

Geometry Teachers

<input type="checkbox"/> Type	Name
	2nd Period Regrouping CFA 5.1, 5.2, 5.3, and Enrichment
	3rd Period Regrouping CFA 5.1, 5.2, 5.3, and Enrichment
	5th Period Regrouping CFA 5.1, 5.2, 5.3, and Enrichment
	Applying Trig and Volume (Data)
	Deriving the Equation of a Circle (Data)
	Geometry 3rd trimester Master List
	HIP Referrals and Tracking - 2
	HIP Referrals and Tracking
	Solve Problems with Volume and Relating Similarity to Trig (Data)



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Big Rock A – Academic Performance

- Development and implementation of PLCs
- Use of progress monitoring tools
- Focus on results!



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Reflections and Sharing of Information



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Big Rock B – Transforming School Culture

- Morning Announcements
- Faculty Learning Opportunity (FLO)
- Big Rock Learning Opportunities
- Learning Walks
- Instructional Leadership Team (ILT)
- Additional trainings focused on culture
- Celebrations



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Big Rock B – Transforming School Culture

- Celebrations!

- Scholars:

- “Rising Redhawks” bulletin board
 - Breakfast/luncheons
 - Be An Administrator Day
 - Prize giveaways (iPods, movie gift cards, Kindles, etc.)
 - Freshmen Movie Day
 - Morning announcement shout-outs

- Champions:

- Redhawk Heroes cards
 - Redhawk of the Month
 - “Stress Relief Carnival”
 - Production of video from students to teachers
 - “Featured Teacher” spotlight

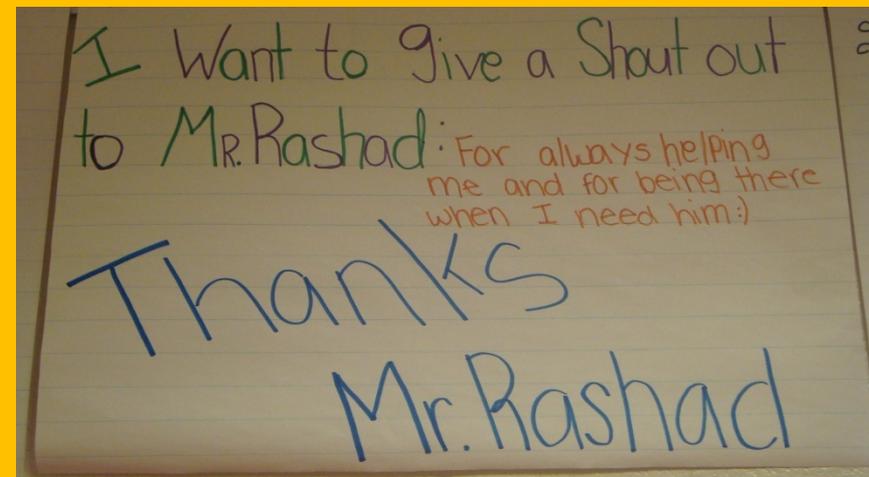
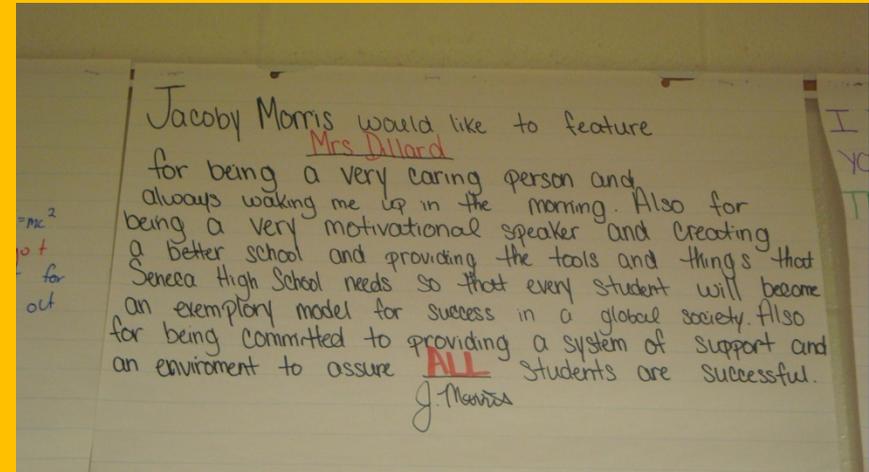


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Big Rock B – Transforming School Culture

- “Featured (Champion)Teacher”
 - This is where scholars show appreciation for faculty and staff in the building that have given students the extra time and focus to help them in their academics and life goals
 - Scholars gave shout outs on the morning announcements as well.



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Big Rock B – Transforming School Culture

- Schedule was built to provide champions with common planning.
- Moved classrooms to support informal collaboration

	Horstman	Hucke	Squier
1 st Period	Algebra 2	Algebra 2 (Collab)	Algebra 2
2 nd Period	Algebra 2	Algebra 2 (Collab)	Algebra 2
3rd Period	Plan	Plan	Plan
4 th Period	Algebra 2	Algebra 2 (Collab)	Algebra 2
5 th Period	Algebra 2	Pre - Calculus	Algebra 2
Collaboration with Hucke was provided by Stanis for ECE Students			



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Big Rock B – Transforming School Culture

- PLC groups began looking at standards and developed common learning targets
- Standards, Learning Targets, & Formative Assessments became look-fors during learning walks



English 2 PLC

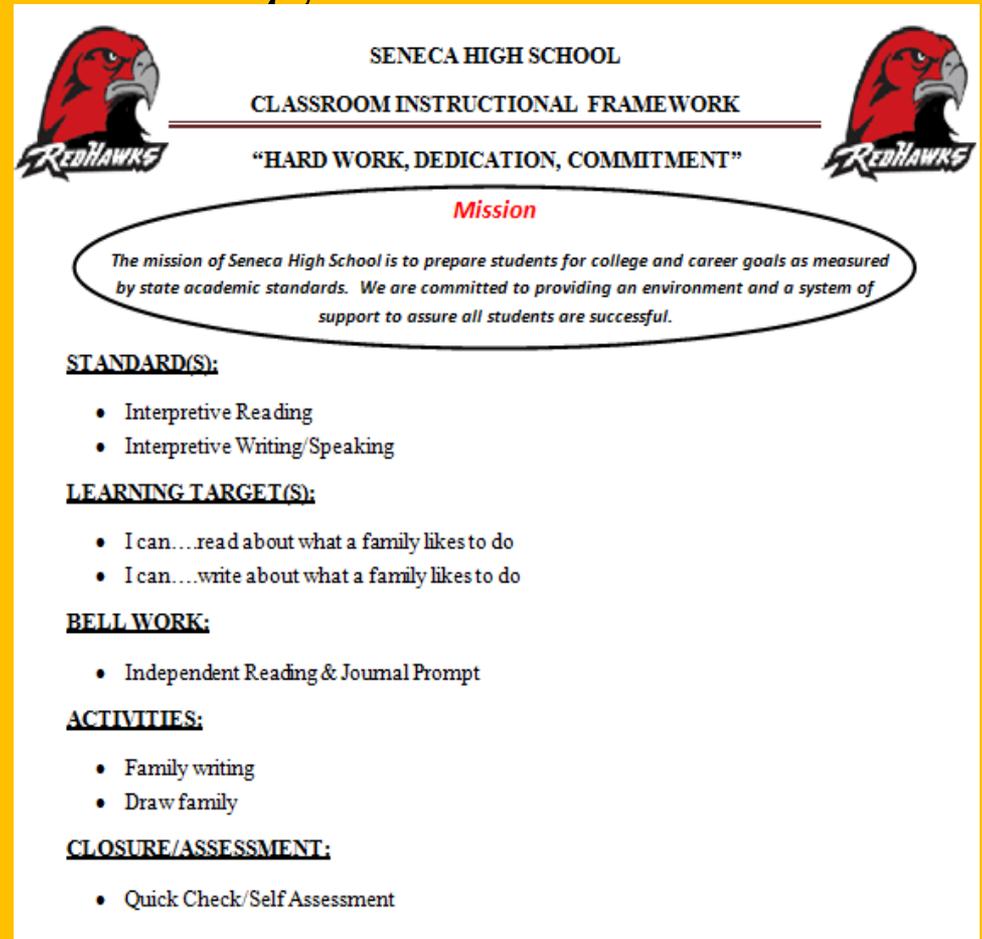


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Big Rock B – Transforming School Culture

- We created a Seneca Classroom Instructional Framework (CIF) that is used as an organizer that reflects PLC work and provides academic expectations for scholars (**Classroom Instructional Framework**)



SENECA HIGH SCHOOL
CLASSROOM INSTRUCTIONAL FRAMEWORK

“HARD WORK, DEDICATION, COMMITMENT”

Mission

The mission of Seneca High School is to prepare students for college and career goals as measured by state academic standards. We are committed to providing an environment and a system of support to assure all students are successful.

STANDARD(S):

- Interpretive Reading
- Interpretive Writing/Speaking

LEARNING TARGET(S):

- I can...read about what a family likes to do
- I can...write about what a family likes to do

BELL WORK:

- Independent Reading & Journal Prompt

ACTIVITIES:

- Family writing
- Draw family

CLOSURE/ASSESSMENT:

- Quick Check/Self Assessment

Classroom Instructional Framework

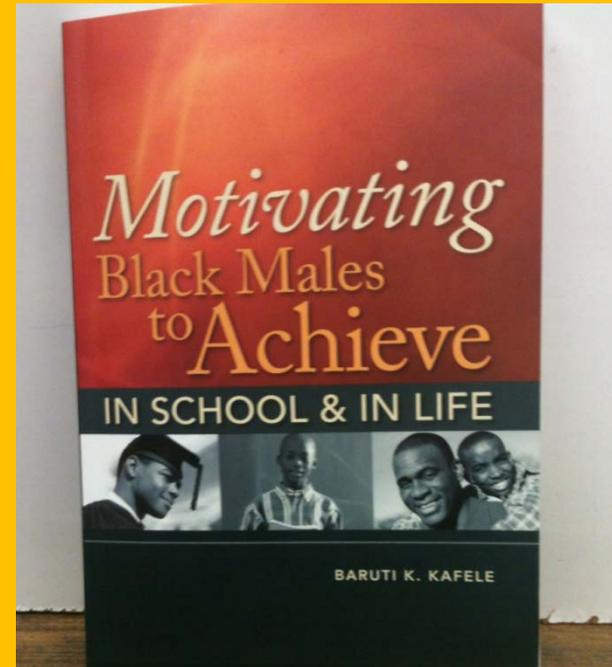


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Big Rock B – Transforming School Culture

- Additional training:
 - Turnaround Team heard from Principal Kafele and learned about connecting with African American males inside and outside the classroom.
 - Doug Reeves gave presentation on “Finding Your Leadership Focus” to guide Instructional Leadership Team in an evaluation of the effectiveness of the initiatives implemented during the school year.



**Book Written
by Dr. Kafele**



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SREB Consultant Wendy Gonzales

- Created Freshman Community
- Designed Career Pathways
- Created Focus Teams
- Established Career Counseling
- Redesigned Leadership Team (CAP)



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SREB Helped Seneca High School

To improve classroom teaching and learning, improve our career/technical education, and improved our school leadership.



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Career Pathways

Leadership Community

- Law
- ROTC

Community of Science Professions

- Horticulture/Agricultural Sciences
- Medical Professions (Pre-Vet; Medical Professions)

Community Enrichment

- Business - Marketing/Multimedia
- Education



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The University of California at Berkeley

A leading researcher in career academy education has defined career academies below and their benefits to scholars:

- *A small learning community, comprising a group of students within the larger high school who take classes together for at least two years, taught by a team of teachers from different disciplines.*
- *A college preparatory curriculum with a career theme, enabling students to see relationships among academic subjects and their application to a broad field of work;*
- *Partnerships with employers, the community, and local colleges, bringing resources from outside the high school to improve student motivation and achievement.*



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Career Pathway Survey Questions

Please complete these brief survey questions as we continue to ensure we are meeting the needs of our scholar community.

- Were you aware of the pathways Seneca offers when your scholar was in elementary school? _____ If “Yes,” please explain.
- Were there opportunities during your scholar’s middle school experience where there was outreach to you about our pathways? _____ If “Yes,” please explain: _____
- How would you like Seneca to provide information about the offerings we have prior to your scholar’s entrance to high school?



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College & Career Connection

- Scholars once a week go with the champion based on data for enrichment or intervention
- HAWKS once a week this was the career guidance period for career pathways
- Checks & balance to ensure the scholars are taking the sequences of courses to be a completer to achieve the career path chosen



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Big Rock B – Transforming School Culture

- Focus on high expectations for all students to choose a career pathway
- Providing scholars and champions with support and a positive environment for learning and teaching
- Using data to determine interventions or enrichment so that students get what they need



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Reflections and Sharing of Information

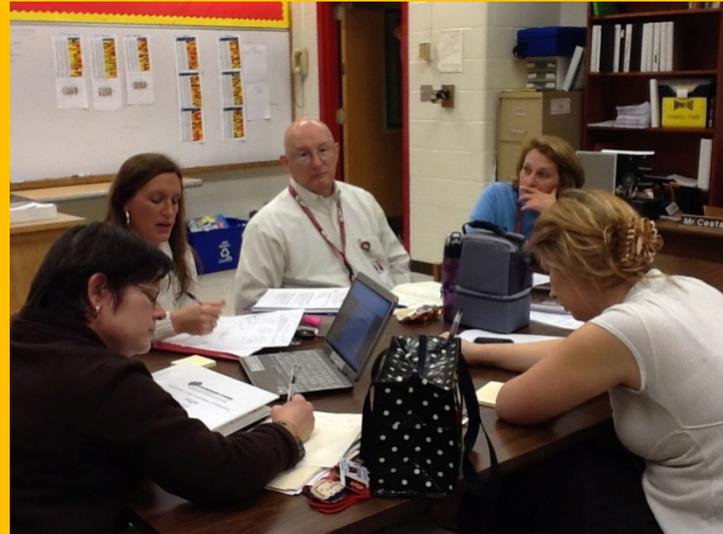


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Big Rock C – Data Informed Decisions

- PLCs collaborated on a weekly basis to discuss scholar performance on common formative assessments to compare data and teaching strategies used



US
History
PLC



Geometry PLC

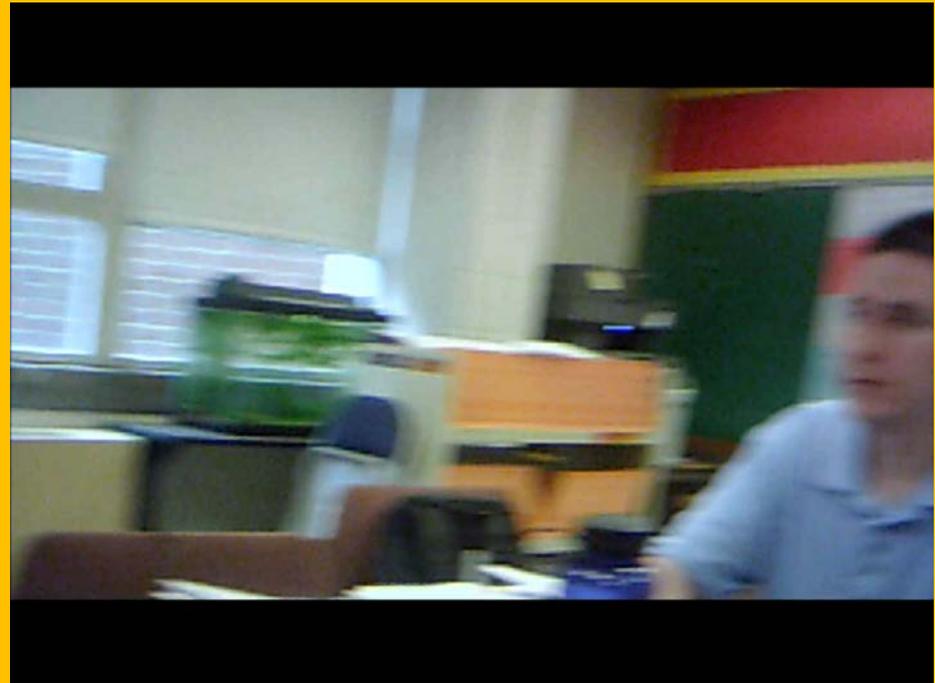


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Big Rock C – Data Informed Decisions

- “Data Days” established and implemented to provide PLC groups with full-day embedded opportunities to analyze scholar work, and plan for differentiated instruction and/or re-grouping events.



Algebra 2 PLC “Data Day” – Video



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Big Rock C – Data Informed Decision

- Faculty received training on expectations and formats of standardized tests including the ACT. Faculty took a practice ACT before students took the national test in March.



Teachers Taking ACT at
Faculty Learning Opportunity (FLO)

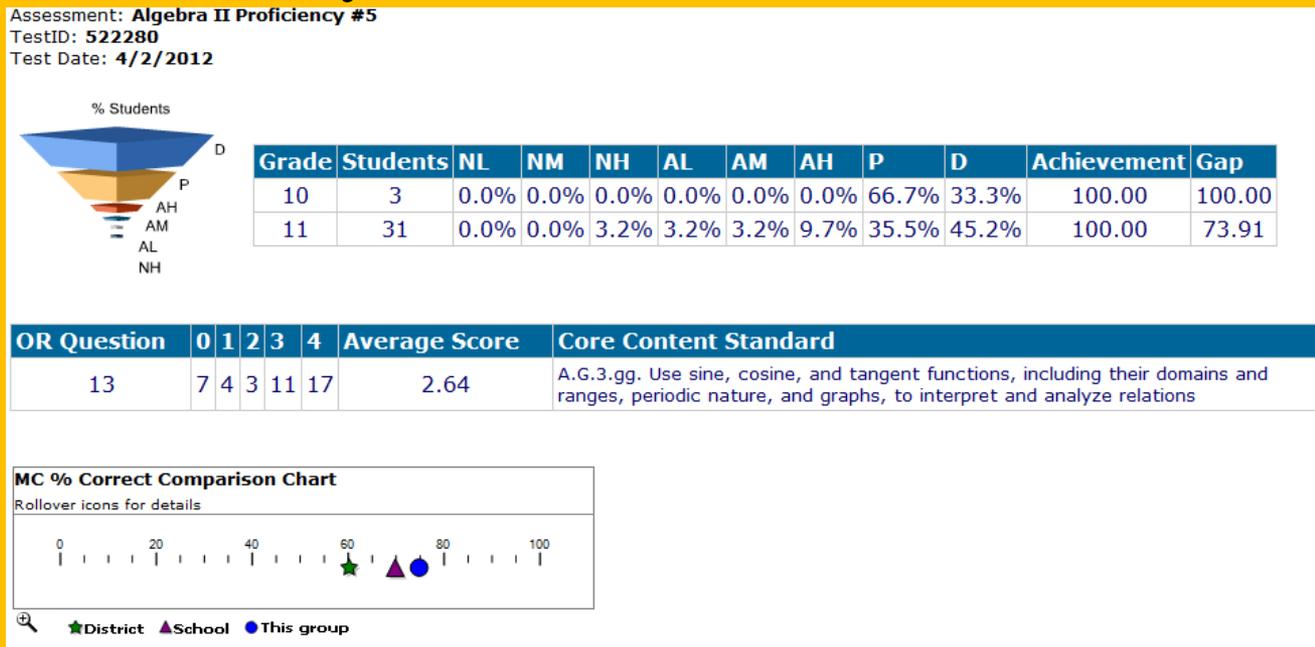


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Big Rock C – Data Informed Decision

- EXPLORE, PLAN, ACT
- Regular common formative assessments
- Use of district’s Project Proficiency program to track student mastery of standards



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Big Rock C – Data Informed Decisions

- Project Proficiency:
 - Tracked scholars competency in 3 key standards across district
 - Reports provide a breakdown of standards by champion comparison
 - **Project Proficiency (Part 1 of 3)**

		Diagnostic 3			Proficiency 3					
		Cellular	Biogeochemical	Photosynthesis			Cellular	Biogeochemical	Photosynthesis	
		Respiration	Cycles				Respiration	Cycles		
Teacher M	Greens	0	0	0	Greens	18	14	12		
	Yellows	8	2	3	Yellows	7	9	11		
	Reds	19	25	24	Reds	5	7	7		
Teacher S	Greens	0	0	1	Greens	33	31	20		
	Yellows	7	11	11	Yellows	17	23	31		
	Reds	59	55	54	Reds	24	20	23		
Teacher W	Greens	0	0	0	Greens	34	25	19		
	Yellows	3	5	3	Yellows	8	17	17		
	Reds	38	36	38	Reds	5	5	11		
Diagnostic					Proficiency					
		Cellular	Biogeochemical	Photosynthesis	Total	Cellular	Biogeochemical	Photosynthesis	Total	
		Respiration	Cycles			Respiration	Cycles			
PLC Totals	Greens	0	0	1	1	Greens	85	70	51	206
	Yellows	18	18	17	53	Yellows	32	49	59	140
	Reds	116	116	116	348	Reds	34	32	41	107
Totals	Greens	0%	0%	1%		Greens	56%	46%	34%	
	Yellows	13%	13%	13%		Yellows	21%	32%	39%	
	Reds	87%	87%	87%		Reds	23%	21%	27%	



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Big Rock C – Data Informed Decisions

- PLCs analyze and discuss data reports and develop instructional strategies to meet student needs
- Red, yellow, green system became part of culture and supported school's mission by focusing teachers on individual student needs
- **Project Proficiency (Part 2 of 3)**

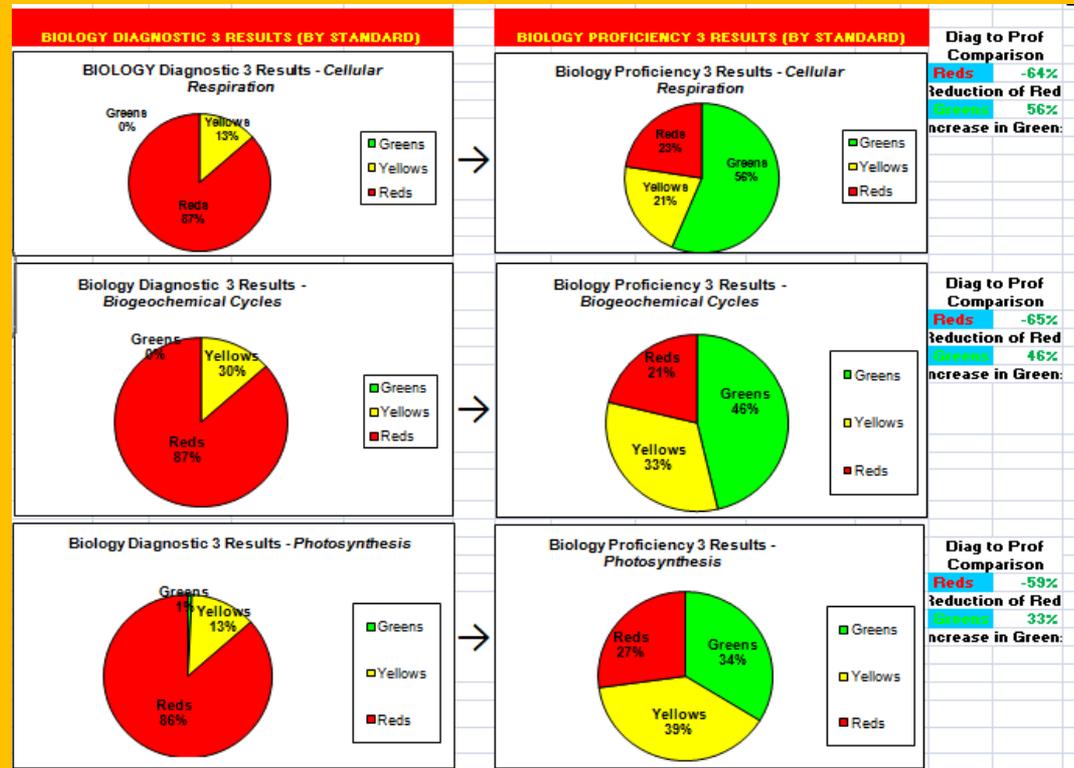


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Big Rock C – Data Informed Decisions

- PLCs focused on results and growth



- Project Proficiency (Part 3 of 3)



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Big Rock C – Data Informed Decisions

- Class Meetings and Expectations
- Instructional non – negotiables with teachers and students
- Hawks Student Advisory Program met weekly to help support all students.



HAWKS Advisory Planning



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Big Rock C – Data Informed Decisions

Some teachers incorporated a classroom system where students could track their own progress towards the key standards utilizing red, yellow, green terminology

The chart is a grid with 33 rows (students) and 9 columns (standards). The title is 'Geometry - B' with 'Key Standards' below it. A red '3rd' is written in the top right. The columns are labeled: Standard 4.1, Standard 4.2, Standard 4.3, Standard 5.1, Standard 5.2, Standard 5.3, Standard 6.1, Standard 6.2, and Standard 6.3. The rows are numbered 1-33. Stars are placed in the grid to show progress: Standard 4.1 has stars for students 1-20; Standard 4.2 has stars for 1-20; Standard 4.3 has stars for 1-20; Standard 5.1 has stars for 1-20; Standard 5.2 has stars for 1-20; Standard 5.3 has stars for 1-20; Standard 6.1 has stars for 1-20; Standard 6.2 has stars for 1-20; Standard 6.3 has stars for 1-20.



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Big Rock C – Data Informed Decisions

- Re-grouping
 - Tier II strategy where teachers plan a large differentiated instruction event. PLC groups with teachers sharing a common schedule re-organize their students based on assessment results. PLC leads organize events to include administrators and resource teachers to decrease student to teacher ratio. **(Regrouping)**

Diagnostic:							Proficiency:		
Last	First	Teacher	Period	SC-HS-1.1.2: Atomic Structure and Isotopes	SC-HS-2.3.2: Gravity & the Formation of the Universe	SC-HS-2.3.3: Formation of Elements	SC-HS-1.1.2: Atomic Structure and Isotopes (5 questions)	SC-HS-2.3.2: Gravity and the Formation of the Universe (3 questions)	SC-HS-2.3.3: Formation of Elements (2 questions)
Students in Regrouping	IU teacher	1	r	y	r	y	r	r	
	IU teacher	1	r	r	r				
	IU teacher	1	y	r	y	y	g	r	
	IU teacher	1	r	r	y	r	g	y	
	IU teacher	1	y	r	r				
	IU teacher	1	r	r	g				
	UK teacher	1	r	r	g	g	g	y	
	UK teacher	1	r	r	g	y	y	g	
	UK teacher	1	r	r	g	g	g	g	
	UK teacher	1	r	r	y	r	y	y	
	UK teacher	1	r	y	y	r	y	g	
	UK teacher	1	r	y	r	r	y	g	
	UK teacher	1	r	y	y				
	UK teacher	1	y	r	r	r	g	r	
	UK teacher	1	r	r	y	r	y	r	
	UK teacher	1	r	r	r	r	g	y	
	UK teacher	1	r	r	r	r	r	g	
	UK teacher	1	r	r	y	r	g	g	
	UL teacher	1	r	y	r				
	UL teacher	1	r	r	y	r	g	y	
UL teacher	1				y	r	g		
UL teacher	1	r	r	r	g	g	r		
UL teacher	1				r	g	g		
UL teacher	1	r	r	y	r	r	r		
UL teacher	1	r	r	r					
UL teacher	1	r	r	y	r	r	y		

Diagnostic:	Before Re-grouping Intervention	Proficiency:	After Re-grouping Intervention
Reds	19		6
Yellows	4		5
Greens	0		10



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Big Rock C – Data Informed Decisions

- Systems of coordinated interventions were set up including: after-school work to recover standards, re-grouping students by standards, and lunch and learn sessions to re-do work, in order to respond to assessment results.



English 3 PLC – Video



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Big Rock C – Data Informed Decisions

- Re-grouping
 - Geometry Regrouped their students based on Common Formative Assessments during the 5th proficiency Exam



**Regrouping using
common formation assessment
5.1 through 5.3 & Enrichment – Video**



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Regrouping - Geometry



Common Formative
Assessment 5.1



Common
Formative
Assessment 5.2



Common Formative
Assessment 5.3



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Ways to Support Your Teachers

- Transforming the culture by building relationships with students
- Build relationships with teachers
- Knowing the needs of teachers to help them get the professional development needed to put tools in their tool box



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Ways to Support Teachers cont.

- Be an instructional leader not just an evaluator
- Allow teachers to facilitate PD (Professional Development) for staff
- Be able to analyze data and develop improvement plans or next steps
- Participate during PD given to staff and have leadership team participate to see how to provide on going support to teachers
- Set priorities (big rocks 3) focus on those-tie everything to those and mission and vision



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Ways to Support Teachers continued...

- Monitor what is to be done
- Be proactive about situations and not reactive (solution orientated)
- Find ways to make common planning work
- Know the needs of the teachers and provide the necessary resources by allocating it through the budget
- Involvement with ILT and PLC's
- Celebrate students and teachers



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Big Rock C – Data Informed Decisions

- Pullout Sessions
 - Tier III strategy where targeted students are pulled out of either an elective class or their weekly advisory time for an intensive session to recover a key standard or skill.
 - This is a compilation of pullouts in Math classes since Mid-February.
 - 72 % of students have recovered standards missed in class.
- (Artifact J – Pullout Sessions)**

This pass allows _____ to be pulled out of their elective to attend an Algebra 2 pullout session in the Library for an Academic Standard the student has not met.



Summary of Pullouts							
Note: Teachers referred a list of students that would benefit from pullout sessions held during elective periods							
2/20/2012	Pullouts	# of Students Referred Not Meeting Standards	# of Referred Students Recovering Standards	% Recovered	ECE	AA	Other Race
	Deriving The Equation of Circle (Geometry Part B)	22	19	86%	0	9	1
	Solving Quadratic Functions (Algebra 2)	20	16	80%	2	8	1
	Totals	42	35	83%	2	17	2
				Percentages Recovered	6%	49%	6%
2/23/2012	Pullouts	# of Students Referred Not Meeting Standards	# of Referred Students Recovering Standards	% Recovered	ECE	AA	Other Race
	Solve Problems Using Volume (Geometry Part B)	8	7	88%	0	4	1
	Applying Trigonometry (Geometry Part A)	15	13	87%	1	6	1
	Simplifying Rational Exponent Expressions (Algebra 2)	37	27	73%	6	12	1
	Totals	60	47	78%	7	22	3
				Percentages Recovered	15%	47%	6%
2/28/2012	Pullouts	# of Students Referred Not Meeting Standards	# of Referred Students Recovering Standards	% Recovered	ECE	AA	Other Race
	Solve Problems Using Volume (Geometry Part B)	3	2	67%	0	1	0
	Relating Similarity to Trigonometry (Geometry Part A)	7	6	86%	0	4	1
	Using Discriminant (Algebra 2)	22	17	77%	4	7	2
	Totals	32	25	78%	4	12	3
				Percentages Recovered	16%	48%	12%
3/15/2012	Pullouts	# of Students Referred Not Meeting Standards	# of Referred Students Recovering Standards	% Recovered	ECE	AA	Other Race
	Complex Numbers - Common Formative Assessment (Algebra 2)	38	21	55%	6	15	3
				Percentages Recovered	29%	71%	14%



“Tradition guides us,
Achievement drives us!”



Big Rock C – Data Informed Decisions

- Seneca College
 - Implemented as a coordinated Tier III enrichment and remediation system for ACT and EOC exams. Students sign up on the schedule of offered sessions according to their preference. Teachers administer the sessions on a bi-weekly basis for the 4 weeks leading up to the test.
 - This is the data compiled of students attending Seneca College that prepared for the ACT test given in March. Students attending 14 – 18 hours seen the most growth in their ACT scores. **(Seneca College (Part 1 of 2))**

Impact of Seneca College Attendance on Growth from Diagnostic to ACT

Seneca College attendance	GAP English	non GAP English	GAP Math	non GAP Math	GAP Reading	Non GAP Reading	GAP Science	non GAP Science
None	.2	1.39	.1	.94	.8	1.4	.8	1.95
2-4 hrs	.31	1.1	.5	.11	.94	.44	.83	1.22
6-10 hrs	.36	1.11	.73	.67	.64	.33	-.45	.33
14-18 hrs	1.4	2.4	1.27	2.2	2.46	1.4	.82	3.6
none vs. 14-18 hrs.	+1.2	+1	+1.17	+1.3	+1.6	+0	+.02	+1.7



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Big Rock C – Data Informed Decisions

- Seneca College

- This is the list of students that attended sessions at Seneca College for ACT preparation.

- The statistical breakdown of the students attending Seneca College –

- Free/Reduced Lunch (f/r)– 57%
- ECE – 11%
- African American (aa)– 33%
- English as a Second Language (esl) – 17%

- **(Seneca College (Part 2 of 2))**

Last	First	1/25	1/28	2/15	2/18	2/22	2/25	Attended	f/r	ece	aa	esl
Students attending Seneca College			1					1	1			
			1					1				1
			1					1				1
	1							1			1	
		1						1	1			
	1							1	1	1		
					1			1				1
	1	1						2		1		
	1	1	1	1	1			5	1			
	1							1	1			
	1	1	1					3	1		1	
				1				1	1			
	1		1					2				
		1						1				1
		1						1	1			1
	1	1	1	1	1	1	1	6				
				1				1	1			
	1							1	1			
				1				1				
	1	1	1	1	1	1	1	6	1	1		
1	1	1			1	1	5				1	
1		1					2	1				
1					1		2	1			1	
1			1				1	1			1	
1	1	1	1	1	1	1	6					



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Achievement drives us!”



Big Rock C – Data Informed Decisions

- Using data to determine necessary interventions for students and instructional growth for teachers
- Constant monitoring of effectiveness of efforts towards increasing student achievement



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Achievement drives us!”



The Importance of PLC

Powerful Practice

“Educators at Seneca High School are to be commended for their efforts to create instructionally based professional learning communities in support of teaching and learning throughout the school.”

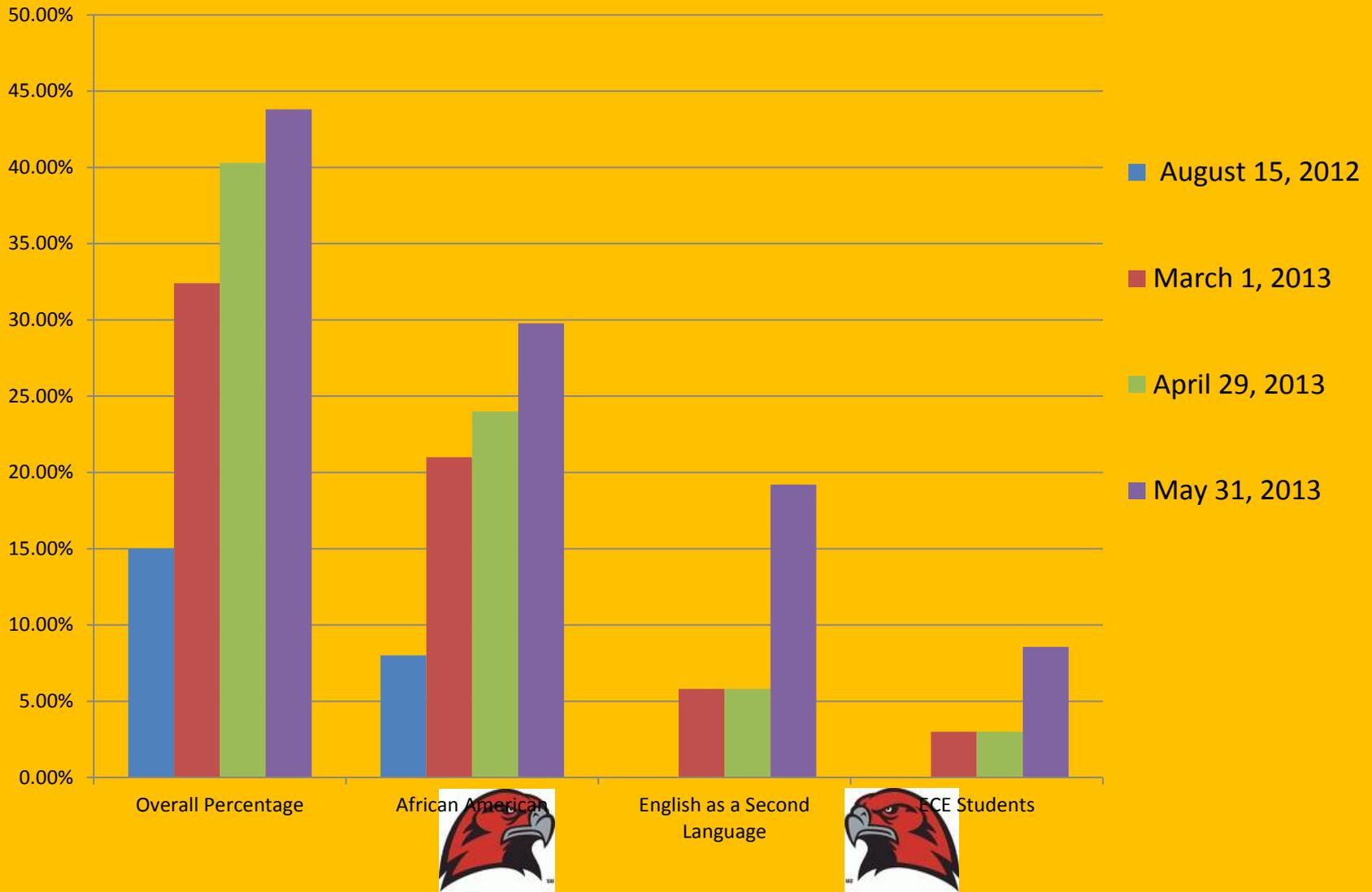


-- KDE Leadership Assessment



College and Career Readiness

CCR 2012-2013



Good News!



- **We have met our annual CCR goal set by the state this school year (43.3%)!**
- **146 students in the senior class are college ready as measured by ACT, COMPASS, or Kyote assessments.**

- Over 43.8% of the graduating class of 2013 have met all three benchmarks.
- **Increased the number of college ready students by 28.80%** since the beginning of the school year.
- **Increased the number of college ready African American students by 21.77%** since the start of school.
- **Increased the number of ESL college ready students by 19.2%** since the start of school.

Note: We have reached our school goal of 50% in each content area (but not yet in meeting all three benchmarks). Students who are Career Ready/College & Career Ready have not yet been added to our data. There's still hope!



Good News!

Increasing Graduation Rate

- 59.7% (2011) to 66.3% (2012)
- 66.3% (2012) to 89% (2014)



PLC Celebrations

PLC leads popped up like popcorn and shared a positive from their PLC work from last year.



On the Road to Proficiency

- Continued to prepare **ALL scholars** for college & career goals
- Continued the **PLC** journey
- Adjusted the **Master Schedule** to better accommodate scholar needs
- Enhanced **intervention/enrichment** opportunities
- Focusing PD on **Differentiated Instruction & Culturally Responsive Teaching** to meet individual scholar learning needs
- Redefined **grading system** to best reflect and communicate scholar mastery of standards
- Continually developing a healthy **school culture**
- Proactively planning for potential impacts of **growth**



Questions and answers



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Achievement drives us!”



For more information:

Email:

Michelle Dillard

michelle.dillard@jefferson.kyschools.us



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