



Comprehensive Support High Schools Update

March 14, 2023

Dr. Marion Smith Jr., Deputy Superintendent of Academics

Dr. Crystal Gale, Network Superintendent





Agenda

- “Comprehensive” Classification Explained
- Academic Office Tiered Supports
- Comprehensive High School Plan Goals
- School Snapshots
 - Roosevelt High School
 - Sumner High School
 - Vashon High School
- Next Steps: “Powerless to Powerful”
- Questions



Missouri DESE Classification

- Comprehensive School Criteria:

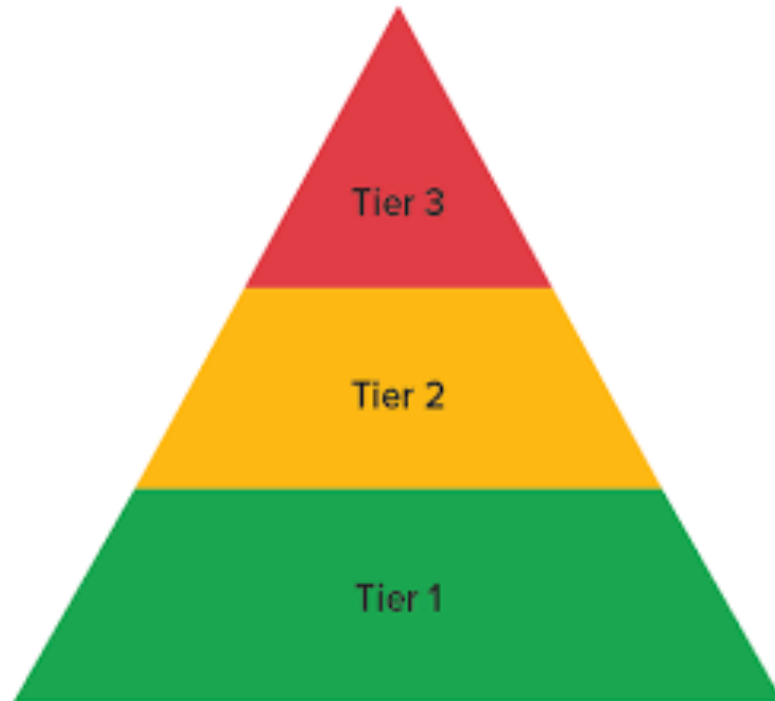
A comprehensive school is a school which is among the lowest five percent of schools receiving Title I funds or is a high school with an average four-year adjusted cohort graduation rate less than 67 percent over a period of three years.

SLPS Comprehensive Schools (High Schools bolded):

- | | | | |
|-------------------|-------------|--------------------|-------------|
| - Ashland | - Jefferson | - Roosevelt | - Yeatman |
| - Beaumont | - Meramec | - Shenandoah | - Carr Lane |
| - Carnahan | - Monroe | - Sumner | - Nance |
| - Carver | - Peabody | - Vashon | |



Academic Office Supports



- **Tier 1 - Foundational:** Strengthen the instructional core through the "Key 3" and the Core 4
- **Tier 2 – Targeted :** Use multiple sources of data to inform decision-making
- **Tier 3 – Individual:** Apply "best we know right now practices" to educate the Whole Child



Academic Office Tiered Supports

- **Academics**

- Site-Specific Evidence of Impact Reviews
- Lesson Planning in "Core 4" with Curriculum Plans (resource supports)
- Formative Assessment Practices
- EOC Preparation

- **School Culture and Climate**

- Tiered Fidelity Inventory & Action Planning
- Student Support Team Development

- **Academic Instructional Coaches**

- Technology Integration
- Co-Teaching Best Practices
- Model Teaching
- Lesson Planning (co-planning)

- **Professional Development**

- Facilitated Book Study: "Street Data"
- APD Academy for Assistant Principals
- Intervention and Priority Standards Instruction
- Instructional Framework (Core 4)



Comprehensive Plan Tracking Goals

Leadership

- School leaders will retain at least 80% of teachers rated proficient or distinguished on the PBTE and 90% of first-year teachers.

HS ELA

- By May 2023, the number of students scoring proficient on DESE EOC for English II will increase by 10%.

HS Math

- By May 2023, the number of students scoring proficient on DESE EOC for Algebra 150 will increase by 10%.

Comprehensive Funding



Additional Staffing

Dropout Prevention Specialists

- Support target students
- Design check-in/checkout systems
- Provides mentoring and conduct home visits

Supplemental Instructional Staff

- ELA and/or Math
- Support academic interventions or teach core courses

Attendance Monitor

- Leads the attendance teams
- Analyzes data and conducts weekly meetings
- Collaborates to develop incentive plans

Leader PD

- MLDS Cohort
- Network Professional Development

Upgraded Technology

- E-sports Labs
- Mobile Labs
- Interactive Boards

Intervention Programs

- Achieve 3000
- Beable
- Tutoring and Summer Camps
- Student Leadership Experiences

Comprehensive Plan Benefits

- Staff to student ratio has been reduced
- Increased student support
- Flexibility for innovative programming
- STEM integrated strategies to increase student engagement

Roosevelt's Comprehensive Plan Spotlight

| Strategy | Implementation |
|---|---|
| <p>Targeted and highly effective teacher and leadership development to improve the academic culture</p> | <ul style="list-style-type: none"> • ED Plus Standards-Based Planning and PD • PDL Group – Clifton Strength & Instructional Leadership Academy • Site-Based Training – Teach Like A Champion |
| <p>Effective implementation of structured intervention and standard based unit plans to ensure instructional alignment to standards</p> | <ul style="list-style-type: none"> • Weekly Data Team Protocol • Read 180 (ESOL) • Curriculum Team co-planning and observations • After school tutoring • Bi-Weekly Data Teams • Supplemental ELA Teacher • Data-Designed Unit Plans with Daily CFUs |



Evidence of Impact



Perceptions of the overall social and learning climate of the school increased from 15% in fall 2019 to 48% in fall 2022 on Panorama Survey



Ninth grade students showed a 5% increase in mastery on CFA 1 to CSA 1.



45 freshman attended the Inaugural Student Leadership Camp at Sherwood Forest



Perceptions of the amount and quality of feedback faculty and staff received increased from 11% in fall 2019 to 61% in fall 2022 on Panorama Survey

Sumner's Comprehensive Plan Spotlight

| Strategy | Implementation |
|--|--|
| <p>Create a culture of learning through professional development on culturally responsive practice</p> | <ul style="list-style-type: none"> • Targeted Professional Development and book study • Individual and Small group check-In's • Student reflection room • Arts Pathways |
| <p>Utilize research-based strategies to improve student comprehension and engagement</p> | <ul style="list-style-type: none"> • Bi-Weekly Data Teams • Instructional team provides feedback and coaching • Trio Virtual Tutoring and After School Tutoring • Supplemental ELA Teacher |



Evidence of Impact



Ninth grade students showed 20% growth on CSA 1 and 10% growth on CSA 2 in Algebra



13% increase in enrollment from Fall 2021 to Fall 2022.



Avg S1 ADA for Arts Pathway students is 10% higher than non-arts students



Perceptions of the amount and quality of PD and learning opportunities available to staff increased from 25% in 2019 to 41% in 2022 on Panorama Survey

Vashon's Comprehensive Plan

| Strategy | Implementation |
|--|--|
| <p>Provide staff with effective professional development on instructional and management practices</p> | <ul style="list-style-type: none"> • CT3 No Nonsense Nurturer PD • Co-planning sessions with school and district leaders • <i>We Got This Book</i> Study • Leadership team modeling instruction and coaching • Use of SLPS SEL and Site-based Advisory curriculum |
| <p>Increase instructional time and implement academic interventions</p> | <ul style="list-style-type: none"> • Small group interventions via Supplemental ELA Teacher • Double-dose courses in ELA and Math • Freckle, Beable and Savvas Interventions • Restructuring of school culture team to support each grade level • Reading classes for freshman and sophomores |

Evidence of Impact



51% decrease in suspensions over two years, including Type 1 suspensions



Teacher Panorama results showed a 20% increase on the quality of feedback and coaching.



Tenth grade students showed 14% increase in mastery from CFA 1 to CSA 1.



Ninth and tenth grade students demonstrated Lexile growth of 50 points on Beable first semester



Comprehensive School Challenges

Lack of Qualified Instructional Staff
Funding not Determined for Next Year
Inconsistent Transportation
Lack of Community Support with Neighborhood Incidents



Our Continued Commitment

Feedback and Coaching from School and District Staff
Staff to support behavior interventions
Individualized Curriculum Support from AO
Reading/Math- Intervention Programs
Summer Teacher Professional Learning



Next Steps

Powerless to Powerful (PtP)

- 1. Leadership Framework for implementing a multi-tiered system of support. PtP is a system of thinking and behaviors that transforms schools through education leaders
- 2. The system / approach was first implemented at the high school in Sunnyside, Washington. Sunnyside had a graduation rate of 49% when the PtP beliefs and actions were introduced. Four years later, the graduation rate was at 85%. In 2020, just under 90% of students at Sunnyside were graduating.
- 3. PtP is about raising achievement by combining academic press, social support, and relation trust to create systems that support everyone – students, teachers, counselors, administrator, and families.



QUESTIONS