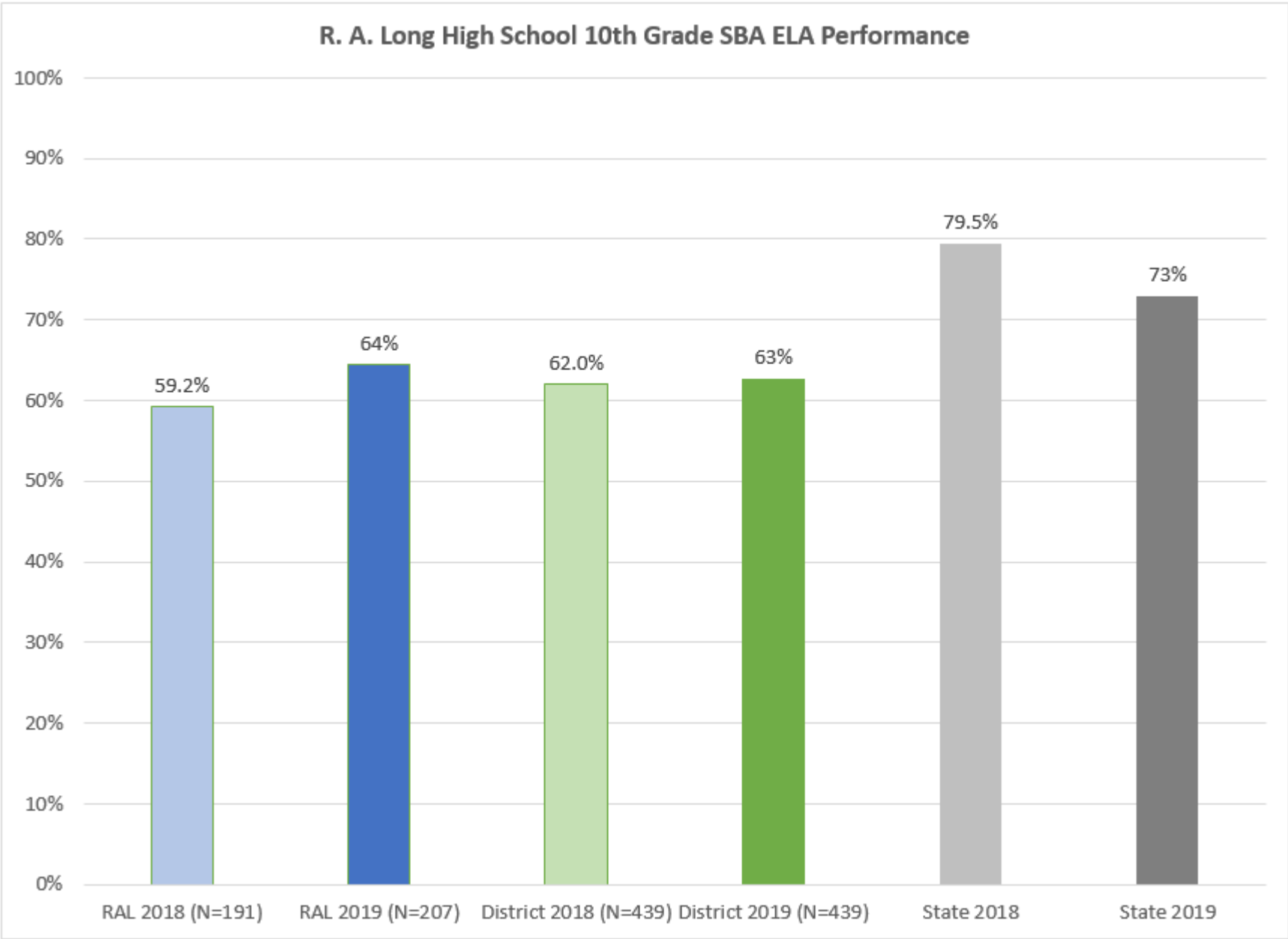


R. A. Long High School Student Achievement in English Language Arts – Measurable Outcomes



R. A. Long High School Student Achievement in English Language Arts – Measurable Outcomes

2019-20 Building ELA Goal:

- ✓ *Students in the 10th grade will increase their SBA assessment scores from 64.0 % in 2019 to 80% in 2020.*

By June of 2022, students will meet ELA standard at least at 95% as a cohort either by SBA or graduation alternatives as outlined by HB 1599. The remaining 5% will be supported by seeking alternative means of receiving their HS education through outside resources.

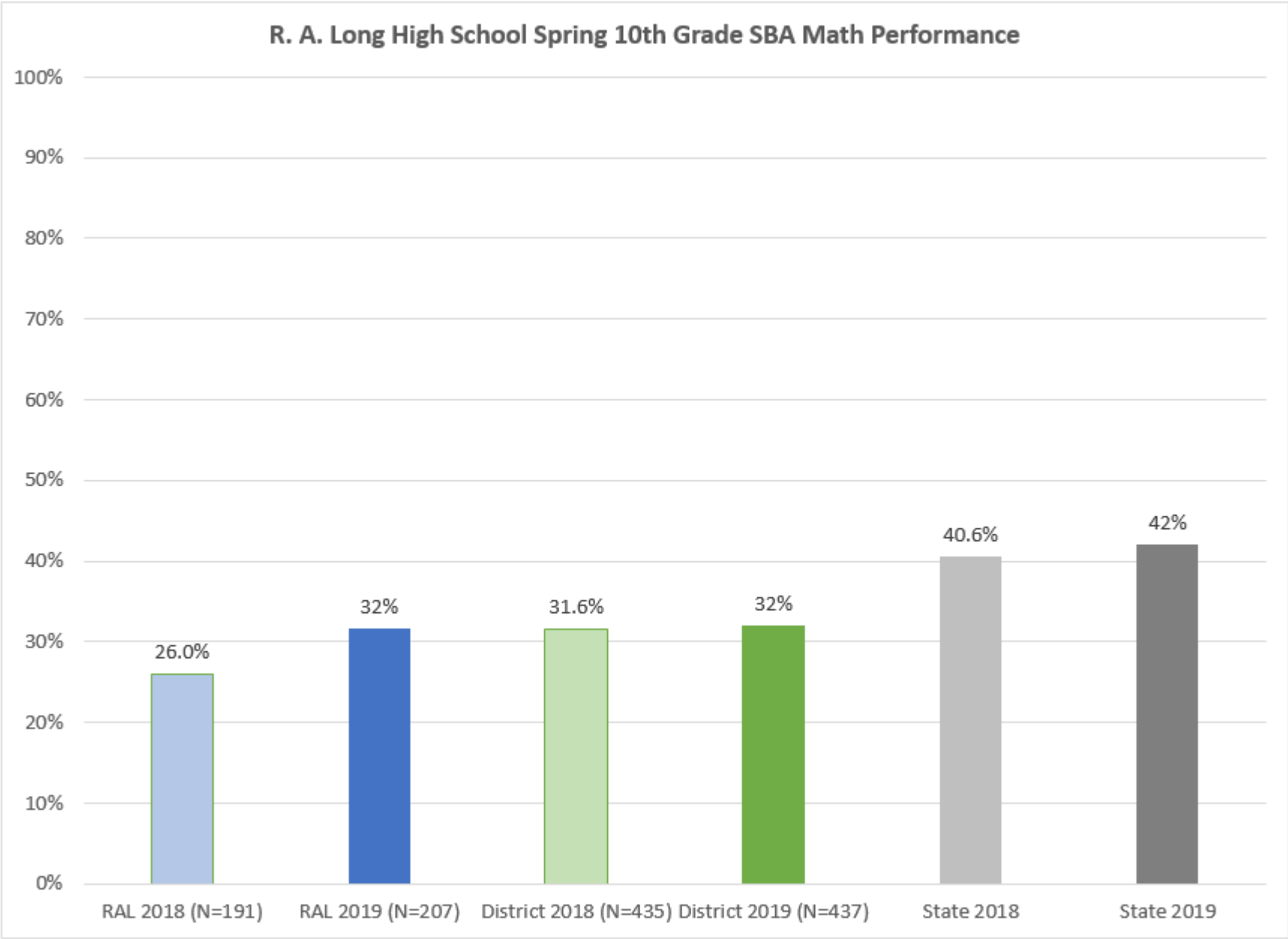
2019-20 Focus Areas:

- **Rigor and Relevance** – Teachers will promote the level of rigor to improve passage of SBA ELA through the use of relevant practice and feedback: interactive notebooks, providing a variety of challenging texts both fiction and nonfiction, strategies to mark the text and discuss them that encourage depth of comprehension and thoughtful analysis. Students will also have many opportunities to practice writing both informatively and argumentatively, including how to cite relevant and specific evidence from those texts and effectively explain the evidence to support their main idea or claim.
 - Staff will continue to implement expectations of Academic Language for ALL students. These strategies must be taught, practiced, and implemented to given to every student. Socratic seminars, philosophical chairs, and collaborative work groups can/will be a venue to students to access this language and practice in a safe environment with guidance and coaching. *School-wide AVID implementation of strategies will help ensure ALL students have access to best practices strategies. Student engagement will be a critical focus to support students and their resilience to complete semester courses.*
 - Professional development opportunities for new learning will occur during staff meetings. AVID Site Team members will be responsible for training staff on new strategies that can be used within classrooms. Administrators will also provide learning focused opportunities during staff meetings focusing on building relational trust with students and meeting their emotional needs to support success.
 - *Staff will implement new WICOR(Writing, Inquiry, Collaboration, Organization, Reading) strategies each month as areas of focus. Staff members provide administrators with the “look for” strategies in their room and are posted outside classroom doors.*
- **Focused Intervention** –
 - *Jack’s Academy will provide students with a “safe” place to complete work, take assessments, and work on behavioral skills that will promote classroom success.*
 - *“During school credit retrieval” focus on dual credit opportunities for students to retrieve credit and work on habits of mind, character, and study skill strategies to support student success.*
 - Teachers will provide focused intervention through individual feedback on relevant assignments. Students will also have multiple opportunities to practice activities similar to those on the Smarter Balanced test including the Interim Assessment Blocks.

R. A. Long High School Student Achievement in English Language Arts – Measurable Outcomes

- Students that are struggling/off track toward graduation, will receive added intervention and monitoring by the Graduation Coach(11th-12th) or the Transition Coach(9th-10th). The funding of these position are made possible by LAP dollars from the state.
- Staff will continue to be provide strategies to engage and keep students engaged in school.
- JackTime intervention time will be utilized to intervene with students on a weekly basis as necessary. Students are “pink slipped” to join their teacher for intervention, reteach and/or make-up. This occurs 3 Fridays a month for a 45 minutes period of time.
- Failing Special Education students are pulled by content area and assigned intervention time to work with a para educator to complete work and/ or relearn concepts needed for classroom success. This occurs 3 Fridays per month. (45 min)
- *Saturday School(9am-11am) opportunities will be provided for any student willing to come in and work toward raising grades. Staff members will be present to assist students toward success.*

R. A. Long High School Student Achievement in Mathematics – Measurable Outcomes



R. A. Long High School Student Achievement in Mathematics – Measurable Outcomes

2019-20 Building Mathematics Goal:

RA Long's math goal is to raise the percentage of students attaining at least a level 2.5(Proficiency for graduation cut score) on the Smarter Balanced Assessment.(SBA)

- ✓ *10th grade Math scores on SBA from 32% in 2019 to 70% in spring of 2020.*
- ✓ *Class of 2022 will meet state math standard by at least 95% by June of 2022 to meet graduation requirement either by SBA or graduation alternatives as outlined by HB 1599. The remaining 5% will be supported by seeking alternative means of receiving their HS education through outside resources.*

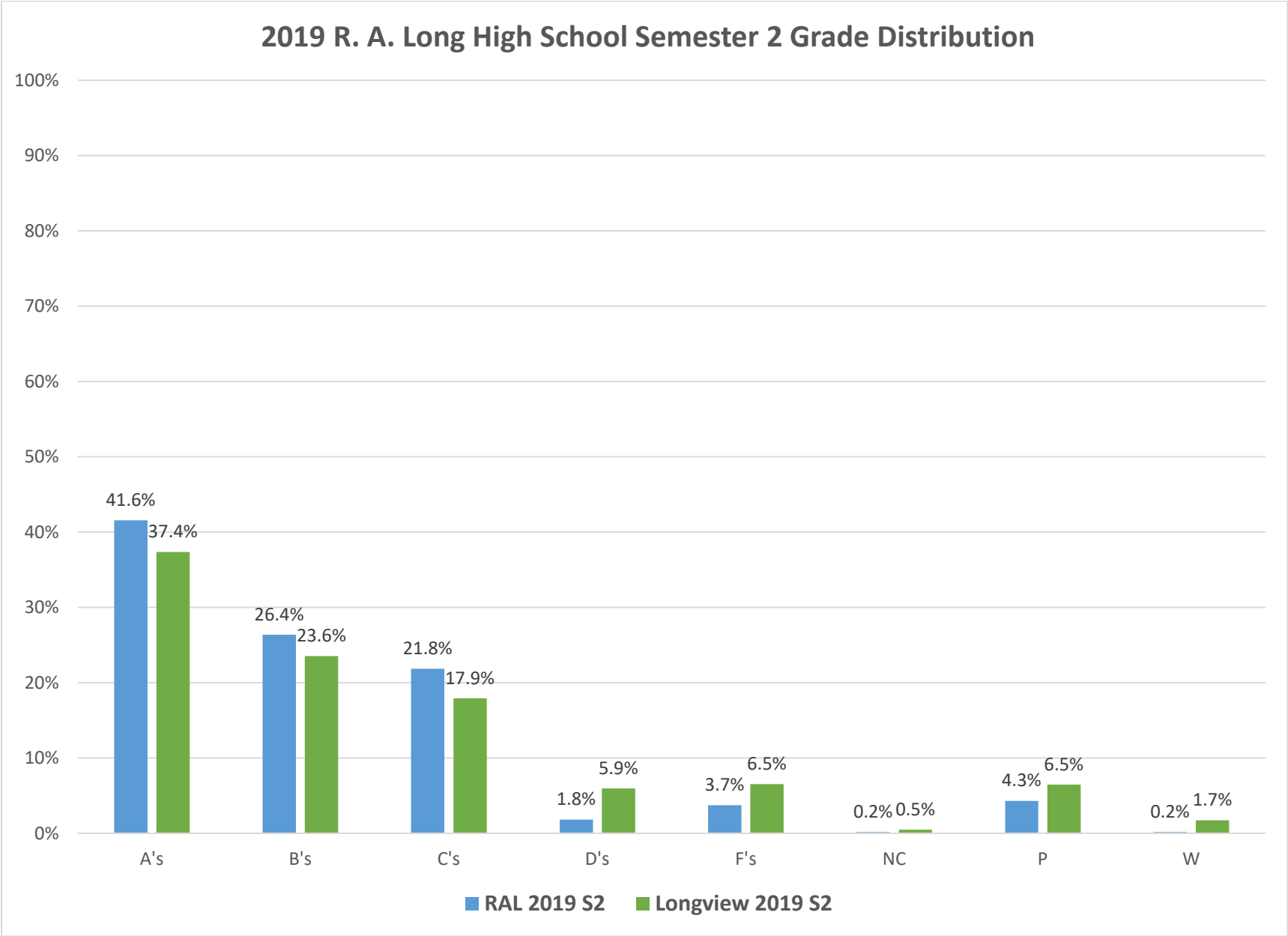
2019-20 Focus Areas:

- **Rigor and Relevance** –
 - Based on our data, more explanations of reasoning are needed as a core piece of the math curriculum. As well, based on our data, instructing more in areas where the students performed poorly in relation to their tests. Maintain our strengths, focus more intentionally on student deficient skill areas.
 - Use of interactive notebooks to monitor formatively the progress of students.
 - Staff will continue to implement expectations of Academic Language for ALL students. These strategies must be taught, practiced, and implemented to given to every student. Socratic seminars, philosophical chairs, and collaborative work groups can/will be a venue to students to access this language and practice in a safe environment with guidance and coaching. *School-wide AVID implementation of strategies will help ensure ALL students have access to best practices strategies. Student engagement will be a critical focus to support students and their resilience to complete semester courses.*
 - *Staff will implement new WICOR(Writing, Inquiry, Collaboration, Organization, Reading) strategies each month as areas of focus. Staff members provide administrators with the “look for” strategies in their room and are posted outside classroom doors.*
 -
- **Focused Intervention** –
 - Student will receive feedback and monitor their progress.
 - *Jack's Academy will provide students with a “safe” place to complete work, take assessments, and work on behavioral skills that will promote classroom success.*
 - *“During school credit retrieval” focus on dual credit opportunities for students to retrieve credit and work on habits of mind, character, and study skill strategies to support student success.*
 - We will communicate with parents about the importance of their student getting extra help and support after school.
 - Students that are struggling/off track toward graduation, will receive added intervention and monitoring by the Graduation Coach(11th-12th) or the Transition Coach(9th-10th). The funding of these position are made possible by LAP funding.
 - Teachers will provide focused intervention through individual feedback on relevant assignments. Students will also have multiple opportunities to practice activities similar to those on the Smarter Balanced test including the Interim Assessment Blocks.

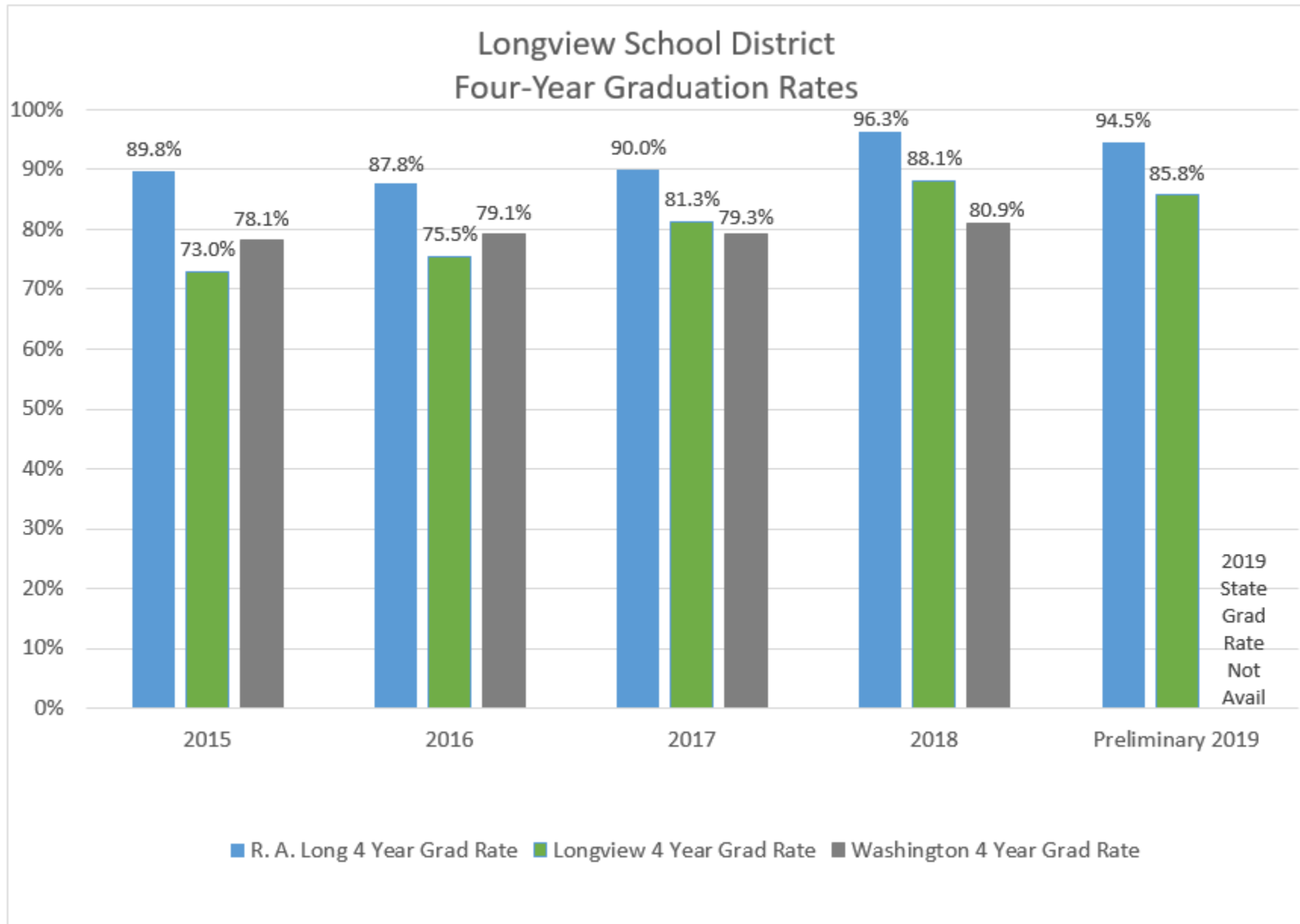
R. A. Long High School Student Achievement in Mathematics – Measurable Outcomes

- *Saturday School(9am-11am) opportunities will be provided for any student willing to come in and work toward raising grades. Staff members will be present to assist students toward success.*
- Teachers will continue to be trained in AVID “best practice” strategies. This will be done using AVID curriculum and presented monthly at staff meetings BY STAFF, as well as WICOR strategies with PLC commitment for implementation.
- JackTime intervention time will be utilized to intervene with students on a weekly basis as necessary. Students are “pink slipped” to join their teacher for intervention, reteach and/or make-up. This occurs 3 Fridays a month for a 45 minutes period of time.
- Failing Special Education students are pulled by content area and assigned intervention time to work with a para educator to complete work and/ or relearn concepts needed for classroom success. This is also occurs 3 Fridays per month. (45 min)

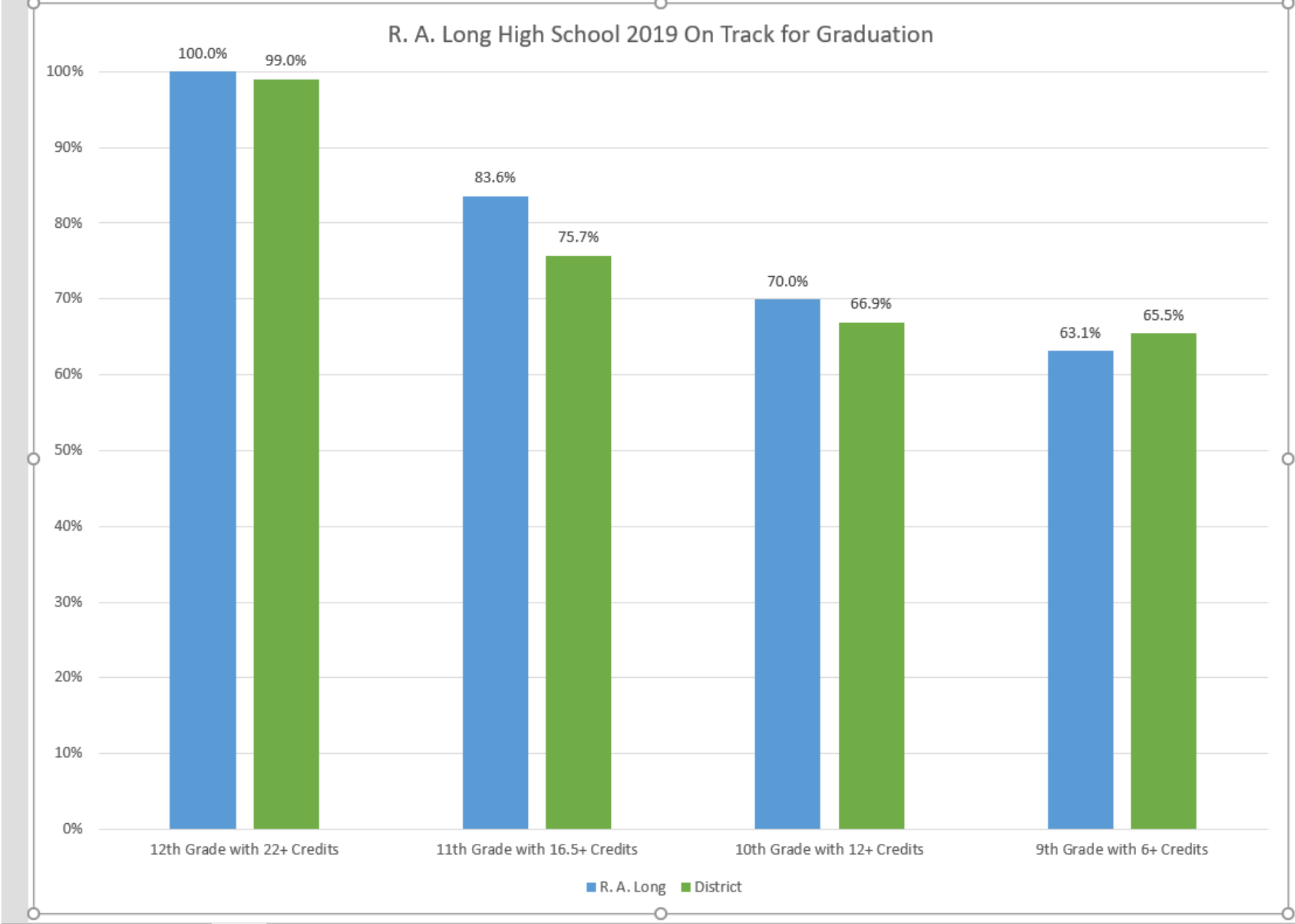
R. A. Long High School Climate and Culture – Measurable Outcomes



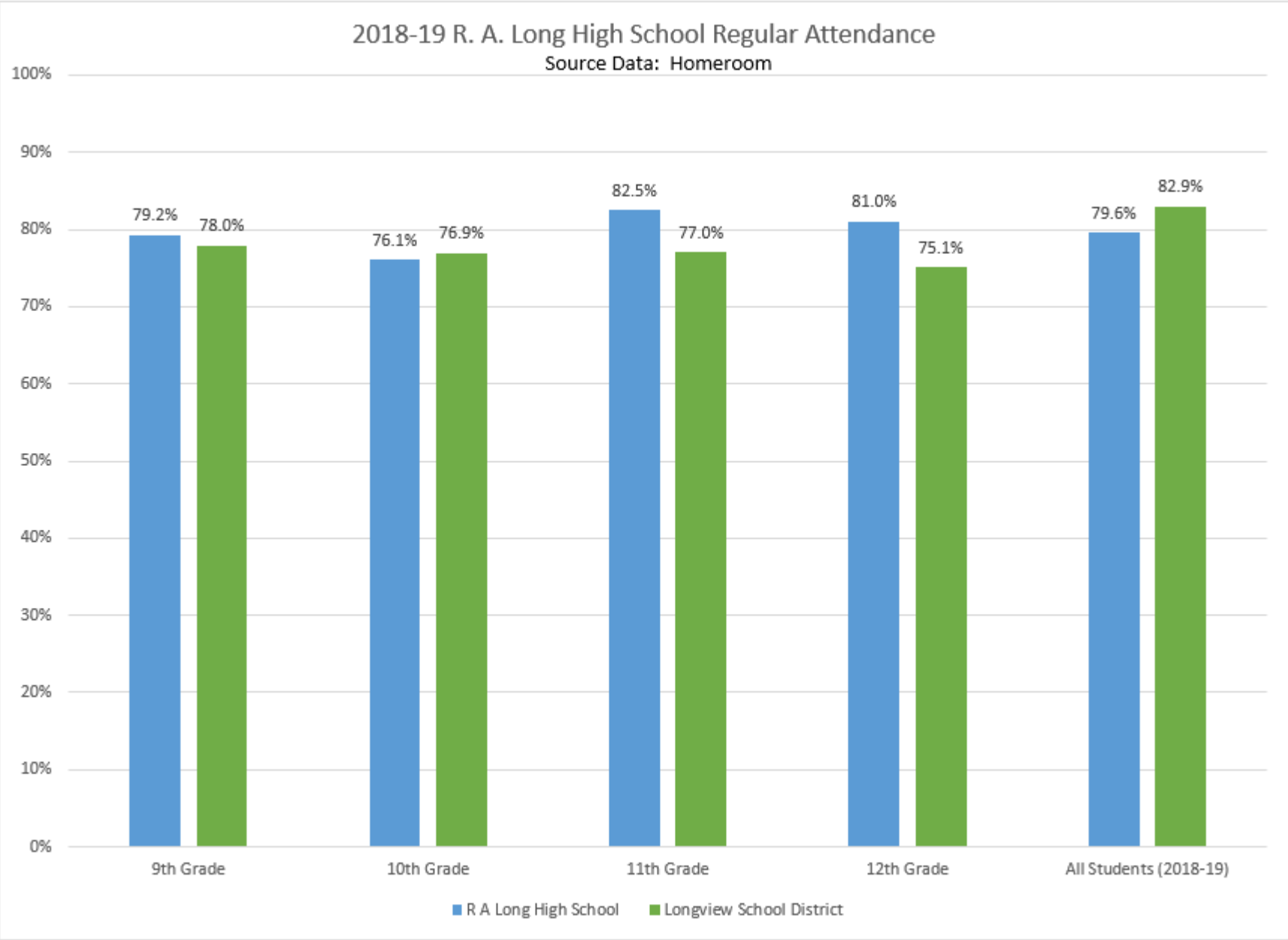
R. A. Long High School Climate and Culture – Measurable Outcomes



R. A. Long High School Climate and Culture – Measurable Outcomes



R. A. Long High School Climate and Culture – Measurable Outcomes



R. A. Long High School Climate and Culture – Measurable Outcomes

2019-20 Building Climate and Culture Goal:

- ✓ *Maintain the graduation rate at 90% or higher for the graduating class of 2020 and beyond. Class of 2019 preliminary graduation rate is 94.5%.*
 - ✓ *Reduced the number of schoolwide unexcused absences by 10%. Increasing regular attendance rates from 79.6 % to 89.6% for 2019-20. Admin will continue to track unexcused absences by grade level. Assigning consequences for unexcused absences and missing periods.*
 - ✓ *Continue to increase the number of students enrolled in rigorous coursework by 5% as a preface to college and career readiness. This can be made possible when students have basic needs met, have meaningful relationships at school, and their social emotional needs are being met. Reducing these barriers will increase students' ability to learn and access more rigorous coursework.*
 - ✓ *Increase the number of freshman receiving 6 credits per year from 63.1%(2022) to 80% for the 2023 cohort.*
 - ✓ *Reduce the number of F grades from 3.7% to 1.5 % in second semester grading cycles.*
- AVID Schoolwide will continue to guide instructional practices and a college/career readiness culture. Strive to continue to be an AVID Schoolwide Site of Distinction. Showcases scheduled for November and February.
 - Decrease the number of Fs in grades 9 and 10. In a 6 period day and 24 credit system, students cannot afford to fail coursework, as student instantly become off track to graduate without credit retrieval.
 - Student SupportTeam(SST) meets weekly to discuss needs and interventions for students.
 - Intermittent Saturday School opportunities will be offered through LAP funding for students to work with teachers to complete curricular tasks and support student success.
 - Credit retrieval offered during the school day for upper classmen and after school in all core content areas.
 - Community: Student and staff will know the names of students in each class. Intentional focus on building classroom community. Admin will “test” students for prizes throughout the year.
 - Peer Observations: Staff will quarterly do peer observations in classrooms. They may attend alone or with an administrator. The intent is to learn from each other and share practices that impact student learning. Reflection of the observation will be turned in to principal upon completion. The focus of the observation is around observable WICOR(Writing, Inquiry, Collaboration, Organization, and Reading) strategies.
 - Staff development will be conducted by AVID trained teachers or administrators around high yield instructional strategies that can be used across content areas.

2019-20 Focus Areas:

Student Connectedness–

- *Full time mental health counselor on site from Columbia Wellness.*
- *After school activity MEAL program. Students can eat a meal after school if involved in athletics, clubs, or staying after school to seek academic support from teachers.*
- *FAFSA Day at RA Long: All seniors cycled through FAFSA sign up with grad coach, AVID Regional Director, and RA Long administration.*
- *Athletic Director, Trevor Person, connecting with the school community through Twitter and Instagram posts. Both curricular and athletic posts are getting seen by many of the positive things going on at RA Long HS.*
- *Community: Student and staff will know the names of students in each class. Intentional focus on building classroom community. Admin will “test” students for prizes in August.*
- *Jacks' House: Continue to refine protocols. Ensure that all students have at least one adult and one student connection upon entering classes for the first time. Jack's House induction has moved to the job duties of the graduation and transition coaches as of Fall 2019.*
- *Jack's House Luncheon for new students to re-connect with staff and other new students to RA Long. On-site credit retrieval through a competency based approach to get students to 22/24 credits needed. Four staff members, a counselor, Grad Coach, and principal will manage student enrollment and progress. Enrollment begins in October.*

R. A. Long High School Climate and Culture – Measurable Outcomes

Whole Child–

- *Goal: Increase access services for students so they may address issues that are barriers to school success.*
- *ReFocus: Intentional refocus of high impact strategies that have impacted the learning of students at RA Long HS. Cornell Notes, summarizing, Socractic seminars, focused study groups, interactive notebooks, etc. Staff will also study the book THE FORMATIVE 5. As well, Mike Schmoker's book, FOCUS will be used to review and reflect on our practices.*
 - *Truancy Project—identify students as needed*
 - *Columbia Wellness—on site mental health services two days per week. Seeking 5 days per week services.*
 - *Healing of the Canoe-Student leadership skills and drug and alcohol intervention.*
 - *CORE Health Initiative*
 - *Transition Coach: Hired in August to support and monitor the needs of our 9th and 10th graders as well as providing the transition bridge between 8th to 9th grades. Position is made possible through LAP funding.*
 - *Jacks' House— new student induction to RA Long*
 - *Addition of 3rd counselor to support the needs academic and social/emotional needs of students.*
 - *Transition Coach: New this year. Intervention/monitoring of 9th and 10th grade. 8th grade transition activities and monitoring to prepare students for high school.*
 - *Graduation Success Coordinator: LAP/Poverty Funding: Year two.*
 - *Staff viewing of Perspectives: Know our students by name and need.*