



INCREASING STUDENT ACHIEVEMENT

with Embedded Interventions

**Scottsdale Coronado High School
Scottsdale, AZ**

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CORONADO
HIGH SCHOOL



ONCE UPON A TIME...

- One long lunch
- 6 minute passing periods
 - Little time for students and faculty interaction at lunch
 - Too long between classes



THE IDEA

FEBRUARY 2014

Principal Leadership Jane Ellspermann



POWER Hour!

Jayne Ellspermann

Letting 2,000 students share one hour-long lunch seemed crazy at first, but the positive results in academic achievement, student engagement, and school culture prove that it was a smart move.



One hour can change the culture of an entire school. Three years ago, West Port High School in Ocala, FL, embarked on a potentially risky experiment to change the culture of its growing school. The result was a change that had a positive impact beyond its original concept. Course failure rates plummeted, participation in extracurricular activities skyrocketed, discipline referrals declined dramatically, school pride blossomed, and the school earned a state grade of A.

This change in our culture did not occur overnight. When I originally began discussing using an expanded lunch period to increase student opportunities for academic success, I was met with doubts and outright fear. Our student population approached 2,000—and because of open enrollment, it was growing—and the cafeteria was built to hold approximately 500 students. We were having difficulty managing the three scheduled lunch periods each day. My proposal prompted the teachers to ask how we could give students that much freedom, who would supervise the students, and what the teachers would have to give up to implement this questionable idea.

Over the course of a year, I continued the conversation and developed a group of pioneers who were willing to explore how this concept would work. The group came up with many potential goals that focused on creating a positive academic culture and school climate. For example, nearly all of our students were eligible for housing and didn't have opportunities beyond the school to receive extra tutoring and to make up assignments and tests contributed to poor grades and a 37% course failure rate.

Another issue that our school faced was very low participation in extracurricular activities. It is very hard to develop a positive school culture when students cannot join clubs or become involved in school activities outside their classes. Because the school day began when the buses arrived, students had 5 minutes between classes, a 20-minute lunch period, and 7 minutes after the dismissal bell before buses left to interact with other students or their teachers other than in class.

The proposed concept was simple: students and teachers would have one hour in the middle of the school day to eat lunch and participate in different activities. The teachers would have their union-contracted duty-free lunch during half of that hour, and they would hold office hours during the other half hour when they could offer tutoring, sponsor clubs, create learning opportunities, provide make-up sessions, or anything else that would enhance a positive school culture for our school. Students could eat at any



Discussion guide included.

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The Big Picture

- Hour Lunch – School Wide
- Office Hours/Lunch – Teachers have 30 minutes lunch/30 minutes office hours
- Daily Tutoring – 30 minutes during office hours
- Enrichment Opportunities – Club and Athletic Meetings
- **All students are college and career ready**



Bell Schedule

- **Period 1** 7:45- 8:41 (56 min)
- **Period 2** 8:45-9:41 (56 min)
- **Period 3** 9:45-10:41 (56 min)
- **Period 4** 10:45-11:41 (56 min)
- **RISE Hour** 11:41 – 12:37 (56 min)
- **Period 5** – 12:37 – 1:33 (56 min)
- **Period 6** – 1:37 – 2:33 (56 min)
- **Period 7** – 2:37 – 3:33 (56 min)



Changes to current bell schedule

- Reduction of 2 minutes between passing periods (6 min to 4 min)
- Addition of 2 minutes to instructional period (54 min to 56 min)
- Removal of Don Time (10 minutes)
- 30 minutes of embedded instructional intervention
 - RISE – Receiving Individual Supplemental Education
- 30 minutes of enrichment
- 13 minutes added to the school day (2:20 to 2:33)



THE FINAL PRODUCT: grade reporting

Teachers post grades

- Student with D/F attend Academic Overtime entirety of the next week.
- Students attending 2 or more Academic Overtimes (AOTs) communicate with all teachers before week starts.



The Final Product: Attendance

- Roster – Teachers fill in name
- Codes – Every box needs attendance codes
- 1st Absence: Teacher Warning
- 2nd Absence: Teacher highlights name on roster
- **All Grades and Rosters are turned in Friday afternoon**

Teacher: _____

Week of: _____

RISE Hour Attendance

Student Initials - Present
OT - Other Teacher
AB - Absent from School or Suspended
DET - Detention Given

Last Name	First Name	Student ID	Mon	Tues	Wed	Thurs



The Final Product: Accountability

- **Record:**

Highlighted names on spreadsheet

- **Discipline:**

Continued Absences = Defiance

- **Strikes:**

2+ AOT misses/week = 1 strike

- **Student Improvement Program**

2 hour after school improvement program

<i># of Strikes</i>	<i>Behavior Intervention</i>
1	Warning
2	After School Intervention
3	ASI + Counselor Meeting and Parent Phone Call
4	ASI + Administrator Meeting and Parent Phone Call
5	ASI + Saturday School
6	ASI + Saturday School x 2



Outcomes

- Grades increase
- Improved culture
- Increased extracurricular participation
- Increased athletic eligibility



Questions?

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