

Rogers High School's Presentation to
AR Legislative Joint Education
Committee Dec. 18, 2017

Arkansas Solution Tree PLC Pilot
School Project 2017-18

Introduction to Rogers High School Student Demographics

- 2006 students currently enrolled
- 52% Low Socio-Economic
- 50% Female, 50% Male
- 10% Special Services
- 49% Caucasian
- 45% Hispanic/Latino
- 3% Asian
- 3% Other Ethnicities

Introduction to Rogers High School General Demographic Information

- Graduation Rate – 92.01%
- Total Teachers – 125
- National Board Certified Teachers - 13
- Average Tenure of Staff – 18 years
- Average ACT Score – 22.5
- Advanced Placement Course Offerings – 26
- Average Class Size – 17
- Graduating Seniors Enrolling in College – 57%

Introduction to Rogers High School English Language Learners

- 887 Spanish Speakers
- 20 Marshallese Speakers
- 13 Vietnamese Speakers
- 9 Laotian Speakers
- 4 Pinglapese Speakers
- 933 Total English Language Learners

Introduction to Rogers High School Recognition and Awards

- Consistently ranks in the top 5 high schools in Arkansas according to *U.S. News and World Report* and *Niche.com*.
- Voted as “Best High School,” by *Celebrate Magazine* in Fall of 2016.
- Strong partnerships with community and parent groups.

Why did RHS Apply for the Pilot Project?

- Becoming a professional learning community is a shift in the culture of many public schools. Peter Drucker, regarded as the leader of modern business management, said, “Organizational culture eats strategy for breakfast!” RHS leadership applied for the PLC Pilot School Project to receive guidance, assistance, and to model collaboration with faculty.

Why did RHS Apply for the Pilot Project?

- “Good is the enemy of great.” Jim Collins
- RHS has a faculty dedicated to continuous improvement
- RHS faculty responded in a faculty meeting during the Spring 2016 semester that they would like to bring resources to RHS for the entire faculty rather than send a few members to a conference.

Why did RHS Apply for the Pilot Project?

- Participating in the PLC Pilot School addresses the adult learning theory that people support what they help create.
- This project provides consultants to collaborate and solve problems in our context without leaving our building.
- This project provides clarification on systems and ideas found in *Learning By Doing*.

Why did RHS Apply for the Pilot Project? Supporting Work

- Began 4 Taskforces for School Improvement Fall 2016
 - Student Attendance
 - Response to Intervention
 - Student Advisory Time
 - Student Drug Use

Attendance Task Force Results

School Year	Grade	Total Absences	Cohort Gain/Loss	Level Gain/Loss	Observations
2014-15	9th	4592	Benchmark	Benchmark	
2014-15	10th	4477	Benchmark	Benchmark	
2014-15	11th	4667	Benchmark	Benchmark	
2014-15	12th	3696	Benchmark	Benchmark	
2015-16	9th	5018		426	9th Grade increased total absences
2015-16	10th	5088	496		Cohort increased absences
2015-16	11th	4422	-55		Cohort decreased absences
2015-16	12th	4139	-528		Cohort decreased absences
2016-17	9th	5658		640	9th Grade increased total absences
2016-17	10th	4614	-404		Cohort decreased absences
2016-17	11th	4898	-190		Cohort decreased absences
2016-17	12th	3958	-464		Cohort decreased absences

Why did RHS Apply for the Pilot Project? Supporting Work

- RHS began and completed a faculty book study of *Learning By Doing* in the Spring 2017 semester to provide understanding for RHS to become a Professional Learning Community in the Fall Semester 2017.
- Response to Intervention steering committee studied and designed student intervention time which was implemented in the RHS bell schedule the Fall 2017 Semester.

Why did RHS Apply for the Pilot Project? Supporting Work

- RHS gave an open invitation to faculty to attend Solution Tree Sessions at the NW AR Educational Cooperative on Assessment and Response to Intervention (RTI) in the summer of 2017. 6 faculty members were able to attend the sessions on Assessment and 10 were able to attend the sessions on RTI. More expressed interest but had already made plans for the summer.

4 Essential Questions of a PLC

- What do we want student to know and be able to do?
- How will we know they have learned it?
- What will we do if they haven't learned it?
- What will we do if they already know it?

Timeline for the Solution Tree Pilot Project

- July – August Applied/Notified of acceptance
- September – Planned Solution Tree Associate visit dates and set school goals (See Appendix) for the project and began to identify essential skill based standards
- October – provided faculty professional development on goals and established “Four Pillars” of RHS
- November – Worked to meet in collaborative teams and to develop common formative assessments

Impact and Learning Conversations of the Pilot School Project - Building

- Established goals for the project – “Clarity precedes competence”
- Implemented use of Student Intervention period
- Established a common focus in all subject areas to focus on improving student reading
- Began meeting in collaborative teams to discuss essential standards and to develop common formative assessments
- Teachers are engaging in rich conversations centered on student learning

Impact and Learning Conversations of the Pilot School Project - Building

- Ongoing district conversations to provide Tier II and Tier III interventions to struggling students and a consistent means to identify and monitor struggling learners at the secondary level.
- Building conversations and leadership provided by the RHS Building Leadership Team to implement a series of closed session interventions during the Spring 2018 Semester for students. These interventions will be developed by collaborative teams within each department.

Impact and Learning Conversations of the Pilot School Project - District

- District conversations about creating time within the school day for teacher collaboration for all three high schools
- RHS has shared in this learning with the Assistant Superintendent for Teaching and Learning, Executive Director for Secondary T and L, Curriculum Specialists, and Academic Facilitators and this work has spread to the other 2 high schools in our district.

Impact and Learning Conversations of the Pilot School Project - District

- District and building professional development has been aligned as a direct result of this project.
- District support has been given to all buildings to facilitate the use of teacher collaborative time to identify essential standards and common formative assessments while embracing each building's goals for learning based on their students' needs.

Impact and Learning Conversations of the Pilot School Project - State

- Rogers High School Administration, Faculty, and Curriculum leaders are truly "learning by doing." It is our vision to collaborate and provide the best opportunities for student learning.
- We hope to be able to give back to our State by providing site visits and making ourselves available to coach other leaders across the State who are working to make their school a professional learning community.

Looking Ahead to the Spring 2018 Semester and Beyond

- Meet in collaborative teams and continue the great work we have embarked on.
- 64 Faculty members have signed up to attend the PLC Institute to be hosted by RHS this summer
- Create a proposal to take to District Office that provides time within the school day for teachers to collaborate.
- Serve Arkansas as a resource and welcome other schools who wish to begin this same journey by hosting them for site visits and provide onsite coaching if requested.

Thank You!

Dr. Lewis Villines
2300 South Dixieland Rd.
Rogers, AR 72758
479-636-2206
lewis.villines@rpsar.net

The Foundation of Rogers High School

Our Mission: The mission of Rogers Public Schools is to provide an environment of educational excellence where all belong, all learn, and all succeed.

Our Vision: Rogers High School will collaborate as a learning community to prepare all students for success.

As a Result of That Commitment:

- The school will provide a guaranteed, viable curriculum with essential learning defined for each subject.
- The school works to provide opportunities for students to learn by developing high levels of thinking skills for all students in all curricular areas.
- The school works with students by personalizing instruction.
- The school works collaboratively and respectfully together with a data driven focus on student learning.
- The school works to engage students in relevant learning focused on students' interests and learning styles.

Our Collective Commitments:

- I will put students first.
- I will promote excellence through continuous improvement.
- I will promote respect for human differences.
- I will promote the development of character through integrity, responsibility, and fairness.

Our School-wide Goals:

1. During the first 12-weeks the staff will develop and publish a clear vision statement and explicitly stated collective commitments that represent the future and how they will do the work together at Rogers High School as measured by staff consensus and work product.
2. Rogers High School, by the end of this academic year, will have reduced the achievement gap in reading between sub-groups (Hispanic – Non-Hispanic) by no less than 3% as measured by the ACT-Aspire and the ACT Graduate Profile reading assessment data.
3. By the end of the fall 2017 semester, all teams will have implemented the use of common formative assessments as measured by data gathered from implementation. This data from the Common Formative Assessment will be used to determine learning and best instructional practices by each individual team as demonstrated by the minutes of team meetings.
4. By the end of the 2017-18 school year, Rogers High School will develop explicitly stated and published skill-based essential standards for each course as measured by the work product produced by each team.
5. Stretch Goal – By the end of the 2018-19 school year, Rogers High School will have a comprehensive RTI pyramid of interventions focused on ensuring all students are learning the guaranteed curriculum as measured by work product and improved achievement scores.

Attendance Task Force Results

School Year	Grade	Total Absences	Cohort Gain/Loss	Level Gain/Loss	Observations
2014-15	9th	4592	Benchmark	Benchmark	
2014-15	10th	4477	Benchmark	Benchmark	
2014-15	11th	4667	Benchmark	Benchmark	
2014-15	12th	3696	Benchmark	Benchmark	
2015-16	9th	5018		426	9th Grade increased total absences
2015-16	10th	5088	496		Cohort increased absences
2015-16	11th	4422	-55		Cohort decreased absences
2015-16	12th	4139	-528		Cohort decreased absences
2016-17	9th	5658		640	9th Grade increased total absences
2016-17	10th	4614	-404		Cohort decreased absences
2016-17	11th	4898	-190		Cohort decreased absences
2016-17	12th	3958	-464		Cohort decreased absences

Bell Schedule

1st Hour

8:25 – 9:12

2nd Hour

9:17 – 10:04

RTI

10:09 – 10:40

3rd Hour

10:45 – 11:32

A Lunch

11:32 – 12:02

4th Hour

12:07 – 12:54

4th Hour

11:37 – 12:24

B Lunch

12:24 – 12:54

5th Hour

12:59 – 1:46

6th Hour

1:51 – 2:38

7th Hour

2:43 – 3:30

Week	M	T	W	TH	F
A	1	2	3	4	Club/Activity
B	5	6	7	Adv.	Club/Activity



Month	PLC Coach	Project Planning/ Overview	Leadership	Literacy	Assessment	Math	RTI
October	10/9-10/2017	10/23 (overview) Brian Butler					
November	11/16-17/2017		11/9-10/2017				
December	12/13-14/2015				12/18-19/2017		12/18 OR 20/2017
January	1/16-18/2018	18-Jan		1/22-23/2018		1/24-25/18	
February	2/8-9/2018		2/8-9/2018				
March	3/8-9/2018			3/1-2/2018	3/26-27/2018	3/12-13/2018	
April			4/18-19/2018	4/19-20/18			4/11/2017
May	5/10-11/2018				5/3-4/2018	5/7-8/2018	
	Troy Gobble	Rich Smith Troy Gobble	Eric Twadell	Kathy Glass	Tony Reibel	Jennifer Eli	

