An ongoing challenge to educators is to find the “silver bullet” that will improve schools—the best tool, talent, or technique that boosts the performances of students, staff, and stakeholders. Though identifying a single factor that significantly improves achievement would be nice, in fact, a complex set of factors interact to improve student achievement.

The Technical Guide to Factors that Impact Student Learning was first published by the National Study of School Evaluation and later updated by AdvancED. It provides guidance on factors that contribute to student learning that are within the scope of control of the school and school system. The result of an extensive meta-analysis of the research on the factors that contribute to improved learning, the Guide offers clarity about the ideal context of systems and schools that supports continuous improvement teaching and learning.

The Guide identifies organizational conditions, core tasks, and effective practices that impact student learning.

Organizational Conditions
Five organizational conditions were found to contribute to improved student learning. These conditions provide a solid foundation for continuous improvement.

1. Quality teachers—The recruitment, placement, and professional development of teachers to achieve the school’s or district’s vision of student learning. Research suggests effective teachers continually seek ways to improve student learning. The research also shows that what a student is able to learn is affected by the quality of the teacher.

2. Effective leadership—the leader’s decisions and practices to support the vision of student learning. Leadership that is characterized by systematic and collaborative decision-making appears to hold the most promise for improving student achievement and school/district effectiveness.

3. Quality information—the collection, management, and use of information enable the school or school district to make informed decisions, take specific actions, and assess the results of improvement efforts that support the school’s or district’s vision of student learning. Many sources and kinds of data yield a more comprehensive picture of school performance.

4. Policies and practices that foster and sustain improvement—the school’s or district’s development and implementation of policies and practices that support improvement efforts. Policies and practices that are focused on nurturing students’ intellectual development and are aligned for that purpose play an important role in school/district effectiveness.

5. Resources and support systems—the allocation and deployment of human, technology, and material resources to target areas for improvement. An essential role for the district during the improvement process is to provide support to its schools and staff through assistance and resources. In addition, the district must encourage and support the use of scientifically-based instructional strategies and materials.

Core Tasks and Effective Practices
Research indicates that a school or district seeking to improve student learning needs to focus on three core tasks:

1. Ensure desired results—by expecting certain results and monitoring performance in achieving desired results.

2. Improve teaching and learning—by supporting students in their learning and maximizing teachers’ effectiveness.

3. Foster a culture for improvement—by developing a learning community and leading for improvement.

There are 29 effective practices associated with these three tasks that, collectively, make them powerful systemic levers for impacting student learning through the process of continuous improvement.
In addition to academic interventions, a system of positive behavioral support was created whereby students received greater privileges as they become upperclassmen as well as increasing the expectations for students as they mature in our environment. For achieving benchmarks in attendance, academics, and behavior, students receive unstructured tutoring time, paperless hall passes, preferred parking, and free admission to activities. Freshman students are involved in a freshman mentoring program led by upperclassmen designed to transition our younger students to the high school and build a system of support and teamwork with older students.

Thus far, we have experienced several positive results from our shift to a learner-based environment, as well as encountering new obstacles to overcome. Significant reductions have occurred in our disciplinary referrals as a result of the privilege system, and our goal of reducing the student failure rate has progressed throughout our three-week grading cycle. The use of formative common assessment in all content areas has increased as has the use of common scoring guides and writing activities.

Through increased collaborative time, our content teams are able to meet more frequently and design consistent instructional interventions at the content level. While all of these indicators of progress are encouraging, the time required by frequent grade reporting and the creative disagreements that sometimes occur through collaboration have required greater involvement from department chairs and building level leadership in an effort to steer our progress toward a learner-centered school.
LEAD Time Teacher and Student Handbook
"Laker Educational Planning, Academic Improvement, and Decision Making Time"
Camdenton High School
Camdenton High School
Mission Statement

The faculty of CHS will strive to create better relationships with students, hold high expectations for all students, and create avenues to improve the performance of all students by focusing on the following:

- **Educational planning** (goal setting, college and career development)
- **Academic Assistance** (identify students who are in need of assistance and provide them with all necessary resources to find success at CHS as well as enhancing the learning of our advanced students)
- **Decision Making** (provide an educational program whereby positive behaviors and decision making are rewarded through a clear system of privileges and responsibilities)

Collective commitments (the commitments we have made to each other, through professional development, to enhance student learning):

- Design common summative and formative assessments and analyze the data generated by common assessments
- Design and implement a system of student privileges that reinforce positive behavior and decisions
- Create a freshman mentoring program designed to improve students’ experience upon entry into the school and provide early support for students
- Use data to identify strengths and weaknesses in student performance and instruction and develop a formal plan to address these issues
- Collaborate at the content level and leadership level to identify what students should know in each content area, assess them in a fair and common fashion, and have honest dialogue regarding the improvement of student performance
Table of Contents

CHS Daily Schedule ......................................................... 4
Intervention Team Duties .............................................. 4
Intervention Team Designations .................................. 4
Intervention Team Processes ....................................... 5
  CHS Continuum of Interventions
  Referrals
  Grade Postings
  Weekly Intervention Collaboration
  Assigning Duties
Tutorial Capacity and Tracking Tutorial Students ......... 7
  Assigning Students to Tutorials
  Tracking Tutorial Enrollment
  Tracking Assignments for Tutorial
CHS Privilege System .................................................. 9
  Secretarial Tracking of Attendance
Advisory/Tutorial Teacher Processes ............................ 13
  Tutorial Room Assignments
Student Processes ....................................................... 14
  Movement to Tutorial
  Movement to Success Tutorial
Freshman Mentoring Program ..................................... 14
Privilege and Restriction Areas .................................. 15
  Privilege Areas
  Private Dining
  Parking Privilege
The daily schedule for Camdenton High School has been designed to support student learning through advisement and tutorial interventions. LEAD Time activities will be conducted on Tuesday, which is a segment devoted to advisory activities, and Thursday, which is devoted to tutorial time whereby students can receive assistance from teachers in specific content areas, receive privileges for academic and behavioral accomplishments, or take advantage of academic enrichment activities.

**Teachers will be expected to provide grade reports every three weeks** and privileges/interventions will be assigned by CHS Intervention Teams working with a specific cohort of students throughout their high school career. In addition to grades, attendance will be monitored every three weeks and office referrals will also have an impact on a student’s status in the CHS Privilege System.

### Intervention Team Duties/Designations

An intervention team is a collaborative pairing between counselors and administrators that focuses on the needs of a specific group of students throughout their high school career. It is the duty of the intervention team to track grades and attendance for their designated groups and provide the appropriate interventions to students along the CHS Continuum of Interventions. The Intervention Team designations are as follows:

- **Principal/Counselor:** Henry/Duggan (A-E)
- **Assistant Principal/Counselor:** Lewis/Gryte (F-L)
- **Assistant Principal/Counselor Activities:** Whitney/Roam (M-R)
- **Activities Principal/Counselor:** Brown/Williams (S-Z)
1. The primary responsibility of each Intervention Team is to identify students who are in need of assistance early in each semester and provide directive interventions designed to support learning.

2. The procedures for academic supports are defined through the CHS Continuum of Interventions, detailed on Chart 1.

Chart 1: Continuum of Interventions

<table>
<thead>
<tr>
<th>CHS Continuum of Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>► <strong>Level 1</strong>- Student is receiving 2 “D’s” or an “F” in any subject- Parent and student communication is initiated by the intervention team and the student is required to have each teacher sign a homework log.</td>
</tr>
<tr>
<td>► <strong>Level 2</strong>- In the next three-week reporting period, if the student continues to fail after being placed on Level 1- Intervention Team assigns student to a Core Tutorial. Student may not move back to their regular tutorial until their grade is a C or better.</td>
</tr>
<tr>
<td>► <strong>Level 3</strong>- In the next three week reporting period, if the student continues to fail the student may be removed from a course and placed into a guided study hall for intensive assistance in required areas. The student is also referred to PASS (an after school tutoring program for struggling students) for credit recovery if necessary. Student may not move back to regular tutorial until grade is a C or better.</td>
</tr>
<tr>
<td>► <strong>Level 4</strong>- If the student continues to fail and becomes credit deficient, a placement in an alternative setting will be considered; however, this will only occur after a student has progressed through all levels of interventions in the high school setting.</td>
</tr>
</tbody>
</table>

3. Individual advisory teachers may refer specific students to the appropriate Intervention Team for the early intervention. **Students failing non-core classes or struggling in an academic area may be released to a teacher in the area of concern, if the receiving teacher initiates a pass for the student.**

4. Grades and attendance are monitored each three weeks; however, weekly collaboration among Intervention Team members will be necessary to monitor specific students assigned to various levels of interventions. F lists should be posted on Monday mornings for collaborative activities.

5. Intervention Teams will be expected to collaborate weekly during one class period on Monday. Intervention Team collaborative time is to be free of interruptions and members of the team should only be called out in the event of a school or personal emergency.

6. During the weekly Intervention Team Collaboration the following steps should be conducted:

   a. Consider all students who would qualify for first level interventions (two D’s or an F in any subject). *Note- Be certain to contact each teacher and verify that the presence of an F on the grade report is not a result of a
missing assignment or test that has not been completed. Interventions should be reserved for those students who need them the most.

b. Analyze the progress of current intervention recipients and move those who have improved out of intervention levels.

c. Move those students who require continued interventions to Level 2 (continued failure in one or more classes from level one intervention)

d. Move students to Level 3 that continue to fail in identified courses.

c. Prepare list of students for consideration on Level 4.

f. Plan time to meet with students from each level, to be completed by Wednesday, and organize plan to contact teachers and make them aware of the interventions being provided. A parent will also need to be notified, preferably by phone when possible, regarding the interventions being utilized for his/her student. *Note- these duties should be evenly distributed between the administrator and counselor.

g. The secretarial staff should be used as an informational support mechanism for teachers regarding student placement on the Continuum of Interventions and the Privilege System. Secretarial staff will be expected to run an attendance report for each Intervention Team cohort and identify students whose absence requires a reduction in privileges as determined by the CHS Privilege System (see Chart 2) as well as identifying students with reduced privileges and notifying tutorial teachers. Secretarial assignments are as follows:

i. Principal’s secretary will work with the Principal’s Intervention Team.

ii. Assistant Principal’s secretary will work with that individual’s Intervention Team.

iii. Counseling Secretary

iv. Counseling Secretary

h. Note- To ensure appropriate support, it is essential that each Intervention Team meet on Monday and complete the aforementioned steps prior to Thursday to ensure that each student has access to tutorial support by our Thursday tutorial day. Work plans and activities should be completed by Wednesday afternoon to make each level of interventions effective (see Chart 3).

Chart 3: Sample Work Week for Intervention Teams

Monday- Intervention Team meeting, identify appropriate interventions or reduction of privileges, divide work among team, and begin contacting students and teachers
Tuesday- Continue contacting students, teachers, and parents
Wednesday- All students should be aware of their status in the Continuum of Interventions and the CHS Privilege System
Success Tutorial Capacity and Tracking Tutorial Students

The initial capacity for CHS Success Tutorials will be as follows:

Math and Science=

2 Teachers (one from each department)
10 student Math tutors
10 student Science tutors

60 students (optimal- 30 Math, 30 Science)
*Note- additions may have to be made due to need
If necessary, additional Success Tutorials may be added.
English and Social Studies=
2 Teachers (one from each department)
10 student English tutors
10 student Social Studies tutors

60 students (optimal- 30 English, 20 Social Studies)
*Note- additions may have to be made due to need.
If necessary, additional Success Tutorials may be added.

Math and Science tutorial will meet on Thursday’s in C132 and B108 (initially, all students should report to C132 and then B108 will be used as numbers increase).

English and Social Studies will meet in C107 (initially, all students should report to C107, and as numbers increase C216 will be utilized).

If additional space is necessary, pod areas for the respective academic departments will be utilized.

**Tutorial Assignments:**

Initially, each Intervention Team will receive 15 slots per Success Tutorial, which may be expanded to 20 as needed (e.g. Henry/Duggan have 15 tutorial slots in Math and Science).

**Tracking Tutorial Enrollment:**

Enrollment numbers in tutorial classes will be tracked through a master list supervised by the Director of Guidance. Each Intervention Team will be required to track the number of students in each tutorial and not go beyond their allocated slots prior to discussing this option with the remainder of the intervention teams. A roster for Success Tutorial will be distributed to the department chair each week and the tutorial teacher(s) will be responsible for taking a written roll on their tutorial students (Diagram 1).
Diagram 1: Tutorial Student Work

Tracking Tutorial Assignments:
By Wednesday of each week, teachers will be expected to send a list of assignment sheets to the department chair who will, in turn, distribute this list to the teacher in charge of Success Tutorials for that particular week in the content area.

CHS Privilege System
The Canadton High School Privilege System was designed to reinforce positive behavior, attendance, and academic success, while building in a component that allows students the opportunity to regain privileges and find success in our school. Chart 2 details the desired behaviors and privileges associated with those behaviors. The extension of privileges is always at the teacher's discretion (e.g. if a student is testing, he/she may not be allowed to leave early and must complete the test regardless of card privilege status) and administration may remove privileges beyond the three week report cycle for serious or repetitive offenses.
Chart 2: CHS Privilege System

<table>
<thead>
<tr>
<th>Platinum</th>
<th>Gold</th>
<th>Purple</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Junior and Senior</td>
<td>- Seniors and 2nd semester Juniors (2nd semester juniors may apply</td>
<td>- 1st semester Juniors, Sophomores, and Freshmen.</td>
<td>- 75% or below average daily attendance in each reporting period.</td>
</tr>
<tr>
<td>- Must be a Freshman Mentor or Tutor</td>
<td>- if he/she has all A/B's, 95% attendance and no referrals)</td>
<td>- Seniors or Juniors who moved to a purple for academic or attendance</td>
<td>- Major or recurring discipline referrals.</td>
</tr>
<tr>
<td>- No D's or F's</td>
<td>- No F's or no more than one D per 3 week reporting period</td>
<td>- No discipline that resulted in a loss of privileges.</td>
<td></td>
</tr>
<tr>
<td>- No Referrals</td>
<td>- No referrals</td>
<td>- Must be above 80% average daily attendance (made 12 out of 15</td>
<td></td>
</tr>
<tr>
<td>- 95% attendance and above (may only miss 4 class periods during a 15 day reporting period).</td>
<td>- 90% and above daily attendance (13.5 out of 15 days during a reporting period).</td>
<td>- days in the reporting period).</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Privileges</th>
<th>Privileges</th>
<th>Privileges</th>
<th>Privileges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paperless hall passes</td>
<td>Reduced admission to activities</td>
<td>Attend all events</td>
<td>No privileges</td>
</tr>
<tr>
<td>Preferred parking (closest)</td>
<td>Preferred parking</td>
<td>Teacher initiated hall passes</td>
<td>Possible Private dining</td>
</tr>
<tr>
<td>Early release to lunch</td>
<td>Unstructured tutorial time</td>
<td>Regular parking passes</td>
<td>No hall passes</td>
</tr>
<tr>
<td>Reduced admission to activities</td>
<td>Student initiated passes</td>
<td></td>
<td>No attendance at activities</td>
</tr>
<tr>
<td>Early dismissal</td>
<td></td>
<td></td>
<td>No parking</td>
</tr>
<tr>
<td>Student initiated passes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Secretarial support for IT's will be as follows:

- Mrs. Simpson-Duggan/Henry
- Mrs. Hardman-Gryte/Lewis
- Mrs. Arnold-Roam/Whitney
- Mrs. Calbert-Williams/Brown

The Privilege List

At the beginning of the school year, each student will be placed on the appropriate level of privilege for his/hers grade level and a spreadsheet will be created listing each student by grade level and privilege. As students move through the privilege system, their status will be monitored through the privilege list. Each secretary will be responsible for reporting the students who have lost privilege or returned to privilege status and submit their current lists to the Principal’s secretary no later than noon on Wednesday of each week. The Principal’s secretary will compile the list and distribute the privilege list to all teachers marking those on red card with a red line through the student’s name. Students on red card are to be kept in classes and the only movement allowed by these students will be to Success Tutorial or by teacher request. Consistent enforcement by the CHS staff is essential for successful implementation of the privilege system.
Loss of Privilege

1. See the CHS Student Handbook for specific regulations regarding loss of privilege.

2. Each administrator will complete a “Loss of Privilege- Discipline” Form (Artifact 1) and his/her administrative assistant will be responsible for recording the loss of student privilege on the Privilege List and sending a daily list to the principal’s secretary. Administrators restricting privileges will need to specify the duration of loss of privilege on the disciplinary referral and students will need to reapply for privileges at the end of their restriction as well as seize the student’s card (see Artifact 2).

3. If a student moves from platinum to gold card status or from gold to purple card status, he/she will be given a copy of their loss of privilege form and report to the counseling center to have an additional identification picture taken and receive a new card with the appropriate color. The original card will be filed in the appropriate assistant principal’s office, and upon completing the designated period of restriction and completing a request for reinstatement of privileges, the student may receive his/hers card from the assistant principal’s office.

4. Administrative assistants for each principal will process request for return of privileges as frequently as possible, making every attempt to have each request processed by Wednesday afternoon for the extension of Thursday privileges. Any questionable requests will be referred to an administrator for final determination.

Artifact 1: Loss of Privilege- Discipline
Student Name ____________________________ Grade ________ IT __________

Present Card Status __________________________

Disciplinary Infraction ______

Card Status Reduction __________________________ Duration __________________________

Artifact 2: Request- Return of Privileges
Student Name ____________________________ Grade ______

Present Card Status __________________________

Request to return to __________________________ status.

What actions will you take to avoid the loss of privileges in the future (Note- Your answer will have a significant impact on your ability to regain privileges).

Student Signature ____________________________ Date __________
Diagram 2: The Privilege Reporting Process

Monitoring Attendance

Attendance will be monitored by secretarial staff, and students who fall below the preset percentages for the extension of privileges will be identified and referred to the appropriate Intervention Team (IT).

When a student falls below the specified attendance target, the designated secretary will complete a copy of the “Loss of Privileges- Attendance” Sheet (see Artifact 2). It is important to note that attendance will be monitored in three week increments in the same fashion that grades are monitored for intervention and privilege purposes. The appropriate IT will review the Loss of Privilege form, discuss the issue with a student if necessary, initial the form, and return to the secretary for entry into the privilege spreadsheet. A copy of the Loss of Privilege sheet will be placed in the student’s file.

Artifact 3- Loss of Privileges- Attendance
Student Name ____________________________ Grade ________ IT _________

Present Card Status ________________

3 Week Attendance Rate ______

Card Status Reduction ________________
Regular Tutorial

1. A regular series of bell tones will be rung in preparation for tutorial period. After the tardy bell has rung and students have reported to their tutorial classes, teachers will have three minutes to take roll prior to a second tone ringing, which releases students to privilege areas or allows students to traveling by teacher initiated passes.

2. **Consistent enforcement of the Privilege Systems is absolutely critical to its success in improving the attitudes and behaviors of our students.** Each tutorial teacher will receive a copy of the privilege list and should look for the names of their tutorial students, as well as the privilege level of each of their students. Red card students should not be allowed to leave a tutorial classroom, unless prior arrangements have been made and approved through an administrator. Only students with gold card privileges or higher should be allowed to leave the classroom without a written pass from another CHS faculty member.

3. During the regular tutorial period, students are expected to work on assignments, study in small groups, or read material that is considered appropriate for school. Classroom computers or labs may be used upon request and are subject to strict teacher supervision.

Success Tutorial Teachers

1. Each staff member will work on a departmental rotation to cover the success tutorial period.

2. Students will be assigned to Success Tutorials by Wednesday afternoon and an updated roster will be sent to the department chair for distribution on Thursday morning. Students enrolled in a Success Tutorial will report directly to the tutorial for role and all attendance policies remain in place for these tutorials (e.g. tardiness and truancy). Success Tutorial teachers will take roll by paper or email and send their role to the attendance clerk. This includes the tutors assigned to the success tutorial.

3. Each Success Tutorial teacher will have approximately ten student tutors assigned to their subject area and are responsible for taking roll on the student tutors.

4. Student tutors should be utilized to their fullest potential and understand the importance of their service to the students of our school. If a student tutor is not fulfilling his/her duty as a tutor for struggling students, he/she should be reported to the A+ Coordinator. This student will be removed from the classroom and placed back into his/her regular tutorial and will be responsible for completing tutoring hours outside of school.

5. **Coverage for the Success Tutorial teacher will be provided by counseling and/or administration.**

6. Tutorial teachers are expected to tutor, offer instruction as needed, and facilitate the student led tutoring process. The Success Tutorial teacher should be actively
working with students at all times. This is not additional planning or unstructured time for staff members.

**Student Processes**

**Student Movement to Tutorial/Success Tutorial**

1. On Tuesday and Thursday of each week, students are to report to their designated advisory/tutorial class. On Thursday, students report to their assigned tutorial. A bell will ring approximately three minutes into the tutorial period, which will release students to privileges or allow travel to a specific teacher.

2. All attendance rules apply to tutorial period (e.g. policies regarding tardiness and truancy), so it will be essential that students are in their assigned area when the bell rings.

3. **If you are on a red card, you will not be allowed to leave tutorial.** If you are on a purple card, verification from the teacher will be required prior to being released to the classroom. Gold card students will be released at the tone for privilege opportunities.

4. **Students should have identification cards with them at all times. No card= red card.**

5. Students assigned to a Success Tutorial will report directly to their Success Tutorial Area and the assigned teacher will take roll for these students. Success Tutorial Teachers will take roll by paper and email or send the written copy to the attendance clerk for entry into the attendance system.

**Student Tutors**

1. Student tutors will be selected by the A+ Office, and specific attention will be paid to student proficiency in each of the four core areas. Student tutors will have a platinum card and be extended additional privileges for their contributions to others (e.g. hang tags will be assigned to student tutors for parking privileges closest to the building); however, students do have higher expectations, and failure to perform tutorial duties faithfully will result in removal of privilege and assignment to a regular tutorial classroom.

2. Student tutors are expected to be actively engaged in the tutoring process for the entire class period and are to serve as assistants to each tutorial instructor.

3. Student tutors will report directly to the tutorial assigned, and roll will be taken by the Success Tutorial teacher.

**The Freshman Mentoring Program**

See Appendix A for a tentative schedule of mentor activities.
Privilege and Restriction Areas

When a student has achieved platinum or gold card status, he/she will have additional privileges on the grounds of the school facility during the school day. Additional privileges are extended to students in the following physical areas of the school campus:

- Student commons area- for use during tutorial time
- Library space (as available)- for use during tutorial time
- Gym space (as available)- for use during tutorial time
- Subject area pods- when approval is given by a faculty member and administrator

Restriction areas are established for students who fail to comply with behavioral, attendance, or academic expectations. Students on red card are not allowed to leave classes, including tutorial, and lose parking/regular dining privileges. Restriction areas and processes are as follows:

- Private Dining/Lunch Detention- Students who are on red card will eat in a separate lunch area monitored by a CHS staff member. Students are not allowed to speak to others in this area and are expected to report immediately to this area after receiving their lunch. The monitor will have a list of students who are to serve lunch detentions. Failure to report to assigned lunch detention will result in further restriction of privileges and additional disciplinary consequences.

- Parking Restriction- Students who are on a red card status will lose their ability to park on campus. Parking spaces are assigned by number and those students who are under restrictions will be monitored. Continuing to park on campus while on red card will result in the vehicle being towed at the owner’s expense. Red card students who must drive for personal reasons are required to park on the lower lot near the soccer stadium. If these vehicles impede the movement of vehicles to and from the maintenance shed or the traffic to any of the district facilities in this area, they will be towed at the owner’s expense.