# Links:

- Earle High School ReEntry Plan
- Earle School District Ready For Learning Plan
- PBIS Handbook
- <u>Athletic Handbook</u>
- <u>Staff Handbook</u>
- <u>Student Handbook</u>
- PBIS Matrix
- <u>Student Technology Handbook</u>

# Step 1: PLAN

# NEEDS ASSESSMENT DATA:

## DATA ANALYSIS:

- Summative Assessment Data
- <u>High School ACT Aspire Interim Assessment Data</u>
- Observation Data from EdReflect

Students are attending school however the majority of students continue to score in need of support on the ACT Aspire.

	Perceptual Data				In Need of Support	Close	Ready	Exceeds
Multiple Measures of Student Performance	Demographic	Processes and Programs	Perceptual	2018 ESSA School Index Weighted Achievement - ELA	103/166 62%	36/166 22%	24/166 14%	3/166 2%
2018 and 2019 ACT Data 2018 ACT Aspire Summative scores 2018 and 2019	Attendance data (Students and teachers) # students receiving	<ul> <li># novice</li> <li>teachers</li> <li>mentored</li> <li>through</li> <li>CRESC</li> <li># teachers in</li> <li>programs</li> </ul>	AdvancED survey data (Students, Educators, and Stakeholders)	2017 ESSA School       Index       Weighted       Achievement - ELA	79/192	54/192	43/192	16/192
ESSA School Index (weighted	concurrent credits Observation	seeking licensure # Virtual		2018 ESSA School Index	114/166 69%	39/166 23%	9/166 5%	4/166 2%

	501.2020-2021 C		
achievement growth, read at grade leve 2018-2019 ACT Aspire Interim	ing EdReflect	Arkansas teacher lead classrooms	Weighted Achievement - Math         Lindex         125/N <sup>&lt;</sup> 188         45/N <sup>&lt;</sup> 188         18/N <sup>&lt;</sup> 188         N <sup>&lt;</sup> 10/N <sup>&lt;</sup> 188
Assessment Data			Weighted Achievement - Math
			<ul> <li>2018 School Rating D</li> <li>2018 ESSA Index Score 54.39</li> <li>2018 Weighted Achievement Score 23.34</li> <li>2018 School Value-added Growth Score 75.43</li> <li>2018 ELA Value-added Growth Score 77.2</li> <li>2018 Math Value-added Growth Score 73.7</li> <li>2018 Poverty Rate 100%</li> <li>2018 4 Year Graduation Rate 94.34</li> <li>2018 5 Year Graduation Rate 84.75</li> <li>2018 School Quality &amp; Student Success Score 40.97</li> <li>2017 School Rating D</li> <li>2017 Weighted Achievement Score 33.98</li> <li>2017 School Value-added Growth Score 77.2</li> <li>2017 Math Value-added Growth Score 77.2</li> <li>2017 Poverty Rate 98.1%</li> <li>2017 4 Year Graduation Rate 83.87</li> <li>2017 School Quality &amp; Student Success Score 38.48</li> </ul>
	ling essional Learning	l Communities (PLC) rventions Systems (PI	THEORY OF ACTION 1: If leaders provide training on the implementation and use of the Professional Learning Communities (PLCs) Model;

	Then, we will build and sustain a collaborative school culture and increase teacher capacity, resulting in improved academic student outcomes in Reading and Math.
<b>THEORY OF ACTION 2:</b> If content-area and cross-curricular teams are used to conduct consistent analysis of student data to identify and implement effective evidence-based practices and procedures on a continual basis; Then, students will meet or exceed their estimated growth trend with approximately 15 percent of students in each performance range accelerating to the next level of academic performance in Reading and Math on the ACT Aspire Assessment for students in grades 7-10 and students in grades 11 and 12 a score of 19 or above on the ACT Assessment.	<ul> <li>OVERARCHING GOALS:</li> <li>1. Teachers and administrators will build a safe, supportive, and collaborative culture to increase student achievement and growth in reading and math.</li> <li>2. Students will meet or exceed their estimated growth trend with approximately 15 percent of students in each performance range accelerating to the next level of academic performance in Reading and Math on the ACT Aspire Assessment for students in grades 7-10 and students in grades 11 and 12 a score of 19 or above on the ACT Assessment.</li> </ul>

#### **Evidence Based Instructional Strategies or Practices:**

- 1. Administrator, instructional support staff and teachers will establish a team structure with specific time for instructional planning and collaborative conversations about student learning.
- 2. Administrator and instructional facilitator will conduct observations to provide timely feedback and monitor progress.
- 3. Administrator, instructional facilitator, and teachers will conduct walkthroughs to gather data on the use of evidence-based instructional strategies and practices.

	Step 2: DO				
Engli sh	GOAL	ACTION	TIMELINE	MONITO RING	DATE COMPLETED

Lang uag Arts	1.To provide standards based instruction that yields improved results in Reading. Students will meet or exceed their estimated growth trend with approximately 15 percent of students in each performance	Earle High School will create a viable curriculum for Literacy by unpacking Arkansas State Standards. Earle High School will use the	Content Teams meet weekly 1st Quarter Units by June 2020 2nd Quarter Units by August 2020 3rd Quarter Units by December 2020 4th Quarter Units by February 2021 May 2020 – June 2021	Building Administrator and Instructional Facilitator (IF) Building Administrator	<u>Update:</u>
	range accelerating to the next level of academic performance in Reading on the ACT Aspire Assessment for students in grades 7-10 and	backward design model to develop Aligned Periodic Assessments (APAs) of learning and corresponding assessments.	Content teams meet weekly	and Instructional Facilitator (IF)	
	students in grades 11 and 12 a score of 21 or above on the ACT Assessment.	Earle High School will establish core reading standards and have all supporting content areas use their content as the context for APAs that assess these chosen standards			

Lane High School.	2020-2021 School Improvement Plan			
	Earle High School will utilize evidence based practices in the creation of daily learning activities. Earle High School teachers will	May 2020 – June 2021 Content Teams meet weekly and cross-curricular grade teams meet monthly 1/week with common content	Building Administrator and Instructional Facilitator (IF) Building Administrator	<u>Update:</u>
	<ul> <li>analyze data to inform instruction</li> <li>Response to Intervention (RTI) Plan: <ul> <li>Group students by level of mastery</li> <li>In classroom remediation and extension for Tier 1</li> <li>Strategic/ Critical Reading Courses for Tier 2</li> <li>Targeted Pull Outs for Tier 3</li> </ul> </li> </ul>	areas Bi-weekly school-wide	and Instructional Facilitator (IF), and School Leadership Team	
	Earle High School teachers will complete reading professional development through: • Arkansas IDEAS: <i>The</i> <i>Science of</i> <i>Reading.</i> • Morphology training by CRESC Literacy Coach	May 2020 – July 2021 Teachers will be required to complete modules monthly, or as made available by Arkansas IDEAS.	Building Administrator and Instructional Facilitator (IF)	<u>Update:</u>

Earle High School: 2020-2021 School Improvement Plan

Earle High School: 2020-2021 School		1		
	<ul> <li>Solution Tree</li> </ul>			
	ELA Training			
	Earle High School	Summer 2020	CRESC	
	Interventionist will		Literacy	
	complete		Specialist,	
	professional		DESE Literacy	
	development on		Support	
	Strategic Reading		Specialist	
	and Critical			
	Reading with the			
	CRESC Literacy			
	Specialist			
	Earle High School	Summer 2020	Building	
	will send		Administrator	
	administrator and		and Instructional	
	team members to		Facilitator	
	RISE for grades 3		(IF)	
	through 6 training			
	to assist in			
	supporting reading			
	strategies such as			
	morphology.			
	Earle High School	August 2020 –May	Building	<u>Updates:</u>
	will partner with	2021	Administrator	
	Crowley's Ridge		and Instructional	
	ESC to provide	Dates to be	Facilitator	
	support for	determined	(IF)	
	teachers in ELA,			
	Math, and			
	Science. The			
	supports will			
	include			
	co-planning,			
	modeling, and			
	feedback to			
	increase teacher			

	effectiveness and rigor in the classroom.							
Step 3: Check								
		(EVAI	LUATION)					
INTERVENTION/ PRACTICE TO BE EVALUATED	PERSON RESPONSIBLE	PROCEDURES FOR EVALUATION	TARGET DATE	GOALS	FINDINGS TOWARDS GOALS			
Monitoring the use of the created curriculum and APAs in ELA	Building Administrator, Instructional Facilitator and School Leadership Team	Aggregate reports Walk-throughs data Observation data	August 2020- May, 2021 Minimum of once per week in each ELA classroom	Teachers to use the APAs to guide classroom instruction.	<u>Updated:</u>			
Attendance and participation in instructional meetings	Building Administrator and Instructional Facilitator	Sign-in Sheets, Agendas & Meeting Minutes (including but not limited to data reports)	Weekly and bi-weekly beginning August 2020- May 2021	Targeted instructional support for improved student performance	<u>Updated:</u>			
Completed professional development on <i>The</i> <i>Science of Reading</i> provided by Arkansas IDEAS	All Teachers and Instructional Support Staff	Certificate of completion or transcript from Arkansas IDEAS Evidence of use of SOR strategies	May 2020– July 2021 Teachers will be required to complete modules	To gain and be able to demonstrate knowledge of <i>The Science</i> of <i>Reading</i>	<u>Update:</u>			

through classroom observations	as made available by Arkansas IDEAS. All available modules will be completed by May 2020	
		observations available by Arkansas IDEAS. All available modules will be completed by May

Math emati	Step 2: DO				
	GOAL	ACTION	TIMELINE	MONITO RING	DATE COMPLETED
5	1.To provide standards based instruction that yields improved results in Math. Students will meet or exceed their estimated growth trend with approximately 15 percent of students in each performance	Earle High School will align the curriculum for Math using the resources provided by Solution Tree, Math Quest and Crowley's Ridge ESC.	Content Teams meet weekly 1st Quarter Units by June 2020 2nd Quarter Units by August 2020 3rd Quarter Units by December 2020 4th Quarter Units by February 2021	Building Administrator and Instructional Facilitator (IF)	<u>Update:</u>
	range accelerating to the next level of	Earle High School will use the	May 2020 – June 2021	Building Administrator	<u>Update:</u>

Earle Flight Con	ool: 2020-2021 School				
	academic performance in Math on the ACT Aspire Assessment for students in grades 7-10 and students in grades 11 and 12 a	backward design model to develop Aligned Periodic Assessments (APAs) of learning and corresponding assessments.	Content teams meet weekly	and Instructional Facilitator (IF)	
	score of 22 or above on the ACT Assessment.	Earle High School will employ strategies learned in Math Quest training to create daily learning activities.	May 2020 – June 2021 Content Teams meet weekly and cross-curricular grade teams meet monthly	Building Administrator and Instructional Facilitator (IF)	<u>Update:</u>
		Earle High School math teachers will work collaboratively to employ cross-curricular strategies	May 2020 – June 2021 Content teams meet weekly	Building Administrator and Instructional Facilitator (IF)	<u>Update:</u>
		Earle High School will partner with Crowley's Ridge ESC to provide support for teachers in Math, including co-planning, modeling, and feedback to increase teacher effectiveness and rigor in the classroom.	Dates to be determined	Building Administrator & Instructional Facilitator	<u>Updates:</u>

	St	ep 3: Check						
(EVALUATION)								
INTERVENTION/ PRACTICE TO BE EVALUATED	PERSON RESPONSIBLE	PROCEDURES FOR EVALUATION	TARGET DATE	GOALS	FINDINGS TOWARDS GOALS			
Attend professional development to review ACT Aspire Interim results and determine district implementation measures.	Instructional Facilitator	Agenda, Sign-in Sheet, & PD Survey	August 2020	Gain knowledge and understanding to train teachers to understand skills needed to master standards	<u>Updated:</u>			
Attend MathQuest trainings to create/revise activities and aligned assessments.	Math Teachers and Instructional Facilitator	Agenda and Sign-in Sheets	*Monthly dates for the year to be determine d.	Gain knowledge and understanding of Critical Concepts Scales for ELA and Math, Unit One for both areas.	<u>Updated:</u>			
Monitoring the use of the created curriculum and APAs in math.	Building Administrator, Instructional Facilitator and School Leadership Team	Aggregate reports Walk-throughs data Observation data	Minimum of once per week in each ELA and Math classroom s	Teachers to use the APA data to guide classroom instruction.	<u>Updated:</u>			

Earle High School: 2020-2021 School Improvement Plan

Attendance and participation in	Building Administrator and	Sign-in Sheets, Agendas &	Weekly and	Targeted instructional	Updated:
instructional meetings	Instructional Facilitator	Meeting Minutes (including but not limited to data reports)	bi-weekly beginning September 2020- May 2021	support for improved student performance	

Positi			Step 2: D	C	
ve					
Beha	GOAL	ACTION	TIMELINE	MONITORI NG	DATE COMPLETED
vior	1.Teachers and administrators will	Earle High School's Positive Behavioral	Dates to be determined.	School level PBIS Coach and School	<u>Update:</u>
Interv	build a safe, supportive, and	Interventions and Support (PBIS)	Dates of Training:	PBIS Team	
entio	collaborative culture to increase student	team will continue training in the	To be determined		
n	achievement and growth in reading	Multi-Tiered System of Support			
Syste	and math.	to ensure each student is receiving			
ms		positive feedback and support in			
(PBIS		alignment with the school wide			
)		<u>GROWLS Behavior</u> matrix			

01. 2020-2021 School	Earle High School	May 2020 to June	School-level	Update:	
	will continue to	2021	PBIS Coach		
	build capacity and		and School		
	work toward full	*See calendar for	PBIS Team		
	implementation of	training dates and			
	the PBIS model	agenda			
	including the	5			
	development of a				
	Multi-Tiered				
	System of Support.				
			Decibelle e		
	Earle High School will continue to	May 2020 to June 2021	Building Administrator,	<u>Update:</u>	
	build student,	2021	School PBIS		
	teacher, and parent		Coach, Student		
	capacity in the		Representative s, and		
	efforts to foster a		Community		
	culture of shared		Stakeholders		
	decision making				
	regarding student				
	activities.				
	S	tep 3: Check			
		(EVA	LUATION)		
INTERVENTION/	PERSON	PROCEDURES	TARGET	GOALS	FINDINGS
PRACTICE TO	RESPONSIBLE	FOR	DATE		TOWARDS
<b>BE EVALUATED</b>		EVALUATION			GOALS
Attend PBIS	Building Level	Registration and	Dates to be	To continue to	Update:
Leadership Training	PBIS Coach and	Certificate of	determined	build capacity	
with PBIS	PBIS Team	Attendance from		and	
Coordinators from	Members	PBIS Coordinators		infrastructure	
Arkansas State				to support the	
University				implementatio n of PBIS	

01. 2020-2021 School					
Creation and Implementation of GROWLS lessons	Building Level PBIS Coach, PBIS Team Members, and Staff	GROWLS Lesson Plans	End of 1st Quarter	To teach what each GROWLS component consists of and looks like on daily basis in each setting	<u>Update:</u>
Student behavior in various settings, teacher recognitions and distribution of rewards, monthly celebrations, processes and procedures for approval and facilitation of student activities	Building Level PBIS Coach, PBIS team, EHS Faculty	Monitoring behaviors in various settings, progress towards meeting identified goals and effectiveness of processes and procedures, and student survey data	School-wide teaching of behavioral expectations in every setting Daily rewards Monthly and quarterly celebrations	To increase Given respect and Responsibility, Ownership, Work Ethic, Leadership, and Safety amongst students and staff to build student leadership capacity that will assist in building a collaborative culture	<u>Update:</u>

Profe ssion			Step 2: DO		
al	GOAL	ACTION	TIMELINE	MONITO RING	DATE COMPLETED

Learn ing ing Com percent of students in each performance (PLC)       or exceed their estimated growth tred with approximately 15 percent of students in each performance range accelerating to the next level of academic performance in grades 11 and 12 a score of 19 or above on the ACT Assessment.       will utilize 3rd Party curriculum support with certified teachers of record to satisfy credit requirements in areas certified teachers cannot be secured at the district level.       2021       Instructional Facilitator, and In-class Facilitator, area celerating to the next level of academic performance in grades 11 and 12 a score of 19 or above on the ACT Assessment.       Will utilize 3rd Party curriculum support teachers of record to satisfy credit teachers cannot be secured at the district level.       2021       Instructional Facilitator, area celerating to teacher certification and retention. We have a mix of Emergency Teacher Permits (ETP). Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific       August 2020 – June 2021       Building Administrator, Assigned Support       Update:						1
ing com estimated growth approximately 15 percent of students in each performance range acclerating the next level of academic performance in Reading and Math on the ACT Aspire Assessment for students in grades 11 and 12 a score of 19 or above on the ACT Assessment.Humanic out of y curriculum support to satisfy credit teachers cannot be secured at the district level.August 2020 – June 2021Building Administrator, Instructional FacilitatorsUpdate:(PLC)Reading and Math on the ACT Aspire Assessment for students in grades 17-10 and students in grades 11 and 12 a score of 19 or above on the ACT Assessment.August 2020 – June district level.Building Administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, administrator, Instructional Facilitator, Assessment.Update: Administrator, Instructional Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific	Learn	1. Students will meet	Earle High School	August 2020 – June 2021	Counselor, Instructional	<u>Update:</u>
Ing Com munit       trend with approximately 15 percent of students in each performance range accelerating to the next level of academic performance in Reading and Math on the ACT Aspire Assessment for students in grades 7-10 and students in grades 11 and 12 a score of 19 or above on the ACT Assessment.       with certified teachers of record to satisfy credit requirements in areas certified teachers cannot be secured at the destrict level.       August 2020 – June 2021       Building Administrator, and District Assigned Support personnel (Novice Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific       August 2020 – June August 2020 – June and students Novice Teacher Coach, Building Principal, and Support personnel (Novice Teacher Coach       Building Administrator, and District Assigned Support       Update: Monthy check-in with the District's Support	-			2021	Facilitator,	
Com munit ie each performance in crange accelerating to the next level of academic performance in Reading and Matio on the ACT Aspire Assessment for students in grades 7-10 and students in grades 11 and 12 a score of 19 or above on the ACT Assessment.teachers of record to satisfy credit requirements in areas certified teachers cannot be secured at the district level.August 2020 – June 2021Building Administrator, and District Assigned Support Support Support personnel (Novice Teacher Coach, Building Principal, and Support personnel (Novice Teacher Coach, Building Principal, and Support personnel (Novice Teacher Coach, Building Principal, and Support personnel (Novice Teacher Coach)Update: <th>ina</th> <th>•</th> <th></th> <th></th> <th></th> <th></th>	ina	•				
Com munit i each performance range accelerating to the next level of academic performance in Reading and Math on the ACT Aspire Assessment.to satisfy credit requirements in areas certified teachers cannot be secured at the district level.August 2020 – June 2021Building Administrator, Instructional Galilator, and District Assigned Superior Mathematical Superior Assessment for students in grades 11 and 12 a score of 19 or above on the ACT Assessment.August 2020 – June district level.Building Administrator, Instructional Galilator, and District Assigned Superior Principal, and Superintendent or designed to Professional Educator Licensure (APPEL), Additional 					Facilitators	
munit ies (PLC)in each performance range accelerating to the next level of academic performance in Reading and Math on the ACT Aspire Assessment for students in grades 7-10 and students in grades 11 and 12 a score of 19 or above on the ACT Assessment.August 2020 – June district level.Building August 2020 – June 2021Judition Hausian Building August 2020 – June 2021Building Addiministrator, Instructional Facilitator, and District Assigned Support novice Teacher Coach, Building Principal, and Sasessment.Update:Winthe District's Assessment.August 2020 – June district level.Building Administrator, Instructional Facilitator, and District Assigned Novice Teacher Coach, Building Principal, and Sasessment.Update:Winthe District's Novice Teacher Coach, Building Principal, and BestonelSupport personnel (Novice Teacher Coach)Update:Winthe District's Novice Teacher Coach, Building Principal, and BestonelSuport personnel (Novice Teacher Coach)Update:Monthly check-in with the District's Novice Teacher Coach, Building Principal, and Suport Personnel Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. SpecificAugust 2020 – June August 2021 – June August 2021 – June August 2021 – June Suport Personnel Coach, Building Principal, and Suport Personnel Coach)Update:	Com					
munit ies (PLC)range accelerating to the next level of academic performance in Reading and Math on the ACT Aspire Assessment for students in grades 11 and 12 a score of 19 or above on the ACT Assessment.areas certified teachers cannot be secured at the district level.August 2020 – June 2021Building Administrator, Instructional Facilitator, and District Assigned Support Support Support personnel (Novice Teacher Coach, Building Principal, and Support novice teacher certification and retention. We have a mix of Emergency Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. SpecificAugust 2020 – June August 2020 – June 2021Building Administrator, Instructional Facilitator, and District Assigned Support Support Personnel (Novice Teacher Coach, Building Principal, and Superintendent or designeeUpdate: August 2020 – June Building Principal, and Support Support Support Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. SpecificAugust 2020 – June August 2020 – June August 2021 Monthly check-in with the District's Novice Teacher Coach, Building Principal, and Support Support Support Support Support Support Support Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. SpecificAugust 2020 – June August 2021 Monthly check-in Monthly check-in Monthly check-in August 2021 Monthly check-in Monthly check-in Augu		•	2			
ies (PLC)       the next level of academic performance in Reading and Math on the ACT Aspire Assessment for students in grades 7-10 and students in grades 11 and 12 a score of 19 or above on the ACT       teachers cannot be secured at the district level.       August 2020 – June 2021       Building Administrator, nstructional Facilitator, and District       Update:         August 2020 – June students in grades 7-10 and students in grades 11 and 12 a score of 19 or above on the ACT       Earle High School will support novice teachers with a meroring process designed to improve the progression of teacher certification and retention. We have a mix of Emergency Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific       August 2020 – June 2021       Building Administrator, nstructional Assigned Support       Update:	munit	•				
(PLC)performance in Reading and Mation on the ACT Aspire Assessment for students in grades 11 and 12 a score of 19 or above on the ACT Assessment.district level.August 2020 – June 2021Building Administrator, Instructional Facilitator, and District Support personnel (Novice Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. SpecificBuilding August 2020 – June 2021Building Administrator, Instructional Facilitator, and District AssignedUpdate:(PLC)Earle High School will support novice teacher certification and retention. We have a mix of Emergency Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. SpecificAugust 2020 – June August 2020 – June August 2021Building Administrator, Instructional Building Principal, and Support Dersonal Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. SpecificAugust 2020 – June August 2021 – June August 2021 – June August 2021 – June Monthly check-in with the District's Novice Teacher Coach, Building Principal, and Support personnel (Novice Teacher Coach)Update:Image: Del to the complex states and/or facilitators as needed. SpecificBuilding Principal, and Support Principal, and Support Principal, and Support Principal, and Support Principal, and Support Principal, and <br< th=""><th>:</th><th>5 5</th><th>teachers cannot be</th><th></th><th></th><th></th></br<>	:	5 5	teachers cannot be			
(PLC)Reading and Math on the ACT Aspire Assessment for students in grades 7-10 and students in grades 11 and 12 a score of 19 or above on the ACT Assessment.Earle High School will support novice teachers with a mentoring process designed to improve the progression of teacher certification and retention. We have a mix of Emergency Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), withBaileding August 2020 – June 2021Building Administrator, Instructional SignedUpdate:Will support novice teachers with a mentoring process designed to improve the progression of teacher certification and retention. We have a mix of Emergency Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. SpecificBuilding August 2020 – June 2021Building Administrator, Instructional Building Vovice Teacher Coach, Building Coach, Building Principal, and Superintendent or designeeUpdate:Monthly check-in vovice teacher Permits (CAPPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. SpecificAugust 2020 – June August 2020 – June Monthly check-in Monthly check-in Monthly check-in Support S	les	academic	secured at the			
on the ACT Aspire Assessment for students in grades 7-10 and students in grades 11 and 12 a score of 19 or above on the ACT Assessment. Assessment.		performance in	district level.			
Assessment for students in grades 7-10 and students in grades 11 and 12 a score of 19 or above on the ACT Assessment. Assessment. Assessment. Assessment. Assessment. Assessment. Assessment. Assessment.		•	•	•		Update:
Assessment for students in gradesIteacher Swith a mentoring process designed to improve theMonthly check-in with the District'sFacilitator, and Districtgrades 11 and 12 a score of 19 or above on the ACTimprove the progression of teacher certification and retention. We have a mix of Emergency Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. SpecificMonthly check-in with the District's Novice Teacher Coach, Building Principal, and Superintendent or designeeFacilitator, and District Assigned Support personnel (Novice Teacher Coach)Facilitator, and retentionand retention teacher certification and retention teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. SpecificMonthly check-in with the District's Novice Teacher Coach, Building Principal, and Support Teacher Coach, Building Principal, and Superintendent or designeeFacilitator, 		•		2021		
7-10 and students in grades 11 and 12 a score of 19 or above on the ACT       designed to improve the progression of teacher certification and retention. We have a mix of Emergency Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Paths (ALP), with substitutes and/or facilitators as needed. Specific       with the District's Novice Teacher Coach, Building Principal, and Suport personnel (Novice Teacher Coach)       Assigned Suport personnel (Novice Teacher Coach)				Monthly aboak in		
grades 11 and 12 a score of 19 or above on the ACT Assessment.		•	• •			
score of 19 or above on the ACT Assessment.progression of teacher certification and retention. We have a mix of Emergency Teacher Permits (ETP), Arkansas Pathway to 			•		-	
on the ACT Assessment.		0				
Assessment. Assessment. and retention. We have a mix of Emergency Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific					•	
have a mix of Emergency Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific				•		
Emergency Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific				•	Coach)	
Teacher Permits (ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific				debighee		
(ETP), Arkansas Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific			<b>u</b>			
Pathway to Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific						
Professional Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific						
Educator Licensure (APPEL), Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific						
Additional Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific						
Licensure Plans (ALP), with substitutes and/or facilitators as needed. Specific			(APPEL),			
(ALP), with substitutes and/or facilitators as needed. <i>Specific</i>			Additional			
substitutes and/or facilitators as needed. Specific			Licensure Plans			
facilitators as needed. Specific			(ALP), with			
needed. Specific			substitutes and/or			
			facilitators as			
numbers will be			,			
			numbers will be			

01: 2020-2021 School				
	added for 20-21 SY			
	as determined			
	Earle High School will use TESA inspired peer observations to see if teachers' instructional goals are being accomplished.	August 2020 – June 2021 All teachers will conduct at least one targeted peer-to-peer observation, with peer feedback and teacher reflection, per quarter.	Building Administrator, Instructional Facilitator, and Teachers	<u>Update:</u>
	Earle High School faculty and staff will meet consistently in collaborative teams to analyze student achievement data	May 2020 – June 2021	Building Administrator, Instructional Facilitator (IF), content teams, cross-curricul ar teams	
2. Teachers and administrators will build a safe, supportive, and collaborative culture to increase student achievement and growth in reading and math.	Earle High School's PLC Leadership Team (instructional facilitator, library/media specialist, general education teachers, special education teacher, and principal will attend the PLC Leadership Academy to work with and understand the four pillars of PLC:		Building Administrator, Instructional Facilitator (IF), and School Leadership Team	<u>Updates:</u>

	Mission, Vision,				
	Collective				
	Commitments, and				
	Goals.				
	Earle High School	May 2020 – June	Building		
	faculty and staff will	2021	Administrator,		
	meet in a variety of		Instructional		
	teams to identify		Facilitator (IF), and all school		
	and address		staff		
	various student and		otan		
	staff concerns.				
	Consistently	May 2020 – June	Building		
	celebrate	2021	Administrator,		
	successes and		Instructional Facilitator (IF),		
	work to address		and all school		
	deficiencies		staff		
		Step 3: Cheo	ck		
			UATION)		
INTERVENTION/	PERSON			GOALS	FINDINGS
INTERVENTION/ PRACTICE TO	PERSON RESPONSIBLE	(EVAL	UATION)	GOALS	FINDINGS TOWARDS
_		(EVAL) PROCEDURES	JATION) TARGET	GOALS	
PRACTICE TO		(EVAL) PROCEDURES FOR	JATION) TARGET DATE	<b>GOALS</b> To ensure	TOWARDS GOALS
PRACTICE TO BE EVALUATED	RESPONSIBLE	FOR EVALUATION	JATION) TARGET		TOWARDS
PRACTICE TO BE EVALUATED Non-certified	RESPONSIBLE School	FOR EVALUATION Classroom	JATION) TARGET DATE August 23,	To ensure	TOWARDS GOALS
PRACTICE TO BE EVALUATED Non-certified teachers monitored and observed to see	RESPONSIBLE School Administrator and	FOR EVALUATION Classroom	JATION) TARGET DATE August 23, 2020 –May	To ensure certified	TOWARDS GOALS
PRACTICE TO BE EVALUATED Non-certified teachers monitored and observed to see development in	RESPONSIBLE School Administrator and Instructional	(EVAL) PROCEDURES FOR EVALUATION Classroom Observations Submitted Grade	JATION) TARGET DATE August 23, 2020 –May	To ensure certified teachers	TOWARDS GOALS
PRACTICE TO BE EVALUATED Non-certified teachers monitored and observed to see development in pedagogy and	RESPONSIBLE School Administrator and Instructional	(EVAL) PROCEDURES FOR EVALUATION Classroom Observations	JATION) TARGET DATE August 23, 2020 –May 2021	To ensure certified teachers facilitate courses	TOWARDS GOALS
PRACTICE TO BE EVALUATED Non-certified teachers monitored and observed to see development in	RESPONSIBLE School Administrator and Instructional	(EVAL) PROCEDURES FOR EVALUATION Classroom Observations Submitted Grade	JATION) TARGET DATE August 23, 2020 –May	To ensure certified teachers facilitate courses required to	TOWARDS GOALS
PRACTICE TO BE EVALUATED Non-certified teachers monitored and observed to see development in pedagogy and	RESPONSIBLE School Administrator and Instructional	(EVAL) PROCEDURES FOR EVALUATION Classroom Observations Submitted Grade	JATION) TARGET DATE August 23, 2020 –May 2021 Weekly	To ensure certified teachers facilitate courses	TOWARDS GOALS
PRACTICE TO BE EVALUATED Non-certified teachers monitored and observed to see development in pedagogy and	RESPONSIBLE School Administrator and Instructional	(EVAL) PROCEDURES FOR EVALUATION Classroom Observations Submitted Grade	JATION) TARGET DATE August 23, 2020 –May 2021 Weekly	To ensure certified teachers facilitate courses required to satisfy	TOWARDS GOALS
PRACTICE TO BE EVALUATED Non-certified teachers monitored and observed to see development in pedagogy and	RESPONSIBLE School Administrator and Instructional	(EVAL) PROCEDURES FOR EVALUATION Classroom Observations Submitted Grade	JATION) TARGET DATE August 23, 2020 –May 2021 Weekly	To ensure certified teachers facilitate courses required to satisfy graduation	TOWARDS GOALS
PRACTICE TO BE EVALUATED Non-certified teachers monitored and observed to see development in pedagogy and practice	RESPONSIBLE School Administrator and Instructional Facilitator	(EVAL PROCEDURES FOR EVALUATION Classroom Observations Submitted Grade Reports	JATION) TARGET DATE August 23, 2020 –May 2021 Weekly monitoring	To ensure certified teachers facilitate courses required to satisfy graduation requirements	TOWARDS GOALS Update:
PRACTICE TO BE EVALUATED Non-certified teachers monitored and observed to see development in pedagogy and practice	RESPONSIBLE School Administrator and Instructional Facilitator Building	(EVAL PROCEDURES FOR EVALUATION Classroom Observations Submitted Grade Reports	JATION) TARGET DATE August 23, 2020 –May 2021 Weekly monitoring August	To ensure certified teachers facilitate courses required to satisfy graduation requirements To provide	TOWARDS GOALS Update:

	School Leadership Team	Teacher survey data	Dates to be	in an effort to improve teacher	
Implementation and effectiveness of PLC components and school-wide systems and processes	Building Administrator, Instructional Facilitator, and School Leadership Team	Sign-in sheets, Agendas, and Minutes Protocols Data reports (Including but not limited to discipline data)	determined July 2020 to June 2021	retention To ensure team members are attending training to build capacity, aligning practices and implementing the components of the PLC process	<u>Update:</u>