

# Earle High School: 2020-2021 School Improvement Plan

## Links:

- [Earle High School ReEntry Plan](#)
- [Earle School District Ready For Learning Plan](#)
- [PBIS Handbook](#)
- [Athletic Handbook](#)
- [Staff Handbook](#)
- [Student Handbook](#)
- [PBIS Matrix](#)
- [Student Technology Handbook](#)

## Step 1: PLAN

### NEEDS ASSESSMENT DATA:

- Summative Assessment Data
- [High School ACT Aspire Interim Assessment Data](#)
- Observation Data from EdReflect
- Perceptual Data

Multiple Measures of Student Performance	Demographic	Processes and Programs	Perceptual
2018 and 2019 ACT Data 2018 ACT Aspire Summative scores 2018 and 2019 ESSA School Index (weighted)	Attendance data (Students and teachers)  # students receiving concurrent credits Observation	# novice teachers mentored through CRESC  # teachers in programs seeking licensure # Virtual	AdvancED survey data (Students, Educators, and Stakeholders)

### DATA ANALYSIS:

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

	In Need of Support	Close	Ready	Exceeds
<b><u>2018 ESSA School Index</u></b>  Weighted Achievement - ELA	103/166 62%	36/166 22%	24/166 14%	3/166 2%
<b><u>2017 ESSA School Index</u></b>  Weighted Achievement - ELA	79/192	54/192	43/192	16/192
<b><u>2018 ESSA School Index</u></b>	114/166 69%	39/166 23%	9/166 5%	4/166 2%

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<p>achievement, growth, reading at grade level) 2018-2019 ACT Aspire Interim Assessment Data</p>	<p>data from EdReflect</p>	<p>Arkansas teacher lead classrooms</p>		<p>Weighted Achievement - Math</p> <p><b>2017 ESSA School Index</b></p> <p>Weighted Achievement - Math</p>	<p>125/N&lt;188</p>	<p>45/N&lt;188</p>	<p>18/N&lt;188</p>	<p>N&lt;10/N &lt; 188</p>
				<ul style="list-style-type: none"> <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 ESSA Score 56.86</li> <li>● 2017 Weighted Achievement Score 33.98</li> <li>● 2017 School Value-added Growth Score 76.59</li> <li>● 2017 ELA Value-added Growth Score 77.2</li> <li>● 2017 Math Value-added Growth Score 73.72</li> <li>● 2017 Poverty Rate 98.1%</li> <li>● 2017 4 Year Graduation Rate 83.87</li> <li>● 2017 5 Year Graduation Rate 80</li> <li>● 2017 School Quality &amp; Student Success Score 38.48</li> </ul>				
<p><b>PRIORITIES:</b></p> <ul style="list-style-type: none"> <li>● Reading</li> <li>● Math</li> <li>● Professional Learning Communities (PLC)</li> <li>● Positive Behavior Interventions Systems (PBIS)</li> </ul>				<p><b>THEORY OF ACTION 1:</b></p> <p>If leaders provide training on the implementation and use of the Professional Learning Communities (PLCs) Model;</p>				

	<p>Then, we will build and sustain a collaborative school culture and increase teacher capacity, resulting in improved academic student outcomes in Reading and Math.</p>
<p><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.</p>	<p><b>OVERARCHING GOALS:</b></p> <ol style="list-style-type: none"> <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> </ol>
<p><b>Evidence Based Instructional Strategies or Practices:</b></p> <ol style="list-style-type: none"> <li>1. Administrator, instructional support staff and teachers will establish a team structure with specific time for instructional planning and collaborative conversations about student learning.</li> <li>2. Administrator and instructional facilitator will conduct observations to provide timely feedback and monitor progress.</li> <li>3. Administrator, instructional facilitator, and teachers will conduct walkthroughs to gather data on the use of evidence-based instructional strategies and practices.</li> </ol>	

English	Step 2: DO				
	GOAL	ACTION	TIMELINE	MONITORING	DATE COMPLETED

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<p><b>Lang uag Arts</b></p>	<p>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 range accelerating to the next level of academic performance in Reading on the ACT Aspire Assessment for students in grades 7-10 and students in grades 11 and 12 a score of 21 or above on the ACT Assessment.</p>	<p>Earle High School will create a viable curriculum for Literacy by unpacking Arkansas State Standards.</p>	<p>Content Teams meet weekly</p> <p>1st Quarter Units by June 2020 2nd Quarter Units by August 2020 3rd Quarter Units by December 2020 4th Quarter Units by February 2021</p>	<p>Building Administrator and Instructional Facilitator (IF)</p>	<p><b><u>Update:</u></b></p>
		<p>Earle High School will use the backward design model to develop Aligned Periodic Assessments (APAs) of learning and corresponding assessments.</p>	<p>May 2020 – June 2021</p> <p>Content teams meet weekly</p>	<p>Building Administrator and Instructional Facilitator (IF)</p>	<p><b><u>Update:</u></b></p>
		<p>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</p>			

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		<p>Earle High School will utilize evidence based practices in the creation of daily learning activities.</p>	<p>May 2020 – June 2021</p> <p>Content Teams meet weekly and cross-curricular grade teams meet monthly</p>	<p>Building Administrator and Instructional Facilitator (IF)</p>	
		<p>Earle High School teachers will analyze data to inform instruction</p> <p>Response to Intervention (RTI) Plan:</p> <ul style="list-style-type: none"> <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>	<p>1/week with common content areas</p> <p>Bi-weekly school-wide</p>	<p>Building Administrator and Instructional Facilitator (IF), and School Leadership Team</p>	<p><b>Update:</b></p>
		<p>Earle High School teachers will complete reading professional development through:</p> <ul style="list-style-type: none"> <li>• Arkansas IDEAS: <i>The Science of Reading</i>.</li> <li>• Morphology training by CRESC Literacy Coach</li> </ul>	<p>May 2020 – July 2021</p> <p>Teachers will be required to complete modules monthly, or as made available by Arkansas IDEAS.</p>	<p>Building Administrator and Instructional Facilitator (IF)</p>	<p><b>Update:</b></p>

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		<ul style="list-style-type: none"> <li>• Solution Tree ELA Training</li> </ul>			
		Earle High School Interventionist will complete professional development on Strategic Reading and Critical Reading with the CRESC Literacy Specialist	Summer 2020	CRESC Literacy Specialist, DESE Literacy Support Specialist	
		Earle High School will send administrator and team members to RISE for grades 3 through 6 training to assist in supporting reading strategies such as morphology.	Summer 2020	Building Administrator and Instructional Facilitator (IF)	
		Earle High School will partner with Crowley's Ridge ESC to provide support for teachers in ELA, Math, and Science. The supports will include co-planning, modeling, and feedback to increase teacher	August 2020 –May 2021  Dates to be determined	Building Administrator and Instructional Facilitator (IF)	<b><u>Updates:</u></b>

		effectiveness and rigor in the classroom.				
<b>Step 3: Check</b> <b>(EVALUATION)</b>						
<b>INTERVENTION/ PRACTICE TO BE EVALUATED</b>	<b>PERSON RESPONSIBLE</b>	<b>PROCEDURES FOR EVALUATION</b>	<b>TARGET DATE</b>	<b>GOALS</b>	<b>FINDINGS TOWARDS GOALS</b>	
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 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 of Reading</i>	<u>Update:</u>	

			through classroom observations	as made available by Arkansas IDEAS. All available modules will be completed by May 2020		
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Mathematics	Step 2: DO				
	GOAL	ACTION	TIMELINE	MONITORING	DATE COMPLETED
	<p>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 range accelerating to the next level of</p>	<p>Earle High School will align the curriculum for Math using the resources provided by Solution Tree, Math Quest and Crowley’s Ridge ESC.</p>	<p>Content Teams meet weekly</p> <p>1st Quarter Units by June 2020 2nd Quarter Units by August 2020 3rd Quarter Units by December 2020 4th Quarter Units by February 2021</p>	<p>Building Administrator and Instructional Facilitator (IF)</p>	<p><b>Update:</b></p>
<p>Earle High School will use the</p>		<p>May 2020 – June 2021</p>	<p>Building Administrator</p>	<p><b>Update:</b></p>	



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	academic performance in Math on the ACT Aspire Assessment for students in grades 7-10 and students in grades 11 and 12 a score of 22 or above on the ACT Assessment.	backward design model to develop Aligned Periodic Assessments (APAs) of learning and corresponding assessments.	Content teams meet weekly	and Instructional Facilitator (IF)	
		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)	<b><u>Update:</u></b>
		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)	<b><u>Update:</u></b>
		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	<b><u>Updates:</u></b>

<b>Step 3: Check</b> <b>(EVALUATION)</b>					
<b>INTERVENTION/ PRACTICE TO BE EVALUATED</b>	<b>PERSON RESPONSIBLE</b>	<b>PROCEDURES FOR EVALUATION</b>	<b>TARGET DATE</b>	<b>GOALS</b>	<b>FINDINGS TOWARDS GOALS</b>
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	<b><u>Updated:</u></b>
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 determined.	Gain knowledge and understanding of Critical Concepts Scales for ELA and Math, Unit One for both areas.	<b><u>Updated:</u></b>
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 classrooms	Teachers to use the APA data to guide classroom instruction.	<b><u>Updated:</u></b>

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	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 September 2020- May 2021	Targeted instructional support for improved student performance	<b>Updated:</b>
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<b>Positive Behavior Intervention Systems (PBIS)</b>	<b>Step 2: DO</b>				
	<b>GOAL</b>	<b>ACTION</b>	<b>TIMELINE</b>	<b>MONITORING</b>	<b>DATE COMPLETED</b>
	1. 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 Positive Behavioral Interventions and Support (PBIS) team will continue training in the Multi-Tiered System of Support to ensure each student is receiving positive feedback and support in alignment with the school wide <a href="#">GROWLS Behavior matrix</a>	Dates to be determined.  Dates of Training: To be determined	School level PBIS Coach and School PBIS Team	<b>Update:</b>

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

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	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	<b>Update:</b>
	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	<b>Update:</b>

<b>Professional</b>	<b>Step 2: DO</b>				
	<b>GOAL</b>	<b>ACTION</b>	<b>TIMELINE</b>	<b>MONITORING</b>	<b>DATE COMPLETED</b>

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<p><b>Learn ing Com munit ies (PLC)</b></p>	<p>1. 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.</p>	<p>Earle High School 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.</p>	<p>August 2020 – June 2021</p>	<p>Counselor, Instructional Facilitator, and In-class Facilitators</p>	<p><b><u>Update:</u></b></p>
		<p>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), with substitutes and/or facilitators as needed. <i>Specific numbers will be</i></p>	<p>August 2020 – June 2021</p> <p>Monthly check-in with the District’s Novice Teacher Coach, Building Principal, and Superintendent or designee</p>	<p>Building Administrator, Instructional Facilitator, and District Assigned Support personnel (Novice Teacher Coach)</p>	<p><b><u>Update:</u></b></p>

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		<i>added for 20-21 SY as determined</i>			
		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	<b><u>Update:</u></b>
		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-curricular 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	<b><u>Updates:</u></b>

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



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		School Leadership Team	Teacher survey data	Dates to be determined	in an effort to improve teacher retention	
	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)	July 2020 to June 2021	To ensure team members are attending training to build capacity, aligning practices and implementing the components of the PLC process	<b><u>Update:</u></b>