

# Earle High School: 2021-2022 School Improvement Plan

## Links/ Resources:

- [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](#)
- Testing Calendar
- 2021-2022 Professional Development Calendar
- [2019-2020 Earle High School School Improvement Plan](#)
- [2020-2021 Earle High School School Improvement Plan](#)

## Step 1: PLAN

### NEEDS ASSESSMENT DATA:

Student Performance	Demographic	Processes and Programs	Perceptual
<ul style="list-style-type: none"> <li>• ACT Data</li> <li>• ACT Aspire Data</li> <li>• ESSA School Index</li> <li>• AP Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data(Ss &amp; Ts)</li> <li>• Concurrent Credit Data</li> <li>• EdReflect Observations</li> <li>• PBIS Data</li> </ul>	<ul style="list-style-type: none"> <li>• # Ts on Alt. Cert Paths/ seeking licensure</li> <li>• # Virtual Arkansas classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• AdvancED survey data</li> </ul>

### Data Links:

- [High School ACT Aspire Interim Assessment Data](#)

### DATA ANALYSIS:

	In Need of Support	Close	Ready	Exceeds
<b>2020 ESSA School Index</b> Weighted Ach. - ELA	<b>PENDING</b>			
<b>2018 ESSA School Index</b> Weighted Ach. - ELA	103/166 62%	36/166 22%	24/166 14%	3/166 2%
<b>2020 ESSA School Index</b> Weighted Ach. - Math	<b>PENDING</b>			
<b>2018 ESSA School Index</b> Weighted Ach. - Math	114/166 69%	39/166 23%	9/166 5%	4/166 2%

*Not all metrics are available for 2019 & 2020 due to COVID-19 but relevant data will be added as supplied*

**2020 Metrics Pending**

	<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 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> </ul>
<p><b>PRIORITIES:</b></p> <p><b>Academics</b></p> <ul style="list-style-type: none"> <li>● Show 15% growth in Reading proficiency and show 15% growth in Math proficiency</li> <li>● Consistent and refined use of Professional Learning Communities (PLC) for Multi-Tiered System of Supports(MTSS) academic interventions</li> </ul> <p><b>Student Support Systems</b></p> <ul style="list-style-type: none"> <li>● Improve student attendance</li> <li>● Consistent and refined use of PLC for MTSS behavioral interventions using Positive Behavioral Interventions and Supports (PBIS)</li> </ul> <p><b>Human Capital Management</b></p> <ul style="list-style-type: none"> <li>● Increased teacher attendance</li> </ul> <p><b>Family and Community Engagement</b></p> <p>Increased parent engagement onsite</p>	<p><b>THEORY OF ACTION 1:</b></p> <p>If administration provides all teachers with support for reading instructional strategies and monitors standards aligned instruction; Then, all teachers will be using research based strategies to aid in reading and math comprehension, resulting in improved academic student outcomes in both Reading and Math.</p> <p><b>THEORY OF ACTION 2:</b></p> <p>If all staff members are trained in the areas of MTSS and are monitored/ provided consistent feedback for real time interventions; Then we will establish a safe, supportive, and collaborative culture, resulting in increased student achievement in core subjects and a decrease in behavioral referrals.</p>
<p><b>OVERARCHING GOALS:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will provide standards based instruction as documented in the viable and reliable curriculum to yield improved results in Reading and Math. The result will be a 15% increase in overall subject proficiency for 7-10th graders with less than 30% (~50 students) of all students being listed as “In Need of Support” for either Math or Reading <b>and students in grades 11 and 12 a score of 19 or above on the ACT Assessment.</b></li> <li>2. Teachers and administrators will build a safe, supportive, and collaborative culture through the use of real time academic and behavioral interventions as outlined in the Multi Tiered Systems of Supports plan to facilitate student growth and achievement.</li> </ol>	
<p><b>Evidence Based Instructional Strategies or Practices:</b></p> <ol style="list-style-type: none"> <li>1. The principal, instructional support staff and teachers will refine the established team structure and meeting agenda for common instructional planning time and be given additional time within the work day to engage in collaborative conversations about student learning.</li> <li>2. Administrator, instructional facilitator, and district support team members will conduct regular observations to provide timely feedback and monitor teacher/ student progress.</li> <li>3. Administrator, instructional facilitator, and teachers will conduct targeted walkthroughs aligned to building priorities and professional development to collect data on the use of evidence-based instructional strategies and practices to be presented to stakeholders.</li> </ol>	

<b>Step 2: DO</b>					
<b>ACADEMICS</b>	<b>GOAL</b>	<b>ACTION</b>	<b>TIMELINE</b>	<b>MONITOR</b>	<b>PROGRESS NOTES</b>
<b>ACADEMICS</b>	Teachers will provide standards based instruction as documented in the viable and reliable curriculum to yield improved results in Reading and Math. The result will be a 15% increase in overall subject proficiency for 7-10th graders with less than 30% (~50 students) of students being listed as “In Need of Support” for either Math or Reading and students in grades 11 and 12 a score of 19 or above on the ACT Assessment.	Earle High School staff will review and implement the established curriculum for Literacy to ensure it is guaranteed and viable. Earle HS will exist as a PLC and develop consistent and refined routines for monitoring and improving regular T2 and T3 academic interventions including teachers meeting weekly to discuss 10 day cycle data.	<p>Summer 2021- Ensure all current curriculum documents are in shared location and evaluate last SY APAs to establish common reading standards and action plan</p> <p>Q1: 1st semester review and implementation of curriculum</p> <p>Q2: 2nd Semester review and implementation of curriculum and offer standards-aligned PD to improve rigor and effectiveness of APAs (aligned periodic assessments)</p> <p>Q3: Meet with staff to determine if we will keep chosen standards or change due to progress. Ensure all curriculum documents for 2022-2023 SY are in shared folders</p>	Instructional Facilitator and Principal	
	Teachers and administrators will build a safe, supportive, and collaborative culture through the use of real time academic and behavioral interventions as outlined in the MTSS plan to facilitate student growth and achievement.	Earle High School will exist as a professional learning community and develop consistent and refined routines for MTSS Math and Reading interventions	<p>Summer 2021- Work with Solution Tree Math and Reading Content Specialists</p> <p>Q1: Establish needed areas of T2 and T3 Intervention</p> <p>Each Quarter- All stakeholders evaluate current MTSS plan</p>	Instructional Facilitator and Principal	
		Earle High School will use PBIS to support behavioral interventions as outlined by the MTSS.	<p>Q1. Reviewed the effectiveness of PBIS/MTSS and provided professional development and support to ensure teachers are effective.</p> <p>Q2. Monitor and continue to provide support</p>	Instructional Facilitator, Principal, and Interventionist	

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<b>ACADEMICS</b>			Q3. Compare each quarter 2020-21 to 2021-22 data, and review and modify T1 and T2 MTSS plan.			
	<b>Step 3: CHECK (EVALUATION)</b>					
	<b>PRACTICE TO BE EVALUATED</b>	<b>GOALS</b>	<b>EVALUATION PROCEDURES</b>	<b>TIMELINE</b>	<b>Respo nParty</b>	<b>FINDINGS</b>
	Collaborative Team Meetings	After practice all teams able to lead own meetings re: student data and submit appropriate documentation of meeting	1st DLT observes and provide IF with constructive feedback, then IF observe teacher led meetings and provide feedback	Q3: 50% of teams able to lead own mtg Q4: All able to lead own mtgs and submit documentation of meeting	Principal and DLT	
	Early Dismissal Professional Development	75% of staff being observed as “effective” in all targeted PD areas.	EdReflect Strengths and Opportunities report will be used to plan relevant PD and edreflect data should reflect improvement in these targeted strategies	Each quarter improved edreflect observation data	IF and Principal	
	Aligned Periodic Assessments (APAs)	All non core teachers suggest students for T3 support in reading to yield a %5 increase each quarter of students mastering common reading standards	All non math, ELA, and science teachers give APAs aligned to common reading comprehension standards	Each quarter 5% increase in students mastering common reading standards	IF	
PBIS/MTSS	Reduce number of students needing T2 and T3 interventions	Reduced number of referrals and increase academic growth  eSchool/Cognos reports; grades, discipline, attendance.	Q1. Each quarter reduce number of students assigned to ISS and OSS	Principal and ISS staff		

<b>Step 2: DO</b>					
<b>Student Support Systems</b>	<b>GOAL</b>	<b>ACTION</b>	<b>TIMELINE</b>	<b>MONITOR</b>	<b>PROGRESS NOTES</b>
	Increase student attendance each semester.	Earle High School will exist as a professional learning community and develop consistent and refined routines for monitoring and improving attendance.	WIN Wednesdays will start in the second month of school and continue each week for real time T2 interventions.  Effectiveness of WIN Wednesday will be determined bi quarterly and needed PD determined based on this  APAs, previous summatives, and current interims will be used to determine T3 Interventions	IF, Principal, and Interventionist	
		Student attendance will be monitored, parents consistently contacted, and notified in writing after frequent absences, and file FINS as appropriate to achieve and maintain a 95% attendance rate.	Q1: 10% improve student attendance from Q4 LY Q2: additional 10% improved student attendance from Q4 LY Q3: additional 5% improved student attendance from Q4 LY Q4: Monitor and maintain 95% student attendance rate	Secretary, Student Success Coordinator, and Parent Liaison	
	Teachers and administrators will build a safe, supportive, and collaborative culture through the use of real time academic and behavioral interventions as outlined in the Multi Tiered Systems of Supports plan to facilitate student growth and achievement.	Earle High School will exist as a professional learning community and develop consistent and refined routines for regular behavioral interventions using data from the PBIS Rewards system.	Back to School PD: PBIS team outlines Teacher expectations for PBIS Rewards using EES as model Q1: 80% of teachers meet established daily point goals set by district PBIS Coach Q2: 100% of teachers meet established daily point goals set by district PBIS Coach Q3: Increased daily point goals and monitoring of discipline data Q4: 80% of teachers meeting new daily point goals and monitoring of discipline data	School Counselor and District PBIS Coach	

**Step 3: Check (EVALUATION)**

Student Support Systems	<b>Step 3: Check (EVALUATION)</b>					
	<b>PRACTICE TO BE EVALUATED</b>	<b>GOALS</b>	<b>EVALUATION PROCEDURES</b>	<b>TIMELINE</b>	<b>Resp Party</b>	<b>FINDINGS</b>
	PBIS Rewards System	Increase in number of teachers meeting established daily point goals set by district PBIS Coach and to increase daily attendance	Pull PBIS Reports to analyze data, eSchool comparing student attendance data.	Q1: 80% Q2: 100% Q3: Incrd goal Q4: 80%	PBIS Coach	
WIN Wednesday	Established effective WIN Interventions and Extensions resulting in decreased number of students needing T3 interventions, 75% of students in bottom two categories on ACT Aspire showing growth from Interim I to II and additional 50% of students showing growth from Interim II to III.	EdReflect data will be used on WIN days to determine if interventions and Extensions (T2) provided by core teachers and executed by ALL teachers are engaging and effective. APA and interim data should reflect the increased number of proficient students with less needing T3 intervention as a result.	Summer 2021-determine how to use Critical and Strategic reading (T1 or T3)  <i>ACT Aspire Interim Dates to be set</i>	IF, Principal		

Step 2: DO						
Human Capital Management	GOAL	ACTION	TIMELINE	MONITOR	PROGRESS NOTES	
		Increase teacher attendance.	Teacher attendance will be monitored biquarterly to ensure that teachers are able to provide standards based instruction themselves to ensure certified teachers are delivering content.	Q1: 10% improved teacher attendance from Q4 LY Q2: additional 10% improved teacher attendance from Q4 LY Q3: additional 5% improved teacher attendance from Q4 LY Q4: Monitor and maintain 95% teacher attendance rate	Secretary, Principal, HR	
Step 3: Check (EVALUATION)						
Human Capital Management	PRACTICE TO BE EVALUATED	GOALS	EVALUATION PROCEDURES	TIMELINE	Respon Party	FINDINGS
	Absence Request Process and Absence Reporting	Absence request process is clearly outlined and understood with 90% of absences being approved with over 24 hours prior written notice and the remaining emergency requests paperwork completed within 1 day of returning. 100% of absences reported each day with appropriate documentation	Staff will be informed of procedures including written requests and emergency call-outs.  Evaluation will include pulling data and monitoring the completion timeline of paperwork.	Staff should fill out all appropriate paperwork without prompting by the second quarter.	Secretary, Principal, and HR	

	Step 2: DO
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<b>Family and Community Engagement</b>						
	GOAL	ACTION	TIMELINE	MONITOR	PROGRESS NOTES	
	To increase parent engagement onsite.	School will host at least one community night/ event each school month to increase collaborative culture of the school	Create school wide calendar of events at the start of the school year  Each month monitor events and attendance	Parent Liaison and Principal		
		EHS will actively recruit new registered volunteers to work within the school	Summer 2021: Advert desire for volunteers Q1: +5 registered Q2: +5 registered Q3: +5 registered Q4: +5 registered	Parent Liaison and Principal		
	<b>Step 3: Check (EVALUATION)</b>					
	PRACTICE TO BE EVALUATED	GOALS	EVALUATION PROCEDURES	TIMELINE	Respon Party	FINDINGS
	Community Nights	70% of parents participate in at least one event at the school outside of athletics	Parent sign in sheets will be used to collect data counts	Each Quarter increased # of parents @ EHS (non athletic) events with 50% attending by Q2 and 70% by Q4	Parent Liaison	
	Community Volunteers	20 added registered Volunteers In the 2020-2021 SY	Collect # of total registered volunteers	Q1: +5 registered Q2: +5 registered Q3: +5 registered Q4: +5 registered	Parent Liaison & Community Liaison	
	Bulldog of the Month	Each Quarter increased # of Community Member of the Month nominations	Counting total # of unique community member of the month nominations	Each Quarter increased # of unique nominations	IF	