



Earle High School

School Improvement Plan 2018-19

VISION

Earle High School aims to empower students to become self-supporting, motivated individuals by providing a supportive, safe, and self-centered environment through leadership and guidance for all stakeholders.

MISSION

The mission of Earle High School is to educate and provide support through a collaborative effort with all stakeholders---students, faculty, parents, and community.

OVERARCHING GOAL

Earle High School will create an environment where teachers want to work and students want to learn. The focus of the 2018-2019 school year is to use the Professional Learning Communities (PLCs) model to build and sustain a collaborative school culture and increase teacher capacity through the use of content-area and cross-curricular teams. Analysis of student data to identify and implement effective research-based practices and procedures on a consistent basis to improve all students' academic performance. As a result of our effort, Earle High School 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 for students in grades 11 and 12 to score a 19 or above on the ACT Assessment.

ACTION(S)

1. Earle High School will implement the use of PLC teams lead by teacher leaders and supported by the school's instructional and administrative teams (instructional facilitator, library/media specialist, dean of students, student success coordinator, principal, and Crowley's Ridge Educational Cooperative Specialist). The teacher leaders will also serve as a voice for the teachers in the school's decision making process.
2. Earle High School's Instructional Support Team will attend professional developments focused on improving culture through the use of effective Professional Learning Communities. Support began in July of 2018, but continue as needed throughout the year.
3. Earle High School's Instructional Support Team will provide regularly scheduled time for content specific team meetings and cross-curricular team meetings. The

meetings will be used to create:

- Protocols for instructional unit development based on standards
 - Pacing Guides
 - Assessments
 - Lesson Plans
 - Materials for instructional Activities
4. Earle High School will increase rigor in ELA (Reading) and Math classrooms by using Virtual Arkansas' certified teachers to instruct students, while providing support to novice teachers used as In-class facilitators by modeling effective teaching strategies. This support will be in place by August 13, 2018.
 5. Earle High School support staff will provide additional support in Reading to students in grades 7-8 starting August 13, 2018.
 6. Earle High School will increase instruction time in grades 7 and 8 in core content areas. This will allow for in-class facilitators to provide additional support for students experiencing difficulty. The support will be in place by August 13, 2018 and continued throughout the school year.
 7. Earle High School will implement the use of a Student Government Body to assist in providing decision making input to the school's leadership team. This support began in May of 2018 with the election of the Student Government Body to promote inclusive Leadership.

All actions will be monitored on a regular basis by the School's Instructional Leadership Team. The school will report regularly on the progress of the School Improvement Plan to the District's Instructional Leadership Team. Support will be provided from the District to the school as needed, determined by student data.

Earle High School Integrated Action Plan

Primary Need #1	Primary Need: Improved instruction by teachers	
	Root Cause: Lack of knowledge on standards based instruction for students	
	Needs Statement: Teachers need a viable curriculum to enable preparation of units of instruction and lesson plans for effective student learning in the classroom.	
	Desired Outcome: Teachers produce instruction for every student to succeed and in ELA and Math	
	SMART Goal: Earle high school students will meet or exceed growth trend by 15 percent of students in each performance range in Reading and Math on the ACT Aspire Assessment for students in grades 7-10 and for students in grades 11 and 12 to score a 19 or above on the ACT Assessment.	
	Strategy: Virtual Arkansas	Action Steps: <ul style="list-style-type: none"> • Virtual Arkansas provides a curriculum for teachers in grades 7-10 for ELA and Math. • Classroom teachers learn by observing the modeling provided by the VAR instructors and from analysis of data, units and lesson plans in PLC team meetings. • Teacher facilitators will develop proficiency scales based on the standards taught within the units of instruction of VAR. • Earle Facilitators will provide real time re-teaching of VAR lessons and/or differentiation based on analysis of student growth data.
Strategy: PLCs, Team Leaders, and Team Planning	Action Steps: <ul style="list-style-type: none"> • Schedule was developed to include common team time. • Team leaders were identified based on level of effectiveness with Earle students. • Collaborative teamwork with colleagues and Team Leaders will identify the priority standards and proficiency scales for VAR units of instruction. This work will be updated weekly. These will be used in subsequent years by Earle teachers. • Team leaders and Instructional Facilitators will guide teachers in the development of proficiency scales. • Content and cross-curricular teams use proficiency scales to provide alignment for support by other disciplines toward meeting the ELA and Math 	

		<p>goals.</p> <ul style="list-style-type: none"> ● Team analyzes student performance on weekly module assessments and collaborate with VAR teachers determine supplemental instruction or re-teaching plans. ● Peer observations by team leaders and colleagues provide support for more quality instruction. ● Team leaders and support staff provide additional instructional time to support reading in grades 7 and 8.
	<p>Strategy: Formative Assessment, ACT Interim Assessments, Classroom Assessments</p>	<p>Action Steps:</p> <ul style="list-style-type: none"> ● Proficiency scales containing DOK level 1-4 questions developed by PLC teams. ● Proficiency scales and Data obtained from formal assessments provide direction for planning interventions and differentiated instructions.

Agenda Item # 1

Request for approval of the Earle High School Improvement Plan.

Background Information:

Earle High School has a long history of being an Academic Priority School. As the federal law (commonly known as the Every Student Succeeds Act) is fully implemented, the school improvement plan for Earle High School becomes a more dynamic and multi-year effort. For SY 18-19, the Earle High School Improvement Plan goal begins with a focus on helping teachers know the standards and curricula for the courses they are teaching, especially in the areas of reading and math. The first root cause related to low academics that we will address is our teachers limited knowledge on standard based instruction and the lack of knowledge in the science of teaching reading. The essential desired outcome of our first priority area will be improved knowledge and instruction with standards.

Attachment(s) Yes No

Summary, Action Plan

Superintendent's Recommendation:

It is recommended that the Commissioner approve the Earle High School Improvement Plans.

Commissioner's Decision:

Approve Recommendation

Deny Recommendation

Return item for more information

Signature



Date

8/14/18