



2021-2022 School Improvement Plan

Hoxie School District #46

Hoxie High School

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ESSA Overview Score: 67.62 C

ESSA Data Review:

- In 2019, Hoxie High School's overall school rating score increased by 0.52 points, raising from 67.10 in 2017-2018 to 67.62 in 2018-2019.
- Overall Weighted Achievement increased 0.6 points, raising from 49.08 in 2017-2018 to 49.68 in 2018-2019.
- In 2019, the Value-added Growth Score is greater in ELA (79.66) than in Math (79.57). The same can be noted for weighted achievement.
- The Overall SQSS Indicator score in 2019 increased by 2.38 points over the span of one year raising from 51.67 to 54.05.
 - The Student Engagement portion of the score increased from 69.79 in 2017-2018 to 79.79 in 2018-2019.
 - There is a correlation between the Reading at Grade Level score and the Science Achievement score, both increased about 4 points.
 - The On-Time Credit Score decreased 27.11 points, dropping from 91.06 to a score of 63.95.

Gaps:

- According to the state report card in 2019:
 - In Weighted Achievement by Subgroup:
 - 7.69 percent of students with disabilities met benchmark, compared to 49.68 percent of the total population
 - In School Value-added Growth by Subgroup:
 - Students with disabilities received a score of 77.84, compared to the 79.61 score of the total population
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Star Data:

- In Reading on the fall 2020 Star Reading assessment, 37.6% of high school students scored below the district benchmark.
- In Math on the fall 2020 Star Math assessment, 43.8% of high school students scored below the district benchmark.

Needs:

- Instructional support for students in the areas of Math, Literacy, and Science
- A focus on the growth mindset
- Provide students more support with reading strategies
- Increase technology proficiency among teachers and students

Goals:

- Hoxie High School will implement a culture of a growth mindset.
- Teachers will review data, collaborate, and integrate the data into a classroom action plan.
- Teachers will build supportive relationships with students by increasing student and family engagement.

Actions:

- Professional Learning Communities will be utilized to disaggregate data and plan instructional strategies
- Star assessments will be implemented to monitor student achievement.
- Implement a daily enrichment period to focus on growth in student achievement.

Evidence-based interventions and practices implemented:

- Professional Learning Communities (PLC) will continue to be implemented in order for teachers to collaborate on lesson planning, analyze data, and share ideas to increase student achievement.
- Teachers will utilize PLC time to identify areas of strengths and weaknesses in student achievement based on classroom, interim, and summative data. Using their findings, teachers will provide students with remediation/interventions to increase student achievement and close the achievement gap in each subject or grade level.
- Before and after school tutoring will be offered in Literacy and Math with homework support.
- During enrichment classes, students will be provided interventions to help close learning gaps.
- Shmoop will be implemented to help students prepare for ACT and ACT Aspire testing.
- Mastery Prep ACT Bootcamps will be implemented during the fall and spring to target students in grades 9-12.
- Teachers will devote at least 20 percent of their instructional time for hands-on learning, especially in the areas of science, to build conceptual understanding in the subject areas.

Professional Learning Plan:

- Teachers will complete a professional development needs assessment to help determine areas for professional development offerings during the summer and throughout the school year. School leadership teams will analyze the results of the needs assessment and plan sessions.
- Teachers will attend professional development as needed to target areas of weakness.
- Job-embedded professional development will be provided as needed.
- Teachers will continue professional development to show awareness in the science of reading by participating in facilitated sessions of the online science of reading training on ArkansasIDEAS.
 - During June 2019, teachers participated in the released science of reading facilitated professional development released on ArkansasIDEAS.
 - During June 2020, teachers completed the awareness piece by participating the remaining facilitated professional development sessions for science of reading through ArkansasIDEAS.
- Special Education teachers in high school will complete pathway B beginning summer 2019 in order to show proficiency in the science of reading.
- Teachers new to the district will meet with the curriculum coordinator to determine which science of reading pathway is appropriate.
- Math teachers will continue to participate in year 2 of AR Math Quest.

Implementation timeline for monitoring of interventions and practices:

- Students in grades 7 – 12 will be assessed using teacher created assessments in Edulastic to monitor growth and understanding in learning.
- Students will participate in the ACT Aspire summative assessments each year to monitor student achievement.
- Students in grade 11 will participate in the ACT.
- Students in grades 7-12 will be assessed using Star assessments at least three times per year to monitor growth.

Timeline and procedure for evaluation of evaluation of interventions:

- Interventions will be evaluated during PLC team meetings weekly and Leadership team meetings monthly.



*2021-2022 Hoxie High School
Literacy Plan
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Culture

- What is preventing students from reading?
 - Lack of staff support to make reading a priority across the curriculum
 - Increased use of technology
 - Lack of motivation/interest in reading
- How is the school promoting reading?
 - Offering a strategic reading class for grades 7-8 and Critical Reading I for grades 9-12
 - Implement required classroom reading across the curriculum
 - Supplemental texts will be purchased to build interest in both reading and content areas
 - Implement STAR Assessment to monitor growth in reading
 - Incentives will be provided for students that meet individual goals

Professional Development

- Regular education classroom teachers will participate in the science of reading awareness training through facilitated Arkansas IDEAS professional development sessions.
 - Facilitated sessions took place during summer 2020
 - All teachers new to the district will be required to complete the sessions individually
- Teachers will be provided support in implementing new learning across the curriculum by the principal and curriculum specialist
- The district will purchase supplemental materials for all content areas to assist in implementing SoR strategies
- Time will be provided for teams to meet as a PLC and plan strategies to implement in the classroom
 - Minutes from PLC meetings will serve as documentation

Literacy Curriculum

- StudySync by McGraw-Hill will be used as the primary curriculum for literacy in high school for grades 7-12. Teachers will supplement as necessary.
 - Digital and print available to students
- Curriculum Alignment—A teacher-created syllabus will be utilized for each course taught in the high school to identify standards being taught and materials needed to fill the gaps.
- Summer professional development and PLC collaboration will be used to sustain educator knowledge in the use of the curriculum.
- Assessment data, current research, and the implementation of disciplinary literacy standards will be used
- Effectiveness will be monitored through formative and summative assessments, student feedback, and walk-through observations.

Assessment to Determine Specific Skill Deficits

- Struggling readers will be screened for reading difficulties by the district's dyslexia interventionists

Response to Intervention (RTI)

- Professional development will be provided in the area of RTI
 - Process to identify students
 - Forms that will be used to document data
 - Clear and concise criteria to determine which interventions to utilize to meet students' individual needs

Dyslexia

- Less than 1% of the high school student population is being served for dyslexia interventions using Connections OG in 3D
- A universal screener is given to every student in Kindergarten through 2nd grade at the beginning of the school year. Students new to the district or struggling students that have been referred by a current teacher also receive this screener.
- If a student fails the screener, an additional screener is given to assess phonological awareness, word recognition, and other aspects of reading and writing.
- A checklist at the end of each lesson is used to monitor progress. The student must score at least 95% to move on to the next lesson.

- For highly mobile students, contact is made with the school child attended to see if they received any dyslexia services and how to best meet their needs.