Dr. Chris Nail, Superintendent   2020-2021
Karla Tarkington, Principal   LEA # 7302010

Beebe High School
School Improvement Plan

School Mission Statement
Beebe High School pledges to prepare our students for the challenges of education, work and life by promoting academic excellence, character, and citizenship in a safe and supportive environment.

ESSA Information					
2019 ESSA Score	Overall ESSA Score	68.46	Public School Rating **B**	ESSA Rating Scale	Scale
	Weighted Achievement	54.91			A = 73.22 and Above
	Value-Added Growth	80.39			B = 67.96 - 73.21
	4 Year Graduation Rates	87.04			C = 61.10 - 67.95
	5 Year Graduation Rate	84.43			D = 52.95- 61.09
	School Quality & Student Success	55.68			F =0.00 - 52.94

ESSA Subpopulation					
Subpopulation	2019 Index Score	Weighted Achievement	Value-Added Growth	4 Year Graduation	5 Year Graduation	SQSS
All Students	68.63	54.91	80.39	87.04	84.43	55.68
Black or African American	67.93	55.43	80.29	100	71.43	45.71
Hispanic /Latino	60.4	34.62	80.3	90	80	47.85
White	68.94	55.64	80.34	85.86	85.27	56.66
Economically Disadvantaged	64.81	48.08	80.87	82.2	77.5	50.54

English Learners	57.49	34.38	80.87	100	0	47.67
Students with Disabilities	50.72	11.79	82.12	65.71	69.44	39.33

SQSS												
Subpopulation	Overall	Engagement	Reading Grade Level	Science	Science Growth	On-Time Credits	GPA (2.8)	ACT Comp (19)	ACT Readiness	AP/IB/Concurrent	Computer Science	Service Learning
All Students	55.68	64.03	42.27	38.82	54.38	92.17	74.66	62.9	58.37	44.29	17.35	5.48
Black or African American	45.71	61.43	39.13	43.48	52.27	86.21	53.85	30.77	30.77	15.38	7.69	7.69
Hispanic /Latino	47.85	68,75	19.23	15.38	46.15	86.49	77.78	44.44	38.89	44.44	RV	11.11
White	56.66	63.64	43.71	39.49	54.69	92.87	76.29	66.49	6186	46.88	19.27	5.21
Economically Disadvantaged	50.54	57.7	35.38	31.46	53.35	87.18	66.67	54.67	46.	20	17.33	9.33
English Learners	47.67	71.22	25	12.5	50	93.33	60	20	30	7.69	20	RV
Students with Disabilities	39.33	53.13	6.67	10.45	57.63	85.71	40	RV	0	7.14	7.69	7.69

Percentage of Students Reading On Grade Level - 42.27%

Literacy Plan
1. Use NWEA Map data to target students' improvement areas - Fall, Winter and Spring testing
2. Use an on-line program(Edgenuity)for students to target and improve their areas of need.

3. All teachers will review their data and identify (by name)the "In Need of Support" and "Close" students.
   ○ Action plans will be developed by the teachers to address the identified students' areas of need(s).
   ○ Student progress will be monitored by utilizing a data assessment wall to track students' progress
4. Continue with Silent Sustained Reading 10 minutes (or longer each day) during advisory .
5. All teachers will complete Science of Reading training and incorporate strategies into their curriculum.
6. Selected In Need of Support (INS) students will participate in Critical Reading Classes in order to improve basic reading skills.
7. Utilize the RTI period to provide interventions for struggling students.

Assessment Data - ACT Aspire					
English	In Need of Support	Close	Ready	Exceeding	Ready + Exceeding
Grade 9	19%	25%	25%	31%	56%
Grade 10	15%	17%	23%	45%	68%

Reading	In Need of Support	Close	Ready	Exceeding	Ready + Exceeding
Grade 9	35%	25%	23%	17%	40%
Grade 10	32%	26%	27%	15%	42%

Science	In Need of Support	Close	Ready	Exceeding	Ready + Exceeding
Grade 9	39%	26%	22%	13%	35%
Grade 10	36%	24%	24%	16%	40%

Mathematics	In Need of Support	Close	Ready	Exceeding	Ready + Exceeding
Grade 9	34%	26%	23%	17%	40%

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2020-2021

LEA # 7302010

Grade 10	35%	26%	21%	18%	39%

NWEA MAP Data

Literacy	Fall RIT	Percentile	Winter RIT	Percentile	Fall - Winter Growth	Spring RIT	Percentile	Winter - Spring Growth	Fall to Spring Growth
Grade 9	218.2	44-45%	218.2	41-42%	0	NA	NA	NA	NA
Grade 10	223.4	56-58%	223.5	34-35%	0.01	NA	NA	NA	NA

Mathematics	Fall RIT	Percentile	Winter RIT	Percentile	Fall - Winter Growth	Spring RIT	Percentile	Winter - Spring Growth	Fall to Spring Growth
Grade 9	231.2	51-52%	223.5	54-55%	-7.7	NA	NA	NA	NA
Grade 10	236	62-63%	235.7	56-57%	-0.03	NA	NA	NA	NA

Attendance Data

Grade Level Data	0-4.99%	5-9.99%	10-14.99%	15% - Above
Grade 9	154 - 45.03%	91 - 26.61%	39 -11. 40%	58 - 16.96%
Grade 10	130 - 43.48%	92 - 30.77%	34 - 11.37 %	43 - 14.38%

Beebe Public Schools

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Goal 1

*Students' average attendance rate for August 13, 2019 -March 6, 2020 (1st - 3rd 9 weeks) was 94.19%. By May 2021, maintain 95% attendance rate in grades 9th through 12.
   ● Recognize perfect attendance each quarter, semester, and at the end of the year.
   ● Incentivize students for exemplary attendance (semester test, etc)
 	
* Attendance goal may be pending based on state and CDC recommendations due to the COVID-19 pandemic.

Implementation				
Action Steps/Tasks	Evidence Based Intervention or Practice	Resources Needed (Include PD)	Person(s) Responsible	Target Date(s)
Analyze attendance data every 4.5 weeks and make parent & student contact (Phone, Letter, Email, Conference)	-eSchool Attendance Reports -Parent/Guardian Pre & Post Survey -Phone contact logs	eSchool	-Secretaries -Administrators -HS Attendance Team	May 2021
Incorporate Capturing Kids' Heart strategies school-wide on a daily basis	-Lesson Plans -Student Pre & Post Survey	Capturing Kids' Hearts	All teachers & administrators	May 2021

Evaluation of Effectiveness				
Component to be Evaluated	Person(s) Responsible	Procedure for Evaluation	Evaluation Findings	Next Steps
Student absenteeism	Karla Tarkington, Megan Churchwell, Shelma Winningham	eSchool Reports		

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2020-2021

LEA # 7302010

Goal 2
Improve the number and percentage of 9th - 10th grade students reading on grade level while moving our "In Need of Support" and "Close" students up to "Close" and "Ready" respectively. The goal is to achieve 45% of students performing at the Ready or Exceeding level in Reading.

Implementation				
Action Steps/Tasks	Evidence Based Intervention or Practice	Resources Needed (Include PD)	Person(s) Responsible	Target Date(s)
Use NWEA Map data to target students' improvement areas, & use an on-line program for students to target and improve their areas of need.	-NWEA data -ACT Aspire data	-NWEA MAP test -PLC Team meetings to review data -Online program(Edgenuity)	-All teachers -Administrators	April 2021
Utilize the RTI period to provide interventions for struggling students.	-Student classwork -NWEA data -Lesson Plans -ACT Aspire data -Edgenuity	-PD for interpreting and applying student goals using NWEA and Edgenuity data - Detailed RTI plan and schedule -PLCs	-RTI Facilitators -Administrators	April 2021
All non-ELA teachers will embed literacy into their instruction each week.	-NWEA data -ACT Aspire data -Teacher observations -Lesson Plans -student work	-NWEA MAP test data -PLC Team meetings -PD for SoR strategies in the classroom -Curriculum Days in Summer focused on	-All non-ELA teachers -Administrators	April 2020

		incorporating reading and writing strategies in non-ELA content areas		
SSR 10 minutes (or longer each day) during advisory, along with vocabulary awareness	-NWEA data -ACT Aspire data -Edgenuity data -Advisory Calendar/Lesson Plans -Teacher observations	-NWEA MAP test -PLC Team meetings to review data - Expectations for reading and vocabulary	-All teachers -Administrators	April 2021
Pinpoint the INS and C students(by name) to ensure improvement. All content teachers will be aware of these students	-NWEA data -ACT Aspire data -Edgenuity -Classwork and classroom assessments -Utilize assessment wall to track students' progress	-NWEA MAP test -PLC Team meetings to review data -Grade-focused PLCs to discuss strategies for struggling students	-All teachers -Administrators	April 2021
Implement critical reading class for 9th and 10th grade students.	-NWEA data -ACT Aspire data -SoR strategies -screeners to identify learning gaps	- critical reading PD @ co-op - Critical reading curriculum -PLC Team meetings to review student data -pre/post assessments to dismiss students if goals met	-All teachers -Administrators	April 2021

Evaluation of Effectiveness				
Component to be Evaluated	Person(s) Responsible	Procedure for Evaluation	Evaluation Findings	Next Steps
NWEA Scores	All Staff	NWEA MAP test		

Dr. Chris Nail, Superintendent   2020-2021
Karla Tarkington, Principal   LEA # 7302010

Reading scores on ACT Aspire	All staff	ACT Aspire		

Goal 3
Maintain the percentage of 9 - 10th grade students performing on grade level in math. Math scores are projected to go down from 40% and 39% to 38% and 34% respectively. The goal is to maintain math at 40% readiness level for each grade while moving students in *INS* and *C* to *C* and *R* respectively.

Implementation				
Action Steps/Tasks	Evidence Based Intervention or Practice	Resources Needed (Include PD)	Person(s) Responsible	Target Date(s)
Use NWEA Map data to target students' improvement areas, & use the on-line program for students to work on their areas of need	-NWEA data -ACT Aspire data	-NWEA MAP test -PLC Team meetings to review data -Online program	-All teachers -Administrators	April 2021
Continue to revise pacing for new Math Curriculum)new curriculum in 2nd year)	-Lesson Plans -Teacher Observations -Student work -NWEA data	-Illustrative Math Summer PD -Summer curriculum days to align curriculum and pacing	-Math teachers -Administrators -Holly Glover	April 2021

	-ACT Aspire data	NWEA MAP test -Math PLC Team meetings to review data -IM Curriculum		
Pinpoint the INS and C students (by name) and monitor students' progress . All teachers will be aware of these students.	-NWEA data -ACT Aspire data -assessment wall to track students' progress	-NWEA MAP test -PLC Team meetings to review data -Grade-focused PLCs to discuss strategies for struggling students -structured RTI plan for 2nd period to provide interventions for struggling students.	-All teachers -Administrators -RTI facilitators	April 2021

Goal 4
Teachers will effectively implement technology into the classroom for use by teachers and students. They will be able to effectively utilize a variety of online platforms as well as use technology tools.

Action Steps/Tasks	Evidence Based Intervention or Practice	Resources Needed (Include PD)	Person(s) Responsible	Target Date(s)
Purchase Chromebooks and implement their use in classrooms	Walkthroughs Lesson plans integrating technology Student attendance during digital learning days	Chromebooks PD for technology	District and building-wide administration	8/2020

Dr. Chris Nail, Superintendent
Karla Tarkington, Principal

2020-2021

LEA # 7302010

Implement digital learning days - one day each month	Walkthroughs Lesson plans integrating technology Student attendance during digital learning day	Chromebooks PD for technology Digital learning platforms	-All teachers -Administrators	9/2020
Develop a protocol for using technology in the classroom.	-Technology Expectations clearly articulate protocols.	-PD in Google Apps for Education & Google Classroom -Schedule a monthly PLC focused on technology.	-All teachers -Administrators	9/ 2020
Every teacher embed weekly assignments into lesson plans.	-Google Classroom -Lesson Plans -Classroom Observations -Peer Observations -Assignment Examples	-PLC Team Meetings -Use teachers to provide technology instruction -PD in embedding curriculum into Google Classroom -PD in technology apps (EdPuzzle, CommonLit, etc) -PD in Google Meet -Equipment to record video or conduct video conferencing	-All teachers -Administrators	April 2021

Evaluation of Effectiveness				
Component to be Evaluated	Person(s) Responsible	Procedure for Evaluation	Evaluation Findings	Next Steps
NWEA Scores	All Staff	NWEA		

Dr. Chris Nail, Superintendent
Karla Tarkington, Principal

2020-2021
LEA # 7302010

Reading scores on ACT Aspire	All staff	ACT Aspire		

ADE Long-Term Goals for Academic Achievement				
English Language Arts - ALL	School Number	School Progress	Expected Progress	Met Progress
2018	450	50.7	45.43	Yes
2019	493	45.8	48.31	No
2020			51.19	
2021			**54.07**	

English Language Arts - White	School Number	School Progress	Expected Progress	Met Progress
2018	399	52.4	53.15	No
2019	429	46.2	55.39	No
2020			27.63	
2021			**59.87**	

English Language Arts - Econ Disadvantage	School Number	School Progress	Expected Progress	Met Progress
2018	197	43.7	34.09	Yes
2019	233	37.8	37.92	No
2020			41.75	
2021			**45.58**	

Beebe Public Schools

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Karla Tarkington, Principal

2020-2021

LEA # 7302010

English Language Arts - SPED	School Number	School Progress	Expected Progress	Met Progress
2018	46	10.9	8.33	Yes
2019	70	7.1	14.3	No
2020			20.27	
2021			**26.24**	

Mathematics - ALL	School Number	School Progress	Expected Progress	Met Progress
2018	450	43.8	35.21	Yes
2019	495	40.6	38.94	No
2020			42.67	
2021			**46.40**	

Mathematics - White	School Number	School Progress	Expected Progress	Met Progress
2018	399	44.4	42.16	Yes
2019	431	41.5	45.31	No
2020			48.46	
2021			**51.61**	

Mathematics - Econ Disadvantaged	School Number	School Progress	Expected Progress	Met Progress
2018	197	34	24.76	Yes
2019	235	34.9	29.36	Yes
2020			33.96	
2021			**38.56**	

Beebe Public Schools

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2020-2021

LEA # 7302010

Mathematics - SPED	School Number	School Progress	Expected Progress	Met Progress
2018	46	10.9	7.55	Yes
2019	70	2.9	13.59	No
2020			19.63	
2021			**25.67**	

4 YR Graduation Rates - All	School Number	School Progress	Expected Progress	Met Progress
2016	237	80.2	87.02	No
2017	248	81.5	87.6	No
2018		NA	88.18	
2019			**88.76**	

4 YR Graduation Rates - Hispanic/Latinx	School Number	School Progress	Expected Progress	Met Progress
2016	15	80	85.71	No
2017	N<10	66.7	86.4	No
2018		NA	87.09	
2019			**87.78**	

4 YR Graduation Rates-White	School Number	School Progress	Expected Progress	Met Progress
2016	203	81.3	89.20	No
2017	227	82.8	89.60	No
2018		NA	90	

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2020-2021

LEA # 7302010

2019			90.40	

4 YR Graduation Rates-Econ Disadvantage	School Number	School Progress	Expected Progress	Met Progress
2016	101	69.3	83.79	No
2017	122	73.8	84.64	No
2018		NA	85.49	
2019			86.34	

4 YR Graduation Rates-SPED	School Number	School Progress	Expected Progress	Met Progress
2016	28	71.4	84.29	No
2017	35	65.7	85.1	No
2018	NA	NA	85.91	
2019			86.72	

5 YR Graduation Rates - All	School Number	School Progress	Expected Progress	Met Progress
2016	230	83.5	83.31	Yes
2017	226	81.9	84.45	No
2018	NA	NA	85.59	
2019			86.73	

5 YR Graduation Rates - Hispanic/Latinx	School Number	School Progress	Expected Progress	Met Progress
2016	N< 10	80	83.70	No

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2020-2021

LEA # 7302010

2017	14	78.6	84.81	No
2018	NA	NA	85.92	
2019			**87.03**	

5 YR Graduation Rates-White	School Number	School Progress	Expected Progress	Met Progress
2016	210	82.9	85.45	No
2017	195	82.6	86.41	No
2018	NA	NA	87.37	
2019			**88.33**	

5 YR Graduation Rates-Econ Disadvantage	School Number	School Progress	Expected Progress	Met Progress
2016	73	74	79.47	No
2017	112	72.3	80.93	No
2018	NA	NA	82.39	
2019			**83.85**	

5 YR Graduation Rates-SPED	School Number	School Progress	Expected Progress	Met Progress
2016	26	76.9	78.9	No
2017	36	69.4	80.26	No
2018	NA	NA	81.62	
2019			**82.98**	

Meeting Notes - All meeting notes must be documented for each meeting.

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School, Parent, and Family Engagement Plan