

BHS School Improvement Plan

2020-21

Needs Assessment- Analyze multiple sources of data to determine the areas of strength and the areas of growth.

Research shows that school culture is one of, if not the most important, factors in a school's overall success.

Strengths:

- Benton High School has, what many believe, is a healthy school culture. We believe our students are provided a safe environment to receive an education. BHS has many support systems in place to aid students who are struggling with many different types of situations.
- Based on 18-19 ACT Aspire data Benton High School showed good growth scores in:
 - ELA -- 81.89
 - Math -- 80.71
 - Science -- 82.10
- Graduation Rate -- 95%
- 11th Grade ACT Results for 2020
 - Math -- 20.1 up from 19.5 in 2019
 - Science -- 20.7 up from 19.8 in 2019
 - STEM -- 20.6 up from 19.9 in 2019
 - English -- 19.6 up from 19.3 in 2019
 - Reading -- 20.5 up from 20.2 in 2019

Areas of Growth:

- 2018/19 ACT Aspire data shows that 25% of students tested were categorized as "In Need of Support" in ELA.
- 2018/19 ACT Aspire data shows that 29% of students tested were categorized as "In Need of Support" in Math.

Goal 1- In 2018/19 25% of 10th grade students performed at a level of “In Need of Support” on the ACT Aspire in ELA. Our goal this year is to decrease that number by 5% and reach a percentage of 20%, while increasing the percentage of students performing at a level of Ready or Advanced from 56% to 61%.

What does it look like fully implemented? What is the timeline for full implementation?

- The goal will be complete when ACT Aspire data reflects a 5% decrease (or more) in the percentage of students performing at a level of “In Need of Support” and a 5% increase (or more) in the percentage of students performing at Ready or Exceeding in ELA.

- Begin and intervention program with time built into the instructional day focused on intervention time. (September 2020)
 - Interventions will be based on Essential Standards for each of the core classes which have been identified by the teachers. (Once weekly at the beginning of the year while progressing toward Twice a week by the end of the year.)

- PLC teams will identify students who need interventions based on CFA’s (at least every 4 weeks), ACT Aspire data (when teachers return in August), and another diagnostic test like STAR. (to be determined)

- All teachers will complete RISE Awareness training during the summer of 2020.

- Specific training will be provided to all teachers focusing on vocabulary instruction for all content areas.
 - These trainings will be conducted during the back to school in-service/pd dates and well as refreshers at the end of the 1st, 2nd, and 3rd quarters.

- Singleton PLC teams (Non-Core) will continue to focus on CFA’s focusing on reading (Weekly).

- A diagnostic test will be administered to all students twice a year to determine where each student is reading and specific areas where each student needs to grow to read on grade level. (Beginning of the Year and Mid Year)
- A data wall will be developed by a combination of teachers as well as administration and will be by PLC groups to move students around each time that they discuss CFA data. (Developed before teachers return in August) (Evaluated and reconfigured based on CFA and Diagnostic Data every four weeks for CFA data and twice a year for diagnostic data.)
- We will provide all teachers opportunities for RTI training. (Summer 2020)

Goal 2- In 2018/19 29% of 10th grade students performed at a level of “In Need of Support” on the ACT Aspire in Math. Our goal this year is to decrease that number by 5% and reach a percentage of 24%, while increasing the percentage of students performing at a level of Ready or Advanced from 47% to 52%.

What does it look like fully implemented? What is the timeline for full implementation?

- The goal will be complete when ACT Aspire data reflects a 5% decrease (or more) in the percentage of students performing at a level of “In Need of Support” and a 5% increase (or more) in the percentage of students performing at Ready or Exceeding in Math.

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- Begin and intervention program with time built into the instructional day focused on intervention time. (September 2020)
 - Interventions will be based on Essential Standards for each of the core classes which have been identified by the teachers. (Once weekly at the beginning of the year while progressing toward Twice a week by the end of the year.)
 - PLC teams will identify students who need interventions based on CFA’s (at least every 4 weeks), ACT Aspire data (when teachers return in August).
 - All teachers will complete RISE Awareness training during the summer of 2020.
 - Specific training will be provided to all teachers focusing on vocabulary instruction for all content areas.
 - These trainings will be conducted during the back to school in-service/pd dates and well as refreshers at the end of the 1st, 2nd, and 3rd quarters.
 - Singleton PLC teams (Non-Core) will continue to focus on CFA’s focusing on reading (Weekly).
 - A data wall will be developed by a combination of teachers as well as administration and will be re-evaluated regularly by PLC groups to move students around each time that they discuss CFA

data. (Developed before teachers return in August) (Evaluated and reconfigured based on CFA and Diagnostic Data every four weeks for CFA data and twice a year for diagnostic data.)

- We will provide all teachers opportunities for RTI training. (Summer 2020)

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available- ACT Aspire Data, staff members, common formative and summative assessments, district level instructional facilitators, Intervention time (built in), Common planning time for each PLC team, RISE awareness training.

Resources Needed- Response to Intervention training for all teachers, Data Wall, Diagnostic Testing Tool and Resources as well as training on program for Literacy, Professional Development focusing on vocabulary instruction.

Future Professional Development

- All new teachers will have to provide documentation of RISE or RISE Awareness training upon hiring.
- If a teacher has not received the appropriate or complete training required for their position, the administrators will contact the RISE trainers within the district on the need for RISE training. The facilitator will work with the new teachers to provide them with the necessary training. All training will be completed during the summer before the start of their first year. If this is not possible, the training will take place in a combination of summer, school year and following summer to complete the requirements.

How will you evaluate the goal?- Analyzing Common Formative Assessment data at PLC meetings. Data wall monitoring, diagnostic test progress data, classroom walkthroughs, Future ACT Aspire Data.

When will you evaluate the progress of the goal?- Monthly for common formative assessment data, Twice a year with diagnostic testing, yearly when ACT Aspire data is released.

Cost of Implementation?- Approximately \$7,000.00 for a program like STAR. Cost of RTI trainings \$?.??.