NLRHS
School Improvement Plan

Goal 1: Students in 9th and 10th grade will demonstrate growth by 5% or more in Math and Reading on the ACT Aspire Summative Assessment. The average ACT score will increase to 19. AP scores will increase by 5% overall.

Rationale: Data for the 2018-19 ACT Aspire Summative Assessment and ACT scores indicates that student achievement at NLRHS was below the state average in reading and math. An increase in student achievement is necessary to improve our school report card grade.

Action Steps:
- Continue implementation of Opportunity Culture with MCL's in all four core areas for 9th and 10th grade as well as MCL's for Math in 11th grade.
- Ongoing professional development with Opportunity Culture
- Coaching strategies from the book *Getting Better Faster* to be implemented by MCL's and AP's
- Utilize Naviance ACT prep and the Jumpstart program for all Juniors during advisory that allows for multiple practice opportunities and test taking tips in addition to continued use of ACT prep classes offered.
- Develop common unit plans and rigorous common formative assessments (CFAs) for core subject areas with the support from Jeana Williams at APSRC.
- Interdisciplinary PLC meetings to disaggregate data from common assessments
- Keep the protection of instructional time as a focus by structuring school business and continuing to decrease suspensions
- Two Reading Interventionists will work with students reading below grade level and those identified as having Dyslexia. (Wilson Reading, Read 180, and IMSE)
- Support from the Arkansas Leadership Academy as well as the NLRHS Leadership Team.
- Provide all teachers with the Science of Reading (R.I.S.E) training
- Advisory period for intervention and enrichment -Reading initiative in Flex.
- Training by AIMS
- Freshman Seminar class to support students as they prepare for future AP classes

Evidence:

- ACT Aspire Summative Assessment
- Content PLC agendas, minutes, and data to support intended results
- CFAs
- Classroom Assessments/Observations
- Edreflect Observations/CWT's
- Dyslexia Data
- IMSE
- Common Lesson Plans
- Scores from State ACT

Goal 2: By the end of the 2020-2021 school year, 90% of 9th grade students will have all 4 core class credits when entering 10th grade. This goal will ultimately increase North Little Rock High School's graduation rate.

Rationale: Data taken from second semester grade reports indicate that a total of 267 credits were lost - math (126), science (50), English (34), and social studies (57). The loss of credits during 9th grade places students at a higher risk for not graduating on time. Action is required to increase the number of students earning on time credits.

Action Steps:
- Students will be placed in remediation daily during an advisory period for deficits in reading, math, and English.
- Teachers will contact parents when grades fall below 60%.
- Students will be placed in an Flex period intervention program based on CFA scores in core classes.
- Place students who fail first semester math and/or English in a repeater class with a certified teacher.
- Implementation of the Wilson Reading program for students not reading on grade level.

Evidence:
- CFAs
- Report cards
- Flex intervention data

Goal 3: Decrease disciplinary infractions by 20% for all students in grades 9-12 by the end of the 2020-2021 school year.

Rationale: When students miss class due to SAC and/or ASAC, they miss valuable instructional time. This lack of instructional time is a contributing factor to our achievement scores. Interventions must be put in place to decrease discipline and increase instructional time.

Action Steps:
- Utilize our newly created Restorative Discipline Committee
- Provide all staff members with ongoing professional development on restorative discipline and ways to form positive relationships with students
- Create behavior plans, goals, and incentives for students
- Create a Behavior Intervention Class where the Behavior Management Technician can meet with students, teachers, and any other necessary stakeholders
- Utilize counselors to meet with students
- Provide mentors for students with recurring discipline issues
- Increased classroom observations from Assistant Principals

- Ongoing professional development in classroom management and engagement strategies

Evidence:
- Decrease in the number of behavior referrals
- Decrease in the number of suspensions
- Evidence from behavior plans, goals, and incentives
- Documentation from Behavior Management Technician
- Student reflections or other similar data

Goal 4: Google Classroom will be implemented building-wide. Every teacher will have each of their classes/curriculum available through Google Classroom.

Rationale:
With the onset of Covid-19 and similar societal issues that cause severe reduction in face-to-face attendance, online learning is becoming increasingly more necessary. We have chosen Google Classroom as our online platform because we are a Google School, and the majority of our teachers use Google Classroom in some capacity.

Action Steps:
- Insure all teachers are trained in GC prior to August 14
- Provided additional GC training throughout year as needed
- Train MCLs and APs in GC to help provide support and accountability
- Train all students within the first week of school on GC instructions/procedures
- PGP Goal for all teachers: Increase integration of technology and blended learning through GC
- Student survey (via Google Forms; ETA November)

Evidence:
- PGP Goals
- EdReflect scores
- Administrative Observations
- MCL observations
- Student Survey Results