

WHITE HALL MIDDLE SCHOOL

2020-21 SCHOOL LEVEL IMPROVEMENT PLAN

GOALS

By the end of the 2020-21 school year,

- Students will overcome gaps in learning caused by the COVID-19 pandemic.
- Students will feel safe and confident while on campus and effectively be able to pivot to online instruction if necessary.
- Build a culture of reading by implementing R.I.S.E Arkansas Science of Reading resources.
- Increase the attendance of White Hall Middle School students.
- Increase overall literacy proficiency from 38% to 40%. (Due to the COVID-19 pandemic, students did not complete the 2020 ACT ASPIRE summative assessment. Our most recent data is from the ACT ASPIRE Interim 1 assessment administered in November 2020.)
- Increase overall math proficiency from 33% to 35%. (Due to the COVID-19 pandemic, students did not complete the 2020 ACT ASPIRE summative assessment. Our most recent data is from the ACT ASPIRE Interim 1 assessment administered in November 2020.)

ACTIONS AT WHITE HALL MIDDLE SCHOOL

- Assess students to determine learning gaps and instructional goals.
- Train all teachers in R.I.S.E. Arkansas Science of Reading.
- Incorporate social-emotional learning through the guidance office.
- Data teams will collaborate to disaggregate data and determine essential standards that may need to be retaught.
- Provide targeted intervention for students who do not meet proficiency in reading and/or math.
- Align, monitor, and adjust curriculum that is aligned horizontally and vertically with standards.

TOOLS FOR MEASURING PROGRESS

- ACT Aspire Interim data
- Renaissance STAR Reading & Math data
- Common formative assessment data within departments
- Classroom walkthroughs and monitoring Google Classroom
- Student Grades
- Teacher, Student, and Parent feedback
- Attendance and discipline reports.

BLENDED/VIRTUAL LEARNING PLAN

- Utilize Google Classroom as the Learning Management System for onsite, blended, and virtual learning.
- Allow Chromebook and hotspot checkouts for students in need of technological support.
- The WHSD Ready for Learning plan will be posted to the district website.
- Announcements, updates, school events, and alerts will be posted to the school and district website.

PROFESSIONAL LEARNING & TIMELINES

August 2020

- All departments will meet to create pacing guides and common assessments to determine gaps in learning caused by the COVID-19 pandemic.
- All staff will participate in training on the district's learning management system, Google Classroom.
- All staff will participate in social-emotional learning professional development from the guidance office.

Ongoing 2020-21

- All teachers will complete RISE training or Science of Reading
- All departments will continue to evaluate data from STAR testing, ACT ASPIRE Interim assessments, and other forms of classroom assessments to monitor student progress and adjust to student needs.

LITERACY IMPROVEMENT PLAN

Due to the COVID-19 pandemic, ACT Aspire data was not collected during the 2019-20 school year. The 2018-19 ACT Aspire data shows the percentage of students who meet or exceed the Literacy benchmark:

6th Grade: 49% Ready or Exceeding

7th Grade: 59% Ready or Exceeding

8th Grade: 66% Ready or Exceeding

These 6th grade students are currently in 8th grade, while the others have moved on to high school. The following actions will take place at White Hall Middle School to increase reading proficiency and create a culture of reading:

- Teachers will use a written curriculum map that aligns to RISE/Science of Reading.
- Administration will look at extending the literacy block.
- Teachers in all content areas will ensure students are reading grade-level texts multiple times a week

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- Teachers and staff will create an environment that fosters curiosity and learning through collaborative communication.
- Teachers and staff will collaborate to create a process and decision-making tree for content-area teachers to advocate for struggling learners.
- Remediation for struggling readers will be offered through the Moby Max program.
- Dyslexia intervention will be provided to students who have been screened and identified as exhibiting markers of dyslexia.

English Language Learners

Upon enrollment, students who do not speak English as their first language, will be screened for English language proficiency. Any student who does not meet English language proficiency, will receive sheltered instruction and receive interventions through a pull-out program with a tutor and/or the use of Rosetta Stone. Each student in this program will be assessed annually through the use of ELPA (English Language Proficiency Assessment) and will be monitored for proficiency.