



# *2019 – 2020 School Improvement Plan*

## *Hoxie School District #46*

*Hoxie High School*

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ESSA Overview Score: 67.10 C

### ESSA Data Review:

- Hoxie High School's overall school rating score decreased by 4.18 points, dropping from 71.28 in 2016-2017 to 67.10 in 2017-2018.
- Overall Weighted Achievement dropped 11.65 points, decreasing from 60.73 in 2016-2017 to 49.08 in 2017-2018. It is also important to note the state average decreased 52.75 to 49.4 over the same year span.
- The Value-added Growth Score is greater in ELA (80.7) than in Math (78.25). The same can be noted for weighted achievement.
- The Overall SQSS Indicator score decreased by 1.84 points over the span of one year.
  - The Student Engagement portion of the score increased from 67.94 in 2016-2017 to 69.79 in 2017-2018.
  - There is a correlation between the Reading at Grade Level score and the Science Achievement score, both decreased about 7 points.
  - The On-Time Credit Score increased 4.67 points.

### Gaps:

- In Weighted Achievement by Subgroup:
  - 25 percent of students with disabilities met benchmark, compared to 49.08 percent of the total population
- In School Value-added Growth by Subgroup:
  - Hispanic/Latino students received a score of 84.37, compared to the 79.59 score of the total population

### Needs:

- Instructional support for students in the areas of Math, Literacy, and Science
- A focus on the growth mindset
- Implement DOK 3 level instructional practices

### 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 apply Webb's Depth of Knowledge levels 3 and 4 to help design stronger instruction.

#### Actions:

- Teachers will participate in growth mindset professional development
- Professional Learning Communities will be implemented
- DOK 3 instructional practices will be implemented
- Teachers will participate in professional development to learn more about DOK

#### Evidence-based inventions and practices implemented:

- Professional Learning Communities (PLC) will 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.
- 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 begin 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 will participate in the released science of reading facilitated professional development released on ArkansasIDEAS.
  - During June 2020, teachers will complete 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.

#### Implementation timeline for monitoring of interventions and practices:

- Students in grades 7 – 10 will be assessed using the ACT Aspire interims twice to monitor growth (November and February).
- Students will participate in the ACT Aspire summative assessments each year to monitor student achievement.
- Students in grade 11 will participate in the ACT.

#### Timeline and procedure for evaluation of evaluation of interventions:

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