

Dardanelle High School

School Improvement Plan

2020-2021

Board approved on March 9, 2020

Current Mission and Vision:

It is the mission of Dardanelle High School to empower its students with the skills they need in their changing world.

Needs Assessment Data:

Dardanelle High School data in 2019 was encouraging.

ASPIRE Test performance improved in many areas: 10th grade English was 57; math improved to 36; reading remained static at 33; science improved to 41 and continued excellent in comparison to state. In 9th grade, English improved to 62; math remained static at 43; reading was good at 40; science remained good at 33.

ACT scores of 12th grade were good. DHS beat the state, which was 19.3 to our school's 19.8.

11th grade ACT was 19.9.

Advance Placement scores remained acceptable with a small increase in AP membership and a significant increase in national exam averages.

4-Year Graduation Rate 86.99

Goal 1:

Improve English and language arts performance.

Indicators: improvement in ASPIRE scores and ACT scores.

Actions and Timeline:

1. All principal evaluations and observations will evaluate depth and quality of questioning-- especially on English anchor pieces. (Burriss, Farnam, ongoing)
2. Close reading will be practiced in all language arts classes. Reading will be on grade-level. (English Department, ongoing)
3. Students will annotate text on poetry and prose selections in English classes. (English Department, ongoing)

	<ol style="list-style-type: none"> 4. Increased non-fiction will be read and fully discussed in all English classes, CCR Literacy, and critical reading. (English department, ongoing) 5. Writing of the position paper type will be practiced in all literacy, science, and social studies classes throughout the year with principal evaluation reflecting frequency and excellence of the assignments and results. (English, Science, and Social Studies departments, ongoing) 6. At least two ACT aspire interims will be given in English and Reading throughout the school year. Data from assessments will be collected and utilized to make curriculum decisions and changes moving forward. Students will be remediated as needed based upon interim data. (Burris, Farnam, Fall 2020 & Spring 2021)
<p>Goal 2:</p> <p>Improve math performance.</p> <p>Indicators: improvement in ASPIRE scores and ACT scores.</p>	<p>Actions and Timeline:</p> <ol style="list-style-type: none"> 1. All Algebra and Geometry teachers will give two interim ASPRIE tests; reteach problem areas as indicated by class performance. Data from assessments will be collected and utilized to make curriculum decisions and changes moving forward. Students will be remediated as needed based upon interim data (Burris, Farnam, Fall 2020 & Spring 2021). 2. All principal evaluations of math classes will note evidences of clarity of instruction and conscious teacher alignment of teaching to curriculum tested on ASPIRE. (Burris, Farnam, ongoing) 2. Professional development will focus on depth and formation of daily class

Goal 3:

Increase graduation rates.

Indicators: Graduation rates provided by the Arkansas Department of Education.

teaching and posing of questions in class work and homework. Higher order thinking skills will be priority.

Actions and Timeline:

1. Provide credit recovery and summer school opportunities for students to obtain missed credits. (Burris, Farnam, ongoing)
2. Provide response to intervention for students as needed to help meet the academic needs of each student. (Hudgeons, Hettinga, ongoing)
3. Provide a strict attendance policy to promote student achievement and enhance the possibility of graduation. (Burris, Farnam, ongoing)

District Support Needed:

1. Curriculum coordinators and coaches will provide technical assistance and materials needed to give interim tests.
2. Help will be provided in the area of curriculum alignment and the selection of appropriate curriculum resources to be utilized within the classrooms.
3. District will allow and encourage teacher professional development needed to improve posing of questions and increasing depth of knowledge.
4. District must continue to support and improve technology infrastructure and continue to help teachers to use technology more efficiently to accomplish their curricular goals.