

School Level Improvement Plan

School Name: Greenland High School	LEA#:	Plan Year: 2019~2020
Building Principal: Jake Hardin	Improvement Plan Chair(s): Steven Fein, Mary Larkan, Garth Owens, Jake Hardin, Kerri Meek, Amber O’Neal, Kim Ridenour, Hunter Corbell, Taylor Hollowell	

Plan Focus: *Broad Academic Program, not singular subject, skill, or subpopulation*

Increase student achievement and growth in literacy and math through standards-based instruction and tiered intervention programs, collaboration through PLC meetings, and establishing a culture of reading.

District Goal 1: Curriculum				
Building Goal 1: Teachers will implement reading interventions for students based on identified needs.				
Where We Are - <i>What Does Our Common Needs Assessment Tell Us?</i> Areas of Strength: Greenland has a small population of students and teachers. Teachers instruct several different classes throughout the eight-period day. The teachers are highly qualified and care about their students. Teachers across all subject areas created a curriculum based on Areas of Improvement: Instructional teams need to develop standards-aligned units of instruction as well as ACT aspire unit tasks.				
Project(s) <i>School-Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery,</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside organizations.</i>	Timeline	Success Indicators
Project 1: <i>Required</i> Establish essential standards for each subject level	Teachers will meet in the summer of 2019 to reevaluate essential standards with the coordinator.	<i>Steven Fein</i> <i>Jeni Samuelsen</i>	Essential Standards meetings are scheduled by each PLC throughout the summer.	Student scores on Common formative assessments will increase as teachers monitor data in PLC meetings.
Project 2: <i>Optional/As Needed</i> Develop objectives that are aligned with standards	Teachers will create a list of objectives based on their updated Essential standards	<i>Steven Fein</i> <i>Jeni Samuelsen</i>	Objectives will be completed over the summer and during	

	list.		TESS/Inservice days.	
Project 3: <i>Optional/As Needed</i> Develop ACT Aspire prep tasks that align with standards	ACT aspire prep tasks will reflect new essential standards and assigned throughout the year.	Steven Fein Jeni Samuelsen	ACT aspire prep tasks will be completed over the summer, Inservice Days, and during PLC meetings throughout the year.	Student success on Prep Tasks will increase as teachers monitor data in PLC meetings.

District Goal 2: Collaboration				
Building Goal 2: Professional Learning Communities ~ Implement a monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.				
Where We Are - <i>What Does Our Common Needs Assessment Tell Us?</i> Areas of Strength: A cross section of teachers was trained in July of 2018 at the Project Learning Tree conference. These teachers trained the faculty in August of 2018. PLC meetings occurred every 2 weeks. Areas of Improvement: Common planning for all PLC teams and an Early start day where all teachers can meet.				
Project(s) <i>School-Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery,</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside organizations.</i>	Timeline	Success Indicators
Project 1: <i>Required</i> Teachers will meet bi-monthly in their assigned PLCs in order to plan and implement best practices to help improve student achievement. PLC group goals will be established within teachers TESS/professional growth plans.	Teachers will create agendas that track student data, needs, and common formative assessments as they meet bi-monthly during common planning times. Teachers will also meet on the first Wednesday of each month during an early start day for PLC meetings.	Steven Fein Jeni Samuelsen	PLC meetings twice a month during common planning time. One meeting will be held on the first Wednesday of each month during an early start day.	Teachers will track data in order to ensure student learning on essential standards curriculum that teachers have developed.
Project 2: <i>Optional/As Needed</i>				

Project 3: <i>Optional/As Needed</i>				
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District Goal 3: Culture				
Goal 3: <i>Building</i>				
<p>Where We Are - <i>What Does Our Common Needs Assessment Tell Us?</i></p> <p>Areas of Strength: Areas of Strength: Critical Reading, Reading Lab, and Cari data routines are established. Successful students from the 2019 school year justified the creation of Reading Lab 2 and Critical Reading 2 for students that showed much improvement but still tier 2 interventions.</p> <p>Areas of Improvement: Incorporate a more comprehensive intervention plan for tier 2 instruction.</p>				
Project(s) <i>School-Wide Reform Strategies</i>	Actions <i>Activities to Ensure Mastery,</i>	Coordination & Integration <i>Building person responsible, Funding Sources, Outside organizations.</i>	Timeline	Success Indicators
Project 1: <i>Required</i> Critical reading courses will be implemented for 9th - 11th-grade students to improve reading comprehension. Students will be identified for these courses through screening conducted by the literacy specialist through a variety of measures outlined in action 3.	Students will have a daily Greek/Latin root Orton-Gillingham based 3-part drill as well as weekly Greek/Latin root-based vocabulary, oral language comprehension activities, and content integration reading and writing. English Department PLC will set	Jeni Samuelsen <i>Title I funds for teacher implementation for reading lab critical reading classes and materials.</i>	CARI data evaluated 3 times per year	Students will increase their reading and comprehension skills across 3 different disciplines as well as Successful students will be moved out of Reading Lab to Critical Reading, Critical Reading to Tier 1.

	dates/deadlines for data/testing.			
Project 2: <i>Optional/As Needed</i> Reading Lab classes will be implemented with students with greater deficits in literacy to help students improve in both accuracy and rate of reading using a comprehensive literacy intervention. Students will be identified for these courses through screening conducted by the literacy specialist through a variety of measures outlined in project 3.	Students will have daily instruction in the Language! curriculum which includes explicit, systematic, multisensory instruction in phonemic awareness, phonics, grammar, spelling, comprehension, and writing.			Critical Reading: CARI Oral Reading Fluency with comprehension check 3 times a year. All students will increase on the comprehension section of the CARI Oral Reading Fluency assessment for the corresponding grade level.
Project 3: <i>Optional/As Needed</i> Transitions English courses will be implemented for 12th grade students to improve reading comprehension. Students who scored below a 19 on their 11th grade ACT scores will be placed in the class.	Students will receive daily instruction in content integration reading and writing as well as oral language comprehension activities through the SREB curriculum provided by the Arkansas Department of Education.		Classes scheduled at CAP conference in March of 2019.	Students that take the ACT again will increase their scores.