

# JESSIEVILLE HIGH SCHOOL IMPROVEMENT PLAN 2022-2023

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| Bella Boyes<br>Kendal Glomski<br>Abigail Meredith<br>Toby Packard                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | High School Student<br>Curriculum Director<br>High School Student<br>High School Principal/Math                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                      | Amy Ragsdale<br>Jamie Saveall<br>Kodi Speers<br>Linda Thrasher                                                         | SPED Math, RTI<br>High School Assistant Principal, Leadership<br>Science<br>Social Studies, ELA |                                                                            |
| <div><div>SCHOOL NAME:</div><div>Jessieville High School</div></div> <div><div>SCHOOL YEAR:</div><div>2022-2023</div></div> <div><div>SCHOOL MISSION:</div><div>The Jessieville High School exists on the foundation that all students are lifelong learners. We strive to strengthen students' integrity, engagement, and success in a safe and orderly environment. We will produce confident 21st century global citizens through high quality instruction and an involved community.</div></div> <div><div>GRADE SPAN:</div><div>TITLE I: School Wide</div></div> <div>JHS Family and Community Engagement Plan: <a href="https://s3.amazonaws.com/scschoolfiles/2304/jhs_pfe_2022-2023_2.pdf">https://s3.amazonaws.com/scschoolfiles/2304/jhs_pfe_2022-2023_2.pdf</a></div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                      |                                                                                                                        |                                                                                                 |                                                                            |
| Priority 1:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                      |                                                                                                                        |                                                                                                 |                                                                            |
| Goal:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | At least 55% of JHS students will achieve Ready or Exceeding in Reading and Writing as measured by ACT Aspire scores in the 2022-2023 school year.                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                      |                                                                                                                        |                                                                                                 |                                                                            |
| Supporting Data:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 2022 Winter MAP Scores, 2021-2022 ACT Aspire scores, 2022 Jr. Statewide ACT scores                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                      |                                                                                                                        |                                                                                                 |                                                                            |
| Intervention:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reading Interventions/SPED Resource/ELL Pull-out (Tier 3), small groups during remediation/enrichment (Tier 2), Re-direct instruction (Tier 1), close reading, and extensive writing strategies across all curriculum.                                                                                                                                                                                                                                                                                                                                             |                                                      |                                                                                                                        |                                                                                                 |                                                                            |
| Scientific Based Research:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Schmoker, M. (2016). <i>Leading with Focus: Elevating the essentials for school and district improvement</i> . Alexandria, VA: ASCD.<br><i>R.I.S.E. Training</i> : <a href="http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Science-of-Reading-Research.aspx">http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Science-of-Reading-Research.aspx</a><br>Marzano, R.J., Warrick, P.B., Rains, C.L., & DuFour, R. (2018). <i>Leading a High Reliability School</i> . Bloomington, IN: Solution Tree Press. |                                                      |                                                                                                                        |                                                                                                 |                                                                            |
| Actions:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Person Responsible:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Timeline:                                            | Resources:                                                                                                             | PD/Training Needed                                                                              | Assessment/Program Evaluation:                                             |
| Club-Reading/Read Aloud, Self-Selected Reading time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | A. Huneycutt/All staff                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 15 minutes per day prior to ROAR (RTI/Extensions)    | -Purchased novels for use by grade- one to keep and two for building grade-level library<br>-Audiobooks for read-along | None                                                                                            | Pre-survey for student-selected novel interest<br>Post-survey for feedback |
| Team-directed reading and writing planning, with reading emphasis, in daily lessons with timelines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | All teachers under guidance of ELA team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Monthly collaboration within PLC content team        | Grade-appropriate novels, selected poems, texts, short stories, and journals                                           | Mentoring with new teachers to develop pacing and curriculum                                    | Lesson Plans<br>Gradebooks<br>Essays<br>Assessments                        |
| Individual RTI by Tier-level:<br>Tier 3: ELL, Academic Reading course<br>Tier 2: Small group<br>Tier 1: Re-teach, inclusion, co-teach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | K Glomski, T Packard, reading intervention team                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Fall 2022-Spring 2023<br>Monthly collaboration (PLC) | IXL software<br><a href="https://www.ixl.com">RTIscheduler.com</a>                                                     | Software Training<br>Tier 1-3 RTI Strategies                                                    | MAP and Aspire scores<br>Classroom data                                    |

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| Students will have 2 writing assignment/essays per week                                                                                           | All teachers in all departments                | Major essay quarterly- divided between ELA and SS classes    | Texts, Novels, short stories                                                    | 6+1 Writing, Student Handbook for Writing                                                 | Grade books<br>Test scores Writing Samples                                                                             |
| ACT Test program                                                                                                                                  | T Packard                                      | Sept/Oct 2022 & Jan/Feb 2023                                 | On To College program                                                           | Agendas for teachers or advisers                                                          | Junior statewide ACT Data                                                                                              |
| Students will read, discuss, and assess on a minimum of one literary novel each 9 weeks                                                           | ELA Teachers                                   | Quarterly                                                    | Grade-appropriate novels on hand                                                | None                                                                                      | Lesson Plans<br>Learning Walks<br>HAC/TAC<br>MAP Scores<br>Common Rubrics                                              |
| Use researched-based co-teaching and inclusion strategies to support learning of students with IEPs.                                              | S. Walls<br>T. Packard<br>C. Bates<br>A. McGee | 2022-2023 and on-going                                       | ADE-sponsored training focused on low performing schools (SPED literacy)        | PLC training days in collaboration with Solution Tree specialist<br>Boundless Learning PD | ACT Aspire<br>MAP Scores<br>Informal Observations<br>Learning Walks                                                    |
| Reading Instruction Training for English, social studies and science teachers that supports the RISE initiative.                                  | K. Glomski<br>T. Packard                       | 2022-2023<br>monthly Team Time<br>(multi-disciplinary teams) | Dawson Coop Specialist<br>Power Up                                              | Pull out PD during the school year                                                        | Team Time ELA meetings<br>Certificate or documentation of hours received                                               |
| World History and US. History courses will incorporate reading and discussion of at least one novel with supported teaching strategies each year. | A. Bates<br>M. Rowland                         | 2022-2023 and on-going                                       | US History- Hidden Figures (M. Shetterly)<br>World History- 47 Ronin (J. Allyn) | As Needed                                                                                 | Lesson Plans<br>Assessments                                                                                            |
| Tiered instruction in grades 9-12 in developing a college-level research paper                                                                    | K. Glomski<br>ELA Teachers                     | 2020-2021 and on-going<br>Capstone Paper in 2022-2023        | Teacher pull out time with Mrs. Glomski                                         | None                                                                                      | Rubrics and student-produced evidence of elements of research paper by grade<br>Capstone Research Paper/Project rubric |

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| <b>Priority 2:</b>                | <b>Effective Instruction</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Goal:</b>                      | Teachers will prepare, train, and execute teaching strategies based on a district-approved common instructional model to improve instruction and increase student learning during the 2022-2023 school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Supporting Data:</b>           | An increase in student achievement scores in all areas, grade book data; assignments aligned to assessments; walk-through data; High-Reliability Schools Level 1 dn 2 survey data                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Intervention:</b>              | Development and training in a simplified, research-based instructional instructional model to be used across all disciplines to improves classroom instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Scientific Based Research:</b> | Schmoker, M. (2016). <i>Leading with Focus: Elevating the essentials for school and district improvement</i> . Alexandria, VA: ASCD.<br>R.I.S.E. Training: <a href="http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Science-of-Reading-Research.aspx">http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Science-of-Reading-Research.aspx</a><br>Marzano, R.J., Warrick, P.B., Rains, C.L., & DuFour, R. (2018). <i>Leading a High Reliability School</i> . Bloomington, IN: Solution Tree Press.<br>DuFour, R., DuFour, R., Eaker, R., Many, T.W., & Mattos, M. (2016). <i>Learning by Doing</i> . Bloomington, IN: Soltion Tree Press. |

| Actions:                                                                                                                                                                                                     | Person Responsible:                                                                     | Timeline:              | Resources:                                                                                          | PD/Training Needed                                                                            | Assessment/Program Evaluation:                                                                                                                 |
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| Retrain teachers on elements of an effective lesson:<br>- Clear, visible, articulated learning objectives<br>- Active engagement strategies<br>- Strategic checks for understanding<br>- Peer observations   | K Glomski                                                                               | August 2023            | Leading with Focus- Schmoker<br>The Art and Science of Teaching- Marzano<br>JSD Instructional Model | Review characteristics of effective plans<br>Review active engagement strategies              | Classroom walk-through data<br>Informal and Formal TESS evaluations<br>Peer Learning Walks                                                     |
| Improving the assessment/learning process:<br>- standards (Adjust)<br>- Develop course pacing<br>- Design a unit using Backward Design<br>- Design assessments/rubrics<br>- Develop formatives for each unit | T. Packard<br>Guiding Coalition<br>- Amy Ragsdale<br>- Margie Rowland<br>- Marla Carter | August 2023            | Arkansas Standards and state frameworks<br>Team Time (PLC)                                          | Leadership Team led                                                                           | Aligned essential standards both vertically and horizontally<br>Team Time check of developed assessments<br>TAC/HAC data<br>Assessment samples |
| Use data from formative assessments to determine if instruction is effective and adjust instruction as needed                                                                                                | K. Glomski<br>T. Packard<br>J. Saveall<br>Guiding Coalition                             | Quarterly              | Solution Tree/Global PD                                                                             | As needed                                                                                     | Team Time review of assessments<br>TAC/HAC grade data                                                                                          |
| Use essential standards to develop common formative assessments                                                                                                                                              | K Glomski, T Packard, and all teachers                                                  | 2022-2023 and ongoing  | Arkansas Standards and state frameworks<br>Team Time (PLC)<br>Dawson Specialist Support             | Leader guidance<br>Focused pull-out PD for teachers                                           | Team Time- Alignment of essential standards with higher and lower grades                                                                       |
| Use curriculum to develop effective lesson plans for each subject                                                                                                                                            | Teachers by department                                                                  | Ongoing                | BYOC, team, or principal check                                                                      | As needed                                                                                     | Properly developed pacing guides                                                                                                               |
| Develop vertically-aligned, quarterly pacing guides for core subjects through BYOC                                                                                                                           | All department teams                                                                    | Quarterly              | BYOC software or spreadsheet                                                                        | Team Time departmental meetings/ pull out days                                                | Departmental pacing guides with quarterly milestones                                                                                           |
| Analyze student data within weekly PLC team meetings                                                                                                                                                         | Leadership Team                                                                         | On-going               | DuFour's <i>Learning By Doing</i><br>Solution Tree- <i>All Things PLC</i>                           | On-going                                                                                      | Agendas and Minutes of Team Time meetings;<br>Quarterly PLC 1-5-10 and continuum data                                                          |
| Use researched-based co-teaching and inclusion strategies to support learning of students with IEPs.                                                                                                         | S. Walls<br>T. Packard<br>B. Scroggins<br>A. Ragsdale                                   | 2022-2023 and on-going | ADE-sponsored training focused on low performing schools (SPED literacy)                            | PLC training days in collaboration with Solution Tree specialist<br><br>Boundless Learning PD | ACT Aspire<br>MAP Scores<br>Informal Observations<br>Learning Walks<br>Boundless Learning Walk-Through and Performance Evaluations             |

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| <b>Priority 3:</b>      | <b>Mathematics</b>                                                                                                                                                                                                       |
| <b>Goal:</b>            | Teachers will prepare, train, and execute teaching strategies based on a district-approved common instructional model to improve instruction and increase student learning during the 2022-2023 school year.             |
| <b>Supporting Data:</b> | Grade book data; assignments aligned to assessments; walk-through data; High Reliability School survey data; TESS Observation Data<br>2022 Winter MAP Scores, 2021-2022 ACT Aspire scores, 2022 Jr. Statewide ACT scores |
| <b>Intervention:</b>    | Development and training in a simplified, research-based instructional instructional model to be used across all disciplines to improves classroom instruction.                                                          |

Schmoker, M. (2016). *Leading with Focus: Elevating the essentials for school and district improvement*. Alexandria, VA: ASCD.  
*R.I.S.E. Training*: <http://www.ascd.org/publications/educational-leadership/mar04/vol61/num06/The-Science-of-Reading-Research.aspx>  
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 DuFour, R., DuFour, R., Eaker, R., Many, T.W., & Mattos, M. (2016). *Learning by Doing*. Bloomington, IN: Soltion Tree Press.  
 The Art and Science of Teaching

**Scientific Based Research:**

| Actions:                                                                                                      | Person Responsible:                                       | Timeline: | Resources:                                                                              | PD/Training Needed                                  | Assessment/Program Evaluation:                                                        |
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| Use essential standards to develop common formative assessments                                               | K Glomski, T Packard, and all teachers                    | Weekly    | Arkansas Standards and state frameworks<br>Team Time (PLC)<br>Dawson Specialist Support | Leader guidance<br>Focused pull-out PD for teachers | Team Time- Alignment of essential standards with higher and lower grades              |
| Use data from formative assessments to determine if instruction is effective and adjust instruction as needed | K. Glomski<br>T. Packard<br>J. Saveall<br>Leadership Team | Quarterly | Solution Tree/Global PD                                                                 | As needed                                           | Team Time review of assessments<br>TAC/HAC grade data                                 |
| Develop vertically-aligned, quarterly pacing guides for core subjects through BYOC                            | Core department teams                                     | 2022-2023 | BYOC software                                                                           | Team Time departmental meetings/ pull out days      | Departmental pacing guides with quarterly milestones                                  |
| Analyze student data within weekly PLC team meetings                                                          | Leadership Team                                           | On-going  | DuFour's <i>Learning By Doing</i>                                                       | On-going                                            | Agendas and Minutes of Team Time meetings;<br>Quarterly PLC 1-5-10 and continuum data |