

Mineral Springs High School School Improvement Plan

2020-2021 SCHOOL YEAR



Mineral Springs High School

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Mission Statement

The Staff of Mineral Springs School District, working with parents and community members, will provide an environment conducive to learning where honesty, integrity, and achievement are sources of pride for all students.

Vision Statement

The Mineral Springs School District will work together with stakeholders to provide a positive learning climate creating productive lifelong learners.

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Improvement Plan Development Committee

Clint Jones
HIGH SCHOOL PRINCIPAL

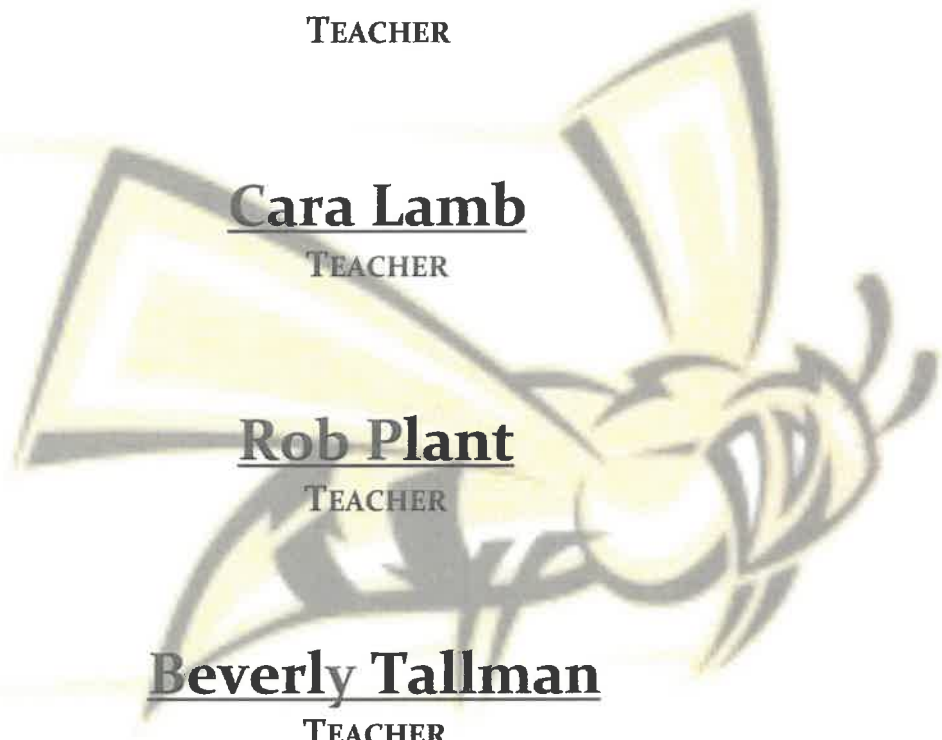
Adie Soto
TEACHER

Cara Lamb
TEACHER

Rob Plant
TEACHER

Beverly Tallman
TEACHER

Chad Freeman
INSTRUCTIONAL TECHNOLOGY SPECIALIST



School Profile

Mineral Springs Schools exists to assist children in their mental, moral, emotional, physical, and social growth. This school endeavors to provide a total and quality educational program for all students according to their capabilities. We will try to help the students develop as individuals, responsible to themselves and to their society.

The school system serves the student through a period of great change; from childhood to adolescence, from dependence on others to increasing independence and responsibility for self; from acceptance of their values to the development of meaningful standards and values of their own. Our faculty is aware of the nature of the child and of the physical and emotional changes they are experiencing now and the changing nature of the society and world of work they will encounter after leaving school.

This school will promote the development of the student's favorable self-concept through affirmation of the dignity and worth of each individual, mutual respect between teachers and students, and opportunity for each student to experience success.

The Mineral Springs Schools believe that our students, through differing abilities and interests, should have the opportunity to develop their individual capacities, to become all they are capable of becoming. We will help our students recognize their strengths and weaknesses and place them in appropriate courses. We will promote the development of responsible citizens by giving students the opportunity to experience democratic processes and practice leadership skills in the school setting.

In this school the teacher's role is that of motivator, guide and consultant, rather than dominator. Student suggestions will be encouraged to strengthen self-confidence and independence of thinking. The school provides only a part of the student's learning experiences. Cooperation with other community agencies and responsiveness to community needs are our responsibility. It is our responsibility to disseminate information to our citizens about our school.

School Report Card



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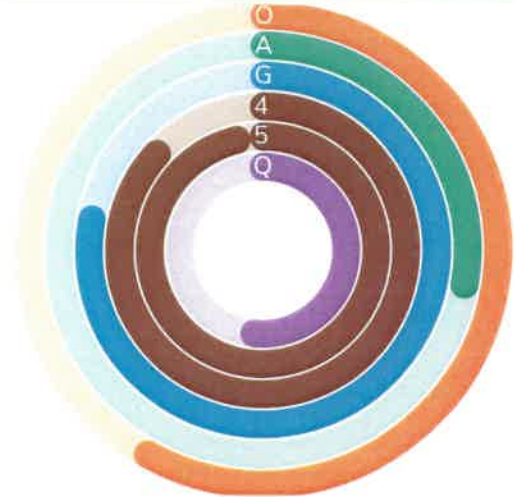


MY SCHOOL INFO
SEARCH • COMPARE • INFORM

2018-2019
LEA# 3104006

ESSA Indicator Scores

Indicator	Score
Overall ESSA Score	58.15
Weighted Achievement Score	27.7
Value-Added Growth Score	77.83
4-Year Graduation Rate	86.67
5-Year Graduation Rate	96.15
School Quality and Student Success Score	51.59



Range of Possible Scores for Each Indicator

- Weighted Achievement scores range from 0 to 125 with 0 indicating all students are in the lowest readiness level (In Need of Support) for achievement and 125 indicating all students are in the highest readiness level for achievement (Exceeds).
- Value-Added Growth scores typically range from 55 to 95 with values of 80 or above indicating students, on average, are meeting and/or exceeding expected growth in achievement. Values below 80 indicate students, on average, are losing ground compared to their expected growth in achievement.
- 4-Year and 5-Year Graduation Rates range from 0 to 100 with 0 indicating none of the students expected to graduate in the 4-year or 5-year time frame graduated as expected. Scores of 100 indicate all students expected to graduate in the 4-year or 5-year time frame graduated as expected.
- School Quality and Student Success scores range from 0 to 100. These scores indicate the percentage of points earned by the school across all of the School Quality and Student Success components included in this indicator. Up to 11 components may be included in a school's indicator score.



Previous Year Evaluation

The Improvement Plan Development Committee performed an evaluation by reviewing the previous year's actions. The evaluation was conducted in committee through a review of data and documentation specified in the previous year's plan. The committee resolved to maintain all three initiatives from the previous year with the philosophy that progress is an on-going process. To ensure the efficacy of our actions, each action was evaluated and then replaced, amended, or maintained for the following year. The rationale from our evaluation for each action is as follows:

Innitiative 1: Aligned Curriculum

'18-'19 Action 1: Campus Administration Needs Assessment

Principal Clint Jones determined multiple areas of improvement. These identified areas were established as new goals for other actions. The committee determined that this action should be continued with an amended focus on development and review of policies that will address changes for the campus as it moves into the new K-12 Building in August 2019. To reflect this new focus, this action has been moved to Initiative 3.

'19-'20 Action 2: Improving Student Reading Scores

The committee determined that the reading scores put the High School and district on the state watch list. To help with this need the school used Co-Op Reading Specialist and the District Dyslexia Reading Specialist to screen students and group them according to his/her need. Students were then assigned a 40-minute block of time three days a week to work on reading interventions. Co-Op personnel and Tasha Fant helped in providing the content and training to teachers who provided this help.

Innitiative 2: Professional Development and Structures for Collaboration

'19-'20 Action 1: PLC Meetings

The committee found common planning time to be a successful method of achieving the previous year's goals. The committee determined that new goals be developed that emphasized a more structured approach to meetings and greater use of student data.

'19-'20 Action 2: Targeted Professional Development

The committee found that the increased use of targeted Professional Growth Plans was successful in meeting the goals of this action. The committee determined that this action would require ongoing emphasis to ensure maximized results. The committee resolved to continue this action.

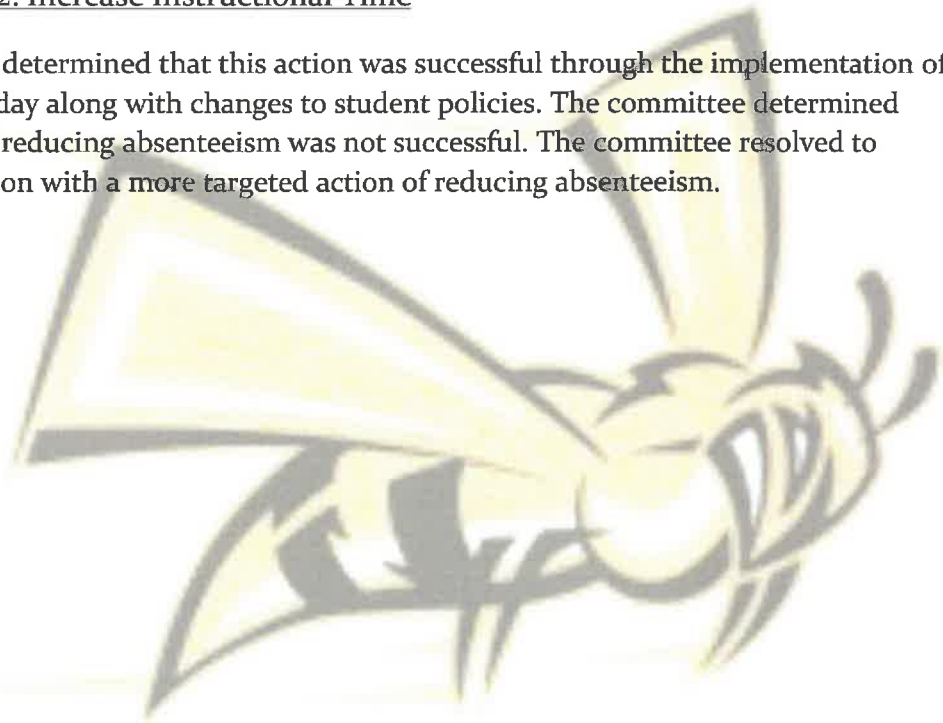
Innitiative 3: Professional Development and Structures for Collaboration

'19-'20 Action 1: Continue an RTI Course

The committee recommends that we continue the use of WIN Time (What I Need) to help provide students and teachers a way get help during the school day. The committee is asking that any student who has a failing grade or D in a course be not allowed in enrichment activities during WIN Time until the grade is brought up.

'19-'20 Action 2: Increase Instructional Time

The committee determined that this action was successful through the implementation of a seven-period day along with changes to student policies. The committee determined that the goal of reducing absenteeism was not successful. The committee resolved to replace this action with a more targeted action of reducing absenteeism.



Strategic Initiatives

OVERVIEW

During the 2017-2018 school year, the Improvement Plan Development Committee used the *Conditions for School Effectiveness Self-Assessment* to determine three indicators that should receive the most focus: Aligned Curriculum, Professional Development and Structures for Collaboration, & Tiered Instruction and Adequate Learning Time. Mineral Springs High School leveraged research-based strategies to target and improve each of these areas throughout the proceeding school year. The Improvement Plan Development Committee, during its evaluation, resolved to maintain each initiative for the 2020-2021 school year. Our current actions are as follows:

INITIATIVE 1: ALIGNED CURRICULUM

Action 1: Vertical Alignment Meetings

Plan:

To ensure proper alignment of curriculum across the district to the Arkansas Frameworks and ACT Aspire Summative Exam, the departments of English, Math, and Science will establish vertical alignment meetings with the purpose of reviewing assessment data, setting department goals, and reviewing curriculum documents. These meetings will be held at a minimum of once per quarter with members of the department from grades 3-12.

Data and Documentation:

- PLC Meeting Minutes
- Aspire Data Reports
- Lesson Plans
- Classroom Walkthroughs
- Curriculum Documents
- Student Work

Evaluation:

- Departments will review student data and curriculum documents at each quarterly meeting. The departments will develop, implement, and review the success of changes to curriculum and instruction.
- The Coop Content Specialists will provide support by planning meetings, analyzing and presenting data.
- The Campus Administration will review minutes, data, and perform informal classroom walkthroughs to ensure that instructional changes are implemented properly.

Goals:

- I. Hold vertical department meetings for Math, English, and Science **at least once a quarter.**
- II. Identify and emphasize anchor standards across the department.
- III. Increase utilization of Content Specialists at the DeQueen-Mena Educational Cooperative.

INITIATIVE 2: PROFESSIONAL DEVELOPMENT AND STRUCTURES FOR COLLABORATION

Action 1: PLC Meetings

Plan:

Mineral Springs High School values the professional expertise of its faculty. To ensure that expertise is properly utilized, the Campus Administration will work to maximize collaboration as a way of provided support, unifying staff focus, and reviewing student progress in a responsive way. Within the four core departments, the Campus Administration strives to develop a schedule that provides common planning time and regular PLC meetings with clear focus and emphasis on progress monitoring.

Data and Documentation:

- Master Schedule
- PLC Meeting Minutes
- Attendance and Discipline data
- Curriculum Documents
- Student Work and Data (ACT Aspire, STAR, Grades, etc.)

Evaluation:

- The PLC Teams will schedule meetings, record minutes, and review data and documentation. The PLC Teams will focus on progress monitoring of student performance and implementing targeted intervention within their class instruction through support from the whole department.
- The Coop Content Specialists will provide support by reviewing data and preparing reports, researching potential interventions and exploring professional development opportunities.

Goals:

- I. Hold departmental meetings at least **once per month.**
- II. Review data and alter instruction to address issues with student progress **throughout the year.**

Action 2: Targeted Professional Development

Plan:

In order to grow the instructional expertise of our faculty and staff, Mineral Spring High School will strive to personalize the professional development opportunities for our faculty. Campus Administration will utilize professional development resources to provide opportunities for professional development with a focus on small group, relevant, and targeted professional development. Campus Administration will utilize resources at the district and educational service cooperative to increase content specific professional development.

Data and Documentation:

- Professional Growth Plans [PGP's]
- Professional Development Budget
- Professional Development Agendas

Evaluation:

- The Campus Administrator will work with staff to develop and monitor their personalized professional growth plan.
- The Instructional Specialist will provide regular job-imbedded professional development and research professional development opportunities that address goals in individual Faculty PGP's.

Goals:

- I. **Increase the number of professional development hours** logged by faculty compared to the previous year.
- II. Include personalized **professional development within faculty PGP's** where appropriate.
- III. Provide more **small-group professional development** compared to the previous year.

INITIATIVE 3: TIERED INSTRUCTION AND ADEQUATE LEARNING TIME

Action 1: Implement the "What I Need" [WIN] Model of Remediation

Plan:

Mineral Springs School District serves a rural and economically-disadvantaged community that looks to us to provide our students with educational opportunities on par with their peers state-wide. Mineral Springs High School strives to meet the expectations of our stakeholders by ensuring that our instructional focus is student-focused and data-driven. To meet this goal, Mineral Springs High School will continue the "What I Need" Model of Remediation.

Data and Documentation:

- Master Schedule
- PLC Meeting Minutes
- Student Work and Data (ACT, ACT interims, iReady, Grades, etc.)
- Classroom Walkthroughs

Evaluation:

- The High School Administration will develop and implement the “WIN” method in the areas of Math, English, and Science.
- The Campus Administrator will monitor student progress and ensure proper instruction is being provided.
- Course Instructors will work within a tiered instructional model that emphasizes one-on-one instruction to students identified with the most need while providing necessary instructional support for all students in the **course**.

Goals:

- I. Continue “What I Need” Method of Remediation.
- II. Assign students to course based on data.
- III. Improve assessment scores through targeted and adaptive instruction.

Action 2: Decrease Absenteeism

Plan:

Mineral Springs High School strives to maximize class instructional time. While interruptions are common within a school, these interruptions negatively harm the instructional effectiveness within the classroom. Campus administration will develop and review policies with the intent of reducing student and faculty absenteeism.

Data and Documentation:

- Policies and Procedures
- Attendance Data
- Student Work and Grades
- Event and Athletic Schedules
- 2020-2021 Master Schedule

Evaluation:

- The Campus Administrator will develop procedures to reduce student and faculty absenteeism.
- The Instructional Technology Specialist will evaluate systems to identify and notify parents of their student’s absenteeism.
- The Campus Administration will pursue District support and resources to address faculty absenteeism.

Goals:

- I. Reduce the number of unexcused absences compared to last year's attendance data.
- II. Develop a system to notify parents/guardians of their student's attendance data.
- III. Reduce the number of faculty absences compared to last year's attendance data.

Action 3: Campus Administration Needs Assessment

Plan:

As Mineral Springs High School moves into the new K-12 building, the administration will develop and review new policies to ensure proper transition of the campus. The administration will strive to include input from stakeholders in a regular process of evaluation and self-assessment. Through this process, the administration will develop a Mission and Vision for the campus that will serve to address areas identified through the need's assessment.

Data and Documentation:

- Student Handbook Committee Minutes
- Leadership Team Meeting Minutes
- Surveys
- Classroom Walkthroughs
- Attendance and Behavior Data
- Student Work and Data (ACT Aspire, STAR, Grades, etc.)

Evaluation:

- The Campus Administration will review **policy** and **security** information to develop and review handbook and personnel policies.
- The District Handbook Committee will meet to develop and approve necessary changes to the student handbook.
- The Campus Administration will review attendance and discipline data to determine necessary changes to policies.

Goals:

- I. Implement changes to policy by August 2020.
- II. Review and identify further areas of necessary changes by the second quarter of the school year.

Blended Learning

In response to the COVID 19 pandemic Mineral Springs High School is suggesting the following steps be put into place to continue student learning.

Teachers will receive training in how to operate in a virtual and blended learning classroom. They we also receive training on the devise the students will be using for digital learning to know the limitations of the device.

Virtual Schedule

My expectations would be for grades 7-12 to meet with students via Zoom three days a week for core classes and twice a week for elective classes. The expectation is that as teachers introduce new material via Zoom that the lesson is recorded and shared with students/parents via Google Classroom/Email. Credit recovery class would have access to the online class seven days a week.

iPad: Each student assigned an iPad to take home if he/she needs it.

Learning Platform: Google Classroom

Digital Communication: Zoom, email, text, phone and social media.

Assignments: Delivered and received via Google Classroom or email.

Assignment Frequency: Three assignments a week, turned in by Friday of the week.

Feedback: As students turn in work, feedback will be given via Zoom, Google Classroom submissions. Feedback can be typed onto the assignments (corrections needed for resubmission, suggestions for digging deeper into the assignments, ect.). Feedback also can be given during Zoom sessions.

Assessments: During a Zoom session the teacher administer the assessment live/via Classroom.

SPED/504: After speaking with Mrs. Allen, we will need to review SPED and 504 plans to make sure to meet the required minutes per a student's IEP and make sure those that have a 504 with extended time are adjusted to meet a virtual class setting.

Hybrid Schedule

In the event of starting using a hybrid model. I would have the students attend on based on gender on a rotating schedule. On the days certain genders are in attendance a regular 7 period schedule would be utilized. Teachers will move from class to class to help with social distancing issues among students.

I would also request a live feed in the classroom in case a student is unable to attend due to fever/sickness. This would provide the student with an opportunity to sign in and attend class remotely if they are able. If a student can attend on days assigned, the student can log into Google Classroom to work on assignments.

Monday	Tuesday	Wednesday	Thursday	Friday
Females	Females	Females/Males	Males	Males
Females	Females	Males/Females	Males	Males

iPad: Each student assigned an iPad to take home if he/she needs it. It will be the student's responsibility to make sure he/she brings it to school on his/her school days.

Learning Platform: Google Classroom

Digital Communication: Zoom, email, text, phone and social media.

Assignments: Delivered and received via Google Classroom or email.

Assignment Frequency: Three assignments a week, turned in by Friday of the week.

Feedback: As students turn in work, feedback will be given via Zoom, Google Classroom submissions. Feedback can be typed onto the assignments (corrections needed for resubmission, suggestions for digging deeper into the assignments, ect.). Feedback also can be given during Zoom sessions.

Assessments: During a Zoom session the teacher administer the assessment live/via Classroom.

Paraprofessionals: The para-pros would review previous learning and introduce all new material to the students. In this scenario with lower numbers per day, the para-pros would work with individual students during the day on the skills that the teacher has determined each student needs additional help with.

SPED/504: After speaking with Mrs. Allen, we will need to review SPED and 504 plans to make sure to meet the required minutes per a student's IEP and make sure those that have a 504 with extended time are adjusted to meet a hybrid class setting.