

Flippin Public School

Three School-Improvement Goals will be selected for each building for the 2019-20 school year.

Vision: Bobcats C.A.R.E. - Committed to Achievement, Respect, and Excellence.

District Mission: Flippin School District will create a caring environment built on nurturing relationships in which students are actively engaged in meaningful learning.

School Mission: In our classrooms we respect each other and try our best. We are a team. We learn from mistakes. We create. We celebrate each other's success.

District Goal: The district leadership team will make curriculum alignment a focused priority by providing support to teachers in the areas of professional development, program development, and materials to supplement programs for the purpose of increasing student achievement both academically and in the area of assessment.

School leadership teams will attend professional development that is evidence-based and ...

1. is content focused;
2. incorporates active learning utilizing adult learning theories;
3. supports collaboration, typically in job-embedded contexts;
4. uses models and modeling of effective practice;
5. provides coaching and expert support;
6. offers opportunities for feedback and reflection;
7. is of sustained duration.

What will your school do to achieve this goal in the 2019-2020 school year?

- **PD:** Teacher will inform their practice by participating in PLCs (*Learning by Doing*).
- **PD:** Teacher leaders will participate in Solution Tree PLC professional development during the summer and fall that will be shared with the rest of the staff.
- **Program Development:** School leadership teams will develop and use programs and materials to supplement programs for the purpose of increasing student achievement both academically and in the area of assessment.
- All teachers will demonstrate progress toward Science of Reading training.

What data will your school/leadership team look at to determine objectives?

- ESSA Reports
- Aspire Data (Composite scores and individual report categories)
- ACT Data
- STAR Reading
- STAR Math
- IXL (has a diagnostic tool)
- Interim Assessment Data
- Classroom data (attendance, progress reports, report cards, tests, discipline)

How will you know if you have reached your objectives?

- Student literacy and math scores for STAR Reading, STAR Math, and IXL will show improvement at midterm and final exam times.
- Aspire, ACT data, and ASPIRE data will indicate improvement in literacy achievement.

High School Goal #1:

All students will improve ACT Aspire scores with an emphasis on English, Reading, and Math.

What data will your school/leadership team look at to determine objectives?

- ESSA
- Absentee reports (broken down by grade and time of year)
- Progress report data
- Report card data
- Test scores
- Grades
- Graduation Rate
- ASVAB

4 Year Trend	English	Math	Science	Reading
3rd-6th grade	9.3% increase	1.7% increase	22% increase	6.5 % increase
4th-7th grade	34.2% increase	19% decrease	15.9% increase	10.9% increase
5th-8th grade	13.2% increase	1.6% decrease	16% increase	39.3% increase
6th-9th grade	9.2% decrease	9.6% decrease	2.8% increase	9.7% decrease
7th-10th	16.7% decrease	.10% decrease	5.9% decrease	.50% decrease

Needs Assessment:

- The four-year trend shows a [drop in ACT Aspire scores](#) for students in English, Math, Science, and Reading cohorts.
- The trend for composite scores on the [ACT test](#), given to 11th graders, remains fairly steady over the past five years. Average composite scores for the past five years are as follows: 2015: 18.2, 2016: 18.3, 2017: 17.9, 2018: 18.7, 2019: 18.5. The five-year trend shows very little fluctuation in scores for English, Reading, or

Science. The average ACT math score showed the most change, dropping from an 18.6 in 2016 to a 17.9 in 2019.

- During the 2018-2019 school year, 48% of Flippin High School students met the attendance rate threshold of 95%.
- The Flippin High School graduation rate was 87% in 2017, a -3% difference from the goal of 90%.

What will your school do to achieve these objectives in the 2019-2020 school year? (List objectives)

- Deliver 3 interim assessments for Aspire-tested disciplines. Conduct interest surveys.
- Analyze assessment data and classroom data.
- Send out early-warning letters for attendance. Students missing school are missing out on important instruction.
- Incorporate brain-based teaching strategies in every classroom.
- Literacy and math teachers will continue to work to unpack standards and to vertically align their curriculum.
- Work in PLCs to analyze data, determine essential skills, develop goals, and create common assessments.
- Research and apply interventions to counteract the negative effects of poverty on education.
 - Physical health
 - Emotional health
 - Family issues
- Research and apply interventions to improve rapport (student-teacher and teacher-teacher) to improve school climate.
 - Teacher team building/support
 - Student team building/support
 - Survey students and staff.
- Supplement Eureka Math with IXL. Every Friday half of the teachers will supervise students working at their own pace on IXL while the other half of the teachers will meet in PLCs.
- The district will issue each student a graphing calculator.
- Hire after-school tutors to work with students struggling in any discipline, including but not limited to literacy and math.
- Hire paraprofessionals to supervise QUIPS (Quiet Uninterrupted Productive Study).
- Hire interventionists to provide literacy support during the school day.

- For online access both at school and out of school, the school will issue each student a chromebook.
- Teachers will utilize Impero to determine whether students are on-task during classroom instruction and during IXL practice.
- Supplement classroom instruction with blended digital teaching strategies via Canvas, IXL, Discovery Science, and Odysseyware.
- All teachers will receive support through professional development and or through collaboration via plc groups in order to assist them in utilizing digital resources purchased by the school district.
 - Impero
 - Epson Interactive Projectors
 - Eureka: Math
 - Collections: Literacy
 - Discovery Ed: Science
 - Wwnorton, HMHCO: Social Studies
 - CNC Machine and Welding Machines
 - Canvas: Articulation to college
 - Math XL: Articulation to college

How will you know if you have reached your objectives?

- Student literacy and math scores on the ACT will improve.
- Comparison of beginning-of-year survey to end-of-year survey.

High School Goal #2:

Every student will strive to improve their independent reading level by at least one grade level.

What data will your school/leadership team look at to determine objectives?

- STAR Reading data
- Aspire Data Classroom data (progress reports, report cards, tests, discipline)
- OW data
- Library data
- PLC minutes
- PD Group minutes

What will your school do to achieve these objectives in the 2019-2020 school year? (List objectives)

- The school will promote a culture of literacy by adopting a DEAR (Drop Everything And Read) period every Friday. While half the school is in DEAR, half of the teachers will meet in PLCs.
- All staff members will model DEAR for students by participating in DEAR with students.
- Students will be given opportunities for earning classroom credit for independent reading through Accelerated Reader tests or book talks.
- Literacy teachers will vertically align their curriculum.
- Literacy teachers will analyze data, determine essential skills, vertically align their curriculum, and create common assessments.

How will you know if you have reached your objectives?

- Analyze STAR data to determine whether students have demonstrated grade level growth.
- Analyze Aspire data to determine whether students have improved in Reading and Math.

Flippin High School Literacy Plan 2019-2020

[Act 83 of 2019](#)

From the law:

“A public school district and an open-enrollment charter school shall include a literacy plan in the annual school level improvement plan required”

“The literacy plan required under this section shall include without limitation a curriculum program and professional development program that are (1) aligned with the literacy needs of the public school district and (b) based on the science of reading”

Curriculum

- 1. Our current curriculum and supplemental resources address the Five Components of Effective Literacy Instruction per the National Reading Panel in the following ways:**
 - a. **Phonemic Awareness**--Heggerty is used whole class & in small groups in grades K-3. Heggerty is used in Resource and Interventions in grades 4-8. The Barton System for Reading & Spelling is used in grades K-12 for identified students.
 - b. **Phonics**--Grades 9-12 Use HMH's Collections Literacy Curriculum and Barton System for Reading & Spelling.
 - c. **Vocabulary**- Grades 9-12 use HMH's Collections Literacy Curriculum
 - d. **Fluency**- Grades 9-12 use HMH's Collections Literacy Curriculum, DEAR, and Barton System for Reading & Spelling.
 - e. **Comprehension**-Grades 9-12 use HMH's Collections Literacy Curriculum. Odysseyware is used to deliver online curriculum for independent credit recovery.

- 2. Screeners Used**
 - a. IXL Screener
 - b. STAR Reading

- 3. Diagnostic Assessments Used**
 - a. CTOPP

- 4. Process for providing support for identified needs for individual students**
 - a. Grades 9-12 provide in-class and pull out intervention supports.
 - b. A QUIPS (Quiet Uninterrupted Productive Study) period is scheduled for students who have been identified as needing more time and support for classwork.

- c. Paraprofessionals have been hired to supervise QUIPS and to deliver literacy interventions during the school day, which includes using the Barton System for Reading & Spelling for students with markers of dyslexia.
- d. After-school tutoring is provided for any student needing additional academic support, including support in literacy.
- e. The Canvas Learning Management system is utilized to reinforce classroom instruction and promote college and career readiness by providing an extension of classroom instruction via supplemental online materials including posted notes, lessons, discussions, additional practice, and peer reviews.

5. Progress Monitoring Process

- a. STAR reading results are reviewed by reading teachers at the beginning, middle, and end of the school year.
- b. Professional Learning Communities monitor student progress on grade level interim assessments (ACT Aspire Interims).
- c. Professional Learning Communities monitor student progress on classroom assessments.
- d. Professional learning communities will monitor the progress of students working to recover credit via Odysseyware courses.

6. Process of determining reading level and communicating that to parents and all teachers working with that student.

- a. FHS uses STAR Reading to determine students' reading level. The teachers print the reading level report to distribute to parents at each scheduled Parent/Teacher Conference (Fall & Spring) as well as share the students' reading level information in PLCs.

Professional Development Program

As of the 2018-2019 school year all of Flippin School District's faculty are in the process of completing their assigned pathway in the Science of Reading training. The District's Curriculum Director, Amy Lynch, is utilizing an Excel spreadsheet that is shared with the faculty to monitor their progress on their proficiency or awareness pathway. In addition,

physical documentation is being stored in the Curriculum Director's office of each component completion for each faculty member. The district currently has two administrators, Tracie Luttrell, elementary principal, and Amy Lynch, who have completed Phase 1 of the Proficiency Pathway K-2 RISE Academy and completed the SoR Assessor Training.