



2023-2024 School Improvement Plan

Hoxie School District #46

Hoxie High School

Principal: Dr. Lori McKenzie

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ESSA Overview Score: 63.4

ESSA School Index Letter Grade: C

ESSA Data Review:

- Hoxie High School's overall school rating score decreased by .99 points from 64.39 in 2022 to 63.40 in 2023.
- Overall Weighted Achievement decreased .89 points from 43.86 in 2022 to 42.79 in 2023.
- The Overall Value-Added growth score decreased 0.18 points from 79.70 in the 2022 school year to 79.52 in 2023.
- The Overall SQSS Indicator score decreased by .91 points dropping from 50.49 in 2022 to 49.58 in 2023.
 - Students reading at grade level increased by 2 points from 35.27 in 2022 to 37.27 in 2023.
 - Science achievement decreased slightly by 1.35 point from 33.93 in 2022 to 32.58 in 2023,

Star Data:

- In Reading on the fall of 2022 Star Reading assessment, 28.7% of high school students assessed with Star Reading scored at/above the district benchmark. By winter of 2023, 30.2% of students assessed with STAR met the benchmark.
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- In Math on the fall 2022 Star Math assessment, 37% of high school students assessed with the Star Math scored at/above the district benchmark. By winter of 2023, 41.5% of high school students assessed with STAR Math met the district benchmark.

Needs:

- Instructional support for students in the areas of Math, Literacy, and Science
- A focus on collective efficacy
- Provide students with more targeted intervention support.
- Use of Formative assessment data to time instruction.

Goals:

- Continue the implementation plan for engaging a shared leadership team and develop strategies for ensuring that team has the skills and support to build and develop teacher capacity.
- Strengthen the capacity of shared instructional leadership (teacher leaders) to lead instructional and curricular rigor and alignment district wide.
- Leverage a multi-layer system of support, including shared instructional structures, PLCs, individual coaching and feedback, co-planning, and peer observation to strengthen instructional practices, standards-based/high-quality curriculum implementation, assessment, and feedback alignment.
- Institute learning walks with lead teachers and team members to strengthen TIER I instruction and to provide feedback through strengths-based coaching.
- Increase student ownership with standards-aligned materials, resulting in increased student academic growth and achievement.
- Support novice teachers and new to district teachers with mentors to guide them.

Actions:

- Support instructional leadership teams and PLCs that truly drive instructional practices and student outcomes.
- Develop strategies to engage a multi-layer system of support including coaching, peer observations, and co-planning.
- Leverage the partnership with NIET to provide cross-network observations and/or collaborations.
- Utilize instructional strategies from teacher leaders through PEER to increase student engagement.
- Develop student-friendly learning objectives with success criteria that are fully aligned to the state standards.
- Star assessments will be utilized to monitor student achievement.
- A daily enrichment period will provide opportunities for intervention and a focus on growth in student achievement.

Evidence-based inventions and practices implemented:

- Professional Learning Communities (PLC) will continue to be implemented for teachers to collaborate on lesson planning, analyze data, and share ideas to increase student achievement.
- Teachers will analyze student work to identify strengths and create action plans.
- During RTI classes, students will be provided targeted interventions to re-teach content and build skills to assist student in grade level and above learning.
- Juniors will participate in an ACT prep practice in the spring to prepare for the state ACT assessment.

Professional Learning Plan:

- Teachers will complete a professional development needs assessment to help determine areas for professional development offerings during the summer and throughout the school year.
- Teachers will attend professional development as needed to target areas of need.
- Teachers will continue professional development to show awareness in the science of reading by participating in online science of reading training on Arkansas IDEAS.
- Teachers new to the district will meet with the curriculum coordinator to determine which science of reading pathway is appropriate.
- Teachers will complete their PGPs online in the Educator Effectiveness portal. This will include the High School goals and any additional professional goals they choose.

Implementation timeline for monitoring of interventions and practices:

- Students in grades 7 – 12 will be assessed using teacher created assessments in Class Tools to monitor growth and understanding in learning.
- Students will participate in the ATLAS summative assessments each year to monitor student achievement.
- Students in grade 11 will participate in the ACT.
- Students in grades 7-12 will be assessed using Star assessments at least three times per year to monitor growth and provide targeted interventions.

Timeline and procedure for evaluation of interventions:

- Interventions will be evaluated during PLC team meetings weekly and Leadership team meetings monthly.



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Literacy Plan

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Culture

- What is preventing students from reading?
 - Lack of staff support to make reading a priority across the curriculum.
 - Increased use of technology
 - Lack of motivation/interest in reading
 - Increased number of students who have employment outside the school day.
- How is the school promoting reading?
 - Implement required classroom reading across the curriculum.
 - Supplemental texts will be purchased to build interest in both reading and content areas.
 - Implement STAR Assessment to monitor growth in reading.
 - Incentives will be provided for students that meet individual goals monthly.

Professional Development

- Regular education classroom teachers will participate in the science of reading awareness training through Arkansas IDEAS professional development sessions.
 - Facilitated sessions took place during summer 2020
 - All teachers new to the district will be required to complete the sessions individually.
- Teachers will be provided support in implementing new learning across the curriculum by the principal and curriculum specialist.
- The district will purchase supplemental materials for all content areas as needed to assist in implementing SoR strategies.

- Time will be provided for teams to meet as a PLC and plan strategies to implement in the classroom.
 - Minutes from PLC meetings will serve as documentation.

Literacy Curriculum

- StudySync by McGraw-Hill will be used as the primary curriculum for literacy in high school for grades 7-12. Teachers will supplement as necessary.
 - Digital and print available to students.
- Critical Reading class was added to address reading skills.
- Curriculum Alignment—A teacher-created pacing guide will be utilized for each course taught in the high school to identify standards being taught and materials needed to fill the gaps.
- Summer professional development and PLC collaboration will be used to sustain educator knowledge in the use of the curriculum.
- Assessment data, current research, and the implementation of disciplinary literacy standards will be used.
- Effectiveness will be monitored through formative and summative assessments, student feedback, and walk-through observations.

Assessment to Determine Specific Skill Deficits

- Struggling readers will be screened for reading difficulties by the district's dyslexia interventionists.

Response to Intervention (RTI)

- Professional development will be provided in the area of RTI.
 - Process to identify students.
 - Forms that will be used to document data.
 - Clear and concise criteria to determine which interventions to utilize to meet students' individual needs.

Dyslexia

- 4% of the high school student population is being served for dyslexia interventions using Take Flight.

- Struggling students in high school that have been referred by a current teacher or parent will receive a referral packet. After data has been gathered, a committee will decide if a level 2 assessment will be given to the student or if other interventions could be put in place first.
- An assessment is used every 2 units to monitor the student's progress throughout the Take Flight program.
- For highly mobile students, contact is made with the school the child attended to see if they received any dyslexia services and how to best meet their needs.