

# School Improvement Plan

Foreman High School  
2024-25

Foreman High School is located in Foreman, AR and is part of the Foreman School District. The high school currently serves 216 total students in grades 7-12 with the following breakdown: 38 7th grade, 35 8th grade, 42 9th grade, 33 10th grade, 44 11th grade and 24 12th grade. Our largest population of students are white, making up 74.55%. We have a special education count of 33 students that makes up 14.73% of our population. We have 3.12% ELL students and we have a total of 66.52% of our high school student population identified as economically disadvantaged. █

Foreman High School is focused on reaching our goals by providing opportunities for students to be successful. Foreman High is dedicated to developing students' individual talents, critical thinking skills, and technology skills to prepare them for the changing world. Continuous commitment to improvement ensures students will be well-rounded, self-directed, life-long learners. By collaboratively promoting high expectations, stakeholders share in the responsibility of making certain that: **ALL BELONG, ALL TEACH, ALL LEARN, AND ALL SUCCEED.** *Motto: Forming a **Habit of Success.*** |

**Teachers have formal roles in the decision-making process regarding school initiatives.**

Every department has a representative teacher that helps in the decision-making process for our school culture. Please see evidence of teacher representatives in the link that includes our Instructional Leadership Team agendas and minutes.

**Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.**

Each PLC is teacher led. A lead teacher from each department is represented on our ILT and they are the ones that, in turn, lead common PLC meetings. Please see evidence of teacher led PLC meeting agendas and minutes.

# **HRS Level 1: A Safe, Supportive, and Collaborative Culture**

## **Maintenance Plan for Foreman High School**

To ensure a safe, supportive collaborative culture at Foreman High School a leadership team has effectively been in place for years. The leadership team (ILT) is represented by one member of each department, our school media specialist, school counselor, instructional facilitator and the school principal. In order to maintain performance for HRS Level 1 Foreman High School will continue with the practice of regularly scheduled ILT and PLC meetings that have been planned with precision and intent to make the best use of our time and effectively meet our goals.

## HRS Level 2: Effective Teaching in Every Classroom

**The school communicates a clear vision as to how teachers should address instruction.**

FHS is using Marzano's approach to instruction. Our instructional model and goals are made evident at yearly professional development, through coaching in our PLC's and are always available in the resources of our shared google classroom.

**The school provides teachers with job-embedded professional development that is directly related to their instructional growth goals.**

Foreman High School creates a whole school PGP goal, a departmental PGP goal and each teacher works closely with the instructional facilitator to create an individual PGP goal. Each teacher works towards the achievement of all three goals. Professional development is chosen based on whole group, PLC and individual needs.

**Teachers have opportunities to observe and discuss effective teaching.**

## **HRS Level 2: Effective Teaching in Every Classroom**

### Maintenance Plan for Foreman High School

The last three years, Foreman High School has had the opportunity to partner with the National Institute for Excellence in Teaching through the Arkansas Rural Education Network to help us build a strong foundation to promote teaching and learning in every classroom. Through this process we have adopted Marzano's approach to instruction in the classroom. Our school leadership team has had the opportunity to attend Marzano workshops and share that learning with fellow teachers. Instructional practices are shared during summer professional development and during common and planned PLC meeting times. Teachers on the leadership team have opportunities to conduct “learning walks” to help gather evidence and data and that will help mentor others during coaching sessions.

## **HRS Level 2: Effective Teaching in Every Classroom**

### **Maintenance Plan for Foreman High School: Continued**

All teachers are encouraged to visit and engage with co-workers or teachers outside of our district to observe and learn new strategies and skills that will enhance their classroom. In order to maintain performance, FHS will continue implementing Marzano's approaches in our classrooms. We will also continue to seek out and attend training opportunities that promote Marzano and his practices. FHS administration and leadership team members will continue to share those resources with job embedded professional development to other members of the faculty.

# **HRS Level 3: A Guaranteed and Viable Curriculum**

## **Maintenance Plan for Foreman High School**

Foreman High School has purchased and implemented HQIM in our ELA, Math and Science departments. The ELA department is currently in their second year of using the “My Perspectives” curriculum in grades 7-12. “My Perspectives” has met the rigor to be approved as a high quality instructional material by EdReflect and the state of Arkansas. The Math department is in their second year of using the Illustrative Math curriculum in grades 7-12. Illustrative Math is also an approved HQIM curriculum. 7-8 Science is in the second year of using “Amplify” curriculum. “Amplify” is an approved HQIM curriculum source. High School Biology is in its first year using Kendall Hunt BSCS Biology curriculum which is the only HQIM approved by EdReflect for the high school biology classroom.

## **HRS Level 3: A Guaranteed and Viable Curriculum**

### Maintenance Plan for Foreman High School: Continued

Foreman High School teachers were provided training upon implementation of each new curriculum and are also offered continued education and training. Curriculum mapping and sequencing is included with all of the resources and is further developed within PLC groups. Foreman High School also focuses on “essential standards” in each department. We have conducted intensive whole group and PLC professional development solely focused on identifying and targeting the essential standards in each department.

One critical resource we have used during this process is the ATLAS Padlet provided by the Arkansas Department of Education. <https://padlet.com/willosmom/tlc-2023-resources-q1q9dolx5227rcdp>

## **HRS Level 3: A Guaranteed and Viable Curriculum**

### **Maintenance Plan for Foreman High School: Continued**

Foreman High School used NWEA MAP testing for interim testing in our Math and ELA departments and is using the newly released ATLAS interim tests in our Science department. For the 24-25 school year we intend to use ATLAS interims in every subject. We use these resources to monitor growth and achievement of our students to predict school scores on standardized tests. The Instructional Leadership Team sets achievement goals based on this interim data. The ILT then shares the goals with department PLC so every teacher on campus is aware of our collective goals. Please see the embedded google slides to see the ILT meeting goal setting process.

[https://docs.google.com/presentation/d/1PnG40Yp5zm-mposH8-Y\\_nhZboTG2ohziYSN3-siOg2o/edit?usp=sharing](https://docs.google.com/presentation/d/1PnG40Yp5zm-mposH8-Y_nhZboTG2ohziYSN3-siOg2o/edit?usp=sharing)

# **HRS Level 3: A Guaranteed and Viable Curriculum**

## **Maintenance Plan for Foreman High School: Continued**

Based on state test results, school report card data, interim test results and stakeholder feedback Foreman High School has implemented the IXL program as a resource to overcome achievement gaps. Each student is given IXL standards to work through based on their individual achievement data. The student must score 90% proficiency on each assigned standard before they can move on to another standard. It is our hope that implementing the IXL program will help students overcome achievement gaps in areas of weakness and improve state test scores. Again, see goal setting slide deck for leadership team discussions and decisions. We are also using IXL to meet the requirements for 7th and 8th math intervention.

[https://docs.google.com/presentation/d/1PnG40Yp5zm-mposH8-Y\\_nhZboTG2ohziYSN3-siOg2o/edit?usp=sharing](https://docs.google.com/presentation/d/1PnG40Yp5zm-mposH8-Y_nhZboTG2ohziYSN3-siOg2o/edit?usp=sharing)

# FHS Identified Growth Plan Indicators

1.4 Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

2.6 Teachers have opportunities to observe and discuss effective teaching.

3.6 Appropriate school and classroom level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

# FHS Identified Growth Plan Indicators

The three identified growth plan indicators were chosen with the rationale in mind that we will be using the three cohesively to achieve growth in our school.

**Indicator 1.4:** Currently, the ILT and PLC's meet monthly and as needed and have a predetermined agenda and goals planned in advance. We will continue to develop meeting agendas and goals along with scheduling of the meetings. Our current goals include:

<https://drive.google.com/file/d/1txf-zz1JU03PoRTt7Kv928nk7RZYbtF3/view?usp=sharing>

**Indicator 3.6:** We will also be disaggregating data from MAP interim testing, ATLAS classroom quizzes, ATLAS Science Interims and IXL data to determine next steps for student growth and achievement along with ATLAS interims for the 24-25 school year. We will focus on making sure we include more resources and ways to ensure achievement of all students.

Please see goal setting worksheet we use as a common resource for all tested areas.

[https://docs.google.com/document/d/1hHiuEowbXSEMo7tguGE\\_rXTtlxyDhdZOCIk6oBCki6c/edit?usp=sharing](https://docs.google.com/document/d/1hHiuEowbXSEMo7tguGE_rXTtlxyDhdZOCIk6oBCki6c/edit?usp=sharing)

Along with the student achievement, we will make sure to monitor and adjust our newly implemented IXL program to help overcome student learning gaps and use our leadership and departmental meeting times to study data to address any indicated interventions that may be necessary.

	Aspire 2023	State	Atlas Goal	Aspire 2023	State	Atlas Goal	Aspire 2023	State	Atlas Goal
GRADE	ELA	ELA	ELA	MATH	MATH	MATH	SCIENCE	SCIENCE	SCIENCE
7TH	33%	34%	≥34%	33%	40%	≥50%	38%	38%	≥30%
8TH	43%	51%	≥51%	45%	39%	≥39%	29%	36%	≥38%
9TH	40%	41%	≥46%	16%	27%	≥49%	53%	32%	N/A
10TH	33%	36%	≥45%	10%	20%	≥20%	33%	29%	EOC BIO ≥32%

# Current MAP Data and ATLAS interim data

No 23-24 atlas data available at this time

[https://drive.google.com/file/d/1r8XOtY\\_x-bIMrMV\\_JhpQSsV\\_mvOPv7eG/view?usp=sharing](https://drive.google.com/file/d/1r8XOtY_x-bIMrMV_JhpQSsV_mvOPv7eG/view?usp=sharing)

Grade	School	State
7th	82	89
8th	92	91
Biology EOC	91	95

**Indicator 2.6:** While planning and preparing meetings to address student needs we will also keep in mind our teacher needs. Teachers will be given opportunities to observe and discuss effective teaching in other classrooms, schools and/or districts.

Meetings will continue to take place bi-monthly. Agendas and meetings will be kept and uploaded into the FHS google classroom as evidence and as a future resource. Teachers will be given the opportunity to use a day for school business in order to observe others on a quarterly basis and a log will be kept in our google classroom. Teachers will have a sign up sheet and request form to fill out. Once the observation is approved they will then be required to submit a reflection piece on what they learned and how they will use the information in their classroom.

<https://docs.google.com/spreadsheets/d/18wkUNZqf882dnlQrQrLDuJhlQWbEATpTsm1df5su7wg/edit?usp=sharing>

These actions and plans have been or will be implemented immediately for the 24-25 school year. Our leadership team will need to continually monitor and adjust these goals in order to achieve optimal results and in order to be highly effective we should, ideally, never reach full achievement. We hope to see increased student achievement with the release of the ATLAS scores in the summer of 2024 (Still none to date). We will then plan and evaluate needed professional development and resources for the 2024-2025 academic year based on the state test results.