

**YELLVILLE-SUMMIT HIGH SCHOOL
2018-2019 SCHOOL IMPROVEMENT PLAN**

1) ID01 - A team structure will be officially incorporated into the school governance policy.

- a) Evidence to prove that this objective is fully met will include documentation (sign-in sheet, agenda, minutes) from monthly leadership meetings, regular PLC meetings, and departmental team meetings. The leadership team will have all school indicators assessed with a plan fully in place to implement.
 - i) The leadership team will meet twice per month to assess indicators and create tasks that can be implemented, following a designated schedule.

2) ID04 - All teams will prepare agendas for their meetings.

- a) Sign-in sheets, agendas, and minutes will be documented for each meeting that occurs within our school leadership teams, PLC teams, and departmental teams.
 - i) Sign-in sheets, agendas, and minutes will be documented during any/all meetings and stored with the leadership team.

3) ID07 - A Leadership Team consisting of the principal, teachers who lead the instructional teams, and other professional staff will meet regularly (twice a month or more for an hour each meeting).

- a) Our school leadership team will meet twice a month for one hour or longer.
 - i) Agendas, sign-in sheets, and minutes will continue to be documented during the meetings each month.

4) ID08 - The Leadership Team serves as a conduit of communication to the faculty and staff.

- a) Faculty and staff will be informed as updates are available of any changes, discussions, or concerns within the Leadership Team.
 - i) A member from the Leadership Team will provide faculty and staff with necessary updates as needed during weekly faculty meetings.

5) IE04 - Principal ensures teachers maximize the time available for instruction.

- a) Daily instructional time will be maximized through the master schedule. Teachers will have multiple preps to accommodate a variety of instructional needs. The master schedule will be created to minimize conflicts among AP courses, athletics, and higher level electives.
 - i) When the master schedule is completed, students will have the opportunity to enroll in level appropriate AP courses, athletics, and elective classes, in addition to all required core classes.

6) IF06 - Teachers will be required to make individual professional development plans based on classroom observations.

- a) After classroom observations, the principal will meet with each teacher to discuss the observation(s) and develop an appropriate Professional Growth Plan (PGP).

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- i) Teachers will create Professional Growth Plans on BloomBoard and will periodically review with the principal, making adjustments as needed.
 - ii) The principal will evaluate PGPs with each teacher.
- 7) *IF11 - The school will provide all staff high quality, ongoing, job-embedded, and differentiated professional development.*
- a) A wide range of professional development categories will be offered throughout the school year, with the professional development schedule being evidence. Teachers are also required to obtain a minimum of 18 hours of professional development to target individual needs. Professional development credit hours will serve as evidence of implementation. Teachers will be able to attend conferences and workshops to target specific needs in particular fields.
 - i) The leadership team will review summer professional development opportunities for teachers to attend.
 - ii) The leadership team will collaborate with the principal when selecting outside consultants as possible guest speakers for professional development on campus.
- 8) *IID01 - The school will work collaboratively with the district to recruit and retain highly-qualified teachers to support the school improvement.*
- a) Highly-Qualified Teacher paperwork will be filed in our school's central office. The school will have all highly-qualified teachers.
 - i) Administrators will review certifications and status of all faculty and staff. Administrators will place faculty and staff according to certification level and areas of need.
- 9) *IID02 - The school will test each student at least three times each year to determine progress towards standards-based objectives.*
- a) The high school students will be given three assessments throughout the year.
 - i) ACT Aspire will be given to students grades 7-10. Grade 11 will take the actual ACT test.
- 10) *IID06 - Yearly learning goals are set for the school by the Leadership Team with student learning data.*
- a) Teachers will identify strengths and weaknesses from disaggregated student learning data. New learning goals will be set and the teachers will actively work with students to improve weaknesses and enhance student performance.
 - i) Teachers will disaggregate student testing data.
 - ii) New learning goals will be set for math, reading, writing, and science.
- 11) *FE04 - The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) will include responsibilities (expectations) that will communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum at home).*
- a) Parents will be involved with their students' education and take responsibility for their students' learning. Parents will support their students' education and be an advocate for learning.

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- i) Parent-teacher conferences will be held twice yearly to get parents involved in their students' education and meet with teachers.

12) FE05 - The "ongoing conversation" between school personnel and parents (families) is candid, supportive, and flows in both directions.

- a) Families openly communicate with school personnel. The communication line is open, candid, supportive, and flows in both directions.
 - i) School calendars are available on the school website to highlight any current events.
 - ii) Parents can check student grades at any time.
 - iii) Parents and teachers have opportunities to meet at least twice per year and may communicate with school personnel as needed.

13) HS06 - The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.

- a) Students have the opportunity to recover course credit through mainstream classrooms, virtual classrooms, or an alternative educational setting. Class listings are available through the master schedule.
 - i) Students may enroll in virtual learning classes or an alternative learning environment if certain criteria is met.

14) HS11 - The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internship).

- a) Students may enroll in online classes through Virtual Arkansas for credit recovery or concurrent credit college courses. The school has an alternative learning environment on campus available for students who meet certain criteria. Transportation is provided for students interested in traveling to a local community college for vocational training.
 - i) Students may enroll in virtual college courses for concurrent credit.
 - ii) Students may be eligible to transfer to an alternative learning environment if certain criteria is met.
 - iii) Transportation and funding is provided for students enrolling in vocational training at a local community college.

15) HS13 - The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs).

- a) Students will stay in close contact with a formal support system at the school to ease the transition out of high school. Students will have the opportunity to attend multiple college, career, and job fairs. Students will also have the opportunity to attend vocational training at a local community college with free transportation.
 - i) Students will have the opportunity to attend multiple college fairs.
 - ii) Fees will be paid and transportation will be provided for students to attend vocational training at a local community college.