

FHS School Improvement Plan 2025-26

The Flippin High School Improvement plan is a continuous cycle of studying data, planning for improvement, following the plan, checking on the success of the plan, then starting all over again by studying the data, planning for improvement, following the plan, and checking for success of the plan, etc.

Plan:

- Data
 - Explore all data to make decisions
 - ASPIRE
 - ATLAS
 - ACT
 - Classroom data (grades, attendance, program data)
 - School Report Cards
- Literacy Plan
 - The school will address the five components of Effective Literacy Instruction.
 - Five Components of Effective Literacy Instruction per the National Reading Panel
 - Phonemic Awareness – Heggerty
 - Phonics
 - Vocabulary
 - Fluency
 - Comprehension
- Professional Learning Communities
 - School leadership teams (including the Guiding Coalition and PLCs) 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 students will improve ATLAS achievement scores in all areas.
- Juniors and seniors will improve their ACT scores in all areas.
- Every student will work toward improving their independent reading level by at least one grade level.
- Ready for Learning Plan
 - The school will implement a system of blended digital learning and provide support for teachers, parents, and students.

Do:

- Human Capital
 - Maintain
 - Paraprofessionals will continue to assist classroom teachers for student success
 - Summer-school teachers will provide needed academic support

- After-school tutoring for on-site students and remote learners
 - Additional Supports to be provided for 25-26:
 - Certified and classified staff will offer a menu of options for summer learning, including the following: remediation, credit recovery, differentiated learning, and/or credit replacement
- Program Development and Curriculum
 - Maintain
 - Intervention supports for Grades 9-12:
 - QUIPS time for remediation
 - In-class and pull-out intervention supports
 - Susan Barton Interventions
 - After-school tutoring for all content areas
 - Reinforcement of classroom instruction and promotion of college and career readiness and extensions of classroom instruction via CANVAS
 - Software/Curriculum/Assessments
 - ACT
 - ESSA Reports
 - Mid-term and Final Exams
 - Report Card data
 - ASVAB
 - [Literacy](#) (Linked to AR Ed Reports)
 - Accelerated Reading
 - STAR Reading
 - Commonlit Free Reading Assessment
 - RISE Arkansas
 - C-Topp Screener
 - [Math](#) (Linked to AR Ed Reports)
 - Transition to a state-approved HQIM
 - IXL Math
 - Math XL
 - [Science](#) (Linked to AR Ed Reports)
 - Verify that all primary curriculum is HQIM
 - Pogil Activity Books (ACT labs for science)
 - Simulations of labs/microscopes (virtual labs)
 - Content/Engagement Assessments
 - Virtual Arkansas, APEX and in-house options using HQIM resources for credit recovery and remote learning (BVA students)
 - Quizizz (Literacy, Math, Science, and Social Studies)
 - Additional Supports to be provided for 25-26:
 - ATLAS Classroom Tools
 - Century 21 Grant to develop opportunities for enrichment/real world connections to literacy; to offer enrichment connected to wellness
 - Supplement SAVVAS assessments with free CommonLit assessments which are similar to ATLAS exemplars

- Renewal of summer school program to close the learning gap caused by the pandemic (ACT prep and credit recovery)
 - Offer in-person teaching of core courses and health
 - Offer tutoring for in-class and online programs
 - Offer summer enrichment opportunities
 - Develop a schedule/menu of offerings
 - Use Virtual Arkansas for replacement grades for Social Studies, Science & Math
 - Survey students regarding summer courses
 - Send out letters/menus to parents. Call to those who need special encouragement
 - Publish on Facebook
 - Professional Development
 - Maintain
 - Strengthen Professional Learning Communities
 - Update SMART goals and common assessments
 - Defining student/teacher/parental expectations for blended digital online learning environments, especially for core content areas
 - PLCs for elective teachers and activity leaders will address student dispositions which will improve chances of success not only academics but in life outside of the classroom.
 - RISE Arkansas – Science of Reading
 - Provide updates on best practices for blended digital learning
 - Canvas- How to use the LMS (updates)
 - Using a teacher-accountability rubric to support engaging and student driven learning.
 - Additional Supports to be provided for 25-26:
 - Set aside dedicated professional development time to examine testing data trends
 - All high school teachers will collaborate to dedicate times in the schedule for testing Boot Camp and CAPs meetings, preferably noted in the calendar at the beginning of the school year
 - Literacy teachers will collaborate on units of instruction and attend workshops to learn about the new standards and *My Perspectives*.
 - Social studies and math teachers will attend training on the newly released standards.
 - Science and social studies teachers will meet to discuss curriculum.
 - AP Central training for teachers navigating the website
 - Updated Training on ATLAS and performance tasks/rubrics from Cambium/ATLAS testing
 - Materials/Technology
 - Maintain
 - Chromebooks for students 9-12
 - Teacher computers
 - Go Guardian
 - Chromebooks for teachers 9-12
 - Additional Supports to be provided for 25-26:

- Collaboration with the tech department to overcome compatibility issues connected to apps
 - Increased student safety with monitoring of vape detectors in high school bathrooms
- Professional Learning Communities
 - Maintain:
 - Teams will meet regularly throughout the year
 - Agendas/Minutes
 - Determine essential skills, create common assessments, and set proficiency goals
 - Curriculum Alignment
 - Additional Supports to be provided for 25-26:
 - On-campus access to mental health counseling
 - Dedicated PLC time to address engagement and alignment
- Health and Wellness
 - Maintain
 - Committee of stakeholders with high school facilitator
 - Meetings with Agenda/Minutes/Sign-in Sheets
 - Required Policy Reviews
 - Health & Wellness Plan
 - Checklist
 - Additional Supports to be provided for 25-26:
 - Incorporate “Plan, Do, Check” Tool quarterly
 - Weekly food distribution options from food pantry program
- Family and Community Engagement
 - Maintain
 - Committee of stakeholders with high school facilitator
 - Meetings with Agenda/Minutes/Sign-in Sheets
 - Family and Community Engagement Plan
 - Parent Call System
 - Canvas Apps for Parents and Students/Observer roles
 - District Website
 - Remind App for high school parents
 - Additional Supports to be provided for 25-26:
 - Parent Program/Technology support for remote learners
 - Family Parent Engagement Events to support literacy in the summer, review student success plans, and plan student schedules.

Check:

- Human Capital
 - Check for data to determine success of paraprofessionals, tutoring, summer school, and virtual academy regarding students’ success and modify as needed.
- Program Development/Curriculum
 - Check for data to determine success of software, curriculum implementation and assessments on student learning and modify as needed. Absentee reports and graduation rate, and Needs Assessment data will also be reviewed.

- Professional Development
 - Check for data to determine success of professional development offerings and focus areas.
 - Progress Monitoring Proficiency Spreadsheet provided by Curriculum Director.
- Materials/Technology
 - Check for data via needs assessments and technology surveys from teachers and parents and modify as needed.
- Professional Learning Communities
 - Check for documentation, conduct observations of PLC team progress and goal completion, and student achievement.
- Health and Wellness
 - Review the school Health and Wellness Priority as well as the ASBA policies for Health and Wellness annually to determine actions and needs.
- Family and Community Engagement:
 - Review the school FACE Plan annually and data from parent surveys and school/community events to determine actions and needs.