

PLC AT WORK[®]

Success Story

Camden Fairview High School CAMDEN, ARKANSAS

Through the adoption of the PLC at Work[®] process, Camden Fairview High School achieved its highest-ever graduation rate, with 91% of students successfully completing their senior year.



Solution Tree

Camden Fairview High School

CAMDEN, ARKANSAS

► DEMOGRAPHICS

- **689** Students
- **12%** Special education
- **2%** English language learners
- **100%** Eligible for free or reduced lunch

► RACIAL/ETHNIC PERCENTAGES

- **62%** African American
- **31%** Caucasian
- **4%** Multiracial
- **3%** Hispanic
- **<1%** Asian
- **<1%** Native Hawaiian or Pacific Islander

Camden Fairview High School is located in Camden, Arkansas, in Ouachita County. The city resides in the south-central part of Arkansas. Home to the Cardinals, CFHS is a part of Camden Fairview School District, serving grades 9-12.

► CHALLENGE

Long before Cara Bowie became the principal of Camden Fairview High School, she was a teacher and a student at the school. She's been passionate about improving the halls of CFHS ever since. When Bowie took over, she immediately knew what actionable steps were needed.

The teachers at CFHS were isolated, working and operating independently without the structure of a team or methods to lead their students to success. Teachers even gave different student assessments, so learning was evaluated with different measures for each classroom.

Team faculty meetings were not collaborative and many teachers were resistant to change. Bowie knew changing the mindset of her teachers would be the first step in making improvements at CFHS.

► IMPLEMENTATION

When Bowie arrived at CFHS, the school was in its second year of funding from the Arkansas Department of Education Professional Development Project Grant.

Bowie quickly jumped into gear to ensure all teams began collaborating, essential standards were unpacked, and the staff at CFHS became well-versed in the Professional Learning Communities (PLC) at Work® process. The grant helped the team focus on answering the four critical questions of a PLC.

New and veteran teachers opened up to the change the PLC process provided. Faculty meetings became more productive, allowing teacher teams to form and create discussions about analyzing student data and setting learning goals. Principal Bowie took a hands-on approach to her work with the teachers, attending workshops with them and learning alongside them.

The team at CFHS then shifted their focus toward assessment, analyzing their evaluations, incorporating intervention, and providing enrichment.

Teachers would prioritize a 30-minute intervention block called Cardinal Academy, which allowed them to analyze their data and then intervene where needed. They kept their focus on the right work through the Response to Intervention (RTI) at Work™ process.

"We know that we have to inspect what we expect. And so we're going to be in those intervention classes, trying to make sure that instructions are being delivered and learning is happening for all," Bowie said.

“When I was a teacher, it felt like we lived on islands of our own. Everyone taught their classroom based on what they enjoyed the most. Now as a principal, I see my teams collaborating and learning best teaching practices from one another, all based on the same essential standards. That’s the beauty of the PLC process.”

—Cara C. Bowie, principal, Camden Fairview High School, Arkansas

► RESULTS

By the end of Camden Fairview High School’s second year under the Arkansas grant, tremendous progress had been made. Teacher collaboration was in full effect and Principal Bowie was able to move learning forward.

When the third year came around, the students and teachers were making strides. The CFHS community was now built on a PLC at Work process. The teachers and administrators at CFHS knew that strong relationships with students were essential for learning. They made sure to get to know each student individually and provide them with the support they needed.

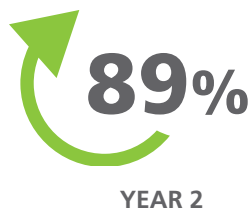
Major improvements:

- Through Cardinal Academy, CFHS’s intervention block, English scores improved drastically.
- The school saw high graduation rates, reaching 91% of students with diplomas.
- Readiness in reading scores increased from 12% to 17% after implementation began.

MET READINESS BENCHMARK READING



GRADUATION SCORE



“I am very proud of the teachers here because they took something that they knew very little about and not only started to trust the process but became part of the process, instead of trying to pick it apart and continuing to stay isolated or resist change.”

—Cara C. Bowie, principal, Camden Fairview High School, Arkansas



Start Your Success Story

You have a vision for change and improvement in your school or district. You want to see results in the classroom for the lifelong betterment of your students. Like many educators, you may be doing more with less, and you are always looking for ways to improve.

At Solution Tree, we share your vision to transform education to ensure learning for all, and we can help you make this vision a reality.

OUR PROMISE: No other professional learning company provides our unique blend of research-based, results-driven services that improve learning outcomes for students.

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