



## School Improvement Plan 2022-23: Freshman Academy

<b>District Vision:</b>	Every Child, Whatever it Takes!
<b>School Vision Statement:</b>	We will develop all Freshmen to their fullest potential for success in high school and beyond.
<b>School Mission Statement:</b>	Empowering students to discover their potential, set goals, and develop plans to reach them.
<b>Lead Team Members:</b> Michael Hensley, Brad Reeves, Kortney Ricketts, Tammy Poole, Amber Bryant, Scotty Milton, Austin McKown, Amanda Smith, Michelle Bobbitt	
<b>Title</b>	<b>Name</b>
Principal	Michael Hensley
Assistant Principal	Brad Reeves
Counselor	Kortney Ricketts
Media Specialist	Tammy Poole
Teacher	Amber Bryant
Teacher	Scotty Milton
Teacher	Austin McKown
Parent	Amanda Smith
Parent	Michelle Bobbitt

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment:

### 1. Review of Demographics

- a. The Freshman Academy has 445 students actively enrolled for the 2021-2022 school year.
- b. There are 207 females, which make up 46.52% of the student body, and 238 males, which make up 53.48% of the student body.
- c. The following percentages reflect the racial/ethnic identification of the school: Asian=1.57%, African American=2.70%, Hispanic/Latino=20.45%, Native American/Alaskan Native=1.80%, Two or More Races=5.62%, White=67.87%.
- d. 70 students, or 15.73% of the student population, receive special education services.
- e. 58 students, or 13.03% of the student population, are enrolled in the gifted and talented program.
- f. 44 students, or 9.89% of the student population, are considered English Language Learners and receive some level of support through the ELL program.
- g. The district's alternative learning environment serves 10 ninth grade students.
- h. The district's migrant program serves 10 ninth grade students.

### 2. Review of Assessment Data

- a. ACT Aspire Data reflects a need to emphasize improvement in reading and math achievement. Reading proficiency has been below 40% in two of the last three years and math proficiency has been below 50% in two of the last three years for each respective class of students at the Freshman Academy.
- b. Reading Inventory assessment data, which measures students' reading level and is collected three times each year in English classes, indicates a need for further efforts to improve reading performance.
- c. Phonics Inventory assessment data collected when students score below proficiency on the Reading Inventory assessment draws attention to students who may need more structured support in reading.
- d. IXL data focusing on math achievement has been collected in math classes throughout the year and indicates a need for further efforts to improve math performance.
- e. Classroom assessment data from assessments developed by teachers in each content area based on the specific needs of each class and their students highlight the need for stronger reading skills in order for students to perform proficiently in any content area.

### 3. Review of Perceptual Data

- a. Content Team Meetings provide opportunities for teachers to collaborate and share feedback through discussion on particular areas of concern based on student data, teacher observation, and classroom interactions. An emphasis on reading, particularly reading comprehension, has been a recurring theme in each conversation about student academic performance as teachers have repeatedly identified lack of reading proficiency as a primary barrier to student academic success. Teachers have expressed interest in finding new ways to support students with reading difficulties and instruct all students on strategies to improve reading skills.
- b. IEP/504 Meetings allow for parents to be included in the discussion on student needs and concerns. Specific challenges related to reading have been brought up in several meetings as the cause for the academic struggles of many students.
- c. Staff feedback through surveys and conversations regarding professional development highlight a need and desire for more targeted professional learning in the areas of reading

### 4. Identified needs

- a. Dedicated professional development focused on reading instruction, assessment, and support.
  - b. Resources to provide greater access to reading opportunities across all content areas.
  - c. Continued expansion of technology plan to facilitate improved literacy development and practice.
  - d. Extended learning opportunities for students to remediate or enrich math and literacy development, including after school study hall and field experiences.
5. Proposed Title I purchases based on needs
- a. Technology, including chromebooks, chargers, and carrying cases, to ensure that all students have equitable access to literacy opportunities.
  - b. Professional development for teachers on targeted areas of reading instruction and support in a range of content areas.
  - c. Online resources, including IXL, Kami, EdPuzzle, Screencastify, Nearpod, Reading Inventory, and Phonics Inventory, to provide greater access to text for all teachers and students.
  - d. After school study hall program, including teachers and transportation, to allow students to extend their learning beyond the regular school day.

# Goals

**Develop Goals based on identified needs from Needs Assessment. (Must include a Math Goal and a Reading Goal.)**

Write a SPECIFIC Goal:

Example Goal: All students at John Doe School will increase reading achievement.

Example Performance Indicator: Students in \_\_\_ grade will increase their iStation iSip Vocabulary scores from 64% proficient to 70% proficient by May 2022.

**Goal 1** All students will demonstrate growth in reading achievement.

**Reading Performance Indicator-** Students will increase Reading performance on ACT Aspire as evidenced by school wide proficiency levels above 50% on ACT Aspire Reading assessment.

<b>Data Source: ACT Aspire</b>	<b>Baseline Year: 2017-2018</b>	<b>Baseline: 49%</b>
Target Date: 2018-2019	Target: 50%	Actual: 39%
Target Date: 2019-2020	Target: 50%	Actual: N/A (COVID)
Target Date: 2020-2021	Target: 50%	Actual: 34%
Target Date: 2021-2022	Target: 50%	Actual:

**Reading Performance Indicator-** All students will demonstrate growth from beginning of school year to end of school year on Reading Inventory reading assessment as evidenced by the percentage of students showing growth on assessment.

<b>Data Source: Reading Inventory</b>	<b>Baseline Year: 2021-2022</b>	<b>Baseline: N/A</b>
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

**Goal 2** All students will demonstrate growth in math achievement.

**Math Performance Indicator-** Students will increase Math performance on ACT Aspire as evidenced by school wide proficiency levels above 40% on ACT Aspire Math assessment.

<b>Data Source: ACT Aspire</b>	<b>Baseline Year: 2017-2018</b>	<b>Baseline: 39%</b>
Target Date: 2018-2019	Target: 40%	Actual: 36%
Target Date: 2019-2020	Target: 40%	Actual: N/A (COVID)

Target Date: 2020-2021	Target: 40%	Actual: 26%
Target Date: 2021-2022	Target: 40%	Actual:
<b>Math Performance Indicator-</b> All students will demonstrate growth throughout the school year on math department developed standardized assessment.		
<b>Data Source: VBFA</b>	<b>Baseline Year: N/A</b>	<b>Baseline: N/A</b>
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:
<b>Math Performance Indicator-</b> All students will demonstrate growth throughout the school year on IXL online program assessments.		
<b>Data Source: VBFA</b>	<b>Baseline Year: N/A</b>	<b>Baseline: N/A</b>
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

<b>Goal 3</b> All measures of school culture will improve from the beginning of the school year to the end of the school year.		
<b>Performance Indicator-</b> 90% of all students will have an attendance rate above 90% for the school year.		
<b>Data Source: eSchool</b>	<b>Baseline Year: 2018-2019</b>	<b>Baseline: 76.29%</b>
Target Date: 2019-2020	Target: N/A	Actual: 83.6% (COVID)
Target Date: 2020-2021	Target: N/A	Actual: 67.87% (COVID)
Target Date: 2021-2022	Target: 90%	Actual:
<b>Performance Indicator-</b> The percentage of positive office referrals in relation to the total number of office referrals (positive and discipline) will exceed 67% for the school year.		
<b>Data Source: VBFA</b>	<b>Baseline Year: 2019-2020</b>	<b>Baseline: 43.7% Positive</b>
Target Date: 2020-2021	Target:	Actual: 43.3% Positive
Target Date: 2021-2022	Target: 67%	Actual:

Target Date:	Target:	Actual:
<b>Performance Indicator-</b> Average scores on the school culture survey given to students, staff, and parents will improve from the beginning of the year to the end of the year.		
<b>Data Source: VBFA</b>	<b>Baseline Year: N/A</b>	<b>Baseline: N/A</b>
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:
Target Date:	Target:	Actual:

# Mid-Year Goal Monitoring

To be completed at the end of the first Semester-(December20\_\_)

Under each goal describe progress made toward achieving each goal. Be specific and include measurable data.

**Goal 1:** All students will demonstrate growth in reading achievement.

**Progress toward meeting Goal 1:** (Type Here)

**Goal 2:** All students will demonstrate growth in math achievement.

**Progress toward meeting Goal 2:** (Type Here)

**Goal 3:** All measures of school culture will improve from the beginning of the school year to the end of the school year.

**Progress toward meeting Goal 3 (Optional):** (Type Here)

# Literacy Plan

## Literacy Plan

- **Implementation**

- School-Wide Initiatives:
  - Emphasis on reading across content areas
  - Inclusion of reading in weekly lesson plans
  - Inclusion of reading component to classroom assessments
  - Professional development on reading strategies
  - Curated databases of supplemental text for incorporation into all content areas (i.e. NewsEla, Commonlit, Article of the Week)
- Content Specific Initiatives:
  - English: direct instruction on reading comprehension, identifying main ideas, finding supporting details, and summarizing passages of text
  - Science: daily designated independent reading
  - Math: emphasis on vocabulary instruction

- **Monitoring**

- Weekly lesson plan submissions with focus on incorporation of reading
- Weekly classroom observations with feedback
- Collaboration with colleagues and presentation to staff during professional development to share implementation efforts

- **Professional Development**

- Science of Reading
- Teacher-led training on reading strategies
- Specialized literacy training for specific content areas
  - Math department book study
  - External professional development opportunities

- **Parent Involvement**

- Student performance data shared with parents/guardians
- Parents informed and included in conversations based on reading assessment data
- Parents involved in decisions on intervention or placement

- **Evaluation**

- ACT Aspire Literacy Data
- Classroom Formative Assessment Data
- Classroom Summative Assessment Data
- Reading Inventory Data
- Phonics Inventory
- Classroom Observation Data
- Teacher Feedback
- Student Feedback
- Parent/Guardian Feedback



## FINAL EVALUATION OF 2021-2022 SCHOOL IMPROVEMENT PLAN

Describe the progress made toward the completion of EACH goal in your 2021-2022 School Improvement Plan. Please identify if each goal has been met, not met, continues to be a goal for 2022-2023, or has been removed. Place a check in the appropriate box.

**Goal 1:** All students will demonstrate growth in reading achievement.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUE IN 2022-2023</b>
	<b>REMOVED</b>

DESCRIPTION: (Describe your progress for Goal 1 here)

**Goal 2.** All students will demonstrate growth in math achievement.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUE IN 2022-2023</b>
	<b>REMOVED</b>

DESCRIPTION: (Describe your progress for Goal 2 here)

**Goal 3.** All measures of school culture will improve from the beginning of the school year to the end of the school year.

	<b>MET</b>
	<b>NOT MET</b>
	<b>CONTINUE IN 2022-2023</b>
	<b>REMOVED</b>

DESCRIPTION: (Describe your progress for Goal 3 here)

## Celebrations

(Type Here)