

EOY School Improvement Summary
School Year Ending 2023-2024
School Year Beginning 2024-2025
Freshman Academy

Demographics:

- a. The Freshman Academy has 468 students actively enrolled for the 2023-2024 school year.
- b. There are 226 females, which make up 48.29% of the student body, and 242 males, which make up 51.71% of the student body.
- c. The following percentages reflect the racial/ethnic identification of the school: Asian=2.14%, African American=2.99%, Hispanic/Latino=24.15%, Native American/Alaskan Native=1.07%, Two or More Races=6.62%, White=63.03%.
- d. 64 students, or 13.68% of the student population, receive special education services.
- e. 56 students, or 11.97% of the student population, are enrolled in the gifted and talented program.
- f. 46 students, or 9.83% 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 9 ninth grade students.
- h. The district's migrant program serves 14 ninth grade students.

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. As the state switched to the ATLAS testing platform, no interim data was available throughout the course of the year, and summative data will not be available until October/November 2024.
- b. Our previous reading program was retired, so we started using Zinc Learning Lab to measure reading level and provide data as well as instructional support. Zinc Learning Lab data indicates that student reading levels have generally grown over the school year; however, efforts to support further growth are still necessary.
- c. 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.
- d. 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.

Analysis of Assessment Data:

- a. ATLAS data will be examined when it becomes available to determine appropriate next steps and interventions to improve in the areas of reading and math specifically.
- b. Zinc Learning Lab assessment data measured students' reading level at three points in the school year. Data reflected a moderate level of growth for most students.
- c. IXL programming, assessments, and interventions were used to enhance math remediation efforts. Growth was shown by most students; however, ATLAS data will reflect a summative view of IXL data.
- d. Classroom assessment data was developed and utilized by teachers to plan, provide, and guide instruction. Perceptual data from teacher surveys/feedback, classroom observations, and student performance indicate that significant progress has been made

by using classroom assessments that are tailored to individual classroom needs.

Goals:

1. All students will demonstrate growth in reading achievement.
2. All students will demonstrate growth in math achievement.
3. All measures of school culture will improve from the beginning of the school year to the end of the school year.

Actions:

- a. Implement Essential Skills Learning Plan and Formative Assessment Cycle
 - i. All courses have 4-6 essential skills that are necessary to master to be successful at the next level, and each course utilizes formative assessments to identify learning needs and guide instruction to be sure all students are learning.
- b. Integrate reading into all courses and assessments
 - i. All courses and required assessments for each course have incorporated a reading component that focuses on at least one element of the Science of Reading framework.
- c. Implement intervention system to provide targeted support for students who have not mastered essential skills
 - i. Time, resources, and people have been organized to provide interventions that students need in order to master essential skills.

Monitoring and Evaluation:

- a. Summative, formative, and classroom data are consistently collected and analyzed to guide teaching and learning.
- b. Regular classroom observations promote implementation of improvement initiatives.
- c. Collaborative meetings with staff, students, and families to examine, revise, and improve efforts to enhance teaching and learning.

Literacy Plan:

- **Implementation**
 - School-Wide Initiatives:
 - Emphasis on reading across content areas
 - 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 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
- **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**
 - ATLAS Literacy Data
 - Classroom Formative Assessment Data
 - Classroom Summative Assessment Data
 - Zinc Learning Labs Data
 - Classroom Observation Data
 - Teacher Feedback
 - Student Feedback
 - Parent/Guardian Feedback