



# Greenwood High School

## 2023-2024 School Improvement Plan

### Needs Assessment:

Even though our testing data reveals that Greenwood High School is one of the top schools in the state of Arkansas, our Needs Assessment indicates several areas of weakness that must be addressed if we are to reach our goal of helping every student be ready for college or career. The following tables show the percentage of students that scored Ready or Exceeding for college work as measured by the ACT Aspire Exam and the percentage of students that scored above 19 or above on the ACT.

### 9th Grade ACT Aspire (% Ready/Exceeding)

	2017	2018	2019	2020	2021	2022
English	80%	80%	72%	N/A	78%	79%
Reading	61%	62%	50%	N/A	48%	45%
Math	50%	58%	55%	N/A	48%	62%
Science	59%	57%	50%	N/A	52%	55%

### 10th Grade ACT Aspire (% Ready/Exceeding)

Subject	2017	2018	2019	2020	2021	2024
English	76%	80%	80%	N/A	71%	70%
Reading	54%	52%	53%	N/A	45%	41%
Math	44%	47%	51%	N/A	38%	48%
Science	56%	56%	55%	N/A	48%	50%

**High School ACT (% 19+)**

Subject	Graduating Class of 2019	Graduating Class of 2020	Graduating Class of 2021	Graduating Class of 2022
English	70%	65%	68%	65%
Reading	77%	65%	64%	64%
Math	72%	65%	55%	61%
Science	72%	65%	65%	65%
Composite	73%	65%	63%	63%

**Greenwood Freshman Center Public School Rating**

School Year	ESSA School Index	Public School Rating
<b>2017-2018</b>	81.51	A
<b>2018-2019</b>	76.43	A
<b>2019-2020</b>	N/A	N/A
<b>2020-2021</b>	75.35	N/A
<b>2021-2022</b>	76.64	A

**Greenwood High School Rating**

School Year	ESSA School Index	Public School Rating
2017-2018	76.64	A
2018-2019	77.36	A
2019-2020	N/A	N/A
2020-2021	71.4	N/A
2021-2022	73.11	B

After reviewing this data, our leadership team determined that we must refocus our efforts on improving our Math, Reading, and English scores.

**Goal:**

The goal of Greenwood High School is:

- To increase the percentage of students who read on grade level as measured by the STAR Reading Exam.
- To increase the percentage of students scoring Ready or Exceeding in the subjects of Reading, Science, and Math on the ACT Aspire Summative Exam.
- To increase the percentage of students scoring 19 or above in the subjects of Math, Reading, and English on the ACT.

**Implementation:**

Greenwood High School recognizes the impact that effective parent and family engagement has on each child's education. Therefore, these goals will be communicated to parents at the beginning of the school year and reviewed and reported yearly.

In order to reach our goal and increase the number of our students who are ready for college, Greenwood High School will:

- assign all students to an academic advisor who will monitor student progress and provide assistance as needed.
- use Structured Learning Time to provide a setting for students to self-report grades and for teachers to focus their efforts on helping struggling learners.
- use RTI (Response to Intervention) to analyze students' classroom data, ACT Aspire data, and personal histories to identify and help students who are in danger of failing.
- require all certified staff to complete professional development and participate in professional learning communities.
- provide a designated time and plan for core content teachers to meet in professional learning communities to desegregate data and enhance professional practices to meet the needs of all learners.
- utilize collaborative teams to promote a culture of learning among staff to help students learn essential skills.

We believe that this Action Plan will help our students grow academically and personally. As research from John Hattie indicates, students' self-reporting of grades is the single most important factor related to student achievement (effect size = 1.33). In addition, having a well-developed RTI program in which school officials offer early, systematic assistance to struggling learners and frequently monitor student progress is the most reliable way to prevent failure and help individual students (effect size = 1.29).

Finally, the intentional development of student self-efficacy is vital for school as well as for life (effect size = 0.92). Through these actions, we believe that we can achieve our foundational goal of helping every student be ready for college or a career.

### **Evaluation:**

As we proceed throughout the school year, we will use data from the following sources to determine our progress:

- Weekly IPR Reports will be used to determine which students are in danger of failing (grades of 65% or less). These reports will help identify students that may be struggling with classroom content to receive targeted assistance during the advisory period, and if this program is successful, the number of students in danger of failing should decrease throughout the year.
- Collaborative team and RTI meetings will be held in which a team of educators will determine the best way to intervene on behalf of struggling students.
- Results from STAR Reading Assessments will be used to determine if students are reading on grade level, provide feedback to students, help students set reading goals, and help track students' reading growth over time.
- Results from interim and common assessments will be used to track students' progress, provide targeted intervention, and determine the next steps in classroom instruction.

- Results from the ACT Aspire Summative Assessment will yield the results of this plan. Ultimately, we will know if this plan is successful if the percentage of students scoring Ready or Exceeding increases along with the percentage of students 19 or above on the ACT.