

ROSE BUD HIGH SCHOOL

School Improvement Plan

2021-2022 School Year

Area of Concern #1- Student performance in Reading- LITERACY PLAN

Based on Spring 2021 ACT Aspire Assessment the following is the percentage of students in Ready or Exceeding in the area of reading, 7th Grade- 21%, 8th Grade-38 %, 9th Grade- 39%, 10th Grade- 30%. Grade 9th is at or above national average and Grades 7th, 8th and 10th are below the state and national average in the area of Reading.

Goal

Rose Bud High School will strive to increase overall Reading readiness by 5% (from 32% to 37%) on the Spring 2022 ACT Aspire assessment.

Strategies

- Review overall, subgroup, and teacher performance with teachers and support staff and determine ways in which each staff member can help to support the overall performance goal.
- Administer assessments at least four times during the 2021-2022 school year.
 - Analyze performance data by overall, subgroup, and teacher to determine if the plan is on track to meeting performance goals.
 - Review question types and standard alignment in ACT Aspire Classrooms to determine how questions are aligned for the purposes of better supporting instruction.
- Implement research and evidence based instructional practices in all classrooms at Rose Bud High School.
- Provide Tier 3 intervention through Wilson Reading System

Professional Development

- Provide teachers with support on reading strategies, which increase student reading interest and motivation, during professional development opportunities.
 - Professional Development days in August, faculty meetings, and job embedded meetings.
 - Ensure teachers are implementing differentiated reading supports for students by conducting an examination of classroom instruction.
- Teachers instructing students with reading deficit characteristics will complete all phases of professional development via the online/virtual format of the Wilson Reading System

Implementation Plan:

We will begin the year by analyzing test scores from the 2021 ACT Aspire, focusing on strengths and weaknesses of the student population. We will compare 2019 and 2021 test scores for subpopulation performance.

We will explore research on student reading interest and motivation. We will incorporate strategies from research over the course of the year.

We will assess students in 7th and 8th grade on their knowledge of reading skills.

We will use common assessments in grades 7-10 each nine weeks to monitor student progress via ACT Aspire.

We will address students who show deficits in specific reading skills through in class interventions which are research evidence based.

We will support students with characteristics of dyslexia and specific learning disabilities in the area of reading through Wilson Reading System Curriculum.

Throughout the school year, the Literacy support team from Wilbur D Mills will work with teachers on implementing successful reading strategies based on the Science of Reading.

Throughout the school year, the literacy support team from Wilbur D Mills, administration, and teachers will review curriculum which is evidence based reading instruction and meets the regulations set forth by local and state guidelines.

District Administration, building administration and teachers will be involved in the process of literacy curriculum which meets the guidelines set for by state law.

Evaluation:

Success of this goal will be periodically assessed throughout the year with common formative assessments, at the end of the year using ACT Aspire Summative and ESSA data.

Area of Concern #2-Rigor of Instruction in Math, Science and Literacy

On the Spring 2021 AP assessment only one student per subject area passed the AP Assessment with a 3 or higher

Goal

Rose Bud High School will strive to increase Advanced Placement scores by raising achievement of students in grades 7-10th grade on the 2021 ACT Aspire Assessment by 5% in the area of math (22% to 27%) and science (24% to 29%) .

Strategies

- Review overall, subgroup, and teacher performance with teachers and support staff and determine ways in which each staff member can help to support the overall performance goal.
- Administer periodic assessments at least four times during the 2021-2022 school year.
 - Analyze performance data by overall, subgroup, and teacher to determine if the student is on track to meeting performance goals.
 - Review question types and standard alignment in ACT Aspire to determine how questions are aligned for the purposes of better supporting instruction.

Professional Development

- Staff who teach Advanced Placement classes in the areas of Math, Science, and English will attend professional development and receive job embedded support throughout the school year from AR AIMS, INC and the COOP.

Implementation Plan:

Throughout the school year, school staff will evaluate curriculum which meet local, state, and federal recommendations and regulations.

Through collaboration, staff will discuss barriers and deficits of students and ways in which they might be addressed.

Evaluation:

Success of this goal will be periodically assessed throughout the year with common subject level assessments, periodic assessments, at the end of the year using ACT Aspire Summative, AP scores and ESSA data.

Area of Concern #3-Student Attendance

Goal

Rose Bud High School will strive to decrease the number of students who miss two or more days in one month by 10% in each grade level.

Strategies

- Review attendance data for each student and identify potential barriers.
- Administer student attendance incentives at least four times during the 2021-2022 school year.

Professional Development

- Classroom teachers will be provided a review of procedures for entering daily student attendance during summer professional development days.
- Classroom teachers and administration will explore research to address attendance issues and strategies which could be implemented at Rose Bud High School.

Implementation Plan:

- We will begin the year by identifying students and families who need more encouragement and support in each grade level.
- We will evaluate the school-family relationship and identify potential barriers which can be removed.
- We will investigate options and partnerships to develop individual interventions and supports for students and families.
- We will set attendance goals and reward students for meeting them.
- We will recognize improved attendance.

Evaluation:

Four attendance focus events will take place during the school year and student attendance will increase 5% each time.