



Greenwood Freshman Center

2021-2022 School Improvement Plan

Needs Assessment:

Even though our testing data reveals that the Greenwood Freshman Center 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 (1) the ESSA Scores for the Greenwood Freshman Center and (2) the percentage of students who scored Ready or Exceeding for college work as measured by the ACT Aspire Exam.

Greenwood Freshman Center Public School Rating

School Year	ESSA School Index	Public School Rating
2016-2017	81.27	A
2017-2018	81.51	A
2018-2019	76.43	A
2019-2020	N/A	N/A

9th Grade ACT Aspire (% Ready/Exceeding)

	2016	2017	2018	2019	2020
English	72%	80%	80%	72%	N/A
Reading	58%	61%	62%	50%	N/A
Math	50%	50%	58%	55%	N/A
Science	44%	59%	57%	50%	N/A

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

Goal:

The goal of the Greenwood Freshman Center 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 Reading on the ACT Aspire Summative Exam.
- to increase the percentage of students scoring Ready or Exceeding in STEM on the ACT Aspire Summative Exam.

Implementation:

In order to reach our goal and increase the number of our students who are ready for college, the Greenwood Freshman Center 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.
- provide lessons in Keystone class focused on study skills and character education specifically designed to develop student self-efficacy.
- implement a literacy plan to promote a culture of readers by using research-based instruction aligned with the Science of Reading with the goal of helping every student read on or above grade level.
- require all certified staff to complete professional development in the prescribed Science of Reading pathway. This will be completed before the start of the 2021-22 school year.

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.

Indicators:

The following Indicators will be assessed, improved, and implemented:

- Indicator IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
- Indicator IID06 - Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)

Evaluation:

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

- weekly IPR Reports determining which students are in danger of failing (grades of 65% or less). These students will receive targeted assistance during SLT/ILT time, and if this program is successful, the number of students in danger of failing should decrease throughout the year.
- RTI Meetings in which a team of educators will determine the best way to intervene on behalf of struggling students.
- results from STAR Reading Assessments 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 ACT Aspire Interim Assessments to track students' progress, provide targeted remediation, and determine next steps in classroom instruction.
- results from the ACT Aspire Summative Assessment. Ultimately, we will know if this plan is successful if the percentage of students scoring Ready or Exceeding increases.

NOTE:

From March 2020 to the present, education has changed in many ways due to the COVID-19 pandemic. Positive changes include improved teacher skill in online instruction, teacher proficiency in the use of technology, and student flexibility in the delivery of instruction. GFC also made adjustments to scheduling to provide for optimal social distancing and teacher planning which proved to be favorable for both teachers and students in a number of ways. Some of these adjustments may find a permanent place in planning. The negatives were simple and overwhelming. Attendance and academic grades were at an all-time low. An increasing number of students had failing grades, poor attendance, and overall lack of engagement. Some students chose to go to school virtually to avoid being contact traced and quarantined away from activities while neglecting their studies. These are areas where continual improvement will be planned, monitored, and adjusted in the coming years.