



Greenwood Junior High School 2020-2021 School Improvement Plan

Needs Assessment:

Our Needs Assessment indicated having a large number of students (particularly at the 7th grade level) who are not being academically successful. These students are struggling to achieve or maintain passing grades in one or more classes. 2016-2017 data indicated 46 7th grade students had one or more failing grades at the end of at least one semester. At the end of the fall semester of 2017-2018, 29 7th graders and 10 8th graders had failing grades in at least one class. After instituting a strategically designed advisory program and creating structured learning time (SLT) within a revised schedule, academic success among 7th graders in the fall of 2018 resulted in a reduction of students with failing grades. Only 13 7th grade students had failing grades, while only 17 students school-wide had F's. Continuing on this trend of positivity, at the end of the 2019 fall semester we had 10 7th grade students with F's. We are moving in the correct direction, and we were excited to see the scores on the Summative ACT this year.

2016-2017 ACT Aspire Summative testing data reveals that of the 46 7th grade students who received at least one semester F, 42 of those were actually enrolled and tested at GJHS. Of these, 40 (95%) of the students failed to meet the grade level benchmark on at least one of the ACT Aspire subtests.

Furthermore, 11 (26%) of the students failed to meet the grade level benchmark on any of the subtests. 2017-2018 ACT Aspire Summative data showed that of the 29 7th graders who failed at least one semester class, 27 of those (93%) had at least one area where they failed to score at grade level on the summative exam. 2018-2019 ACT Aspire Summative data reveals that of the 15 7th grade students who failed at least 1 semester class, 14 (93%) failed to meet the benchmark on the reading subtest.

When students fail to achieve, they run the risk of being retained in the grade level and/or forfeiting eligibility to participate in extracurricular activities such as athletics, band, choir, and others. John Hattie (2009) has identified the practice of holding students back as having a negative effect on overall student achievement, so this is to be avoided if possible. However, when students don't build the requisite skills to be successful at the next level and run the risk of furthering the gaps in their learning, they must be retained.

Goal:

The goal for Greenwood Junior High is to increase student achievement as measured by classroom grades, reading level, and ACT Aspire Summative Data, thus reducing the number of students who are making failing grades in core academic subjects and run the risk of retention or a growing achievement gap in future grades.

Implementation:

The action plan for GJHS has several components, listed below:

1. Students will be assigned to academic advisors who will assist them in being accountable for their learning.
2. GJHS will run a special activity schedule on Mondays, Wednesdays, and Fridays. During this time, students will be involved in a number of activities:
 - a. Continual academic auditing
 - b. Focused Reading Time/Other Opps. (book clubs, reading rooms, etc)
 - c. Tutoring and remediation with classroom teachers
 - d. Any other special events and opportunities that may come about
3. GJHS will build and maintain a communication system in Google (a Google Sheet) to allow teachers to request specific students that may be needed for make-up work, tutoring, or other needs.
4. Students will be assigned to Structured Learning Time (SLT) or Independent Learning Time (ILT) based on need. During SLT, students will be actively engaged in the classroom of either the advisor or a specific content teacher. Students who are not identified as being in need of SLT will be allowed to stay in the classroom of their advisor or go to a designated location for supervised, flexible time.
5. GJHS will establish a culture of reading.
 - a. All GJHS teachers will continue to pursue the required Science of Reading training. By the end of 2019-2020, most GJHS teachers had completed the initial 11 courses that have been released by ADE through Arkansas Ideas. This pursuit will continue, as more and more students are identified as having characteristics of dyslexia and other reading deficiencies.
 - b. Continue to pursue opportunities to allow access to book for students: continue to communicate with English teachers on building class libraries, continue investment in school library, and look at digital access.

Evaluation:

GJHS will measure success with the quantity of students who are failing classes and those reading below grade level. The numbers of students with failing grades over the last 2 years has decreased drastically. Continuing our focus on SLT/ILT for failing grades and with our increased focus on reading level, it is the hope of GJHS that this plan will reduce those numbers even more.

Another measure of success will be an increase in student performance as reflected by ACT Aspire Summative testing. Historically, our scores have been high and in relation to the state we have always scored well, but we believe in a growth mindset and always growing and improving. One area specifically that will be focused on is our reading subtest and the growth opportunities there.