

Charleston High School Improvement Plan 2024-25

Goals based on outcomes of data and needs assessment:

1. Improve reading on grade level
2. Improve math proficiency
3. Address Learning Loss

ACT 83 – This legislation requires districts to develop school-level improvement plans along with the Right to Read ACT. It further requires a public school to include in its annual school-level improvement plan a Literacy portion that will necessitate the curriculum and professional development in accordance with Science of Reading. Following the Arkansas Department of Education’s identification and creation of an approved list of materials, resources, and curriculum programs for public schools that support Science of Reading, Faculty will begin to develop/implement Literacy curriculum for grades 7-12 to align with PreK-6.

Professional Development: All high school staff are trained in the Awareness of Reading or in some cases RISE or LETRS. All teachers will receive continued training in the Science of Reading. The high school Literacy team attended “Just Words” professional development to help with struggling readers, and have implemented two sections of Critical Reading utilizing the program for identified students in grades 9-12. Any purchase of Literacy textbooks/curriculum will be on the state approved list. To help reach our goals, we will collaborate with the Guy Fenter Education Cooperative utilizing the assistance of its specialist and its professional development opportunities. A K-12 Literacy team will be formed and will meet in the summer and throughout the school year to promote collaboration among Literacy teachers.

Students entering the 9th grade will be evaluated using STAR & Spring 2023 ACT Aspire scores (Spring 2024 ATLAS scores will not be available until October). Those who demonstrate low reading levels will be assessed using WIST for possible placement into our Critical Reading 1 class that utilizes the Just Words program. Students who have completed Critical Reading 1 will be further evaluated at the end of the course to determine placement for Critical Reading 2. Students whose scores aren’t high enough, may be referred for further evaluation & possible dyslexia intervention. All 7-12th graders will continue to utilize the Accelerated Reader program to assess reading comprehension, and will be tested using the STAR program three times per year to measure literacy growth.

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Professional development will be provided for Language Arts & content area teachers to strengthen Tier 1 intervention in the classroom.

We will continue to utilize our paraprofessional with Tier 3 intervention.

Tiger Ready Flex Schedule: Incorporate a flex schedule to help implement reading and math intervention with all students 7-12.

The Charleston High School Faculty & Staff will continue AR testing as part of curriculum and data-gathering (7-12), plus: *STAR testing three times per year

*Data collection of STAR, ACT Aspire & ACT

*Formative quarterly Assessment to drive classroom instruction for 7th & 8th grades

*Obtain continued PD on the Science of Reading

*Utilize Student Success Plans groups & mentors

*Provide scheduled time & resources for Tier 3 intervention

*Provide Content Area teachers with Literacy training to facilitate stronger Tier One Interventions.

*Continue providing two sections of Critical Reading 1 and adding a section of CR 2.

*Professional development will be provided for Language Arts & content area teachers to strengthen Tier 1 intervention in the classroom.

1. Grade Level Reading: Literacy will be stressed through parent nights, media, newsletters, conferences, and working with the public library. The high school STAR program will continue three times a year, with the possible addition of a reading class and/or a reading intervention program. We will continue to collect data from: STAR, ACT, ACT Aspire, and ATLAS exams. All 9th and 10th grade students have been screened by Coop personnel; these results will help us set up an intervention program. Additional screening will continue to determine specific interventions.

Professional Learning Community teams will meet on a regular basis to discuss student achievement and analyze data to aid in the development of student success plans. Data from STAR will be used to evaluate students' current level of reading. Tier 1 regular classroom instruction will focus on Essential Standards. Tier 2 intervention will be based on current standards with possible encore time embedded each day for reading intervention. Tier 3 interventions will be utilized for students who are reading significantly below grade level.

With Student Success Plans, the school will develop a teacher/student advisory program that will pair teachers and students who will benefit from initiatives to raise academic standards.

The Charleston High School Team will meet periodically to evaluate the interventions and practices that will be implemented during the 2024-25 school year.

2. Math Proficiency: Math proficiency will be stressed through parent nights, media, newsletters, and conferences. We will collect data from: ACT, and ACT Aspire, and ATLAS exams.

Professional Learning Community teams will meet on a regular basis to discuss student achievement and analyze data to aid in the development of student success plans. Tier 1 regular classroom instruction will focus on Essential Standards. Tier 2 intervention will be based on current standards with possible encore time embedded each day for intervention.

With Student Success Plans, the school will develop a teacher/student advisory program that will pair teachers and students who will benefit from initiatives to raise academic standards.

The Charleston High School Team will meet periodically to evaluate the interventions and practices that will be implemented during the 2024-25 school year.

3. Attendance: The school will provide more parent education regarding the importance of school attendance. This will be done through media, newsletters, and parent nights. During parent nights, the school will cover various topics to promote relationships with parents, while stressing the importance of education. The high school plans to consider additional class offerings in vocational education for students who are not involved in extracurricular activities such as sports, band, etc. We plan to encourage area superintendents to strongly urge the Franklin County Truant Officer to enforce consequences for students who have excessive attendance issues. The High School Improvement Team recommends revising the summer school credit recovery program to help improve student success within the regular classroom setting.