

## Hackett High School Improvement Plan 2020-2021

### School Improvement Goals:

1. Increase student attendance
2. Improve reading on grade level

**Attendance:** Hackett High School had a Student Engagement Score of 80.63 on the 2019 Every Student Succeeds Act (ESSA) School Index. This score indicates 19.37% of the school's students were at risk due to high absenteeism. It is difficult to compare this score with the 2018 Student Engagement Score of 80.39 because the 2019 score includes students who joined the school when the Hartford campus closed in May 2018.

Studies show student absenteeism negatively impacts student achievement, so Hackett High School will continue to implement the following practices to increase student attendance during the 2020-2021 school year.

- Parents and guardians will be encouraged to contact the school when their child is absent.
- Assistant Principal, Lonnie Hester, will contact the parent or guardian when a student is absent if the school was not notified.
- The school will provide parent education through media and newsletters on the importance of school attendance.
- The school will provide student attendance incentives which may include early lunch dismissal, an exemption from nine week tests and student recognition.
- Mr. Freeman or Mr. Hester will conference with the parents and guardians of students with chronic absenteeism in order to provide support and to develop a plan to increase their child's attendance.
- If needed, students will be referred to the school counselor or the school-based therapist to address issues impacting attendance.
- If all efforts fail and a student's absenteeism rate does not improve, a report will be made to the Arkansas Department of Human Services (DHS) or a Family in Need of Services (FINS) may be filed through the Sebastian County Court system to provide even more support to the families.

**Reading on Grade Level:** On the ESSA School Index, Hackett High School had a Reading at Grade Level score of 30.88 indicating 69.12% of students whose data was used were reading below grade level. It is difficult to compare this score to the 2018 ESSA score of 35.06 because the 2019 score includes students who joined the school when the Hartford campus closed in May 2018.

Hackett High School will continue to work diligently to increase the number of students Reading At Grade Level by implementing the following steps.

- Following the requirements of the Arkansas reading legislation Act 940, the school will report in writing the independent reading level of all 7<sup>th</sup> and 8<sup>th</sup> grade students. This

information will be given to a parent or legal guardian twice a year during Parent Conferences.

- The school will stress to parents and guardians the importance of literacy through media, newsletters, and conferences.
- All certified staff members will receive training in the Science of Reading by completing either of the two prescribed pathways identified by the Arkansas Department of Education.
- All Special Education teachers will participate in an Introduction to Language Foundations (LETRS®) training and shall demonstrate proficiency in the knowledge and practices of scientific reading instruction.
- Mrs. Bailey, Elementary Principal, a certified Science of Reading Assessor (SoR), will monitor and evaluate each Special Education teacher to ensure the teacher is demonstrating and applying the Science of Reading in the classroom.
- Paraprofessionals who work with students who need reading interventions will be trained in the Sondag System®.
- Certified staff and paraprofessionals may also receive additional training on reading strategies and interventions through the Guy Fenter Education Service Coop or at other Professional Development workshops.
- Teachers will collect student data consisting of classroom performance, state assessments, and MAP® interim assessments, and students below grade level or students who are at-risk will be placed on a Response to Intervention (RTI) plan. An RTI committee comprised of teachers, school administrators, school counselor and the dyslexia specialist will meet regularly to review the progress of each student on a plan.
- Students on RTI plans who fail to make adequate progress may be referred for more intensive testing such as dyslexia screening or Special Education testing.
- Students not proficient in reading will receive interventions throughout the school year to include, but not be limited to, individual or small group intervention with certified staff or trained paraprofessionals and online educational programs which provide differentiated instruction at each student's individual reading level.
- The School District Leadership team will monitor implementation, fidelity, and progress of this plan throughout the school year, and the school will update or revise the plan as needed.

### **Professional Training:**

1. All certified staff will receive training in the knowledge and practices of scientific reading by completing either of the two prescribed pathways identified by the Arkansas Department of Education.
2. All Special Education teachers will participate in LETRS® Foundations training and shall demonstrate proficiency in the knowledge and practices of scientific reading instruction.
3. All paraprofessionals involved in student interventions will be trained in the Sondag System® Reading Intervention program.
4. Certified staff and paraprofessionals may receive additional training on reading strategies and interventions through the Guy Fenter Education Coop.

**Timeline:** Professional training began the summer of 2018 and will continue throughout the 2020-2021 school year. Other practices which include student interventions and student incentives will be continued and implemented during the 2020-2021 school year.

**Annual Review:** Feedback from staff and parents and guardians during the current school year has been positive and the majority are pleased with the practices and interventions put in place. Several staff members indicate they look forward to comparing data collected during the current school year against the previous year's data as they are expecting to see improvement in the areas of student attendance and reading on grade level.

The District Leadership team and School Leaderships teams will meet annually to evaluate the interventions and practices put in place during the 2020-2021 school year. Formal and informal data will be collected from teachers and parents and guardians to ensure continued school improvement.

April 9, 2020