

## Academies of West Memphis School Improvement Plan 2022-2023

### Needs Assessment:

Overall, students at the Academies of West Memphis High School performed below the average state levels of achievement in ELA, math, and science on the 2021 ACT Aspire. The special education subpopulation performed significantly lower than all other subgroups. AWM remains committed to the Professional Learning Communities at Work process. Literacy, math, science, and social studies instructional teams are at varying stages of implementation of the process.

The School Improvement Leadership Team (SILT) reflected on progress made during the 2021-2022 school year related to the High Reliability Schools (HRS) survey. During discussions, SILT determined that the most important aspect of improving test scores and student mastery is to continue to focus on the current work being accomplished within the PLC structures. Discipline structures implemented to decrease out of school suspensions will also continue during the 2022-2023 school year.

After a thorough review of school data and discussions surrounding the recent school closure, AWM will be adding increased interventions and support. One area of focus will be to increase the capacity of digital/online instruction for credit recovery and alternate methods of instruction. In addition to digitalized instruction, PLC teams will revisit essential standards to better support students through transition at the beginning of the school year, continued support will be provided by our Tier 3 Reading Classes, and Math and Literacy Interventionists will be utilized to support struggling students.

### Goals:

1. AWM will demonstrate higher levels of achievement in ELA. 75% of students will demonstrate mastery on ELA essential standards.
2. AWM will demonstrate higher levels of achievement in Math. 75% of Algebra 2 students will demonstrate mastery on essential standards.
3. AWM will increase student engagement to 95%. (Aug 2021 – March 2022 cumulative attendance was 94.46%)
4. AWM will decrease the number of incidents requiring out of school suspensions by 10%.

PLAN			DO	CHECK
Leading Indicator	Lagging Indicator	Professional Development/ Resources and support to address inequities	Implementation timeline for monitoring	Timeline and procedures for evaluating the practice
<b>Level 1: Safe, Supportive, and Collaborative Culture</b>				
1.1: The faculty and staff perceive the school environment	The school will decrease the number of out of	Clearly articulated consequences,	Administrators will review the frequency of out of school	The SILT will review out of school

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	as safe, supportive, and orderly.	school suspensions by 10%.	extended ISS, and on campus suspension	suspensions each quarter: October 21, 2022 January 13, 2022 March 17, 2023 June 2, 2023	suspension data to determine a decrease of occurrences. (May 19, 2023)
<b>Level 2: Effective Teaching in Every Classroom</b>					
	2.3: The school is aware of and monitors predominant instructional practices.	Administrators will continue to use a system of tracking aggregate classroom walkthrough data and will periodically update and review the data throughout the school year.	CWT data Instructional Coaches	Administrators will monitor instructional practices quarterly: October 21, 2022 January 13, 2022 March 17, 2023 June 2, 2023	Administrators will evaluate observation data to determine individualized support for instructional practices. This data will be used to guide the teachers' professional growth plans (May 19, 2023)
	2.5: The school provides teachers with job-embedded professional development that is directly related to their instructional growth goals.	Teachers have instructional interventionists available to them regarding their instructional growth goals.	Instructional coaches Outside consultants	Interventionists and instructional coaches monitor weekly minutes of PLC meetings.	Administrators will evaluate teachers based on their professional growth plans. (May 19, 2023)
<b>Level 3: Guaranteed and Viable Curriculum</b>					
	3.4 The school establishes clear and measurable goals that are focused on critical needs regarding improving overall student achievement at the school level.	The school and individual teams establish written goals as a percentage of students who will score at a proficient level or higher on state assessments.	NWEA ACT Aspire	The school will administer NWEA Reading, Math, & Science assessments in the Fall, Winter, and Spring.	NWEA assessment results will be analyzed after each administration. Teachers and instructional coaches will plan next steps based on analysis. Next steps will be

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					reflected in lesson plans. Cumulative evaluation of student achievement will be completed by May 19, 2023.
	3.5 The school analyzes, interprets, and uses data to regularly monitor progress toward school achievement goals.	Teachers will regularly use and report results for multiple types of assessments (for example, summative and common formative assessments) to monitor progress toward student achievement goals.	NWEA CFAs	District staff will meet with SILT during quarterly data meetings.	School and district leaders will discuss data points and set goals for the next quarter.

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