Beebe Public Schools

Dr. Chris Nail, Superintendent   2022-2023
Mr. Zeb Prothro, Principal   LEA # 7302009

Beebe Junior High
School Improvement Plan

School Mission Statement
Beebe School District is committed to providing a safe and equitable community for personal and academic growth.

ESSA Information

2022 ESSA Score	Overall ESSA Score	69.99	Public School Rating B	ESSA Rating Scale	A = 75.59 and Above
	Weighted Achievement	59.3			B = 69.94 - 75.58
	Value-Added Growth	81.95			C = 63.73 - 69.93
					D = 53.58 - 63.72
	School Quality & Student Success	55.08			F =0.00 - 53.57

ESSA Subpopulation

Subpopulation	2022 Index Score	Weighted Achievement	Value-Added Growth	SQSS
All Students	69.99	59.30	81.95	55.08
Black or African American	62.77	43.48	81.75	44.51
Hispanic /Latino	64.17	44.71	82.21	49.43
White	64.26	62.75	82.04	56.70
Economically Disadvantaged	64.22	48.41	80.79	45.87
English Learners	64.26	41.67	82.58	N<10
Students with Disabilities	51.65	17.29	81.35	32.00

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SQSS					
Subpopulation	Overall	Engagement	Reading Grade Level	Science	Science Growth
All Students	55.08	71.34	46.64	42.94	57.83
Black or African American	44.51	65.38	27.27	34.78	47.50
Hispanic /Latino	49.43	69.79	35.71	33.33	55.95
White	56.70	71.83	49.40	45.24	58.97
Economically Disadvantaged	45.87	61.97	37.18	31.06	51.75
English Learners	N<10	N<10	N<10	N<10	N<10
Students with Disabilities	32.80	62.14	13.33	8.51	44.32

Percentage of Students Reading On Grade Level - 46.64%

Literacy Plan
Beebe Junior High will increase student achievement outcomes in literacy by increasing student achievement in reading comprehension through the application of the Science of Reading in each content area. Teachers are trained during building PLCs and Summer Morphology PD on Literacy Strategies to implement during whole group instruction and interventions. All teachers will receive ongoing professional development in the Science of Reading. Language Arts classes have reviewed existing core texts and are adopting appropriate grade level texts. Students who are exhibiting signs of dyslexia will receive evidence-based instruction through Wilson Reading by trained certified teachers. Time will be reserved daily to address the individual literacy needs of students through a Response to Intervention (RTI). This time will also allow students more independent reading time. Each content area uses the district online curriculum, which includes essential literacy standards. Effectiveness will be evaluated through NWEA Map assessments, District Common assessments, and the number of students on grade level on the ACT Aspire in Reading.The 7-12 Assistant Director will continue to support both buildings.

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Assessment Data - ACT Aspire					
English	In Need of Support	Close	Ready	Exceeding	Ready + Exceeding
Grade 7	34.53%	23.38%	17.99%	24.1%	42.09%
Grade 8	26.82%	22.22%	23.75%	27.2%	50.95%

Reading	In Need of Support	Close	Ready	Exceeding	Ready + Exceeding
Grade 7	8.00%	30.00%	35.00%	27.00%	62.00%
Grade 8	18.00%	36.00%	28.00%	28.00%	64.00%

Science	In Need of Support	Close	Ready	Exceeding	Ready + Exceeding
Grade 7	42.09%	16.91%	21.94%	19.06%	41%
Grade 8	33.84%	23.57%	25.48%	17.11%	42.59%

Mathematics	In Need of Support	Close	Ready	Exceeding	Ready + Exceeding
Grade 7	29.5%	30.22%	19.78%	20.5%	40.28%
Grade 8	24.52%	28.35%	21.84%	25.29%	47.13%

NWEA MAP Data -2022-23									
Literacy	Fall RIT	Percentile	Winter RIT	Percentile	Fall - Winter Growth	Spring RIT	Percentile	Winter - Spring Growth	Fall to Spring Growth

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| Grade 7 | 210.8 | 39-41 | 216.4 | 54-55 | 5.6 | | | | |
| Grade 8 | 214.9 | 40-41 | 219.9 | 52-53 | 5.0 | | | | |

Mathematics	Fall RIT	Percentile	Winter RIT	Percentile	Fall - Winter Growth	Spring RIT	Percentile	Winter - Spring Growth	Fall to Spring Growth
Grade 7	220.4	49-50	227.1	65-66	6.7				
Grade 8	225.0	50-51	230.6	60-61	5.6				

Attendance Data				
Grade Level Data	0-5%	6-10%	10-15%	16% - Above
Grade 7				
Grade 8				

Goal 1
Beebe Junior High will increase our Reading Scores by 5% in each Grade Level by focusing on Key Ideas and Details in all content areas and using grade level appropriate texts in all classrooms.

Implementation				
Action Steps/Tasks	Product or Evidence of Effectiveness	Resources Needed (Including PD)	Person(s) Responsible	Target Date(s)

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Student Action Plans	Student Progress Monitored by Teachers	Individual Student NWEA/Map Data including Areas of Focus for students	Classroom Teachers; Building Administrators	July 1, 2023
Response to Intervention (RTI) - Identifying and serving Tier 2 & 3 students	Student Progress Monitored by Program Facilitators	Wilson Reading	Wilson Reading Specialists, Classroom Teachers, Building Administrators	July 1, 2023
Embed Literacy in All Content Areas using Building Wide Reading Strategies	Lesson Plans; Walkthroughs	Content Literacy Materials	Classroom Teachers; Building Administrators	July 1, 2023
Emphasis on our Subpopulations African American and SPED	Student Progress Monitored by Teachers; NWEA/Map Data	Individual Student NWEA/Map Data including Areas of Focus	Classroom Teachers; Building Administrators	July 1, 2023
Use grade level appropriate texts in classrooms	Lesson Plans; Walkthroughs	Core Texts; District Alignment P.D.	Classroom Teachers; Building Administrators	July 1, 2023

Evaluation of Effectiveness				
Component to be Evaluated	Person(s) Responsible	Procedure for Evaluation	Evaluation Findings	Next Steps
Student Action Plans	Building Administrators	Review of Student Data during PLC Meetings		
Response to Intervention (RTI) - Identifying and serving Tier 2 & 3 students	Building Administrators	Review of Student Data on Wilson Reading		
Embed Literacy in All Content Areas using Building Wide Reading Strategies	Building Administrators	Classroom Walkthroughs; Lesson Plans		
Use grade level appropriate	Building Administrators	Classroom Walkthroughs;		

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texts in classrooms		Lesson Plans		

Goal 2

Beebe Junior High will increase our Math Scores by 10% in 7th Grade and 5% in 8th Grade by focusing on the Integration of Essential Skills and Justify and Explanation.

Implementation				
Action Steps/Tasks	Product or Evidence of Effectiveness	Resources Needed (Include PD)	Person(s) Responsible	Target Date(s)
Weekly Classroom RTI	Completion of Weekly Plan Document	Content Standards; District Weekly Template	Classroom Teachers; Building Administrators	July 1, 2023
Common Curriculum and Assessments	Illustrated Mathematics (IM) Units and Assessments; NWEA/MAP Testing	IM Training through Wilbur D. Mills Coop; IM Resources, AR MathQuEST	Classroom Teachers; Building Administrators	July 1, 2023
Student Action Plans	Student Progress Monitoring by Teachers	Individual Student NWEA/Map Data including Areas of Focus; Student Action Plan Template	Classroom Teachers; Building Administrators	July 1, 2023
Emphasis on our Subpopulations White and SPED	Student Progress Monitored by Teachers; NWEA/Map Data	Individual Student NWEA/Map Data including Areas of Focus	Classroom Teachers; Building Administrators	July 1, 2023

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Evaluation of Effectiveness				
Component to be Evaluated	Person(s) Responsible	Procedure for Evaluation	Evaluation Findings	Next Steps
Daily Classroom RTI	Building Administrators	Classroom Walkthroughs		
YAAG Documents; Lesson Plans	Building Administrators	Classroom Walkthroughs		
Common Assessments; NWEA/Map Testing	Building Administrators	Classroom Walkthroughs; Data Disaggregation during PLC; NWEA/MAP Testing		
Student Action Plans	Building Administrators	Review of Student Data during PLC Meetings		

Goal 3
Beebe Junior High will implement a multi-layered school safety approach in its building protocol and procedures by focusing on student and faculty awareness.

Implementation				
Action Steps/Tasks	Product or Evidence of Effectiveness	Resources Needed (Include PD)	Person(s) Responsible	Target Date(s)
Implement CatapultEMS	Monitor Data/Usage Monthly debriefs of effectiveness of CatapultEMS with teachers (PLCS) and stakeholders (Safety Committee)	Student Posters, Student/Teacher Devices, Staff Training, Safety Committee Input	Zeb Prothro	May 2023

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Safety Audit Process	Building Administrators will Monitor Data/Usage Monthly debriefs of effectiveness of the safety audit process with teachers (PLCS/walkthroughs) stakeholders (Safety Committee) etc.	Walkthrough Data, Safety Audit Data, Communication between building administrators and safety directors.	Zeb Prothro	May 2023
Reduce the number of bullying notifications by 10%.	Building Administrators will monitor data/effectiveness of the CatapultEMS notification system. Evaluate effectiveness of in-person bullying notifications.	Teacher/student devices, bullying professional development for administrators. Trauma Informed Training for Teachers. Increase bullying awareness in Response to Intervention class.	Zeb Prothro	May 2023
Response to Intervention (Behavior)	Reduce the number of office referrals/bullying incidents from 2021-2022 school year for each student enrolled.	Built in period during the school day. Guest speakers made up of community stakeholders representing all demographics of our student population will present on bullying, character, etc.	Zeb Prothro	May 2023
Threat Assessment Team	The Threat Assessment team will assess threats, school safety incidents, and collaborate on action plans based on our student handbook.	Designated place and time to meet. Coverage for cooperating teachers' classrooms.	Zeb Prothro	May 2023

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New Camera Software	Clearer video and pictures.	New cameras and software installed in the building.	Zeb Prothro	May 2023

Evaluation of Effectiveness				
Component to be Evaluated	Person(s) Responsible	Procedure for Evaluation	Evaluation Findings	Next Steps
Implementation of CatapultEMS	Building Administrators	Monitor Data/Usage Monthly debriefs of effectiveness of CatapultEMS with teachers (PLCS) and stakeholders (Safety Committee)		May 2023
Safety Audit Process	Building Administrators	Walkthrough Data, Safety Audit Data, Communication between building administrators and safety directors.		May 2023
Bullying notifications	Building Administrators	Monitor data/effectiveness of the CatapultEMS notification system. Evaluate effectiveness of in-person bullying notifications.		May 2023
Response to Intervention (Behavior)	Building Administrators.	Monitor students in the class to determine if discipline referrals decrease.		May 2023
Threat Assessment Team	Building Administrators	Monitor effectiveness of team during emergency drills/scenarios, reflect on practices and modify as		May 2023

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		necessary		
New Camera Software	Building Administrators	Monitor new software to determine effectiveness for identification and record keeping.		May 2023

ADE Long-Term Goals for Academic Achievement				
English Language Arts - ALL	School Number	School Progress	Expected Progress	Met Progress
2018	494	39.3	47.39	No
2019	471	50.1	50.1	Yes
2020	COVID	COVID	52.82	COVID
2021			**55.54**	

English Language Arts - African American	School Number	School Progress	Expected Progress	Met Progress
2018	19	15.8	24.77	No
2019	18	38.9	29.37	Yes
2020	COVID	COVID	33.97	COVID
2021			**38.57**	

English Language Arts - Hispanic/Latinx	School Number	School Progress	Expected Progress	Met Progress
2018	23	34.8	39.96	Yes
2019	25	44	43.3	Yes

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2020			46.64	
2021			**49.98**	

English Language Arts - White	School Number	School Progress	Expected Progress	Met Progress
2018	437	40.1	55.79	No
2019	414	50.5	57.81	No
2020	COVID	COVID	59.83	COVID
2021			**61.85**	

English Language Arts - Econ Disadvantage	School Number	School Progress	Expected Progress	Met Progress
2018	257	30	35.93	No
2019	246	40.7	39.6	Yes
2020	COVID	COVID	43.27	COVID
2021			**46.94**	

English Language Arts - SPED	School Number	School Progress	Expected Progress	Met Progress
2018	80	7.5	10.97	No
2019	80	15	16.72	No
2020	COVID	COVID	22.47	COVID
2021			**28.22**	

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ADE Long-Term Goals for Academic Achievement				
Mathematics - ALL	School Number	School Progress	Expected Progress	Met Progress
2018	495	64.2	51.53	Yes
2019	471	59.7	53.9	Yes
2020	COVID	COVID	56.27	COVID
2021	475		58.64	

Mathematics - African American	School Number	School Progress	Expected Progress	Met Progress
2018	19	47.4	25.41	Yes
2019	18	38.9	29.96	Yes
2020	COVID	COVID	34.51	COVID
2021			39.06	

Mathematics - Hispanic/Latinx	School Number	School Progress	Expected Progress	Met Progress
2018	23	69.6	45.98	Yes
2019	25	56	48.82	Yes
2020	COVID	COVID	51.66	COVID
2021			54.50	

Mathematics - White	School Number	School Progress	Expected Progress	Met Progress
2018	438	63.9	60.65	Yes
2019	414	60.6	62.26	No
2020	COVID	COVID	63.87	COVID

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2021			65.48	

Mathematics - Econ Disadvantage	School Number	School Progress	Expected Progress	Met Progress
2018	258	54.7	40.26	Yes
2019	246	47.6	43.57	Yes
2020	COVID	COVID	46.88	COVID
2021			50.19	

Mathematics - SPED	School Number	School Progress	Expected Progress	Met Progress
2018	80	16.3	15.91	Yes
2019	80	17.5	21.25	No
2020	COVID	COVID	26.59	COVID
2021			31.93	

Meeting Notes- All meeting notes must be documented for each meeting.

School, Parent, and Family Engagement Plan

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