Bell-Herron Middle School	
Grades 6-8 Building	
School-Wide Plan	
1. Comprehensive Needs Assessment	
	Bell-Herron Middle School has experienced several changes over the last few years due to low test scores and our students not showing enough growth in the value-added growth measure. Therefore, our report card showed us in school improvement. The staff, students, and parents at BHMS were determined to get out of school improvement.
	The staff began to look at area schools that were performing at an excellent rate as well as making academic progress. We visited those schools and evaluated the changes we needed to make that were consistent with every school visit. Those changes included 80 minute blocks for reading and math, common planning time, and full inclusion. This year we implemented 80 minute blocks for science and social studies.
	Our reading scores over the last 5 years have fluctuated between 82% and 93% in sixth grade, 77% and 86% in seventh grade, and 75% and 90% in eighth grade. Our math scores have fluctuated over the 5 years between 70% and 83% in sixth grade, 60% and 84% in seventh grade, and 65% and 91% in eighth grade. Eighth grade science has improved each year from 60% in 2008 to 80% in 2012.
	We continue to focus on math and reading in the sixth, seventh, and eighth grade intervention classes. In our schedule we are providing a math lab, reading lab, and academic assist class. The lab classes are designed for additional intervention for skills they are not mastering in the regular or inclusion classroom. These classes monitor the progress of each individual student as well as provide the one on one and small group instruction that is needed. The Academic Assist class is on a rotating basis for all students in all grades. Every student will take this class for one nine weeks. This class provides additional support for reading, particularly non-fiction and information text skills.
	Attendance rates continue to exceed state expectations at above 93% for Bell Herron Middle School. Discipline incidents increased from the previous years at BHMS with accountability being the key to having students actively engaged with high rigor in the classroom. I would expect that level of incidents to continue at a higher rate as teachers and administrative staff persists in demanding a safe and effective learning environment at BHMS.

	BHMS will actively work with 6-8 grade students in Advisory: Enrichment and Intervention periods will be planned with faculty advisors and peer mentors. This new program is designed to intervene before failure or poor grades occur to enrich those students who are working beyond expectations. A staff "good friend" policy will also enable teachers to reach out to "at risk" students and seek out ways to improve their academic and social well-being while at BHMS. Title I services, especially technology schoolwide will help our students adapt to "High School" expectations and changes.
2. School-Wide Reform Strategies	
	* Positive Behavior Support & Safe School Initiative; tracks data on all discipline, attendance, & academic areas.
	* Academic Excellence and Perfect/Outstanding Attendance Recognized
	* Students of the Month (2 per month, one boy and one girl)
	* Most improved students recognized each 9 weeks - 2 per grade level.
	* Teachers instructing with "PLOD" - Posted Learning Objectives Daily
	* Lesson objectives posted for students to write down in their planner.
	* Creating a classroom environment with the goal of 100% student engagement as a result of careful strategies.
	lesson planning and implementation of differentiated
	* Use progress monitoring in Reading and Math to ensure studnets are meeting grade level expectations.
	* Employ explicit instruction (I do, we do, you do) in teaching students reading and math skills.
	* Develop lesson plans so that students have the opportunity to read, write, talk, listen, and investigate daily.
	* Utilize our Math and Reading labs to explicitly reteach and assess our skills.
	* Implement small group instruction, particularly in the inclusion classroom.
	* Use a variety of graphic organizers to teach and re-teach vocabulary daily.
	* Provide opportunities for students to use essential vocabulary in all four domains: reading, listening, speaking and writing.
	* Provide opportunities for students to review and practice previously taught vocabulary.
	* Discovery Education - students are tested 3 times a year.
	* A+ Learning is used for remediation and acceleration of students.
	* Coach books, Skillbridge, and a variety of iPad applications are used for intervention and enrichment strategies.

3. Highly Qualified Professional Staff- Teachers and paraprofessionals must meet the ODE Highly Qualified Teacher and Paraprofessional Requirements and Rubrics as explained on the ODE website.	
	• The teachers are assigned to teach in areas they are highly qualified based upon NCLB.
	• All instructional paraprofessionals have met the No Child Left Behind (NCLB) requirements either having an Associate's Degree or passing the para -professional skills test.
	• Teachers maintain an Individual Professional Develop Plan and submit logs of professional development to the Local Professional Development Committee.
	• Teacher qualifications are available to parents at the district board office where they are located and reviewed annually.
4. Title I Substitute Teacher Assignments	• Title I teachers will spend the majority of their day serving the students most academically "at risk."
	• Title I funded staff will be assigned non-instructional duties at the same proportion of total work time as the non-Title I staff.
	• A substitute will be hired if the current Title I teacher is not able to provide services.
	• Title I teachers will not be used as substitutes on a regular basis.

5. High Quality and Ongoing Professional Development	• Teachers will meet once a week in the Professional Learning Community (PLC). Hours will be logged on a log sheet and turned into the Principal weekly.
	• Professional development time is provided to the staff during two 2-hour staff development sessions and during three professional development days. Two at the beginning of the school year and one in the fall.
	• Curriculum alignment
	• Formative and summative assessment
	• Co-teaching and the inclusion model
	• Differentiated Instruction
	• Classroom instruction and best practices
	• 21st century technology
	• Substitute teachers are used to provide release time for professional development with grade level teams, content area departments, or leadership teams.
	• Professional Development providers include the State Support Team- District 12, Jefferson County Education al Service Center, and Tuscarawas, Harrison, and Carroll County Educational Service Center
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6. Strategies to Attract Highly Qualified Teachers	
	* Access to quality technology (software & hardware)
	* Involvement in staff meetings, school improvement, curriculum and professional development & Mentoring for new teachers
	* Job openings are posted on the district's website, buildings, & the Ohio Department of Education's website.
	* Partnerships with local colleges and universities are used to recruit teachers.
	* Exceptional and affordable insurance plan.
	* Regular school improvements that include the updating o f technology, & instructional materials.

7. Increased Parent Involvement	
	To ensure effective involvment of parens and to support a partnership among the school, parents, and the community to improve student academic achievement, our school will:
	1. Parent Open House: Meet with parents to provide information to help them understand such topics as the Ohio Academic Content Standards, Common Core Curriculum, Model Curricula, and instructional expectations.
	2. Student/Parent Orientation: For new students and upcoming sixth graders & their parents to meet the administrative, guidance and select teaching staff. To tour the school, find locker area, and understand academic and behavioral expectations.
	3. Parent Conferences: Hold individual sessions with parents that will address the tools needed to help their child(ren) be successful. These sessions will address such issues as helping with homework, computer literacy, and how to understand certain social issues.
	4. Staff Professional Development: Hold a professional development on how to increase parental involvement. This session will train all school personnel on how to use modern technology along with common courtesy to get parents involved in the day to day activities of the school.
	5. Parent Resource Materials in the main office.
	6. Title I Parent Survey: Administered annually to gather parent feedback and input.
	7. Notification of parent meetings: Parents are notified of meetings through (1) notices sent home by teachers, (2) intercom announcements, (3) through the school's website, (4) automated telephone message system and (5) notices on interim and report cards.
	8. Alternate Times for Meetings: To assist in providing the opportunity for all parents to attend, meetings are offered at three separate times - prior to the e school day, during the school day and during the evening.
	9. 0ther strategies:
	• Effective Communication: Quarterly newsletters, district website, automated phone message system, student handbook,
	• Open Door Policy
	• Parent Resource Center
	• Parent Volunteer Opportunities
	• New Student Orientation
	• Open House
	• Grandparents' Day
	• Veterans Day
	• Student Council

8. Intra-District School Transitions	• The school personnel developed numerous opportunities for students and parents of incoming sixth graders to gain valuable information.
	• Implementation of school-wide visits of incoming sixth graders during their fifth grade year. Administrators, counselor, and teachers visit these students throughout the year to begin the transition process.
	• In September, all sixth grade students have the opportunity to participate in a 2 night, 3 day overnight field trip to our local FFA/Camp Muskingum. This trip provides students with the opportunity to socialize, pariticpate in cooperative groups, team build, and learn new ideas and strategies.
9. Assessment	• Bell-Herron Middle School will assess students 3 times a year with a universal screener, Discovery Education. The students will be assessed at the beginning of the year, middle of the year, and end of the year. Progress monitoring will be used through DE to establishe whether or not our RTI students are making progress.
	• The faculty collaboratively studies the disaggregated data and results of the state assessments, benchmark assessments, and Discovery Education data.
	• Professional Learning Community (PLC) and Department members evaluate data collected on at-risk students to determine if there are any indicators that would warrant a Tier II plan.
	• Grade level and subject area data meetings are held quarterly to adjust intervention groups and strategies based on progress monitoring data.
	• Vertical team meetings help identify any instructional gaps or over laps that may occur.
	• Follow-up PLC and Department meetings are held to discuss progress of students and steps to be taken to help students who demonstrate weaknesses in identified academic subjects.
	• Teacher representation and teacher input is included on leadership teams, textbook selection committees and school calendar committees. This voice allows teacher to be involved in all areas of overall instruction and testing.

10. Additional Assistance for Students who are Failing	• Study hall tutoring provides opportunities for peer tutoring for intervention.
	• Response to Intervention: All teachers will provide students with opportunities for intervention when they have failed a skill and allow them to re-take a test once they have mastered the intervention.
	• Students who are not proficient on state academic standards will be provided timely, effective and additional instructional assistance through our reading and math labs as well as academic assist.
	• Teachers will screen students at the beginning of the year to identify those potential at-risk students.
	• Classroom teachers will identify students significantly below grade level.
	• Daily small group instruction will be provided during instructional core classes for students requiring Tier II support.
	• Students will be progress monitored in a timely manner based upon benchmark and DE assessments.
	• Monthly grade & department data meetings will be conducted to discuss strategies and procedures that would encourage student success and to review student progress and make changes in instruction as needed.
	• Students will be recommended for the after-school tutoring based on data .
	• Summer intervention is provided for students who are not proficient.
11. Coordination of Programs	As a Title I school, Bell-Herron receives additional funds to support student achievement to help meet the diverse needs of our students who do not meet or exceed standards. We coordinate and integrate our services and programs by:
	• Hiring staff- teachers, paraprofessionals-Title I, Title II- A, Title IV-B
	• Providing professional development- Title I, Title IV-B
	• Purchase of resources, supplies and/or materials
	• After-school and summer school tutoring