

Nashville Junior High School Level Improvement Plan

The mission of Nashville Junior High School is for students, faculty, staff, and community to provide an environment that promotes academic, social, and emotional welfare for all students, regardless of race, sex, socioeconomic background, or academic performance level. Nashville Junior High School exists to prepare our students to succeed as adults in a changing society.

Step 1: Plan

Needs Assessment:

1. ESSA Scores for sub-pop (students with disabilities)
2. ESSA Scores for all students in grades 7-9
3. Formative and Summative Assessment Data for all students

- ESSA explains what we need to work on as a District/Building in order to do what is best for students.
- Aspire Scores tell us how students ended the previous school year in core areas of learning.
- Formative and Summative Assessments tell us if the skills our students need to work on in order to fill gaps in previous years' learning.
- Classroom assessments will be ongoing throughout the year. This data will have a primary focus on students with disabilities. This data gives us a real-time look into how our students are doing daily/weekly/monthly, etc.

Goal/Anticipated Outcome:	<ul style="list-style-type: none"> • School leaders will review student data to determine next steps for creation of PLCs. <ul style="list-style-type: none"> ◦ JH will work with NIET to establish PLC practices. • Teachers will implement curriculum with integrity. • Show an upward trend in Math and Literacy scores on standardized testing for all grades after using Illustrative Math and Literacy curriculum with fidelity for one school year. <ul style="list-style-type: none"> ◦ ESSA School index for 2022 was 27.24% for students with disabilities ◦ Target Index for the 2024-2025 School Year is 53.01% for students with disabilities • Continue that upward trend for the subsequent school years. • Help students to achieve higher test scores/better grades and become better problem solvers by using High Quality Instructional Practices. • Improved Reading Levels by implementing the SOR standards in all core areas of learning.
Evidence Based Intervention or Practice:	<ul style="list-style-type: none"> • Continue the Professional Development of ALL teachers in: <ul style="list-style-type: none"> ◦ the Science of Reading ◦ Inclusive Practices ◦ HQIM ◦ Essential Standards • Science of Reading strategies implemented in all content area curriculum. • Students with disabilities will be assigned a literacy intervention support class designed to target vocabulary strategies and core reading skills. • Teachers will build lessons based on the science of reading and grade level standards. • Variety of teaching methods, specifically those that can be used for Inclusive Settings. • Math curriculum. <ul style="list-style-type: none"> ◦ Illustrative Math • Grade-Level based intervention for all grades.

Step 2: Do:

Implementation Timeline

Including Monitoring of Intervention and Practice

	Specific Person(s) Responsible	Resources Needed Including PD	Product or Evidence of Effectiveness	Target Date or Timeline End Date
<p>Attendance Accountability</p> <p>Educate parents on the importance of student attendance.</p>	<p>Tracy Morrow Krysta Parker Ben Wallis</p>	<ul style="list-style-type: none"> • Phone calls home for unexcused or excessive absences. • Attendance Contract for second unexcused or chronic absences. • FINS Petition <ul style="list-style-type: none"> • Open House/Grade-Level Meetings 	<p>Students who come to school have a high percentage of learning than those who do not.</p>	<p>Ongoing throughout the year.</p>
<p>Continue to use Illustrative Math</p>	<p>Math Teachers Kim Slayton Krysta Parker Ben Wallis</p>	<p>Illustrative Math Curriculum Chrome books Illustrative Math PD</p>	<p>Student grades. Teacher observation..</p>	<p>Ongoing throughout the school year.</p>
<p>Implementing Inclusive learning in all classrooms in order to</p>	<p>Krysta Parker Ben Wallis Teachers</p>	<p>Core curriculum</p>	<p>Special Education Students will be included in core classes</p>	<p>Ongoing throughout the year</p>

improve test scores			with Special Education teacher co-teaching.	
Intervention	Krysta Parker Ben Wallis All Staff	Chromebooks Edgenuity Intervention Curriculum ACT Book	<ul style="list-style-type: none"> • Improved state test scores • Improved grades • More students able to close gaps in learning 	All year on going
Common Planning Time (Master schedule)	Leadership Team	Master Schedule	<ul style="list-style-type: none"> • Leadership team will continue to look into a master schedule change to allow for common planning time 	Ongoing

Step 3: Check

Evaluation Timeline and Procedures

Intervention/Practice Components to be Evaluated	Specific Person(s) to be Responsible	Procedure for Evaluation	Evaluation Findings	Target Date or Timeline End Date
Attendance Accountability	Krysta Parker Ben Wallis	-Phone call Home. -Attendance contract. -FINS Petition		June 30, 2024
Intervention	Krysta Parker	-Review test scores -Review final grades		July 2024