



## GOAL

Increase the percentage of students meeting the College and Career Readiness Standards as measured by the annual ACT Aspire and ACT Assessments.

- 2018 Target - 2% Increase
- 2019 Target - 3% Increase
- 2020 Target - 4% Increase
- Total 3 year increase of 9%

Meet or exceed the ESSA Index Value for students with disabilities.

By the end of the 2019-20 school year, the percentage of students meeting the 95% attendance goal will increase by 5% as compared to the 2018-19 attendance data.



## WHAT ARE WE GOING TO DO AT SHERIDAN MIDDLE SCHOOL?

- ✓ Provide targeted interventions based on data for at-risk students including students with disabilities.
  - Jacket Time - Dedicated interventions provided three-four sessions per week
  - Identify student need as either academic, attendance, behavior, or a combination.
  - Use classroom, assessment, and ACT Aspire data to identify at-risk students. Special education teachers use this time in addition to their current programming minutes.
  - Conferences held for any special education student with an interim/quarterly failing grade to identify the problem and develop a plan of action in collaboration with the classroom teacher.
- ✓ Implement incentive programs to increase attendance, engagement, accountability, and achievement for all students.
  - Quarterly Reward Days - Qualification based on behavior, attendance, and grades
  - Quarterly Attendance Drawing - Students may enter into the drawing for each week of perfect attendance during that quarter.
  - Interim Attendance Reward- The grade level having the highest attendance rate at interim is awarded an extended lunch period.
  - Schoolwide Goal - End of the year assembly awarded if the goal is met.
- ✓ Representatives of curriculum, grade level, and special education teams will strengthen their Professional Learning Communities in collaboration with the East End Middle School community.
  - Identify essential standards in all curriculum in collaboration with East End Middle School.
  - Create common formative assessments.
  - Create common summative assessments in collaboration with East End Middle School.
  - Analyze assessment data to drive instruction. Special Education teachers actively participate in curriculum and team PLC groups



## WHAT ARE WE GOING TO DO AT SHERIDAN MIDDLE SCHOOL? (CONTINUED)

- ✓ Build individual and collective leadership capacity.
  - A team of teachers will attend and complete the Arkansas Leadership Academy institute beginning in the summer of 2020.
  - Our Leadership Team includes the following representatives:
    - Curricular Areas - Math, Science, Social Studies, Language Arts, Fine Arts, PE/Health (Grades 7, 8, and 9)
    - Support Staff - Special Education, Counselors, Library/Media
    - Building Administration
    - District Support Staff



## HOW WILL WE MEASURE PROGRESS?

- Attendance Data
- Common Assessment Data
- Quarterly Grade Data
- ACT Aspire Interim Data
- ACT Aspire Summative Data



## PROFESSIONAL LEARNING AND TIMELINES

### June 2019

- All teachers will attend Science of Reading Awareness Training.
- All Math teachers will attend the state Math Quest Training. This training is a two year commitment.

### July 2019

- Curriculum teams will meet to identify/define essentials standards, create common assessments, and plan instruction based on data.

### August 2019

- All teachers and support staff will attend the Capturing Kids Hearts a two-day training where they will learn how to build high-performing teams in their classroom and become part of a high-performing team within their buildings.

### Ongoing 2019-2020

- Training will be provided by mentors, instructional specialists, and/or administrators related to the assessment tools and instructional resources used to achieve our goal.
- Follow-up support will be provided by building leaders and district curriculum support with the Collaborative Common Assessment Initiative within PLC groups.