Benton Middle School

School Improvement

2018-19

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*Needs Assessment- Analyze multiple sources of data to determine the areas of strength and the
areas of growth.*

Strengths: Based on data from the ACTaspire 2016-17 assessments, math, science, and English demonstrated the greatest number of students achieving the Readiness Benchmark at all three grade levels. English demonstrated the highest achievement rate with 79.9%, 80.4%, and 85.8% for 5th, 6th and 7th grades respectively. These scores ranked in the top 23% to 28% in the state. Math was the second area of strength in Readiness Benchmark, but ranked higher in the state with achievement rates of 59.1%, 75.0%, and 69.0% for grades 5th, 6th, and 7th respectively. These rates ranked between the top 5% to 29% in the state. Science was also strong with Readiness Benchmark achievement of 58.0%, 59.1%, and 59.5% for grades 5th, 6th, and 7th respectively. These rates ranked between top 7% to 20% in the state. This data aligns closely with the data collected from iReady assessments and the grade level indicators. The English, math and science grade level teams utilized common assessment data to drive the instruction and this data closely paralleled the above achievement results.

Benton Middle School has a strong reputation of caring about students and meeting needs beyond the academic realm. This positive school culture has garnered the school multiple awards and recognition from the Arkansas Department of Education and the Office of Educational Practice. Benton Middle School has received Recognition and Reward funds for the previous 5 plus years for achievement. For the previous four plus years the school has been recognized as a state high achieving school Overall, in Science and Math. This is due to many factors, but culture has been the strongest factor due to it's inclusive nature.

Areas of growth: The two areas for growth to be addressed in this goal are reading and writing achievement with emphasis on key ideas and details for reading and development and support for writing. These areas demonstrated the lowest number of students achieving the Readiness Benchmark. IReady data consistently demonstrated the need for growth in comprehension in both literature and informational text.

While the school has had a strong culture that promotes a safe and respectful learning environment, there is room for improvement in the area of discipline referrals, attendance, and work completed on time. For the 2017-18 school year, Benton Middle School moved from serving grades 6-7 to serving grades 5-7. The school has moved from just over 800 students to almost 1,300 and staff has grown from 48 teachers to 72. As part of the move, current 5th grade teachers from four elementary schools were moved to the school and had to adjust to a middle school setting. While this process went well, there are inherent issues with increasing the school population. With 2017-18 data still to be completed, the trend has demonstrated a slight increase in Out of School Suspensions and In School Suspensions. The Out of School Suspensions rose from 9 in 2013-14 to 29 in 2014-15 with a dip in 2015-16 to 22, but rose again in 2016-17 to 37. In School Suspensions followed a similar trend with 21 in 2013-14 to 51 in

2014-15, with a dip to 41 in 2015-16 to 41 and then up again in 2016-17 to 44. Accompanying this is a trend for students struggling academically to not turn in assigned work which compounds the academic struggle. While truancy numbers remain relatively consistent for the previous four years ranging from 95.12 low in 2016-17 to a high of 95.85 in 2014-15, it is still a contributing factor for some students.

Goal 1-

To increase the number of students achieving Readiness Benchmark for Reading and Writing by 5% with emphasis on reading comprehension of key ideas and details along with emphasis on development and support in writing.

What does it look like fully implemented? What is the timeline for full implementation?

What does it look like fully implemented?

- The goal will be fully implemented when ACTaspire data demonstrates a 5%+ growth in the areas of reading and writing. This will accompany growth in the areas of reading comprehension of key ideas and details along with emphasis on development and support in writing

Timeline:

- 2018-19 school year, goal could be ongoing with adjustments to areas of emphasis.

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already Available-

- Dedicated faculty/staff that utilizes multiple data points to drive instruction.

- iReady.

- Intervention time during Extended 3rd Period.

- Our current RTI programs, dyslexia intervention programs, and after school tutoring which incorporates writing camp for enrichment and intervention.

- Tools for Learning and Learning Skills supplemental courses that support and enrich reading and writing skills.

- The Schaffer Method implemented in writing assignments/assessments in Social Studies and Science classes and the Empowering Writers program implemented in the 5th and 7th grade Tools For Learning classes.

- Common planning time for grade level teams with minor exceptions due to scheduling needs.

Resources Needed-

- Professional Development for training of all faculty on the Schaffer Method to be utilized in assessment, questioning styles, and expectations for writing to enable support in a cross-curricular manner.

- Substitute teachers to be utilized for English teachers in order for them to meet with the other grade level/subject area teams to provide support and guidance in implementing the Schaffer Method and to assist in refining assessments and questioning to support desired reading outcomes.

Steps to fully implement

1st Nine Weeks

- Assess and refine current RTI efforts.

- Provide Professional Development presented by the Literacy Facilitator on the Schaffer Method and reading skills prior to the beginning of the school year.

- Create the grade level/subject area weekly meeting schedule and the Professional Learning Communities Schedule to include dates for collaboration with English teachers and facilitator.

- Provide time for literacy teachers to meet with other subject areas to provide support to begin cross-curricular implementation.

- Give the first iReady Reading diagnostic and utilize data to begin RTI process.

- Begin after school homework help/writing camp.

- Building Leadership Team members will report data to the team on the progress of the cross curricular efforts and make suggestions for revision of process if any are necessary.

2nd Nine Weeks

- Continue cross-curricular meetings in order to implement with fidelity.

- Building Leadership Team members will report data to the team on the progress of the cross curricular efforts and make suggestions for revision of process if any are necessary.

- Evaluate common assessment data along with iReady to progress monitor students.

- Utilize data to identify any needs for change to areas of emphasis stated in the goal.

3rd Nine Weeks

- Implement revisions (if any) to the areas of emphasis.

- Continue cross-curricular meetings in order to implement with fidelity.

- Building Leadership Team members will report data to the team on the progress of the cross curricular efforts and make suggestions for revision of process if any are necessary.

- Give the second iReady Ready diagnostic the first week of the semester.

4th Nine Weeks

- Continue cross-curricular meetings to make any revisions needed prior to ACT Aspire testing.

- Give 3rd iReady diagnostic the second or third week of May.

- Building Leadership Team will utilize the data from iReady as well as teacher input to initially evaluate plan effectiveness while awaiting results from the ACT Aspire testing.

How will you evaluate the goal?

- The Building Leadership Team will use iReady and common assessment data at least once a 9 weeks.

- The Building Leadership Team will use ACT Aspire data when it is received during the summer

When will you evaluate the progress of the goal?

- iReady and common assessment data will be evaluated twice per 9 weeks.

- ACT Aspire data will be distributed when it is received during the summer and evaluated during the first Building Leadership the following school year.

Cost of Implementation?

- $25,000 (Edulastic, GoFormative, iReady, and other additional assessment and curricular materials)

Goal 2-

To improve the positive culture of the learning environment through positive relational development and team concept between all stakeholders that results in fewer discipline referrals, higher number of assignments completed on time, and increased student attendance.

What does it look like fully implemented? What is the timeline for full implementation?

What does it look like fully implemented?

- Decreased number of disciplinary referrals by 10%, with emphasis on Exclusionary Disciplinary Actions
- Increased student participation and investment in classwork, as evidenced by fewer missing assignments.
- Increase rate of attendance to over 98%

What is the timeline for full implementation?

- 2018-19 school year, goal could be ongoing with adjustments to areas of emphasis.

Implementation Plan- Complete the areas below and describe the steps needed to fully implement each goal.

Resources already available

- Invested faculty/staff
- Scheduled professional development prior to beginning of school year, Capturing Kids' Hearts as provided by the district.

Resources needed

- Ongoing professional development and mentoring to ensure implementation with fidelity.

Steps to fully implement

1st Nine Weeks

- Faculty and staff will attend Capturing Kids' Hearts professional development.
- Faculty and staff will implement the strategies gleaned from the program presented during the professional development.
- Administrators will evaluate implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff that will be ongoing.

2nd Nine Weeks

- Professional Learning Communities will dedicate a brief time during their scheduled meetings to share strategies and how to best implement improvements to the building culture.
- Faculty and staff will continue to utilize strategies learned.
- Administrators will evaluate implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff that will be ongoing.
- Building Leadership Team will review all relative data and share with faculty/staff

3rd Nine Weeks

- Professional Learning Communities will dedicate a brief time during their scheduled meetings to share strategies and how to best implement improvements to the building culture.
- Faculty and staff will continue to utilize strategies learned.
- Administrators will evaluate implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff that will be ongoing.

4th Nine Weeks

- Faculty and staff will continue to utilize strategies learned.
- Administrators will evaluate implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff that will be ongoing.
- Survey will be distributed to students as well as faculty and staff, data will be reviewed reviewed and shared by the Building Leadership Team.

How will you evaluate the goal?

- The Building Leadership will do a comparative analysis of the number of disciplinary referrals.
- The Building Leadership will do a comparative analysis of the number of missing assignments.
- The Building Leadership Team will develop a Student Survey addressing the various aspects of Capturing Kids' Hearts and compile data through the use of an assessment tool such as Goformative or Edulastic.

When will you evaluate progress of the goal?

- All data will be evaluated at a minimum of once per semester.
- Student Survey data will be evaluated at the end of the year.

Cost of implementation?

- Capturing Kids' Hearts Professional Development -- Est. $50,000