

**Benton Jr. High School Improvement
2020-2021**

Needs Assessment:

The building leadership team analyzed multiple sources of data to determine the areas of strength and the areas of growth. The sources of data used are listed below. The building leadership team has discussed the needs of the school throughout the year. The team has noticed an increase in the economically disadvantaged subpopulation. When analyzing the data, the leadership team could positively affect more students by focusing on our largest subpopulations. Those two subpopulations are also the most underperforming groups.

***The Covid-19 Pandemic prevents accessing 2019-2020 ACT Aspire Data. Therefore, 2018-2019 ACT Aspire Data will be analyzed and used as a reference point.**

Groups Analyzed:

Current 8th and 9th graders. Trends have been steady over the previous years, so we anticipate them staying the same. Current 7th graders will be analyzed as well once ACT Aspire scores are released in the summer of 2021.

Data Used:

ESSA reports for both schools from previous years

Discipline referrals from both schools

Total population vs. Subpopulation data including, but not limited to:

- Race-based on ESSA

- Socio-Economic Status based on ESSA

- Socio-Economic Status based on Free/Reduced Lunch Data

- Preliminary team analysis for students that fall into more than one sub-population category (i.e race/economic status)

- Arkansas School Report Card (SY 2018-2019)

- Absence Reports

- Reading Inventory (SY 2019-2020)

- PAST Test Results (SY 2019-2020)

- I-Ready Test Results (SY 2019-2020)

Strengths:

We have a faculty of teachers eager to build success in our students. A survey of teachers providing extra instructional/tutoring time to their students shows that the majority of our teachers are willing to work with students before and after school. Many also use their designated lunch time to provide students extra help. This will continue to be the norm for our school. For the most part, students at BJH want to succeed. They are actively engaged in learning and are proactive in seeking help when needed. Overall, our school is made up of students performing well academically. We received an A rating on the Arkansas School Report Card, reflecting the strength of our school as a whole. Our African-American students and economically disadvantaged students perform above the state average when compared to their respective subpopulations.

Weaknesses:

Our Economically Disadvantaged students and our African-American students are under-performing our total population in both ELA and Mathematics. Our Economically Disadvantaged population is our largest subpopulation and is growing each year. We anticipate that over 40% of our students will fall into this category during the 2020-2021 school year.

Goal 1:

By June 2021, we will increase by 5% the percentage of African-American students and economically disadvantaged students scoring “ready” or “exceeding” on the ACT Aspire reading assessment.

Students	2019 to 2021 (Ready)
8th Grade - African American	35% to 40%
8th Grade - Economically Disadvantaged	31% to 36%
9th Grade - African American	30% to 35%
9th Grade - Economically Disadvantaged	39% to 44%

Implementation Plan and Evaluation

PreStage: Summer 2020

- 8th and 9th grade teachers will receive RISE training.
- Apply for the Division of Learning Services Comprehensive State Development Grant.
- RTI Intervention Training.

Stage 1: August - October 2020

- Teachers will be given access to students PAST, I-Ready, and Reading Inventory Performance Test results from the previous years.
- Addition of a Strategic Reading class to the curriculum.
- Implementation of PAW, a daily Intervention Program at Benton Junior High.
- Students will be strategically placed on teams. This will allow teachers to monitor their progress more efficiently.
- Capturing Kids Hearts reboot training will focus on the important aspects of relationships with students.
- Teachers will begin to monitor student grades.
- Conduct Reading Inventory for all 8th grade students.
- Implement RISE

Stage 2: October-December 2020

- Teachers will analyze common formative assessment results and grades to gauge the progress of the goal.
- Analyze Reading Inventory and RISE Data.

Stage 3: January- March 2021

- Teachers will analyze common formative assessment results and grades to gauge the progress of the goal.
- Readminister Reading Inventory for all 8th grade students, to determine growth.

Stage 4: March-May 2021

- Teachers will analyze common formative assessment results and grades to gauge the progress of the goal.
- Analyze Reading Inventory and RISE Data.

Stage 5: Evaluation: Summer 2021

- Principals and counselors will analyze initial data from standardized tests.
- Subpopulation performance for 2021 will be compared to 2018.
- If subpopulations show a 5% increase in scores, we will consider the program a success and will plan to continue.
- All 7th and 8th grade teachers will have received the 18 hours of face to face RISE Awareness training during the summer of 2020.
- New teachers hired for the 2021-22 school year will be trained in the first 3 days of RISE. The last days may be offered in the summer, during the school year or Summer 2021.

Future Professional Development

- All new teachers will have to provide documentation of RISE or RISE Awareness training upon hiring.
- If a teacher has not received the appropriate or complete training required for their position, the administrators will contact the RISE trainers within the district on the need for RISE training. The facilitator will work with the new teachers to provide them with the necessary training. All training will be completed during the summer before the start of their first year. If this is not possible, the training will take place in a combination of summer, school year and following summer to complete the requirements.

Resources Available:

- TAC/HAC
- Common Assessment Data
- Progress reports
- Teachers, administrators, counselors and support staff
- Intervention time scheduled within the school day

Resources Needed/Costs:

- Understanding poverty and racial disparity resources - \$500
 - RISE Training
 - RTI Intervention Training Solution Tree - Grant
 - Just Words, Intervention Program/Training - Grant
 - Reading Inventory- Grant
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Goal 2:

By June 1, 2020, there will be a 10% decrease in student disciplinary infractions for eighth and ninth grade students, related to the use of electronic devices and tardies.

Implementation Plan and Evaluation**PreStage: Summer 2020**

- Develop policies and procedures for carrying and storing backpacks.
- Develop policies and procedures for storing electronic devices in backpacks.
- Provide storage solutions for backpacks in the classroom and at lunch.
- Update school supply lists.
- Evaluate teacher duty stations.
- Provide options for storing backpacks in classrooms.
- Evaluate options and costs for storing backpacks in classrooms.
- Provide options for parents to purchase school supplies for a reduced cost.
- Reconfigure bell schedule.

Stage 1: August - October 2020

- Transitioning from lockers to backpacks.
- Implement policies and procedures for carrying and storing backpacks.
- Implement policies and procedures for storing electronic devices in backpacks.
- Building Leadership Team will provide feedback from teachers on the transition phase.
- Administrators will begin to monitor student discipline.
- Teacher teams will monitor and adjust policies and procedures.
- Teacher teams will meet to discuss concerns as they arise.

Stage 2: October-December 2020

- Reevaluate policies and procedures for using backpacks, make adjustments if necessary.
- Electronic device infractions and tardies will be measured and evaluated by data collected in EschoolPLUS, every nine weeks.

- Administrators and teachers will analyze discipline data to look for repeat offenders.
- Teacher teams will monitor and adjust policies and procedures.

Stage 3: January - March 2021

- Electronic device infractions and tardies will be measured and evaluated by data collected in EschoolPLUS, every nine weeks.
- Administrators and teachers will analyze discipline data to look for repeat offenders.
- Teacher teams will monitor and adjust policies and procedures.

Stage 4: March-May 2020

- Electronic device infractions and tardies will be measured and evaluated by data collected in EschoolPLUS, every nine weeks.
- Administrators and teachers will analyze discipline data to look for repeat offenders.
- Teacher teams will monitor and adjust policies and procedures.

Stage 5: Evaluation: Summer 2021

- Administrators and the Building Leadership Team will analyze discipline data for the year.
- Discipline data for 2020 will be compared to 2019.
- If electronic devices infractions and tardy occurrences have been reduced by 10%, we will consider the program a success and will plan to continue. This will be evidenced by the collection and evaluation of the number of electronic device infractions and tardies for the year.
- Reevaluate policies and procedures for using backpacks, make adjustments if necessary.

Resources Available:

- TAC/HAC
- Discipline referrals - Google Form
- E-School discipline data
- Teachers, administrators, counselors and support staff

Resources Needed/Costs:

- Policies and procedure updates for the building - \$0
- Options for storing backpacks in classrooms - \$6000 - \$10,000
- Costs related to purchasing school supplies for students - \$4000