

Benton Middle School  
School Improvement  
2020-21

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

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Strengths: Based on data from the ACTaspire 2018-19 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 77.0%, 77.3%, and 90.5% for 5th, 6th and 7th grades respectively. These scores ranked in the top 7% to 39% in the state. Math was the second area of strength in Readiness Benchmark, but ranked higher in the state with achievement rates of 58.9%, 69.1%, and 71.5% for grades 5th, 6th, and 7th respectively. These rates ranked between the top 4% to 23% in the state. Science was also strong with Readiness Benchmark achievement of 50.6%, 57.6%, and 58.6% for grades 5th, 6th, and 7th respectively. These rates ranked between top 8% to 20% in the state. As a result of the Math and Science achievement, the STEM scores were 20.5%, 21.9%, and 34.4% for grades 5th, 6th, and 7th respectively. These rates ranked between top 2% to 13% 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 formative and summative 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 previously received Recognition and Reward funds and has been recognized as a High Achieving School Overall, in Science and in Math by the Office of Educational Practice. 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 the two goals for Benton Middle School are: 1) reading and writing achievement and 2) STEM achievement.

In improving reading and writing achievement Benton Middle School will place a strong emphasis on key ideas and details for reading while providing development and support for writing. These areas demonstrated the lowest number of students achieving the Readiness Benchmark. IReady diagnostic data consistently demonstrated the need for growth in comprehension in both literature and informational text. However, after the implementation of the RISE as Intervention program established by the school, iReady growth in the Fall Semester showed great improvements from the beginning of the year diagnostic to the mid year diagnostic. The reading improvements showed 81%, 89%, and 110% of the projected yearly outcomes had been achieved by the 5th, 6th, and 7th grade classes respectively with only 50% of the school year completed. Classroom Common Formative Assessment data paralleled the iReady data.

While the school continues to be strong in Math and Science and ultimately STEM scores when compared to the state, there are still a significant number of students not achieving the Readiness

Benchmark. To improve STEM achievement Benton Middle School will place a strong emphasis on Algebra and Algebraic Thinking along with Geometry in Math while providing development and support for Science. These areas demonstrated the lowest number of students achieving grade level readiness on the assessment data reviewed. While Benton Middle School continues to have some of the highest achievement rates in the state in Math, Science and STEM, the number of students not achieving Readiness Benchmarks in Math and Science is between 49% to 29%. In STEM 65% to 79% have not met the grade level readiness benchmark. iReady growth in the Fall Semester showed great improvements from the beginning of the year diagnostic to the mid year diagnostic. The math improvements showed 78%, 64%, and 115% of the projected yearly outcomes had been achieved by the 5th, 6th, and 7th grade classes respectively with only 50% of the school year completed. Classroom Common Formative Assessment data paralleled the iReady data.

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### *Goal 1-*

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To increase the number of students achieving Readiness Benchmark as evidenced through ACTaspire Preliminary Results for Reading with emphasis on reading comprehension of key ideas and details along with emphasis on development and support in writing. The goal for each grade level is as follows:

3rd grade to 5th grade--47.2% in 2018-19 to 52.2% in 2020-21

4th grade to 6th grade--59.9%in 2018-19 to 64.9% in 2020-21

5th grade to 7th grade--49.4% in 2018-19 to 54.4% in 2020-21

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

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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. All teachers in the building have completed Pathway C RISE Training or RISE Awareness Training.

Timeline:

- 2020-21 school year, goal could be ongoing with adjustments to areas of emphasis.
- RISE Pathway C Training days 1-3 for 7th grade Math and Science teachers provided summer of 2020.
- Days 4-6 RISE Pathway C Training for 5th-7th grade Literacy and Social Studies teachers and grades 5-7 Special Education teachers provided during the summer of 2020.
- RISE Awareness Training for all electives teachers provided during the summer of 2020.

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

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Resources already Available-

- Dedicated faculty/staff that utilizes multiple data points to drive instruction.
- iReady.
- Intervention time during Advisory Period.
- Our current RTI programs, dyslexia intervention programs, RISE as Intervention school initiative and before/after school tutoring which incorporates writing camp for enrichment and intervention.
- Tools for Learning supplemental courses that support and enrich reading and writing skills.
- Learning Skills courses targeting the highest at risk students that supplement and support enriching 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.
- Summer Professional Development in the Science of Reading (RISE Training).
- District Literacy Facilitators that are certified to provide RISE Training.
- 5th and 6th grade Math, Literacy, Science, Social Studies, 7th grade Literacy and Social Studies teachers along with grades 5-7 Special Education teachers that have received all 6 days of RISE Pathway C Training.
- Building Administrators that have completed RISE Pathway C Training and RISE Evaluator Training.

Resources Needed-

- Professional Development for training of staff on Professional Learning Communities/Common Formative Assessments and the use of CFA and CSA data to be utilized in creating assessments, utilizing assessment to drive instruction/intervention, and creating a building wide team approach for writing to enable support in a cross-curricular manner.
- Substitute teachers to be utilized for ELA teachers in order for them to meet with the other grade level/subject area teams to provide support and guidance in implementing Essential Standards that align horizontally and vertically. This will assist in refining assessments and developing a team approach to improving reading and writing skills.

- Professional Development for RISE Training Pathway C and RISE Awareness Training.

#### Steps to fully implement

##### 1st Nine Weeks

- Assess and refine current RTI efforts.
- Provide Professional Development presented by the Literacy Facilitator/PLC trained teachers on the PLC Process with emphasis on Essential Standards, Common Formative Assessments and Intervention 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 the RTI process.
- Begin before and 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.
- 5th and 6th grade Literacy and Social Studies Teachers will begin assessing targeted students utilizing the PAST Assessment in order to establish initial reading intervention groups.

##### 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.
- 5th and 6th grade Literacy and Social Studies Teachers will reassess targeted students in order to realign reading intervention groups.

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

- Literacy and Social Studies Teachers will reassess targeted students in order to realign reading intervention groups.

#### 4th Nine Weeks

- Continue cross-curricular meetings to make any revisions needed prior to ACT Aspire testing.
- Give the 3rd iReady diagnostic the second or third week of May.
- Evaluate common assessment data along with iReady to progress monitor students.
- The 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.
- Literacy and Social Studies Teachers will reassess targeted students in order to realign reading intervention groups.

#### How will you evaluate the goal?

- The Building Leadership Team will use iReady and common assessment data at least once per 9 weeks.
- The Building Leadership Team will use 2018-19 ACT Aspire data.

#### When will you evaluate the progress of the goal?

- Common assessment data will be evaluated twice per 9 weeks. iReady data will be evaluated at the beginning of the year, mid-year, and end-of-year.
- 2020-21 ACT Aspire data will be distributed to teachers for their incoming classes and evaluated during the first Building Leadership of the school year.
- Teacher RISE Training completion will be evaluated at the end of the 2020-21 school year. New teachers to the district will provide documentation of RISE Pathway C or RISE Awareness Training upon hiring. If teachers have not received or completed the required training, the building administration will contact the certified RISE Trainers for the district. The trainers will work with the building administration to schedule and facilitate the necessary training. All training is to be completed during the summer prior to the new teacher's first year. If circumstances do not allow for this, the training will take place utilizing a combination of the summer, school year and following summer to complete the requirements.

#### Cost of Implementation?

- \$30,000 (Edulastic, GoFormative, iReady, and other additional assessment and curricular materials)

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*Goal 2-*

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To increase the number of students achieving STEM Readiness Benchmark as evidenced through ACTaspire Preliminary Results for Math, Science and STEM with emphasis on Algebra and Algebraic Thinking along with Geometry along with emphasis on development and support in Science and Math. The goal for each grade level is as follows:

3rd grade to 5th grade--25.1% in 2018-19 to 30.1% in 2020-21

4th grade to 6th grade--27.8%in 2018-19 to 32.8% in 2020-21

5th grade to 7th grade--20.5% in 2018-19 to 25.5% in 2020-21

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

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What does it look like fully implemented?

- The goal will be fully implemented when ACTaspire data demonstrates a 5%+ growth in STEM. This will accompany growth in the areas of Algebra and Algebraic Thinking along with Geometry as well as an emphasis on development and support in Science and Math. A strong school wide intervention is in place to provide additional support for students not achieving Benchmark Readiness.

Timeline:

- 2020-21 school year, goal could be ongoing with adjustments to areas of emphasis.
- Training in Math and Science intervention for electives teachers provided prior to the start of 2020 school year.
- Collaboration of all teachers engaged in Math and Science intervention during the 2020-21 school year.

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

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Resources already Available-

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

- iReady.
- Intervention time during Advisory Period.
- Our current RTI programs Science Intervention, Math Basic Skills Intervention school initiative and before/after school tutoring which incorporates writing camp for enrichment and intervention.
- Tools for Learning supplemental courses that support and enrich math skills.
- Learning Skills courses targeting the highest at risk students that supplement and support enriching math.
- EAST initiative for all grade levels.
- Common planning time for grade level teams with minor exceptions due to scheduling needs.
- Summer Professional Development for team coordination of intervention plans.
- District Math/Science Facilitator to provide Professional Development in STEM intervention strategies.
- Building Administrators participating in team meetings, PLCs and development/implementation of intervention plans.

#### Resources Needed-

- Professional Development for training of staff on Professional Learning Communities/Common Formative Assessments and the use of CFA and CSA data to be utilized in creating assessments, utilizing assessment to drive instruction/intervention, and creating a building wide team approach for STEM to enable support in a cross-curricular manner.
- Substitute teachers to be utilized for Math and Science teachers in order for them to meet with the other grade level/subject area teams to provide support and guidance in implementing Essential Standards that align horizontally and vertically. This will assist in refining assessments and developing a team approach to improving STEM skills.

#### Steps to fully implement

##### 1st Nine Weeks

- Assess and refine current RTI efforts.
- Provide Professional Development presented by the Math Facilitator/PLC trained teachers on the PLC Process with emphasis on Essential Standards, Common Formative Assessments and Intervention 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 Facilitator, Science and Math teachers.

- Provide time for math and science 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 the RTI process.
- Begin before and after school homework help.
- 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.
- All grade level Math and Science Teachers will begin assessing targeted students utilizing the iReady Diagnostics and CFA data in order to establish initial STEM intervention groups.

#### 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.
- All grade level Math and Science Teachers will reassess targeted students in order to realign reading intervention groups.

#### 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.
- Evaluate common assessment data along with iReady to progress monitor students.
- Math and Science Teachers will reassess targeted students in order to realign reading intervention groups.

#### 4th Nine Weeks

- Continue cross-curricular meetings to make any revisions needed prior to ACT Aspire testing.
- Give the 3rd iReady diagnostic the second or third week of May.
- Evaluate common assessment data along with iReady to progress monitor students.
- The 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.

- Math and Science teachers will reassess targeted students in order to realign Math and Science intervention groups.

How will you evaluate the goal?

- The Building Leadership Team will use iReady and common assessment data at least once per 9 weeks.
- The Building Leadership Team will use 2018-19 ACT Aspire data.

When will you evaluate the progress of the goal?

- Common assessment data will be evaluated twice per 9 weeks. iReady data will be evaluated at the beginning of the year, mid-year, and end-of-year.
- 2020-21 ACT Aspire data will be distributed to teachers for their incoming classes and evaluated during the first Building Leadership of the school year.
- Professional Development will be evaluated at the end of the 2020-21 school year. New teachers complete training in STEM intervention prior to the beginning of the school year. The building administration will coordinate with the district facilitator to plan training. The facilitator will work with the building administration to schedule and facilitate the necessary training. All training is to be completed prior to and during the new teacher's first year. Cost of Implementation?
- \$30,000 (Edulastic, GoFormative, iReady, and other additional assessment and curricular materials)

