

Benton Jr. High School Improvement 2019-2020

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 we could positively affect more students by focusing on our largest subpopulations. Those two subpopulations are also are the most underperforming groups.

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 2019.

Data used:

ESSA reports for both schools

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

- Absence Reports

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 2019-2020 school year.

Goal 1:

By June 2020, we will increase our African-American students and economically disadvantaged students test scores by increasing 5% from “close” to “ready” without increasing “in need of support” in Reading.

Students	2019 to 2020 (close)	2019 to 2020 (ready)
8th Grade - African American	36% to 31%	30% to 35%
8th Grade - Economically Disadvantaged	26% to 21%	39% to 44%
9th Grade - African American	23% to 18%	7% to 12%
9th Grade - Economically Disadvantaged	25% to 20%	20% to 25%

Implementation Plan and Evaluation

PreStage: Summer 2019

- All 8th and 9th grade Special Education Teachers will receive the first 3 days of RISE training.

Stage 1: August - October 2019

- 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 and discipline.
- Teachers will be given access to students test results from the previous year.

Stage 2: October-December 2019

- Teachers will analyze common formative assessment results and grades to gauge the progress of the goal.

Stage 3: January - March 2020

- Teachers will analyze common formative assessment results and grades to gauge the progress of the goal.

Stage 4: March-May 2020

- Teachers will analyze common formative assessment results and grades to gauge the progress of the goal.

Stage 5: Evaluation: Summer 2020

- Principals and counselors will analyze initial data from standardized tests.
- Subpopulation performance for 2020 will be compared to 2019.
- If subpopulations show a 5% increase in scores, we will consider the program a success and plan to continue.
- All 7th and 8th grade teachers will receive 18 hours of face to face RISE Awareness training during the summer of 2020. This includes new teachers hired for the 2020-21 school year.
- 7th and 8th grade Special Education teachers will receive the last days of RISE training.
- New Special Education teachers hired for the 2020-21 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

Resources needed/Costs:

- Capturing Kids Hearts reboot training - \$0
- Understanding poverty and racial disparity resources - \$500
- RISE training

Goal 2:

Reduce serious behaviors by 20% in each area by the end of the 2019-20 school year. The areas classified as serious behaviors are as follows:

- Insubordination - From 14 in 2018-19 school year (SY) to 10 in 2019-20 SY
- Fighting - From 23 in 2018-19 SY to 17 in 2019-20 SY
- Tobacco/e-cigarettes/vaping - From 32 in 2018-19 SY to 18 in 2019-20 SY
- Other (drugs, weapons, knives) - From 6 in 2018-19 SY to 4 in 2019-20 SY

Implementation Plan and Evaluation

Stage 1: August - October 2019

- 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.
- Administrators will begin to monitor student discipline.
- Teacher teams will meet to discuss serious individual student behaviors as they arise.

Stage 2: October-December 2019

- Administrators and teachers will analyze discipline data to look for repeat offenders.
- Teacher teams will monitor serious individual student behaviors as they arise within the team.

Stage 3: January - March 2020

- Administrators and teachers will analyze discipline data to look for repeat offenders.
- Teacher teams will monitor serious individual student behaviors as they arise within the team.

Stage 4: March-May 2020

- Administrators and teachers will analyze discipline data to look for repeat offenders.
- Teacher teams will monitor serious individual student behaviors as they arise within the team.

Stage 5: Evaluation: Summer 2020

- Principals and counselors will analyze discipline data for the year.
- Serious behaviors discipline data for 2020 will be compared to 2019.
- If serious behavior discipline occurrences have been reduced by 10%, we will consider the program a success and will plan to continue.

Resources Available:

- TAC/HAC
- Discipline referrals - Google Form
- E-School discipline data

- Teachers, administrators, counselors and support staff

Resources needed/Costs:

- Capturing Kids Hearts reboot training - \$0
- Restorative justice resources - \$500
- Vaping detectors for bathrooms - \$12,000