

Benton Middle School  
School Improvement  
2019-20

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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 2017-18 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 81.1%, 78.6%, and 87.9% for 5th, 6th and 7th grades respectively. These scores ranked in the top 13% to 35% in the state. Math was the second area of strength in Readiness Benchmark, but ranked higher in the state with achievement rates of 66.3%, 67.3%, and 67.0% for grades 5th, 6th, and 7th respectively. These rates ranked between the top 8% to 23% in the state. Science was also strong with Readiness Benchmark achievement of 52.8%, 67.3%, and 67.0% for grades 5th, 6th, and 7th respectively. These rates ranked between top 14% to 27% 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 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 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 continues a strong culture of promoting 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 over 1,300 and staff has grown from 48 teachers to 72. This process continues to go well, however the number of issues that have come with increasing the school population continues to be an area that requires consistent attention and diligence in meeting those challenges. These challenges will continue to multiply as our projected number of students for the 2019-20 school year is in excess of 1,375. 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. With the increase of the student population from approximately 800 to just under 1,300 in 2017-18 there was an increase

in Out of School Suspensions to 58. During the 2018-19 school year that increased to 112. 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. With the increase of the student population from approximately 800 to just under 1,300 in 2017-18 there was an increase in In School Suspensions to 68. During the 2018-19 that increased to 150. With the implementation of the Capturing Kids' Hearts program there has been a decrease in classroom referrals and students being assigned Detention Hall for classroom actions. However, the number of disciplinary infractions occurring in free spaces during free time has shown a slight increase. Accompanying these trends is a propensity for students struggling academically to not turn in assigned work which compounds the academic struggle. The school has been collecting data in the areas of Detention Halls and missed assignments throughout the 2018-19 school year to set a baseline for analysis of programs and procedures to address these areas. While attendance numbers remain relatively consistent for the previous four years ranging from 94.42 low in 2017-18 to a high of 95.85 in 2014-15, it is still a contributing factor for some students. Current attendance data for the 2018-19 school year is still being assimilated.

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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:

4th grade to 5th grade--48.2% to 53.2%

5th grade to 6th grade--46.4% to 51.4%

6th grade to 7th grade--52.8% to 57.8%

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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:

- 2019-20 school year, goal could be ongoing with adjustments to areas of emphasis.
- RISE Pathway C Training days 1-3 for Building Administrators, 5th and 6th grade Math, Literacy, Science, Social Studies and grades 5-7 Special Education teachers provided summer of 2019.

- Days 1-3 RISE Pathway C Training for 7th grade Literacy and Social Studies teachers provided during the 2019-2020 school year.
- Days 4-6 RISE Pathway C and RISE Awareness Training for all 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, and after school tutoring which incorporates writing camp for enrichment and intervention.
- Tools for Learning 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.
- 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 and grades 5-7 Special Education teachers that have received the first 3 days of RISE Pathway C Training.
- Building Administrators that have received the first 3 days of RISE Pathway C Training.

Resources Needed-

- Professional Development for training of staff on Professional Learning Communities/Common Formative Assessments 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 English 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 and Common Formative Assessments 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.
- 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.
- 7th grade Literacy and Social Studies Teachers will receive Day 1 RISE Pathway C Training to 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.
- 7th grade Literacy and Social Studies Teachers will receive Day 2 RISE Pathway C Training to begin reassessing 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.
- 5th and 6th grade Literacy and Social Studies Teachers will reassess targeted students in order to realign reading intervention groups.
- 7th grade Literacy and Social Studies Teachers will receive Day 3 RISE Pathway C Training to begin reassessing 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 3rd iReady diagnostic the second or third week of May.
- Evaluate common assessment data along with iReady to progress monitor students.
- 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.
- 7th grade Literacy and Social Studies Teachers will reassess targeted students in order to realign reading intervention groups.
- 5th and 6th grade 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 ACT Aspire data when it is received during the summer.

#### 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.
- ACT Aspire data will be distributed when it is received during the summer and evaluated during the first Building Leadership the following school year.
- Teacher RISE Training completion will be evaluated at the end of the 2019-20 school and completed by 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 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.

- To decrease the number of disciplinary referrals from 415 to 374, with emphasis on Exclusionary Disciplinary Actions reducing from 105 occurrences to 94.
- Increase student participation and investment in class work, as evidenced by 10% fewer missing assignments.
- Increase rate of attendance to over 98%

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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 number of disciplinary referrals will be 374 or less and Exclusionary Disciplinary Actions will be 94 or less.
- Students demonstrate increased participation and investment in classwork, as evidenced by 10% fewer missing assignments.
- The attendance rate exceeds 98%

What is the timeline for full implementation?

- 2019-20 school year, goal could be ongoing with adjustments to areas of emphasis.

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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

- Invested faculty/staff
- Scheduled professional development prior to beginning of school year, Capturing Kids' Hearts as provided by the district for new teachers along with ongoing support for previously trained employees.

## Resources needed

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

## Steps to fully implement

### 1st Nine Weeks

- Newly employed faculty and classified staff will attend Capturing Kids' Hearts professional development.
- Faculty and staff will implement the strategies gleaned from the program presented during the professional development and supported during the school year.
- Administrators will evaluate implementation as they do classroom observations, feedback and next steps will be provided to faculty and staff that will be ongoing.
- Faculty surveys addressing implementation and strategies to enhance the effectiveness. This information will be distributed to faculty members who will share and discuss during their PLCs.
- Collect missing assignment data by individual student and correlate.

### 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. Data will be pulled from eschool.
- Building Leadership Team will review all relative data and share with faculty/staff
- Collect missing assignment data.

### 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. Data will be pulled from eschool.
- Collect missing assignment data.

### 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. Data will be pulled from eschool.
- Collect missing assignment data.



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 review and refine the current Student Survey addressing the various aspects of the school culture and Capturing Kids' Hearts to compile data through the use of an assessment tool such as Google Forms, 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