



**Ardis Ann Middle School  
2023-2024**

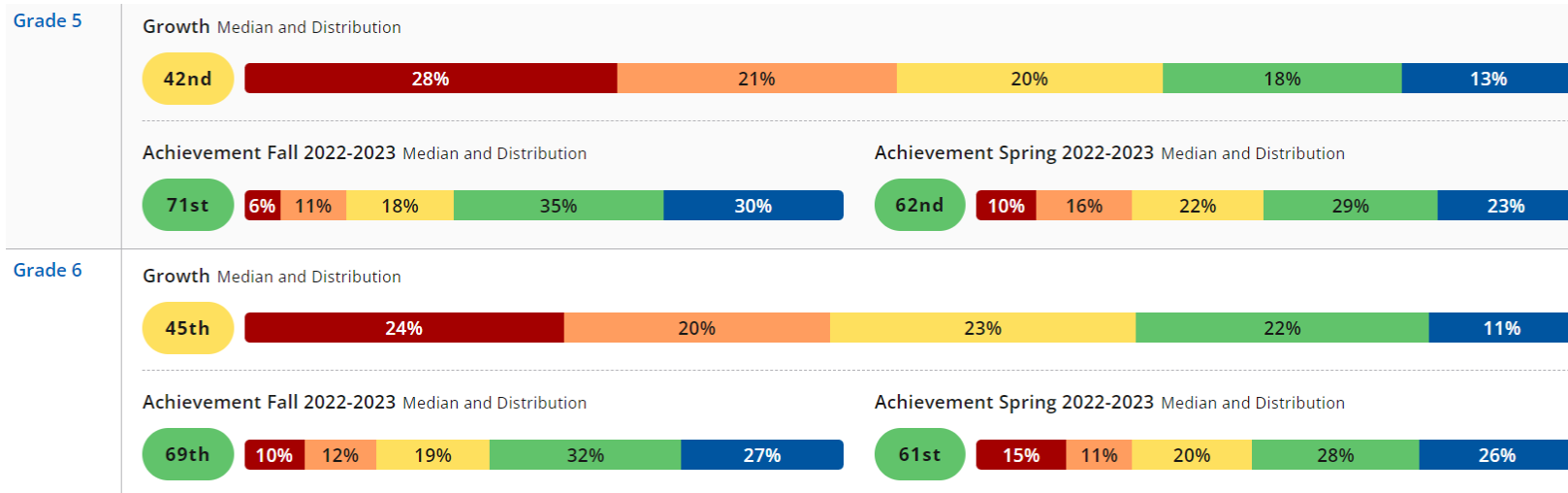
**Building-Level Reflections and Strategic Plan**

**DATA SUMMARY-CURRENT REALITY**

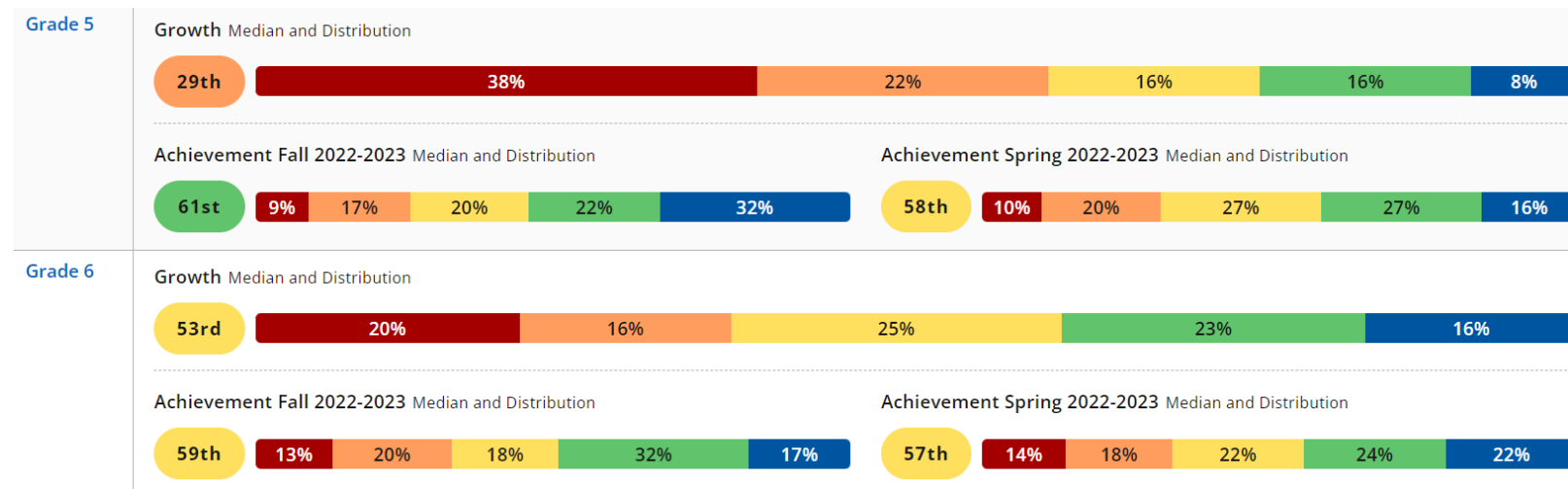
ACT Aspire: Spring 2023 % Met Readiness Benchmark

Grade	English	Math	Science	Reading	ELA	STEM
05	86.8%	66.1%	55.9%	58.2%	62.8%	27.3%
06	81.0%	60.6%	56.3%	61.6%	62.7%	19.4%

MAP Reading: Fall 2022 to Spring 2023



## MAP Math: Fall 2022 to Spring 2023



### COMPREHENSIVE NEEDS ASSESSMENT:

Ardis Ann Middle School formed the School Improvement Leadership Team and analyzed the test scores from the 2023 administration of the ACT Aspire Exams and the NWEA Map Assessments. The team examined the results for all students and each subpopulation. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. In addition, we studied attendance, disciplinary and achievement data over the past three years. We examined all the data for the purpose of determining student learning and behavioral needs. We looked at the trend data, from these various assessments, in order to better identify the areas of need and help align classroom instruction with state standards, in literacy and math. We examined our routines, customs, norms, and expectations in order to see why our students are not achieving their potential. Our supporting data statements show the discrepancies in achievement, among our various subpopulations. We are modifying our curriculum, instruction, assessment and professional development practices to better meet the needs of all our populations.

Our data analysis led us to prioritize these (3) areas:

1. Reading growth in Grade 5
2. Math growth in Grade 6
3. Tier II Interventions for struggling learners

We will select interventions and use funds that put us in the best position to address those needs. We will adjust our master schedule to create daily opportunities for increased academic interventions and enrichment and we will dedicate PLC time to student assessment data analysis and action planning. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in Math and Literacy.

## **STRENGTH AREAS:**

- ACT Aspire
  - 7% growth in Gr. 6 Reading readiness, compared to 2022
  - 3% growth in Gr. 5 Reading readiness, compared to 2022
  - Maintained 66% readiness level in Gr. 5 Math from 2022 to 2023
  - Decrease in % of students “In Need of Support” in Reading (Gr. 5 and 6) from 2022 to 2023
  
- NWEA MAP
  - Median achievement percentile above 60% in Gr. 5 and 6 Reading (Spring 2023)
  - Median achievement percentile close to 60% in Gr. 5 and 6 Math (Spring 2023)
  - Median growth percentile above 50% in Gr. 6 Math (Fall-Spring 2023)
  
- Positive feedback from families on Spring 2023 Parent & Family Engagement Survey
- Positive feedback on January 2023 AAMS Winter Family and Winter Staff surveys

## **GROWTH AREAS:**

- ACT Aspire
  - Decrease in Gr. 6 English, Math, and Science proficiency, compared to Gr. 6 students in 2022
  - Decrease in Gr. 5 Science proficiency, compared to Gr. 5 students in 2022
  
- MAP:
  - Strong achievement percentiles, but low growth percentiles in Grades 5-6 Reading and Grade 5 Math
  - Lower rates of growth from Winter to Spring than from Fall to Winter

## **DISTRICT GOAL(s): [Bentonville Strategic Plan 2023](#) Building goals must be connected to district goals.**

- **Academic Excellence: Students will be engaged in personalized learning experiences that are real, relevant, and rigorous. Students will be supported with a multi-tiered system of support early and often when in need of assistance for grade level performance.**
  
- **Refined Communication System: Execute a universal plan of school, district and executive communication to address parents & community.**

- **Safe & Collaborative Culture: Build staff capacity to function as a member of the PLC.**

**MISSION & VISION:**

- **The vision of Ardis Ann Middle School is: Building a legacy of kindness and community.**
- **The mission of Ardis Ann Middle School is: The Ardis Ann Middle School family grows and learns together. We value critical thinking, creativity, service, and perseverance, and we hold each other up along the way. We work to make our school a home away from home.**

<b>IIID01 Response to Intervention</b>	<b>The school implements a reliable and valid system-wide screening process for academics and behavior that includes the assessment of all students multiple times per year and establishes decision rules to determine those students in need of targeted intervention. Provide a tiered system of instructional and behavioral supports and intervention (RTI).</b>			
<b>SMART GOAL</b>	<b>LEAD STAFF</b>	<b>ACTION STEPS: What needs to be done?</b>	<b>RESOURCES NEEDED</b>	<b>EVIDENCE</b> <small>(How will success be measured? What will evidence of success look like?)</small>
100% of students will be assessed in math and reading three times during the school year using a norm referenced test.	All literacy and math teachers	Literacy and math teachers will administer the NWEA MAP exam in the first month of the school year, at the beginning of the 2nd semester and during the last month of the school year.	Teachers will need access to NWEA MAP, training on administering the test, and time during the school day to administer the test to students.	All students will have taken Math and Reading MAP tests three times over the course of the school year.
Literacy and Math Interventionists will coordinate with Literacy and Math teachers to study benchmark assessment data	Allison Wike Candice Bancroft Ginger Lawson	Interventionists will meet with Literacy and Math teachers to discuss student MAP scores, ACT Aspire results, and assessment screeners. Students who are in need	Tier II intervention resources; master schedule that provides ample time for Interventionists to meet with Tier III groups and for Core teachers to meet regularly with Tier II groups.	An indicator of success will be that students scoring below proficiency will have a plan for targeted intervention. Another indicator will be our records from RTI meetings, where we will discuss the impact of the

and determine which students need extra support.		of support will be assigned either Tier II intervention, Tier III intervention, or both.		intervention services provided.
A Behavior RTI team will meet weekly to discuss the behavior needs of students (who have been referred by teachers) and develop and monitor their individualized behavior plans.	Kevin McAuliffe Reid Pierce Amy Rengers Kaylee Tabor	Maintain our system in which we collect information from teachers that will inform student behavior support plans. This information will be reviewed by the Behavior RTI team. Student behavior plans will be reviewed weekly and updated as needed.	Time for the Behavior RTI team to meet weekly; research-based tools to collect behavior data and develop behavior intervention strategies	Records from the Behavior RTI Team's weekly meetings where we review student behavior data and develop/monitor behavior support plans
<b>FE06 Refined Communication</b> The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning). Provide a two-way school-home communication linked to learning.				
<b>SMART GOAL</b>	<b>LEAD STAFF</b>	<b>ACTION STEPS: What needs to be done?</b>	<b>RESOURCES NEEDED</b>	<b>EVIDENCE</b> (How will success be measured? What will evidence of success look like?)
School communication will reach 100% of families weekly.	All homeroom teachers	Team Leads will send a weekly newsletter to families containing information about curriculum, school events. Counselors will send a monthly counseling center newsletter. The principal will send a weekly letter to families and he will host monthly Coffee & Conversation sessions.	Input from all teachers on an interdisciplinary team communicated to the Team Lead	A copy of each team newsletter will be sent to school administration each week.
Participation in Parent & Family	Amy Rengers	School staff will promote the Spring Parent &	End of year Parent & Family Engagement survey results and	Comparisons between Spring 2023 and Spring 2024 Parent

Engagement Survey will increase by 10%		Family Engagement Survey. The principal will administer a midyear survey that echoes this Spring survey, too.	completion rate	& Family Engagement Survey results and response rates
<b>ID13 Safe &amp; Collaborative Culture</b>	<b>Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data in professional learning communities (PLCs).</b> <a href="#">ID13 Collaborative Culture</a>			
<b>SMART GOAL</b>	<b>LEAD STAFF</b>	<b>Action(s)</b>	<b>RESOURCES NEEDED</b>	<b>EVIDENCE</b> (How will success be measured? What will evidence of success look like?)
100% of core content teams (PLCs) will have a dedicated block of time to meet weekly.	Kevin McAuliffe	The school master schedule will be designed to allow core content teams (PLCs) a common 60 minute block of time during the school day.	Core content teams (PLCs) will need a space to meet, direction regarding the purpose of their time together, as well as access to student learning data.	Core content teams (PLCs) will meet a minimum of once per week and they will document meeting notes weekly in a shared online space.

Literacy Plan - <a href="#">Bentonville Schools Literacy Plan 2023-2024</a> - schools add literacy plans
Master Literacy Plan - <a href="#">Academic RTI Documents</a>

- As noted in the Middle Level section of this plan, we administer Literacy screeners in August in order to identify those in need of Tier III support from the start. These students work regularly with interventionists outside of the Literacy block.
- Teachers regularly analyze student assessment data in order to identify those in need of Tier II support and the specific skills to review. Teachers have 40 minutes of intervention time, 4-5 days per week, to provide Tier II support of this kind. They use classroom assessments, Lexia results, and MAP results to determine student groups. Additionally, students are given 40 minutes, 4 days/week, to build their Literacy and Math skills through online programs Lexia, Zearn, and Reflex.
- Teachers are trained in R.I.S.E. and school leaders conduct walk-throughs and observations that link the R.I.S.E. strategies and goals with the elements of the TESS Classroom Teacher Rubric. PLCs also incorporate R.I.S.E. strategies into their collaborative action planning in response to student assessment data.

- Professional development in Literacy is ongoing and embedded in our teaming structures. School leaders team with Instructional Specialists and PLCs weekly to plan, analyze student work, and make adjustments accordingly. PLCs work toward a shared PGP goal tied to the TESS Classroom Teacher Rubric.
- Teachers administer various types of assessments in order to gain the best understanding of a student's areas for growth in Literacy. These assessments range from common formative assessments to quarterly summative assessments, classroom checks for understanding like exit slips, and more formalized assessments like MAP and ACT Aspire.

**Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:**

We have utilized Title I funding to hire a certified teacher to provide Tier III Math intervention to students in need, as determined by MAP scores, classroom-based assessment data, and teacher feedback.

**Additional Request for the district to consider: (what additional requests the school is asking of the district)**

**\*District - Additional Support/Considerations: (what the district decides to provide)**

**Insert link to meeting agenda/minutes example: [Leadership Team running agenda/minutes](#)**