



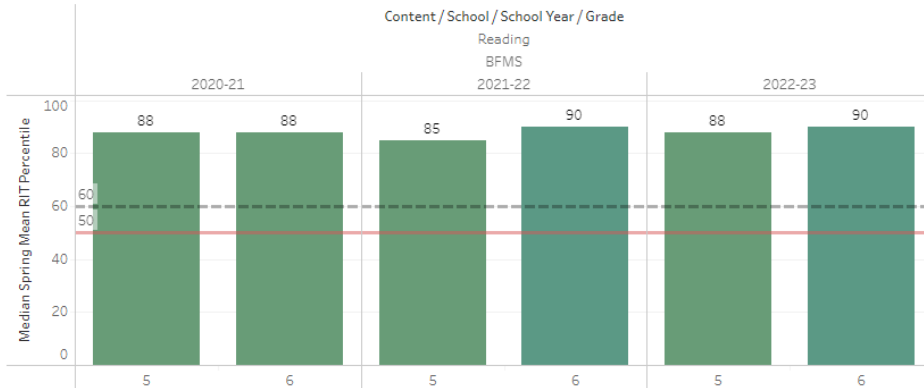
# Bright Field Middle School

2023-2024

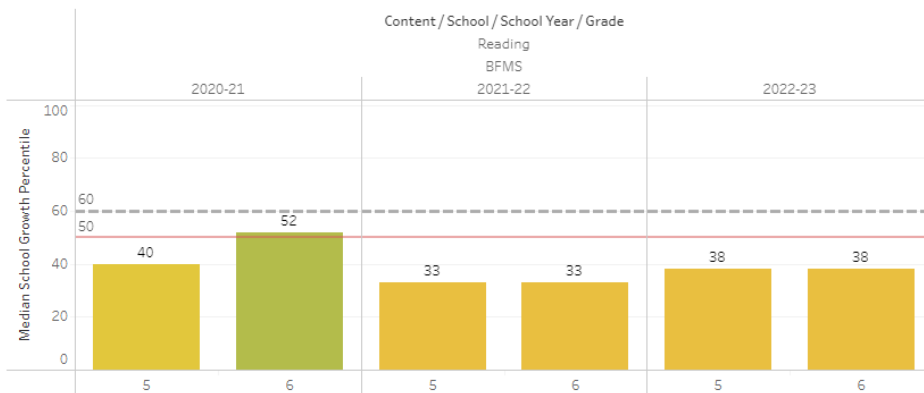
## Building-Level Reflections and Strategic Plan

### DATA SUMMARY-CURRENT REALITY

Spring RIT (Percentile)



Fall to Spring Growth (Percentile)



## **COMPREHENSIVE NEEDS ASSESSMENT:**

The administration team at BFMS has done a thorough analysis of 2023 Aspire and MAP data and the same data for the previous 2 years. The trend indicates our greatest area of need is in 5<sup>th</sup> and 6<sup>th</sup> grade reading.

The data for the entire BFMS population of students is as follows:

- 5<sup>th</sup> and 6<sup>th</sup> grade reading
  - Our 5<sup>th</sup> grade students scored 68% proficient on ACT Aspire
  - On average, our 5<sup>th</sup> grade students met 82.3% their projected growth in reading
  - Our 6<sup>th</sup> grade students scored 74% proficient on ACT Aspire
  - Our 6<sup>th</sup> grade students (apples to apples), went from 69% proficient on ACT Aspire in 5<sup>th</sup> grade to 74% proficient in 6<sup>th</sup> grade
  - On average, our 6<sup>th</sup> grade students met 79.85% of their projected growth in reading

With input from our literacy coach and instructional specialist, we have determined the following actions to better align purposeful and rigorous classroom instruction with the State Standards:

- Provide professional development to staff on purposeful and rigorous engagement strategies to engage ALL students in rigorous learning
- Provide professional development to staff on depth of knowledge and questioning techniques to improve rigor for ALL students
- Encourage teachers to visit each others' classrooms when a lesson involving the strategies learned in these professional development sessions is planned (as signified by a pineapple sign being placed outside the teacher's classroom who is implementing the strategies)
- Small group Tier III in phonics will be provided through Personalized Learning Time (PLT) every day. This intervention will be targeted towards growth areas for students who showed weaknesses using the following data: ACT Aspire, MAP, DAZE, Dibels
- Small group Tier III intervention in reading comprehension and fluency will be provided through Personalized Learning Time (PLT) every day. This intervention will be targeted towards growth areas for students who showed weaknesses using the following data: ACT Aspire, MAP, DAZE, Dibels
- Every student will have access to Lexia with special focus provided to those students who have shown weaknesses in reading using the following data: ACT Aspire, MAP, DAZE, Dibels
- Improve the quality of RTI meetings to focus on student data and actions for targeted student improvement in growth areas

## **STRENGTH AREAS:**

- 6th grade math
  - 6th grade math exceeded projected growth goal
    - NWEA MAP - 112% of projected growth
    - ACT Aspire - Students increased from 74% proficient in 5th grade to 83% proficient in 6th grade (apples to apples)

## **GROWTH AREAS:**

- Both grade levels of reading
  - 5th grade - 82% of projected growth on NWEA MAP; 68% of students scored proficient on ACT Aspire
  - 6th grade - 80% of projected growth on NWEA MAP; 74% of students scored proficient on ACT Aspire

## **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:**

**Bright Field Middle School** will:

- Vision: Lead learning through innovation, collaboration, and dedication.
- Mission: We are committed to: \* Working together as students, parents, and teachers to ensure all students reach their potential \* Challenging students to become independent, reflective learners \* Helping students develop an appreciation of the joy of learning through hard work and perseverance \* Building a community of collaborative learners



	All Teachers	Every student will have access to Lexia with special focus provided to those students who have shown weaknesses in reading using the following data: ACT Aspire, MAP, DAZE, Dibels		
	Literacy interventionist	Improve the quality of RTI meetings to focus on student data and actions for targeted student improvement in growth areas		
	Administrators			
	All core teachers			

<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> (How will success be measured? What will evidence of success look like?)
Improve literacy scores to meet projected growth goals on Spring MAP in both 5th and 6th grade reading	Literacy interventionist	Small group Tier III intervention in reading will be provided through Personalized Learning Time (PLT) every day. This intervention will be targeted towards growth		Spring Student Growth Summary Report from NWEA MAP

		<p>areas for students who showed weaknesses using the following data: ACT Aspire, MAP, DAZE, Dibels</p>		
	Literacy Teachers	<p>Small group Tier III intervention in reading comprehension and fluency will be provided through Personalized Learning Time (PLT) every day. This intervention will be targeted towards growth areas for students who showed weaknesses using the following data: ACT Aspire, MAP, DAZE, Dibels</p>		
	All Teachers	<p>Every student will have access to Lexia with special focus provided to those students who have shown weaknesses in reading using the following data: ACT Aspire, MAP, DAZE, Dibels</p>		
	Literacy interventionist	<p>Improve the quality of RTI meetings to focus on student data and actions for targeted student improvement in growth areas</p>		
	Administrators			
	All core teachers			

FE06 Refined Communication	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.			
SMART GOAL	LEAD STAFF	ACTION STEPS: What needs to be done?	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
Every BFMS family will have access to school-wide information about upcoming events, PTO, school news, etc..... on a monthly basis	Wendy Goldsmith (TSS)	The school produces a school wide newsletter that is distributed digitally to every household and in a hard copy when requested. This comprehensive newsletter provides information about the school such as upcoming events, staff profiles and contact information, and details about the Parent Teacher Organization.		Monthly newsletter
BFMS families will receive weekly communication from their child's teachers regarding upcoming team events, school events, curriculum, learning topics, etc...	Team leaders	Each interdisciplinary team sends home a weekly newsletter that communicates expectations of student learning that is to be taking place at home (and resources that can support it), learning objectives that will be focused on in the classroom during the school day, upcoming homework assignments and any announcements		Team Weekly newsletter

		(such as team field trips or service projects). Teachers will also share student celebrations of achievement.		
95% of BFMS families will meet with their child's homeroom teacher twice a year to discuss student academic progress and social emotional needs (if necessary)	Every Teacher	Twice a year, we hold parent teacher conferences. Teachers are required to contact each family in their homeroom to set up a conference (preferably in person, but if that is not possible a phone conference or google conference will suffice) Parents visit with the teacher to discuss academic progress as well as to address any questions or concerns (including SEL concerns)		Teacher contact spreadsheet
BFMS has a social media presence through multiple platforms that serve to inform parents and the community about events going on in the building. These platforms will be updated at least once a week.	Wendy Goldsmith (TSS)	BFMS has established and will constantly monitor accounts on Facebook, Instagram and Twitter in order to facilitate constant communication about the educational and extra-curricular activities at BFMS.		Social Media posts



<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). <u>ID13 Collaborative Culture</u></b>			
<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 PLCs and teams will commit to providing timely, targeted, systematic interventions and enrichment to all students who demonstrate the need	All Core Teachers  All Encore/Flight Time Teachers  All SPED teachers  Literacy Interventionist  Administrators     All Math and Literacy Teachers  Administrators  Literacy Interventionist	In depth collaboration and coordination between math and literacy teachers, SPED teachers, literacy interventionist, and Encore/Flight Time teachers created a schedule to provide all students the targeted intervention they may need as well as true enrichment opportunities.       All math and literacy teachers will conduct in depth data analysis in PLCs of last year's data (to provide guidance in areas of instructional growth areas) and will analyze diagnostic and progress monitoring data to ensure intervention (and Tier I instruction) efforts are successful		PLC Planning documents and PLC Agendas will be reviewed  Team Schedules for RTI/Enrichment will be reviewed  Administrators will be present and engaged in all PLC meetings  Tier 3 Progress monitoring will be reviewed quarterly with PLCs to ensure student progress  Fall, Winter, and Spring MAP testing results will be reviewed by PLCs and teams to ensure student growth across the board in math and literacy.

	<p>All Teachers</p> <p>Administrators</p> <p>Coaches</p>	<p>Teacher Leaders and Academic Coaches provided professional development in August, 2022 on effective and rigorous engagement strategies resulting in more intentional Tier I classroom instruction and teachers visiting teachers to observe engagement strategies happening in classrooms.</p>		
	<p>Administrators</p> <p>Academic Coaches</p> <p>Teachers</p>	<p>Coaching cycles will be required for new teachers and teachers who need support</p>		

<p>Literacy Plan - <a href="#">Bentonville Schools Literacy Plan 2022-23</a> -schools add literacy plans</p>
<p>Master Literacy Plan - <a href="#">Academic RTI Documents</a></p>
<ul style="list-style-type: none"> <li>• All BFMS teachers have been through the required RISE training.</li> <li>• Building administrators will conduct classroom walkthroughs to ensure RISE strategies are being used in all classrooms.</li> <li>• Small group in reading will be provided through Personalized Learning Time (PLT) and during PE every day. This remediation will be targeted towards growth areas for students who showed weaknesses using the following data: ACT Aspire, MAP, DAZE, Dibels. This</li> </ul>

remediation will be provided by our literacy interventionist and 2 of our social studies teachers who have been trained in SPIRE..

- Every student will have access to Lexia with special focus provided to those students who have shown weaknesses in reading using the following data: ACT Aspire, MAP, DAZE, Dibels
- Students who show weaknesses in reading informational text, literature, and vocabulary will receive targeted small group intervention through Personalized Learning Time from literacy teachers who develop lessons to target the skills necessary. This intervention will include RISE strategies.
- Improve the quality of RTI meetings to focus on student data and actions for targeted student improvement in growth areas which will focus on RISE strategies.

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

One literacy interventionist - district paid

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

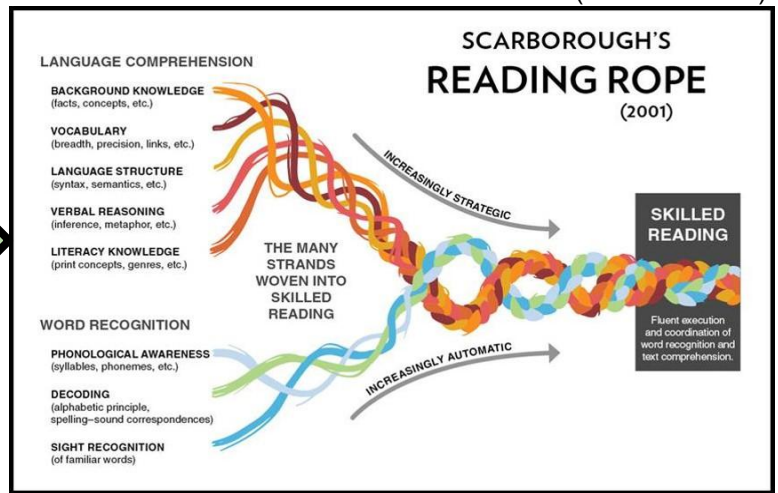
PLEASE consider allowing us to hire an additional literacy interventionist. Both 5th and 6th grade reading has been an area of weakness at BFMS for several years. We have one literacy interventionist who provides phonics instruction. We have enough of a demand for phonics instruction that 2 of our social studies teachers also provide phonics instruction during PLT. Our classroom literacy teachers provide remediation and intervention in informational text, literature, and vocabulary, and our classroom teachers are implementing RISE strategies consistently in their classrooms, but reading continues to be an area of need for BFMS.

The one literacy interventionist we have serves 61 Tier III reading intervention students in an intensive support reading program. Our other literacy teachers serve 109 students who need Tier III intervention in reading informational text, literature, and vocabulary.

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

Insert link to meeting agenda/minutes example:

All students should receive **core instruction and differentiated small group instruction** that is based on Essential Standards and the Science of Reading.



**Using universal screening data and classroom assessments, does student demonstrates mastery in reading?**

1. **ACT Aspire** - Ready or Exceeding
2. **NWEA MAP** - Use [Literacy Expectations Chart](#) (page 3)
3. **Current DIBELS Maze (5/6 only)**- Benchmark or above
4. **Classroom Assessments**

*\* If the student was already participating in intensive intervention services, begin student in comparable intervention immediately. There is no need to reestablish placement.*

*Administer appropriate assessments for the purpose of monitoring progress.*

No

Yes

**Meet with Rtl team to discuss next steps:**

- Skill-based targeted intervention or
- Additional diagnostic screening - *see screening components below*

*\*Interventionists should complete the additional diagnostic screening in the order listed until the student has demonstrated mastery.*

**Skill-based Targeted Intervention**

Interventionist will use [approved resources](#) to provide instruction in foundational skills, vocabulary, and/or comprehension.

*Progress monitor using DIBELS. If little to no progress after 6 weeks, refer to Rtl team to discuss next steps.*

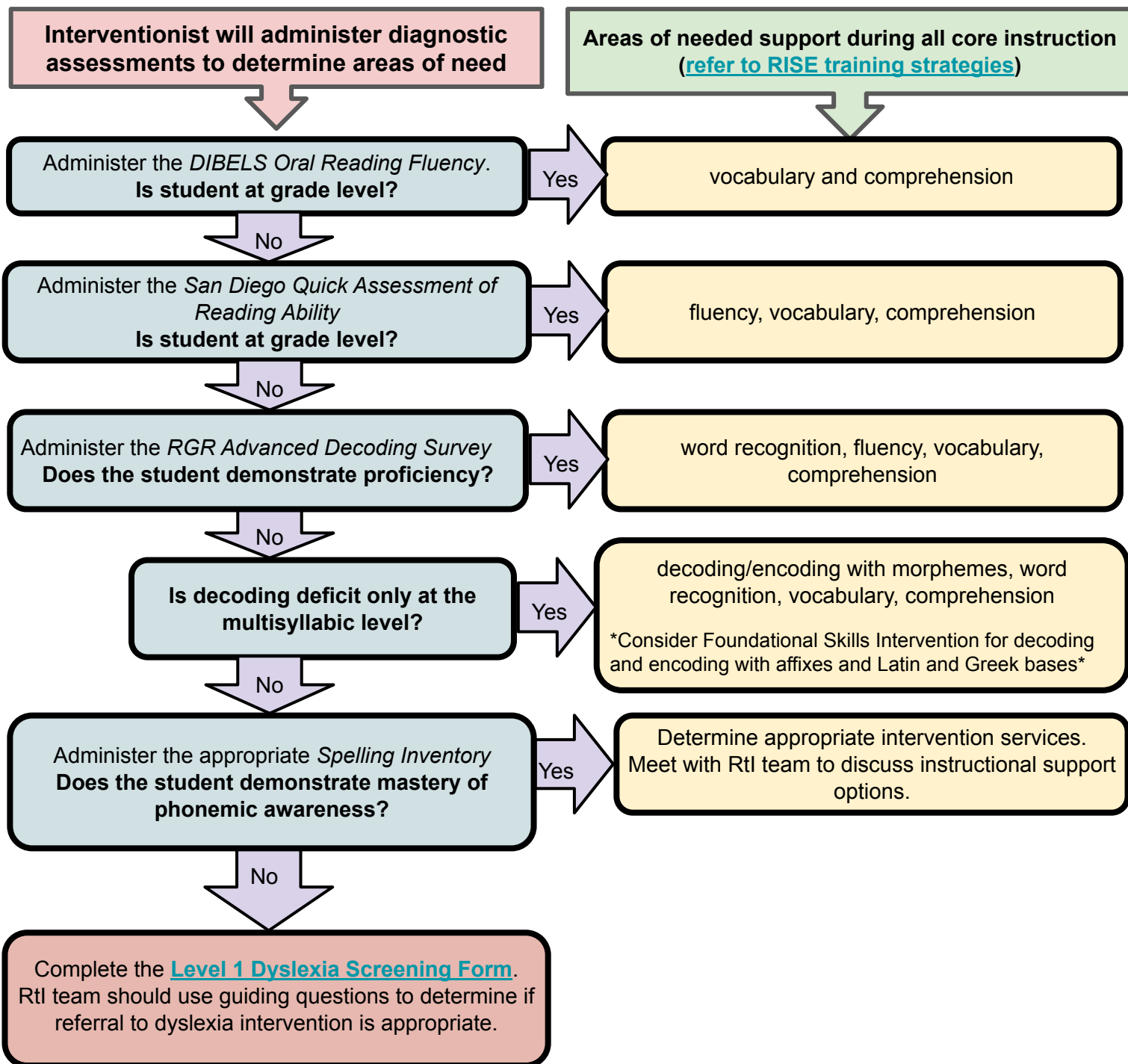
Student receives **Core Instruction** with differentiation strategies

**Additional Diagnostic Screening**

Administer assessments in order. Follow the [Diagnostic Decision Making Tree](#)

1. DIBELS Oral Reading Fluency
2. San Diego Quick Assessment of Reading Ability
3. Advanced Decoding Survey
  - a. *If multisyllabic words are the only concern, begin intervention for decoding/encoding with affixes and Latin and Greek bases.*
4. Spelling Inventory and an unedited student writing sample

## Assessment Flowchart



## Literacy Expectations Chart by Grade Level

Grade	MAP: Reading RIT Range* Fall/Winter/Spring			ACT Aspire	DIBELS MAZE Fall/Winter/Spring		
	Fall	Winter	Spring		Fall	Winter	Spring
5	205 - 211	209 - 215	211 - 217	Ready or Exceeding	13.5	17.0	21.0
6	210 - 215	214 - 216	215 - 220	Ready or Exceeding	14.5	19.5	26.5
7	214 - 222	217 - 224	218 - 225	Ready or Exceeding	not administered		
8	218 - 223	221 - 225	222 - 226	Ready or Exceeding	not administered		

\*The lower end of the RIT range is taken from the 2020 NWEA MAP student achievement norms. The higher end is taken from the 2020 NWEA MAP linking study for student RIT goals to predict readiness on the ACT Aspire assessment. A score indicator of “ready” exceeds grade-level expectations.

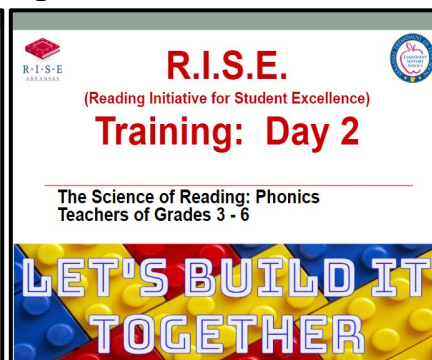
**Click on each image to get the training slideshows with strategies.**



**R.I.S.E.**  
(Reading Initiative for Student Excellence)  
**Training: Day 1**

The Science of Reading: Basis in Phonology  
for Teachers of Grades 5 - 12

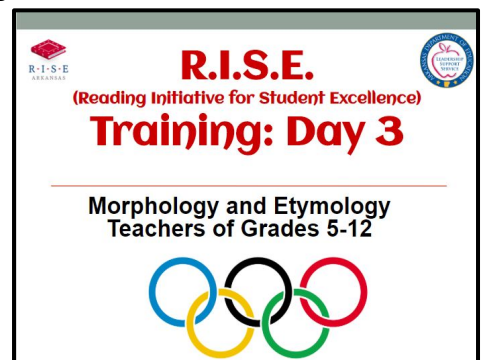
**LET'S BUILD IT TOGETHER**



**R.I.S.E.**  
(Reading Initiative for Student Excellence)  
**Training: Day 2**


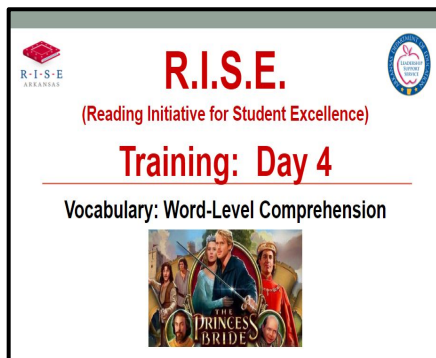
The Science of Reading: Phonics  
Teachers of Grades 3 - 6

**LET'S BUILD IT TOGETHER**




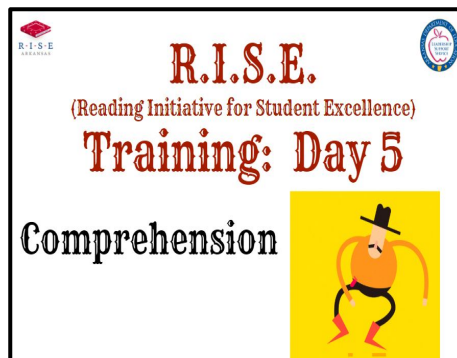
**R.I.S.E.**  
(Reading Initiative for Student Excellence)  
**Training: Day 3**

Morphology and Etymology  
Teachers of Grades 5-12


**R.I.S.E.**  
(Reading Initiative for Student Excellence)  
**Training: Day 4**

Vocabulary: Word-Level Comprehension

**R.I.S.E.**  
(Reading Initiative for Student Excellence)  
**Training: Day 5**

Comprehension




**R.I.S.E.**  
(Reading Initiative for Student Excellence)  
**Day 6: Putting it All Together**



[Other suggested strategies from RISE training](#)



# SCARBOROUGH'S READING ROPE (2001)

## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**  
(facts, concepts, etc.)

**VOCABULARY**  
(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**  
(syntax, semantics, etc.)

**VERBAL REASONING**  
(inference, metaphor, etc.)

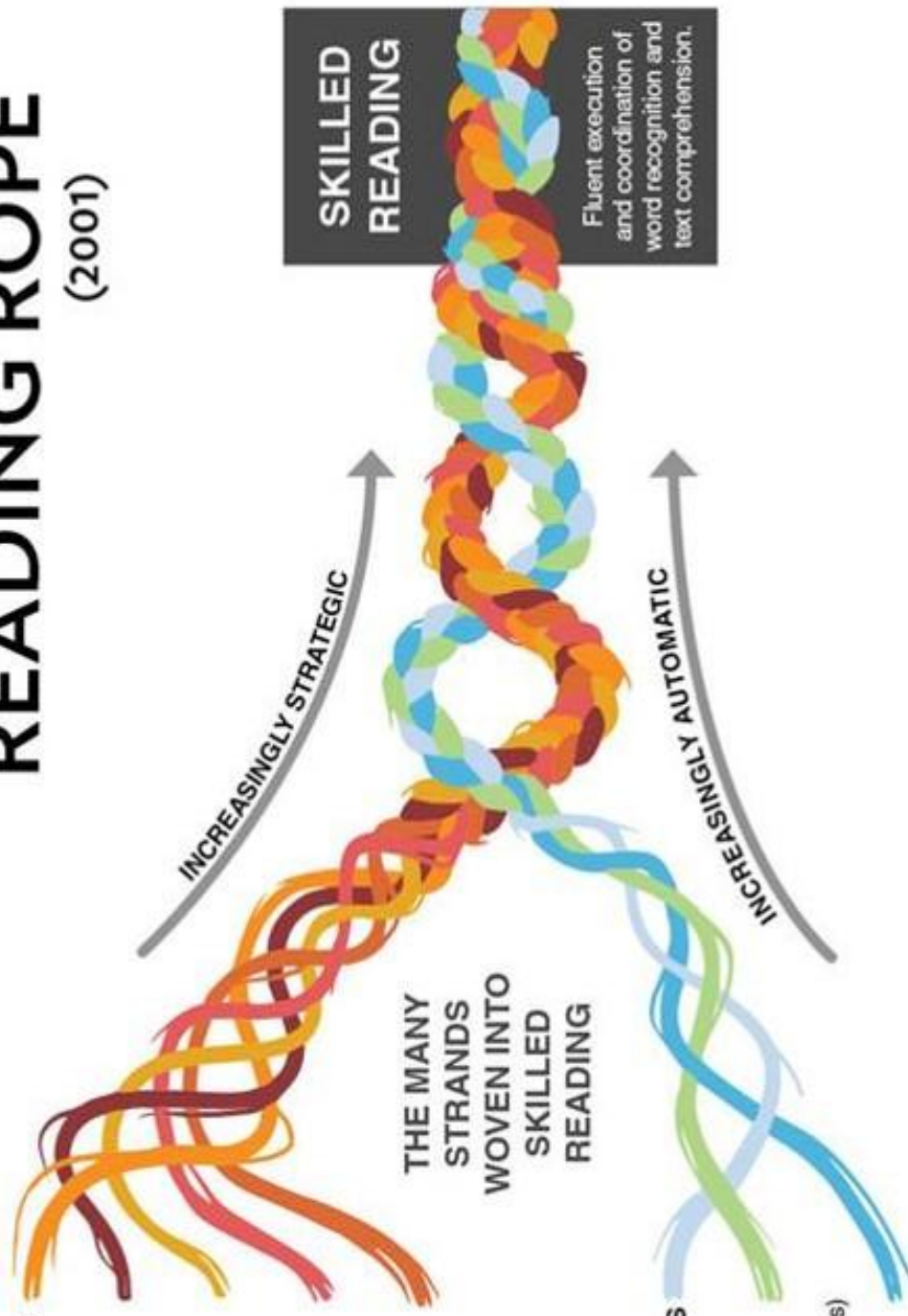
**LITERACY KNOWLEDGE**  
(print concepts, genres, etc.)

## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**  
(syllables, phonemes, etc.)

**DECODING**  
(alphabetic principle,  
spelling-sound correspondences)

**SIGHT RECOGNITION**  
(of familiar words)



**SKILLED READING**

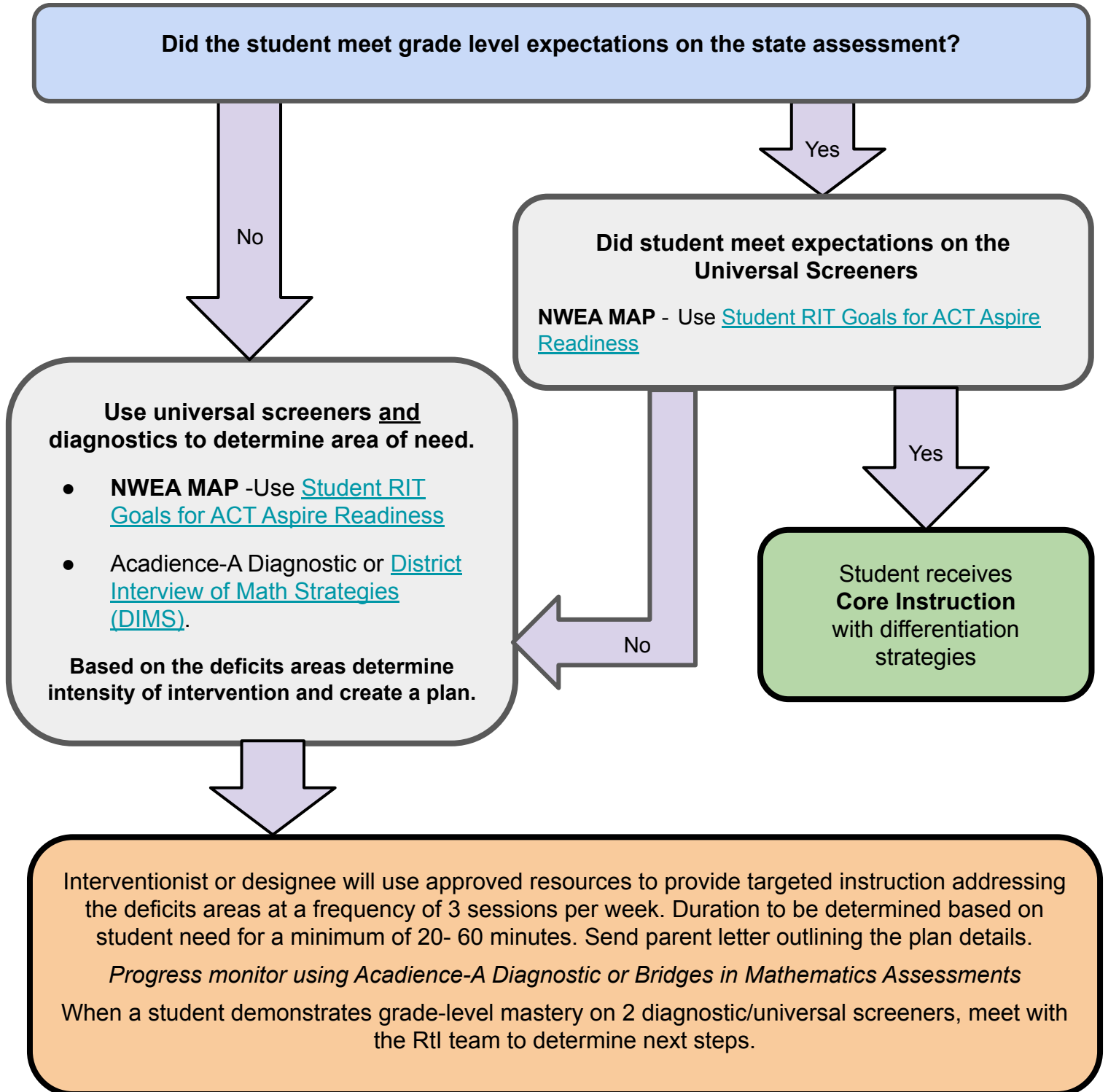
Fluent execution and coordination of word recognition and text comprehension.

THE MANY STRANDS WOVEN INTO SKILLED READING

INCREASINGLY STRATEGIC

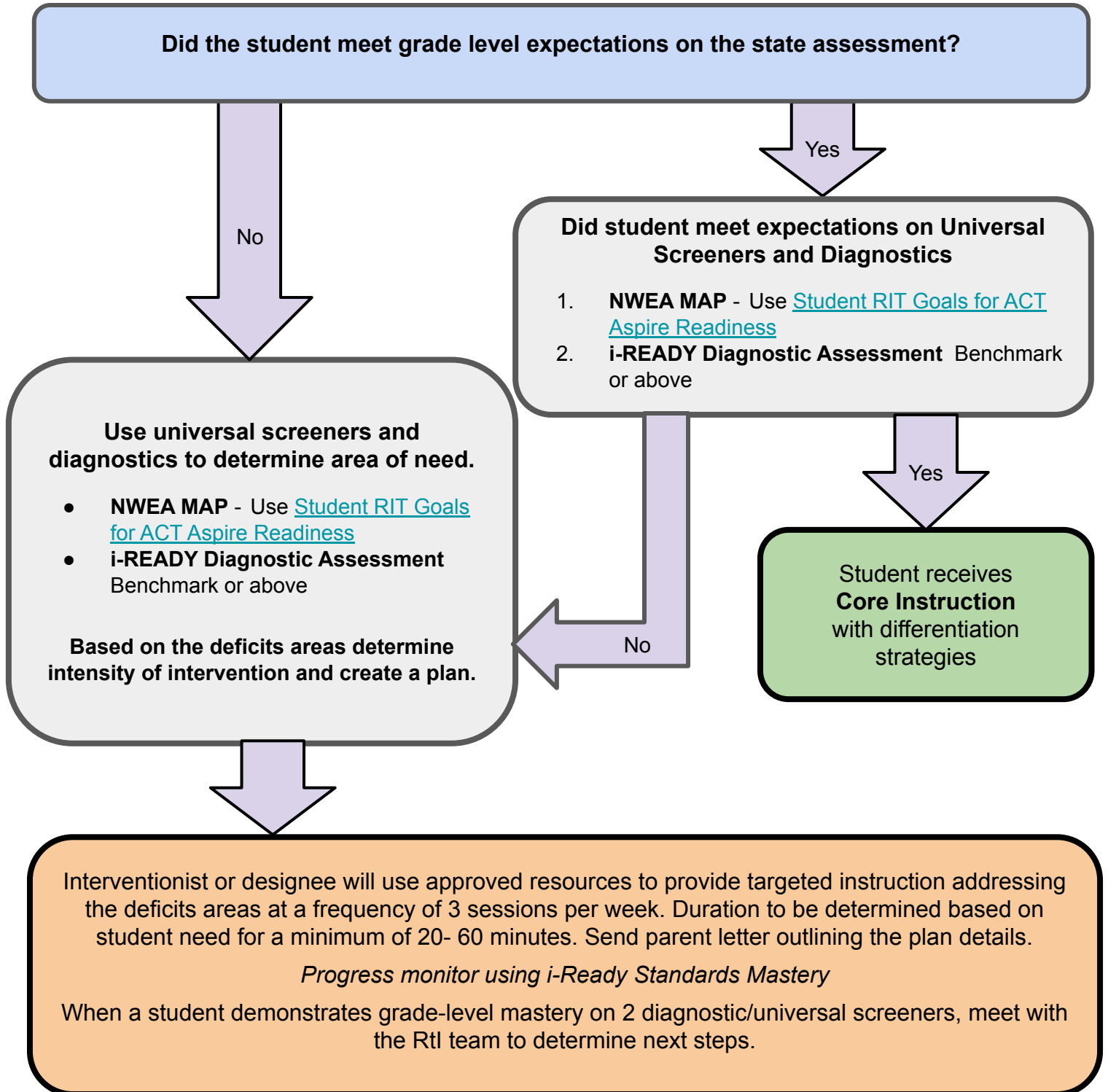
INCREASINGLY AUTOMATIC

## Grades 5/6 Assessment Flowchart





## Grades 7/8 Assessment Flowchart



## Math Expectations Chart by Grade Level

Grade	MAP: Math Fall/Winter/Spring			ACT Aspire
5	210	216	220	Ready or Exceeding
6	214	219	222	Ready or Exceeding
7	222	226	229	Ready or Exceeding
8	230	233	235	Ready or Exceeding

## Approved Intervention Resources Grades 5-8

Resource	Publisher/Author	Area of Deficit	Approved Grade Level
Reflex Math	Explore Learning	Math Fact Fluency	5, 6, 7, 8
i-Ready	Curriculum Associates	All	7,8
Bridges Intervention	The Math Learning Center	K-5 Standards	5,6,7,8
Zearn	Zearn	K-5 Standards	5