

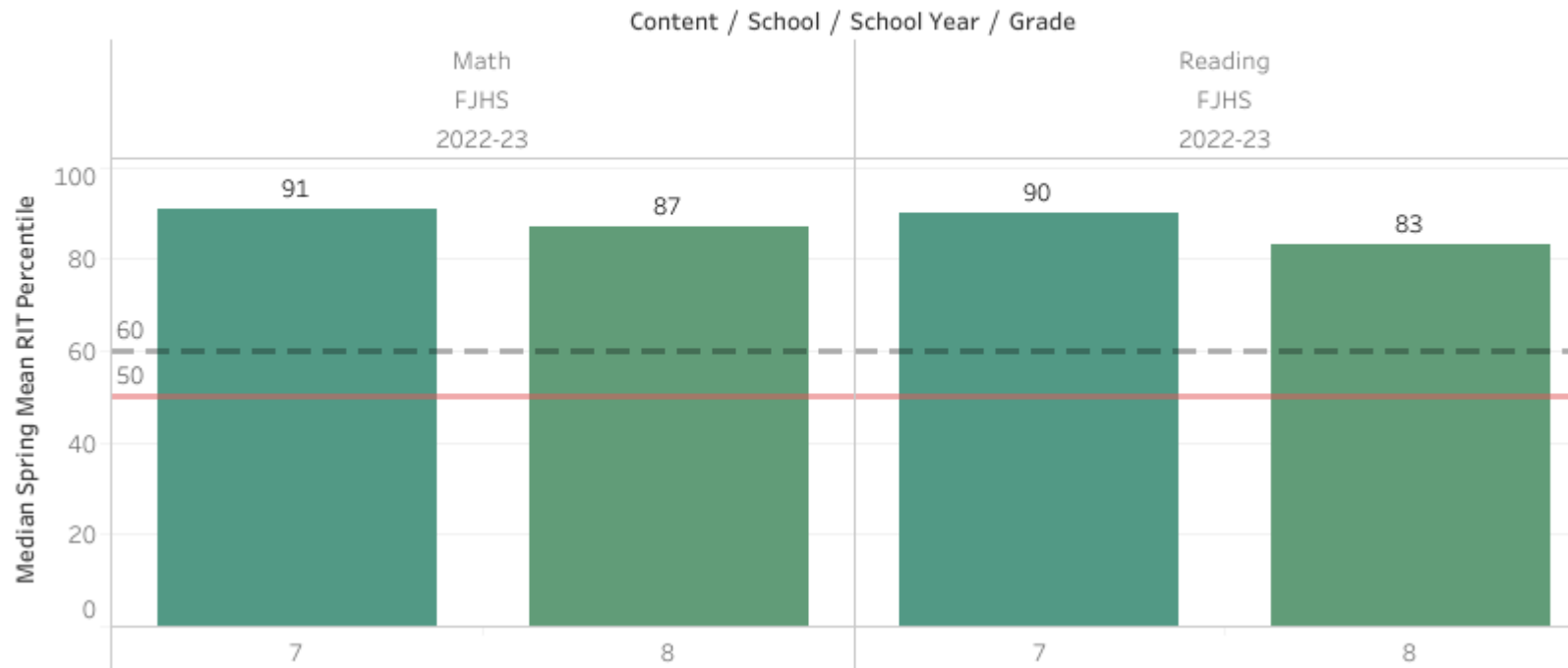


**Fulbright Junior High School
2023-2024**

Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

Spring RIT (Percentile)



COMPREHENSIVE NEEDS ASSESSMENT:

Fulbright Junior High School formed a School Improvement Leadership Team and analyzed the test scores administration of the ACT ASPIRE Exams and the MAP Assessments.

We examined the results for ALL STUDENTS and each subpopulation. In addition, we studied our 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 current reality, building systems, collaborative commitments, and expectations in order to see why our students are not achieving their potential. We are revising our instructional practices, assessment tools, and professional development practices to better meet the needs of all our populations. We will select interventions and use funds that put us in the best position to address those needs. 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:

- Based on ACT Aspire scores, 7th grade English, 8th grade English, 7th grade Reading, 8th grade Reading, 7th grade Science, and 8th grade Science scores are the highest in the district. There was also an increase of students who were Ready and Exceeding on the Math test in 7th grade (69% in 2022 to in 2023 76%)
- Based on Spring NWEA MAP scores, 8th grade Reading, 7th grade Math, and 8th grade Math scores are the highest in the district.
- RTI Program during seminar
- Expanded Tier III intervention offerings
- Push-in/pull-out/co-taught with dedicated support teachers sections

GROWTH AREAS:

- Based on current data, 7th grade and 8th reading scores are in need of improvement in terms of growth for all students.
- Subpopulation growth for SPED students transitioning from portfolio based self-contained placements to co-taught or push-in services needs additional support.

DISTRICT GOAL(s): [Bentonville Strategic Plan 2023](#)

- **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:

Mission Statement: Fulbright Junior High is a community of learners striving for excellence through the development of the whole student.

Vision Statement: Fulbright Junior High endeavors to help students fulfill their greatest potential and meet the challenges of a changing world through involvement in academics, athletics, and the arts.

IIID01 Response to Intervention	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).			
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?)
FJHS will utilize district screeners and decision-making processes to (1) identify students needing	Tara Nutt, Interventionist Danielle Renfroe, AP	<ul style="list-style-type: none"> ● Identify and train intervention teachers; supply them with curriculum resources ● Provide oral reading 	<ul style="list-style-type: none"> ● SPIRE Reading curriculum and materials ● Screeners and progress monitoring 	<ul style="list-style-type: none"> ● Progress monitoring data from NWEA MAP, ACT Aspire, ORF, Maze silent reading, iReady, and SPIRE

<p>academic support beyond core content instruction, (2) provide systematic, skill-specific interventions in targeted areas of math and reading, and (3) regularly monitor students' progress toward grade-level achievement.</p>	<p>Callie Sanchez, Principal</p>	<p>fluency (ORF) screeners to students identified as 'at-risk' by district testing data</p> <ul style="list-style-type: none"> ● Follow the Middle Level Science of Reading Decision Making Tool to determine which academic intervention is appropriate for students' needs ● Utilize iReady diagnostic assessment data to make decisions about students identified as 'at-risk' by district testing data ● Place students in the appropriate interventions using RTI Scheduler ● Monitor students' progress (1) monthly through ORF data, comprehension assessments, iReady progress and (2) 3 times per year through NWEA MAP and iReady assessments ● Meet with building-level RTI team weekly to monitor progress and make decisions about student placement and 	<p>assessments</p> <ul style="list-style-type: none"> ● iReady accounts for all students in math intervention 	<ul style="list-style-type: none"> ● RTI Scheduler data for intervention participation ● Students being promoted/graduating from math or reading intervention
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		<p>future needs</p> <ul style="list-style-type: none"> • Celebrate with students and their families when students demonstrate proficiency to graduate from an intervention 		
<p>PLCs will meet to grow their students through instruction, assessment, data analysis, and remediation. Department chairs will collaborate with district coaches and principals/assistant principals to create the most impactful viable curriculum, and provide remediation for struggling students. In addition, every week, the RTI team will meet to discuss student needs that are based on current status in the students academic progress.</p>	<p>Callie Sanchez, Principal</p> <p>Joe Herrington, Assistant Principal</p> <p>Danielle Renfroe, Assistant Principal</p>	<ul style="list-style-type: none"> • RTI team monitors student data. 	<ul style="list-style-type: none"> • Time • Interventionists 	<ul style="list-style-type: none"> • Progress monitoring data from NWEA MAP, ACT Aspire, ORF, Maze silent reading, iReady, and SPIRE • RTI Scheduler data for intervention participation • Students being promoted/graduating from math or reading intervention
<p>FE06 Refined Communication</p>	<p>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.</p>			
<p>SMART GOAL</p>	<p>LEAD STAFF</p>	<p>ACTION STEPS: What needs to be done?</p>	<p>RESOURCES NEEDED</p>	<p>EVIDENCE (How will success be</p>

				measured? What will evidence of success look like?)
FJHS will communicate student progress every quarter to family members and appropriate stakeholders.	Callie Sanchez, Principal	<ol style="list-style-type: none"> 1. Students will email grades to parents/guardians during advisory seminars. 2. Parent Teacher Conference nights (10/24, 10/26, 3/5, and 3/7) 3. Monthly PTO meetings including alternating morning/ lunch meeting times to maximize engagement 	<ul style="list-style-type: none"> ● Student Chromebooks ● FJHS Facilities for Meetings 	<ol style="list-style-type: none"> 1. Percent participation in conference opportunities 2. Percent of students carrying a D or F in a course
All teachers are required to upload instructional materials into Google classroom.	FJHS Teachers	Teachers will follow a specific format when posting to Google classroom. This format will allow parents/guardians to easily follow the lessons and activities of the class.	<ul style="list-style-type: none"> ● BPS Google Classroom Standards of Consistency ● Faculty Laptops 	Through ongoing monitoring of Google classrooms, administrators are able to determine if teachers are uploading classroom materials and correctly formatting the materials.
Every FJHS family will have access to school-wide information about upcoming events, PTO, and school news through the Friday Weekly Preview	Callie Sanchez, Principal	FJHS produces a school wide weekly preview that is distributed digitally to every family by email, text message, and website live feed. This comprehensive newsletter provides	<ul style="list-style-type: none"> ● Access to Apptegy software 	Use the activity dashboard in Google Slides to view user data.

		information about the school such as weekly events, upcoming events, and announcements.		
ID13 Safe & Collaborative Culture	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>			
SMART GOAL	LEAD STAFF	Action(s)	RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
All content area teachers will meet weekly during a common prep period to discuss the 4 PLC Questions	Callie Sanchez, Principal Joe Herrington, Assistant Principal Danielle Renfroe, Assistant Principal FJHS Department Chairs	1. Complete a Master schedule that aligns a common prep for all content area staff 2. Schedule and communicate weekly PLC meetings	1. Allocated meeting time/ space 2. PLC Support Resources (PLC At Work Conference/ Training)	1. Student work samples 2. Curriculum maps 3. Defined formative and summative assessments 4. Rubrics to assess mastery of skills

Literacy Plan - [Bentonville Schools Literacy Plan 2023-2024](#)

Master Literacy Plan - [Academic RTI Documents](#)

[RTI Referral Process](#)

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

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

Additional interventionist to support reading and math.

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