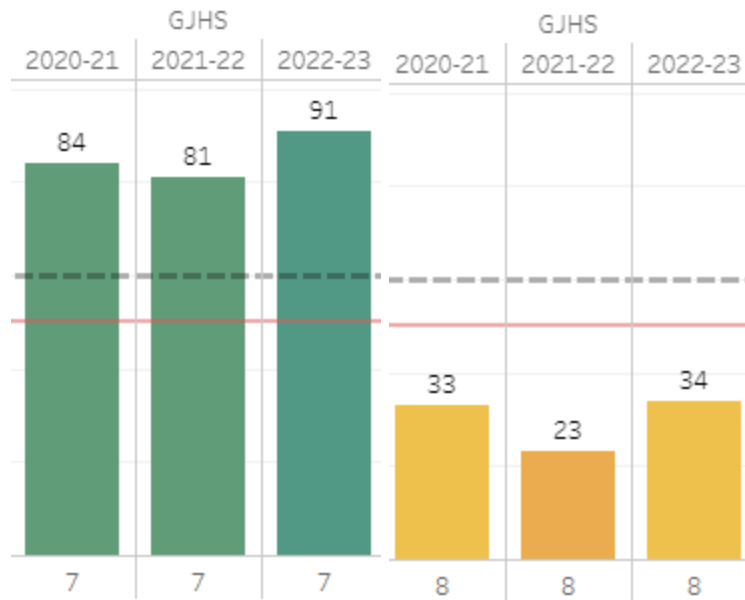




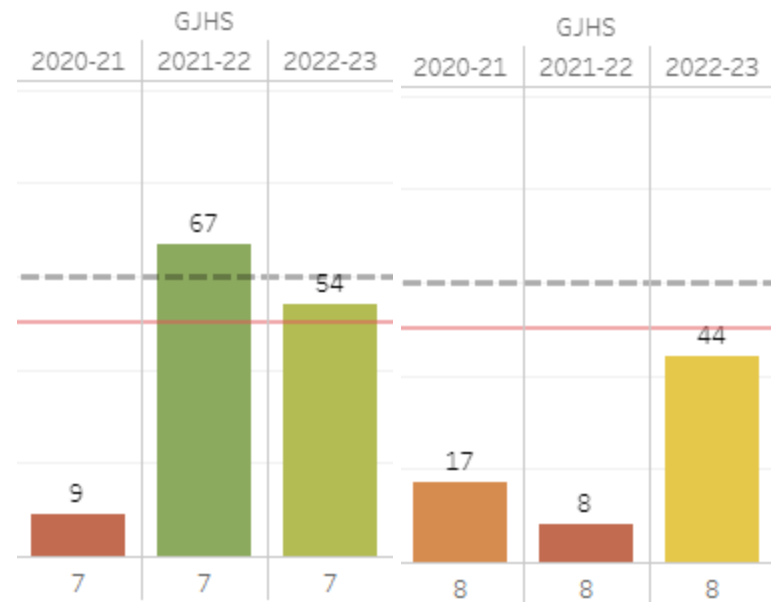
## Grimsley Junior High 2023-2024

### Building-Level Reflections and Strategic Plan

#### DATA SUMMARY-CURRENT REALITY



NWEA Math MAP Growth Percentile



NWEA ELA Map Growth Percentile

#### **COMPREHENSIVE NEEDS ASSESSMENT:**

Grimsley Junior School formed the School Improvement Leadership Team and analyzed the test scores from the ACT ASPIRE Exams and the MAP Assessments. We examined the results for both the 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 routines, customs, norms, and expectations in order to create systems to support our students in reaching academic success while reducing any gaps in student achievement within subpopulations. 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. After analyzing all our data points, our team determined a need for a more structured response-to-intervention program during seminar. Our goal is to reduce the gaps in student achievement and help each student achieve grade-level mastery, especially in Math and Literacy using a multi-tiered approach to intervention.

### **STRENGTH AREAS:**

- Strong growth in 7th grade math and 8th grade reading MAP testing
- Positive communication feedback from spring parent survey
- Positive school culture for students to learn and teachers to collaborate

### **GROWTH AREAS:**

- Create a school wide Tier 2 and Tier 3 intervention structure during seminar
- Create a school wide RTI team that meets bi-weekly
- Create more inclusive practices for all students to learn in the classroom

**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:**

Grimsley Junior High inspires students to engage in innovative learning to develop global perspective, resilience, and high expectations as they grow to serve the Bentonville community.

### **MOTTO:**

We inspire. We empower. We succeed.

<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?)
<p>The Student Teacher Assistance Team (STAT) will meet twice a month to discuss behavior, academic, and attendance student concerns. The STAT is made up of the administration team, counselors, student advocate, special education lead, interventionists, ESL designee, district interventionist, and teachers as needed. The STAT will provide input into tier 3 supports</p>	<p>Administration</p>	<ol style="list-style-type: none"> <li>1. The STAT will review student assessment data such as ATLAS (end of the year) and MAP Assessment (3x's a year).</li> <li>2. The STAT will monitor the progress of students and provide input to teachers and strategies to remove obstacles to learning.</li> <li>3. The STAT will review the teacher input form to assist teachers in the classroom. This form is placed in staff announcements for teachers to complete as needed. The form</li> </ol>	<p>STAT Document <u>Teacher Input Form</u></p>	<p>The main goal of the STAT group is to find opportunities to connect families, students, and teachers to resources to ensure student success. Oftentimes, the students discussed during STAT meetings are students that are disconnected from school or present barriers to learning that the team can assist with. Our success will be measured by the resources and support we are able to provide to families, students, and teachers.</p>

throughout the year.		asks teachers to give a reflection on what the specific student concern is and what has been done in the classroom to assist the student.		
Seminar is a 40 minute daily time built into the schedule for students to receive tiered intervention support. The core content (math, science, ELA, social studies) professional learning communities will create small group (8-10 students) for intervention that will occur on one priority day every other week.	GJHS Professional Learning Communities	<ol style="list-style-type: none"> <li>1. A digital intervention tracking system will be purchased to help support teachers in pulling small groups for intervention during seminar time.</li> <li>2. PLCs will create a tracking system to determine students in need of tier 2 and tier 3 support during seminar priority days. This document will track each student that receives tier 2 intervention and the progress the student is making.</li> </ol>	PLC Tiered Tracking Spreadsheet	Success of the seminar program will be measured in observation of achievement on re-engagement lessons provided during seminar time. During seminar time, students will be provided remedial teaching opportunities to focus on mastery of essential skills. Students will be provided the opportunity to reassess on essential learning targets that have not previously been mastered.
<b>FE06 Refined Communication</b>	<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>			
<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?)
All families are invited to attend on	GJHS Parent Facilitator	1. Open House (August 14th) will allow	<u>Parent and Family Engagement Plan</u>	When families are present in the building for the various

<p>campus events to learn about classroom procedures and structures.</p>	<p>Administration</p>	<p>parents the opportunity to become familiarized with the classroom procedures and structure.</p> <ol style="list-style-type: none"> <li>2. Monthly PTO meetings will be held safely on the school campus.</li> <li>3. Parent-Teacher Conferences will be held: 10/24/2023 10/26/2023 03/05/2024 03/07/2024</li> <li>4. The GJHS Parent Facilitator will create the 23-24 GJHS Parental and Family Engagement Plan.</li> </ol>	<p>Communication emails to all families about upcoming events via email and social media</p>	<p>events such as Open House or Parent Teacher Conferences, we will have parents sign in to keep count of the number of families on campus. Also, at PTO meetings, roll is taken to determine the number of parents present at meetings. Success will be measured by the number of families in attendance at these events. We will work to promote the events as much as possible.</p>
<p>All teachers are required to upload daily instructional materials into Google classroom.</p>	<p>GJHS Teachers</p>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Provide professional development to new staff about</li> </ol>	<p><u>Jr. High Google Classroom Standards of Consistency</u></p>	<p>Through ongoing monitoring of Google classrooms, administrators are able to determine if teachers are uploading classroom materials and correctly formatting the materials.</p>

		expectations during August PD days.		
Families in our subgroup populations (Title 1 and ESL) will be invited to special informational meetings during the school year.	ESL Coordinator  Librarian  Title 1 Interventionist	<ol style="list-style-type: none"> <li>ESL family night is scheduled for the November 2023 Parent Teacher Conference night. This is an opportunity for the ESL coordinator and families to meet to discuss concerns and barriers to learning.</li> <li>On Parent Teacher Conference Nights, families with a student served in our title 1 program will have the opportunity to attend an informational meeting about the program available to students.</li> </ol>	ESL Funds  Communication flyers in native language	In coordination with the Grimsley ESL Coordinator and Grimsley Interventionists, the administration team will plan events for students served in the Title 1 program and ESL program. We will keep a record of parents that are present on the night of the events. We will work to make phone calls, send home emails, and talk with students to increase attendance at these events. Success will be measured by the number of families in attendance.
<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="#"><u>ID13 Collaborative Culture</u></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?)
GJHS PLCs will meet twice a week during the school year.	PLC Leaders	<ol style="list-style-type: none"> <li>One meeting will be focused on PLC questions 2, 3, 4. This meeting will</li> </ol>	PLC Agenda  <u>Content standards</u>	Building administration will be participants/observers in the PLC meetings. Building administration will monitor PLC agendas. When observing PLC

		<p>include the specialists, administration, core teachers, and sped teachers.</p> <p>2. The informational PLC meeting for the week will be for planning instruction for the upcoming week. Instructional planning discussions are categorized under PLC question #1.</p>		<p>meetings and agendas, the administration team is noting times the PLC team addresses PLC questions 2, 3, and 4. These three questions address the data collection process, intervention, and enrichment strategies. Success will be measured by the data conversations observed in meetings and on agendas.</p>
<p>All PLCs will have a greater emphasis on data collection and data conversations throughout the school year. During the school year, staff will plan for a more structured tier 2 and tier 3 program provided to students through seminar.</p>	<p>Administration PLC Leaders</p>	<p>1. For the 2023-2024 school year, the administration team will implement a new intervention structure during seminar time. This will focus on the new district required checkpoints within each unit of instruction. These checkpoints will allow teachers to use common assessments to identify students in need of tier 2 and tier 3 instruction. The identified students</p>	<p><u>23.24 GJHS Seminar Structure</u></p> <p><u>Assessment Guidelines</u></p> <p><u>K-12 Instructional Leadership Roles</u></p>	<p>Through training opportunities, PLC members are learning protocols to have productive data conversations that move students forward in their learning. These data conversations allow teachers to plan their next steps in the instructional cycle process. Furthermore, teachers will be able to place students in the proper tiered intervention for seminar time. Administrators will determine success by the number of strategies observed during classroom walkthroughs and PLC meetings.</p>

		will be pulled on priority days during seminar to receive specialized instruction.		
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Literacy Plan - <a href="#">Bentonville Schools Literacy Plan 2023-2024</a> and <a href="#">GJHS Literacy Plan 2023-2024</a>
Master Literacy Plan - <a href="#">Academic RTI Documents</a>
At Grimsley Junior High, literacy is a building wide goal for the 2023 - 2024 school year. Literacy is a building focus through incorporation of small group instruction. This building goal will be a focus during professional development and PLC planning time. A focus on small group instruction allows teachers to address specific learning targets with students. Furthermore, a building level resource is IXL which is a comprehensive reading program designed to assess and identify a student's reading strengths and weaknesses. Each student is provided targeted lessons to help fill learning gaps that exist. Literacy teachers will incorporate this resource during small group station work. This focus allows teachers to be more intentional in meeting the needs of all students.

<b>Describe how you use supplemental funding/staff to support at-risk students in increasing academic achievement:</b>
ESA - 1.0 Title 1 - 1.0
<b>Additional Request for the district to consider: (what additional requests the school is asking of the district)</b>

<b>*District - Additional Support/Considerations: (what the district decides to provide)</b>
Insert link to meeting agenda/minutes example: <a href="#">Family and Engagement Meeting Agenda</a>