



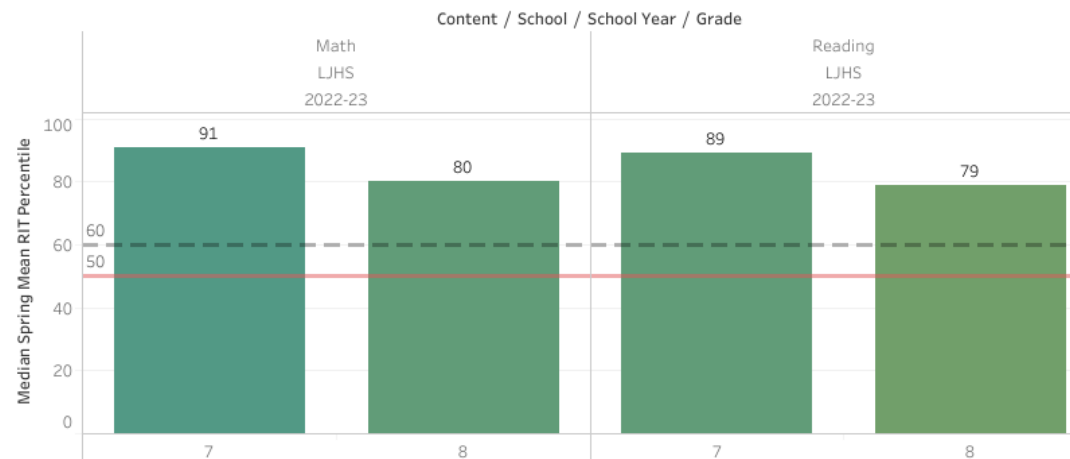
## Lincoln Junior High School 2023-2024

### Building-Level Reflections and Strategic Plan

#### **DATA SUMMARY-CURRENT REALITY**

COMPREHENSIVE NEEDS ASSESSMENT: Lincoln Junior High School formed a School Improvement Leadership Team and analyzed the test scores from the 2022 administration of the ACT ASPIRE Exams and the MAP Assessments. We examined the results for ALL STUDENTS and each subpopulation. We also 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.

Spring RIT (Percentile)



**STRENGTH AREAS:**

Meeting Student Readiness Benchmark

7th Grade English- 90.8%

8th Grade English- 82.5%

7th Grade Math- 73.7%

8th Grade Math- 68.9%

Intervention Strategy, Growth and Data:

Intervention	MAP	ACT Aspire
Phonics Seminars	10.6 points	<ul style="list-style-type: none"><li>● 6.4 points</li><li>● 3 out of 5 students Ready</li><li>● 1 student went from in Need of Support to Ready</li></ul>
7th Grade Phonics	10.4 points	<ul style="list-style-type: none"><li>● 9 students went up a Readiness Level</li></ul>
Tier III Reading- 1st Semester	8.64 points	<ul style="list-style-type: none"><li>● 69% of students went up a Readiness Level</li><li>● 2 students went from In Need of Support to Ready</li></ul>
8th Careers Essentials/Lexia- 2nd Semester	8.1 points	<ul style="list-style-type: none"><li>● 65% Ready/Exceeding</li></ul>
7th Grade Tier III Reading Full Year	5.6 points	<ul style="list-style-type: none"><li>● 73% of students went up a Readiness Level</li></ul>
8th Lexia Seminar- 2nd Semester (Wilson/James)	5.2 points	<ul style="list-style-type: none"><li>● 69% of students Ready/Exceeding</li></ul>
8th Grade Phonics	2 points	<ul style="list-style-type: none"><li>● 7 students went up a Readiness Level</li><li>● 4 students grew to Ready</li></ul>

8th Tier III Lab- 2nd Semester Only	1.41 points	<ul style="list-style-type: none"> <li>● 61% of students went up a Readiness Level</li> <li>● 6 Tier III students Ready</li> </ul>
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Intervention	MAP	ACT Aspire
7th Grade Tier III	14.64 points	<ul style="list-style-type: none"> <li>● 3 students went up a Readiness Level</li> <li>● 1 student Ready</li> </ul>
8th Grade Tier III Lab	9.88 points	<ul style="list-style-type: none"> <li>● 5 students went up a Readiness Level</li> <li>● 3 students Ready</li> </ul>
8th Careers Essentials/iReady- 2nd Semester	8.05 points	<ul style="list-style-type: none"> <li>● 7 students went up a Readiness Level</li> <li>● 60% Ready/Exceeding</li> </ul>
Weston Tracked Course- 2nd Semester	5.9 points	<ul style="list-style-type: none"> <li>● 4 students Ready</li> <li>● 5 students went up a Readiness Level</li> </ul>
iReady Seminar	5.31 points	<ul style="list-style-type: none"> <li>● 53% of students Ready/Exceeding</li> </ul>

**GROWTH AREAS:**

- Improve reading skills for all students
- Improve math skills for all students
- Improve ACT Aspire and MAPs score for sub-populations

**DISTRICT GOAL(s):**

- Collaborative Culture Work

- Exceed the challenge of AR Learns
  - Be THE school of choice
  - Tell the story of opportunity in Bentonville
- Achieve 3rd Grade Reading Level Goals
- Continue Inclusion Work

**MISSION & VISION:**

Lincoln Junior High School will empower our student community to dream, lead, achieve, and serve.

**Vision:**

P.R.I.D.E. (Passion, Respect, Integrity, Dedication, Excellence)

<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 (How will success be measured? What will evidence of success look like?)</b>
PLCs will meet to grow their students through instruction, assessment, data, refer students, data analysis, and remediation. PLC Leads 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 coalition will meet	Kim Fernandez and Suzanne Rector	Through a formal process, PLCs will enlist the support of the RTI Coalition to provide additional academic, socio-emotional, and physical support for students needing it.	Time and interventionists	Our students' reading skills will increase by 5%. Our students' math skills will increase by 5%

<p>to discuss student needs that are based on current status in the students academic progress.</p>		<p>This schoolwide partnership will use all available resources (Tiers 1-3) to provide the scaffolding and support to close the gaps between our achieving and our in need of support students.</p>		
<p><b>FE06 Refined Communication</b></p>		<p><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></p>		
<p><b>SMART GOAL</b></p>	<p><b>LEAD STAFF</b></p>	<p><b>ACTION STEPS: What needs to be done?</b></p>	<p><b>RESOURCES NEEDED</b></p>	<p><b>EVIDENCE</b> (How will success be measured? What will evidence of success look like?)</p>
<p>We will utilize current methods such as Eschool, Thrillshare, email, Google Classroom, Google Calendar, social media, and Parent Link to build our partnership and fully utilize all relationships with our parents and community. In addition, we will fully implement our parent engagement plan, which includes the following key components: Support Parenting, Communication with parents and community, Volunteering, Learning at Home, Decision Making, and Collaborating with the community.</p>	<p>Josh Thompson Kim Fernandez Alex McKnight Kristen Black</p>	<p>Teachers communicate grades through eschool and email.</p> <p>Administration communicates through email, google calendar, social media, and thrillshare.</p> <p>We will host monthly PTO meetings.</p>	<p>Training on Thrillshare software for communication.</p>	<p>Parent Feedback</p>

<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> <u><a href="#">ID13 Collaborative Culture</a></u>			
<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?)
All PLCs will meet weekly to review Administration student data in regards to PLC common and PLC Leaders formatives, district common formative assessments, and district summative assessments. PLCs will create and implement a plan to adjust instruction time based on student data.	Administration and PLC Leaders	Meet weekly  Review Data  Implement Plan	Time Common Assessment	*Data from common assessments *Tier 2 and Tier 3 intervention sessions will address student deficits

Literacy Plan - <a href="#">Bentonville Schools Literacy Plan 2023-2024</a>
Master Literacy Plan - <a href="#">Academic RTI Documents</a>
<a href="#">Lincoln RTI Plan</a>

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

Title I funds are used to pay our Interventionist.  
NSLA funds are used to provide additional reading support for disadvantaged students.

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

We would love an additional interventionist to support students with literacy and mathematical skills.

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

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