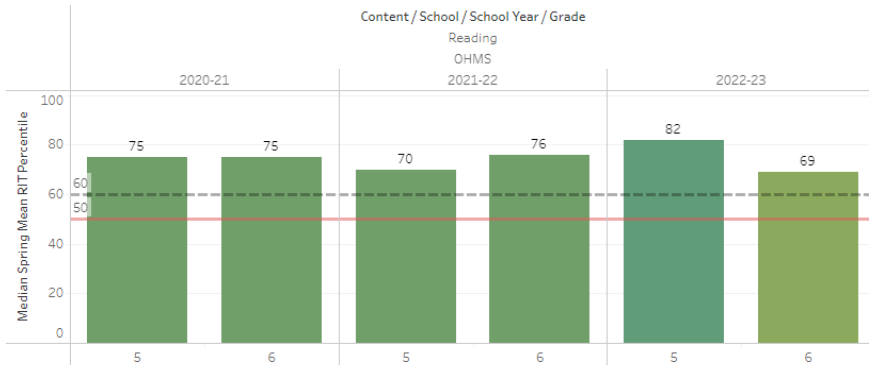




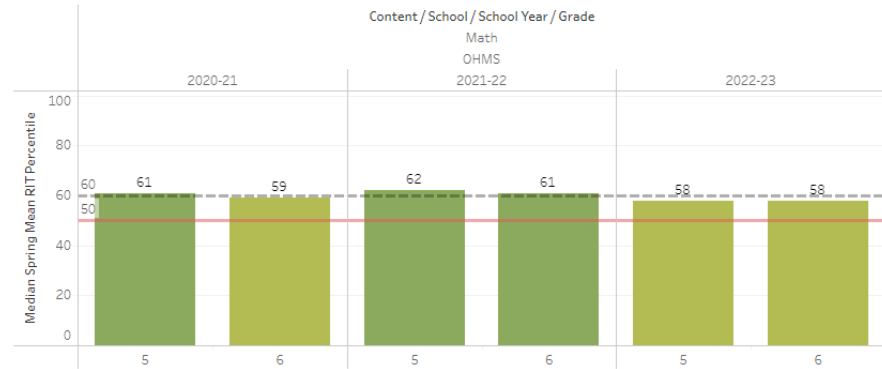
Old High Middle School 2023-2024 Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

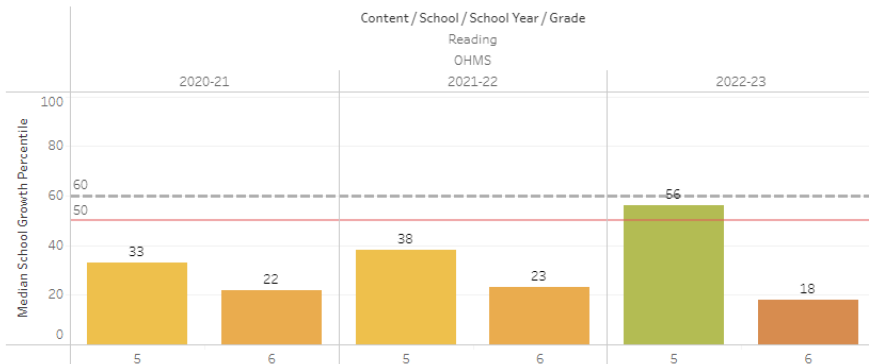
Spring RIT (Percentile)



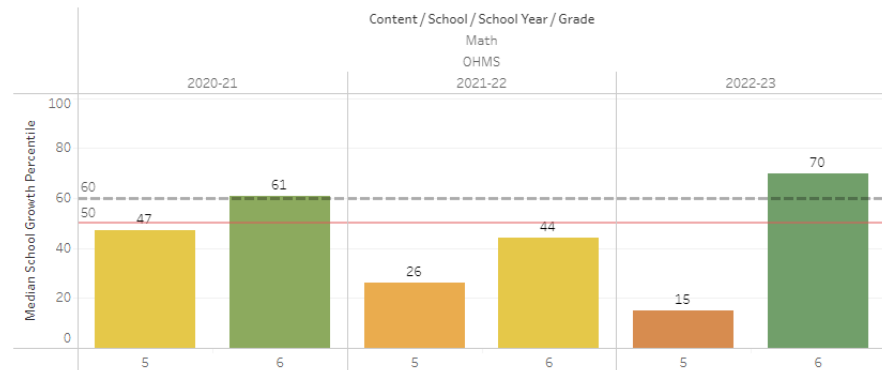
Spring RIT (Percentile)



Fall to Spring Growth (Percentile)



Fall to Spring Growth (Percentile)



While looking at data five reflections have risen to the top. 1. 6th grade reading data still needs to improve. 2. While 5th grade is better, we are always looking for more growth. 3. 5th grade MAP growth was impressive in reading (especially when comparing apples to apples). 4. 504 student success may be a reflection of our mission of hands-on learning to increase depth of knowledge. 5. Our special education students are not getting what they need to be successful even as we have implemented more inclusive practices. We do question if our special education population is more significant than other campuses because of the programs housed at Old High?

COMPREHENSIVE NEEDS ASSESSMENT: Old High Middle 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. We heard a report from our Formative Assessment Team who showed written evidence documenting our main areas of weakness. 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 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 (5) areas: Student Engagement, Culture for Learning, Knowledge of students, Content & Pedagogy, and Respect & Rapport.. We will select interventions and use funds that put us in the best position to address those needs. We will utilize resources from John Hattie's Visible Learning research as the foundation for all certified staff PGPs. We have also modified our master schedule to ensure students who need access to Tier III math interventions get this through our Knight Time program. Knight Time offers Tier III math intervention, Technology, and a Wellness class. 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:

Co-Teach student performance and growth shown on 2023 ACT Aspire testing.
Data driven RTI and PLC structures.
All students have access to innovative learning through Club Days.
Four layers of instruction available for all students (Tier I, Tier II, Tier III, SPED)

GROWTH AREAS:

6th grade literacy on MAP and upcoming ATLAS test in Spring 2024..
Implementing research based behavioral intervention strategies.
Comprehensive and streamlined communication with families.

- 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:

Old High Middle School mission is to promote high levels of student engagement through multi-sensory experience to increase depth of knowledge on essential learning and promote the OHMS vision.

Old High Middle School's vision is to promote a community that fosters and develops healthy life long learners, innovators, and problem solvers that contribute to their community. Along with the Bentonville Schools, Old High Middle School will lead learning through innovation, collaboration, and dedication.

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).
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<p>Improve literacy scores to meet projected growth goals on Spring MAP in both 5th and 6th grade reading</p> <p>FE06 Refined Communication</p>	<p>LEAD STAFF</p> <p>Leslie Lyons</p> <p>Jason Brunner</p> <p>Tiffany Bay</p> <p>Megan Roberts</p> <p>Kim Krummen</p> <p>Cassie Hamaker</p> <p>Tina Hoisington</p> <p>Mary Lou Wiatrek</p> <p>Jamie Wood</p> <p>Core Teams</p>	<p>ACTION STEPS:What needs to be done?</p> <p>RTI team meets with the</p> <p>core team of teachers</p> <p>once a month. Math,</p> <p>Literacy, and SEL</p> <p>concerns backed with</p> <p>data from various</p> <p>assessments are</p> <p>presented. Collaborative</p>	<p>RESOURCES NEEDED</p> <p>1. Tier I levels of support such as</p> <p>Lexia, Zern, and Reflex Math.</p> <p>2. Master Schedule that allows for</p> <p>Tier I,II,III interventions to take</p> <p>place (Knight Time for OHMS)</p> <p>3. Math & Literacy Interventionist</p> <p>to allow for Tier III instruction.</p> <p>4. SPIRE Screeners for</p> <p>characteristics of dyslexia</p>	<p>EVIDENCE</p> <p>(How will success be measured? What will evidence of success look like?)</p> <ul style="list-style-type: none"> • Spring Student Growth • Summary Report from NWEA MAP • Individual teacher • Quadrant Data Analysis • End of Year Rtl • Data/Actions/Rosters
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	<p>and agreed upon plans</p> <p>5. DIMS screeners for math</p> <p>and End of Year</p> <p>are created for each</p> <p>intervention</p> <p>recommendations</p> <p>student. Students are monitored on a month to month basis.</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>Every OHMS family will have access to school-wide information about upcoming events, PTO, and school news.</p>	<p>LEAD STAFF</p> <p>Leslie Lyons Jason Brunner Anna Bennett Bonnie Pollock Marlin Jackson Heather Whitt Noel Dollard Candice Edwards Mark Gormley Brenda Hemberger Tiffany Bay</p>	<p>ACTION STEPS: What needs to be done?</p> <p>Weekly newsletters with curriculum updates sent out to parents via email from teams and through a weekly communication from Principal Lyons.</p> <p>RESOURCES NEEDED</p> <p>Submission of weekly newsletters from all 6 core teams, Encore, and PE that are sent through Thrillshare to our parents. Each newsletter has email address of the team of teachers for our parents to contact.</p>	<p>EVIDENCE</p> <p>(How will success be measured? What will evidence of success look like?)</p> <p>Newsletters will be sent out once a week.</p> <p>Team Excalibur Team Dragons Team Heroes Team Champions Team Cavs Team Valiant Counselor Newsletter (Once a month)</p>

<p>OHMS in line with the district has a website to provide easy access to information that parents may need.</p>	<p>Raul Santamaria</p>	<p>The Parent Hub includes links to checking their students grades, attendance, community assistance, school store, and other information as needed.</p> <p>OHMS Parent Hub may only be accessed using a @bentonvillek12.org email address</p>	<p>OHMS Website</p>
<p>OHMS shares online morning announcements each day. These include daily events, upcoming events, reminders, Choose Love statements, student rewards, state required Pledge of Allegiance and Moment of Silence.</p>	<p>Raul Santamaria Leslie Lyons</p>	<p>Morning Announcements are viewed by students, families and community members. Announcements are presented and edited by OHMS students. Administrators, Counselors, Community Members, and special guests are featured weekly in announcements.</p>	<p>Morning Announcement on OHMS Student Hub</p>
<p>ID13 Safe & Collaborative Culture</p>	<p>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).</p> <p>ID13 Collaborative Culture</p>		

SMART GOAL	LEAD STAFF	Action(s) RESOURCES NEEDED	EVIDENCE (How will success be measured? What will evidence of success look like?)
100% of PLCs will commit to using student CFA data to implement	Leslie Lyons Jason Brunner Teresa Ellis-Stevens	OHMS has weekly PLC meetings for each core grade level team. These Master Schedule that allows each core team an opportunity to meet as a PLC with the administration and district specialist.	PLC Planning documents and PLC Agendas will be reviewed Administrators will be present

effective engagement strategies	Tracy Kincy, Francie Weaver,	meetings are held on Mondays. One building administrator and district specialist attend the meeting with the team of content teachers.	and engaged in all PLC meetings Meetings will utilize the OHMS PLC Flow PLC Committee work will guide improvements towards the PLC Flow on individual PLCs
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Literacy Plan - Bentonville Schools Literacy Plan 2023-2024 -schools add literacy plans
Master Literacy Plan - Academic RTI Documents
<p>Because we know from the science of reading that Decoding x Language Comprehension = Reading Comprehension, these areas are the focus of literacy instruction at the middle level. For decoding, the emphasis is placed on multisyllabic words and morphology. Language comprehension is explicitly taught and practiced across grades 5-8, with emphasis on vocabulary, comprehension strategies, verbal reasoning, and syntax in increasingly complex texts. All students are assessed through a screening process to ensure grade-level mastery of reading skills, and interventions are used as appropriate to close gaps in decoding and/or comprehension</p>

- All teachers (except for our 1 new teacher) have been through the required RISE training. This teacher will be trained as soon as training dates are available.
- Building administrators will conduct classroom walkthroughs to ensure RISE strategies are being used in all classrooms. • Building PD for the year will focus on student engagement strategies and using common formative assessment data in PLCs to inform instruction and intervention. The first of these training sessions happened in August. Academic specialists will be conducting follow-up training in 3 faculty meetings throughout the year.
- Small group remediation in reading will be provided through KnightTime up to four days a week. This remediation will be targeted towards growth areas for students who showed weaknesses using the following data: ACT Aspire, MAP, DAZE, Dibels, and Common Formative Assessments. This remediation will be provided by our literacy interventionist and specific literacy teachers who have been trained in Phonics First. The interventionist/ teachers will monitor student progress through scheduled assessments and make adjustments to remediation as necessary.
- 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 informational text, literature, and/or vocabulary (as assessed by MAPS) will receive targeted small group intervention through Knight Time and PLT from specific 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, One literacy interventionist - Title I funds, One math interventionist - NSLA funds

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

- Time and opportunity for behavior training
- Time and opportunity for a team to receive PCM training for aggressive SPED students.
- Classified General Ed or SPED staffing to help support IEP students in science and social studies classes • Additional staffing for Advanced Math that rotates through the district possibly
- Additional funds to bring back the fun- teacher morale, student spirit, mission and vision support. Anything from school t-shirts to funding for clubs, field trips, MakerEd, staff events.

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

Insert link to meeting agenda/minutes example: [2023-24 OHMS Running Leadership Meeting Notes](#)