

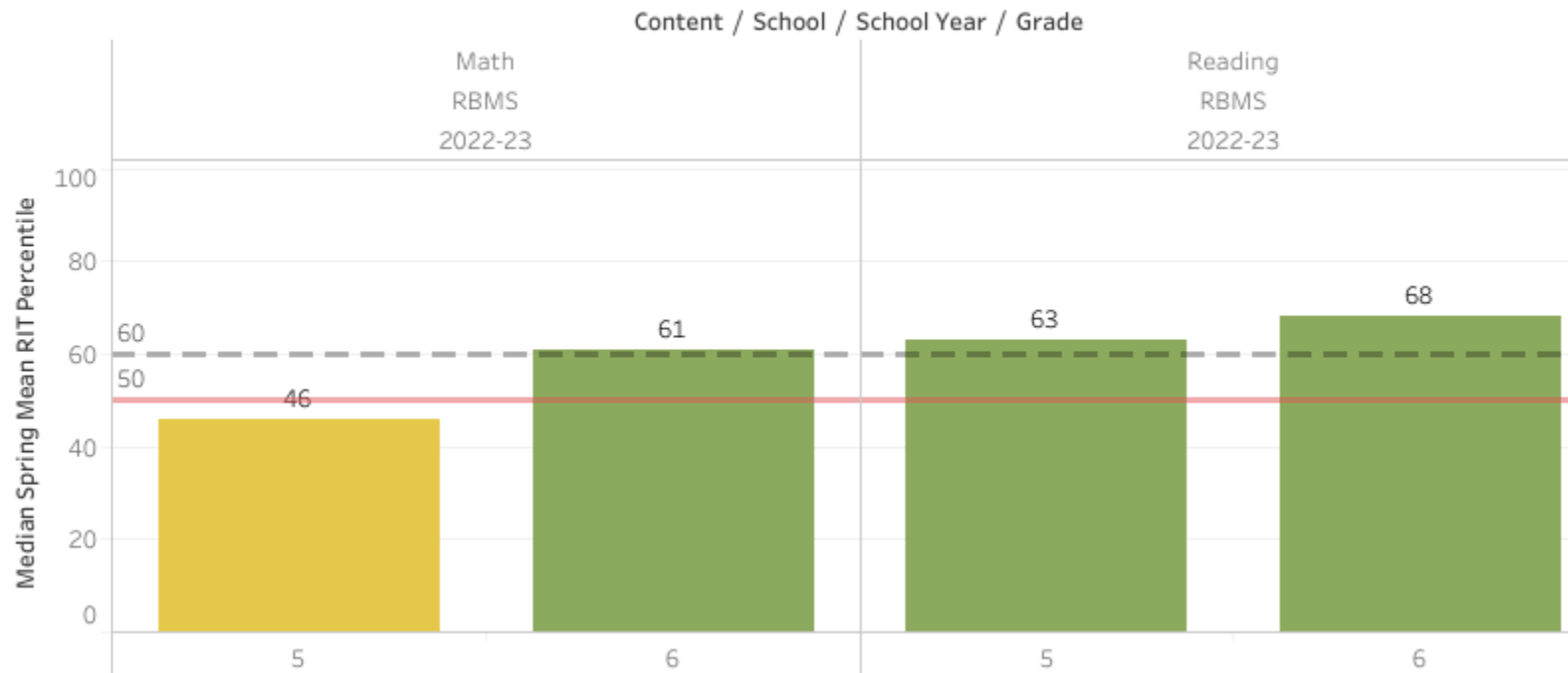


**Ruth Barker Middle School
2023-2024**

Building-Level Reflections and Strategic Plan

DATA SUMMARY-CURRENT REALITY

Spring RIT (Percentile)



COMPREHENSIVE NEEDS ASSESSMENT:

The prioritized areas for improvement at Ruth Barker Middle School are:

1. 5th Grade Math
2. 6th Grade Literacy
3. Increase reading stamina amongst all students.

We will:

1. 5th Grade Math
 - a. PLC work focused on collecting data and guiding instruction based upon findings in data.
 - b. RtI will be done through PLCs to further look at data and gain collective feedback from all math teachers on best remediation strategies.
2. 6th Grade Literacy
 - a. Continue work in PLCs to focus on data collection and developing lessons based on data collected.
 - b. Language comprehension will be 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
3. Increase Reading Stamina
 - a. Teachers will provide 20 minutes each day during intervention time for students to read silently
 - b. All students are required to read at a minimum of 20 minutes each night for homework
 - c. Writing grants and using school funds to bolster classroom libraries in order to provide a higher level of access for students.
 - d. Using data from reading screeners to ensure students are reading appropriately leveled books and pushing them to read at higher levels based upon screener data.

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:

Data showed large gains for 6th Math and Science. Small gains for 6th Literacy. All 5th Grade subjects showed maintained performance for 2022/23.

GROWTH AREAS:

5th grade math and literacy for both grades remain our primary focus for growth.

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:

Ruth Barker Middle School will: cause learning and meet the needs of each learner.

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?)
All teachers will utilize district CFAs and checkpoints to assess students	Administration PLCs District Specialists Rtl Committees	Administer, score and review CFAs for targeted intervention. Daily intervention at Tier I-III.	District CFAs District Specialists at PLC meetings Solution Tree Resources	All students assigned to Intervention based upon individual needs at District checkpoints.

and utilize data for targeted intervention.	Classroom Teachers			
For both 5th and 6th grade literacy, we will show growth on our NWEA MAPS Assessment. 75% of all students will meet their growth goal based upon Fall 23 to Spring 2024	Administration Rtl Committees Classroom Teachers	Personalization of data. All teachers know all students. Rtl is focused on specific student needs. Daily Intervention. After School Tutoring, PLCs focused on rigorous instruction at the first tier.	Recognition money will be used to fund our after school program (Salaries, snacks, transportation, and classroom materials) Title I and III instructional staff. Double block of intervention each day for all students. This allows all literacy interventionists and core literacy teachers to see students daily if needed.	Monthly Rtl meetings, Winter MAPS assessments. Weekly team meetings to discuss student progress. Also, PLCs will be analyzing CFAs to determine gaps in instruction and reteaching or missed essential standards
For both 5th and 6th grade math, we will show growth on our NWEA MAPS Assessment. 75% of all students will meet their growth goal based upon Fall 23 to Spring 2024	Administration Rtl Committees Classroom Teachers	Personalization of data. All teachers know all students. Rtl is focused on specific student needs. Daily Intervention. After School Tutoring, PLCs focused on rigorous instruction at the first tier.	Recognition money will be used to fund our after school program (Salaries, snacks, transportation, and classroom materials) Title I and III instructional staff. Double block of intervention each day for all students. This allows all math interventionists and core math teachers to see students daily if needed.	Monthly Rtl meetings, Winter MAPS assessments. Weekly team meetings to discuss student progress. Also, PLCs will be analyzing CFAs to determine gaps in instruction and reteaching or missed essential standards
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 RBMS	Administration	The school utilizes social	School Website	Social Media channels will be

<p>family will have access to school-wide information about upcoming events, PTO, school news, etc. on an ongoing basis.</p>	<p>Leadership Team LaShey Sisemore (Counselor)</p>	<p>media to share information and celebrate success. The school will also utilize the “Live Feed” function on the new website to post to all channels and the website at least once per week. The leadership team will produce a school wide newsletter that is distributed digitally to every household and in a hard copy when requested. The school will capitalize on the communication features in the Thrillshare system provided by the District - specifically the “Events”, “Alerts”, “News” and “Live Feed” features.</p>	<p>Social Media Thrillshare software</p>	<p>updated once per week at a minimum.</p> <p>Counselor sends a monthly newsletter.</p> <p>All events will be posted for the site and district on the school website.</p> <p>Events and dates are shared to an RBMS Master calendar linked to our website.</p>
<p>Direct communication with teachers on a weekly Basis</p>	<p>Team Leaders</p>	<p>*Teachers and support staff send weekly newsletters/emails to communicate with their specific student’s families</p>	<p>Email</p>	<p>Weekly Staff Newsletters to Families</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). <u>ID13 Collaborative Culture</u></p>			
<p>SMART GOAL</p>	<p>LEAD STAFF</p>	<p>Action(s)</p>	<p>RESOURCES NEEDED</p>	<p>EVIDENCE (How will success be measured? What will evidence of success look</p>

				like?)
100% of PLCs will commit to using student CFA data to implement effective engagement strategies	Administration All Teachers Academic Coaches and Specialists	Academic specialists provide PD in August on common formative assessments and data driven discussions in PLC resulting in data driven instruction All 5th grade math teachers will be participating in coaching cycles with district math coaches		PLC Planning documents and PLC Agendas will be reviewed Administrators will be present and engaged in all PLC meetings
All math and literacy teachers will provide measurable action steps to address continued growth on Winter and Spring MAPS test based off of growth goals set in Fall 2023		Math and Literacy PLCs will have planning days throughout the school year to work on developing CFAs, analyzing data, and calibrating of grading practices.	Meeting space, use of professional development funds to cover costs for substitutes	Providing detailed plans for RtI, showing growth on MAPS testing in Winter and Spring.

Literacy Plan - [Bentonville Schools Literacy Plan 2023-24](#) -schools add literacy plans

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

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.

- With the exception of new staff, all teachers have been trained in RISE. New staff will be trained as soon as training is available.
- CWTs to ensure RISE strategies are being used.
- CWTs to ensure engagement and academic conversations are being used to increase levels of rigor.
- RtI: 2, 40 minute intervention periods are provided. One period dedicated to math, one dedicated to literacy. RtI Committees will meet in their PLCs to focus specifically on either math or literacy with all math and all literacy teachers present.
- Dyslexia interventionists, literacy interventionist and literacy teachers target tier 2 and 3 students daily for specific remediation instruction.
- All students have access to Lexia, Reflex, and Zearn. They will use these programs on a daily basis both before, during and after school.
- MAPS, DAZE, DORF, ACT Aspire data used to help

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

Two literacy interventionists paid for by a combination of District and Title 1 funds.

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

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

