

Our Direction

Glen Rose Middle School

Date of Report: 6/17/2019

Vision:

Glen Rose Middle School will produce outstanding students who continue to be successful in high school and beyond by becoming productive citizens in their communities.

Values:

Our teachers and staff will be professional at all times with students, administration, parents, and community members.

Our teachers and staff will continue to have high expectations for our students.

Our students will work to achieve the high expectations of our teachers and staff.

Our students will respect one another and be supportive of their peers.

Mission:

MISSION: Glen Rose Middle School is dedicated to its students, community, and staff by providing resources to foster the social, emotional, and academic development of each student while including the families and community in the educational process.

Goals:

- All students will increase their literacy scores in English, reading, and writing from 3-7% each year. We want each student to increase to the next achievement level or remain in the exceeding level on the ACT Aspire state mandated assessment each year.
- All students will increase their mathematics score from 3-7% each year. We want each student to increase to the next achievement level or remain in the exceeding level on the ACT Aspire state mandated assessment each year.

- All students will increase their science score from 3-7% each year. We want each student to increase to the next achievement level or remain in the exceeding level on the ACT Aspire state mandated assessment each year.

Data Review:

Needs Assessments, Accreditation Reports, Similar Feedback:

Our school uses a variety of sources to complete a comprehensive needs survey. Each year our teachers examine standardized test scores to evaluate the weaknesses and strengths of our curriculum, programs, and teaching styles. We also examine the groups of students overall and break down our sub population groups (ESL, special education, economically disadvantaged). The assessments and results we are using for this year are listed below.

Glen Rose Middle Scored a **B** on the Arkansas School Report Card system. See link <http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card>.

Our general population scores for the 2017-2018 **ACT Aspire** are as follows:

5th grade scores show the percentage of students who scored Ready and Exceeding in these subject areas: English 83%, Reading 26%, Science 42%, and Math 47%.

6th grade scores show the percentage of students who scored Ready and Exceeding in these subject areas: English 84%, Reading 54%, Science 61%, and Math 82%.

7th grade scores show the percentage of students who scored Ready and Exceeding in these subject areas: English 73%, Reading 32%, Science 43%, and Math 71%.

8th grade scores show the percentage of students who scored Ready and Exceeding in these subject areas: English 71%, Reading 47%, Science 45%, and Math 54%.

Our **literacy** teachers assess the reading skills of each student using the **Renaissance STAR Reading** program. The results from the 2018-2019 school year are:

Beginning of year scores 2018: (GE = Grade Equivalent)

5th grade - Pretest GE was 4.7; Posttest GE was 5.2

6th grade - Pretest GE was 6.0; Posttest GE was 6.3

7th grade - Pretest GE was 6.4; Posttest GE was 6.7

8th grade - Pretest GE was 6.7; Posttest GE was 7.0

Our **mathematics** teachers assess the math skills of each student in the using the **MobyMax mathematics placement assessment**.

Beginning of year results:

5th grade -10% of students scored at or above grade level

6th grade - 23% of students scored at or above grade level

7th grade - 42% of students scored at or above grade level

8th grade - 45% of students scored at or above grade level

End of year results:

5th grade - 66% of students scored at or above grade level

6th grade - 78% of students scored at or above grade level

7th grade - 91% of students scored at or above grade level

8th grade - 77% of students scored at or above grade level

We use these scores to guide our decisions about where we need to improve our curriculum, differentiation of instruction, common practices, and classroom management. After examining our ACT Aspire scores from 2017-2018 we determined that our focus will be on the areas of reading, science, and writing. We utilize our STAR Reading and MobyMax math assessment scores to determine appropriate learning levels for students. Accelerated Reader and STAR reading help assess and guide our literacy programs to promote reading and sharing of literature.

This year we will use the ACT Aspire interim assessments throughout the year. These assessments will monitor student progress in subject areas and determine the weak areas that need to be addressed. Our assessment scores also showed our students to be lower in reading, science, and writing. To help improve those skills in our students we will utilize our technology (Chromebooks) in the science and literacy classrooms. Students will use Chromebooks to conduct research and

complete individual and groups projects to help increase learning in all subject areas. Students will also use Chromebooks to work on specific ELA and mathematics skills through the program MobiMax.

Literacy teachers in grades 7 -12 also implemented the 6 +1 writing rubric so our students will learn what is expected in their writing each year. This rubric will be shared and implemented into all curriculum areas next year. Special education classes use the Read & Write app for Chromebooks to support students with special needs. Fifth and sixth grade teachers will also focus on literacy test taking skills by examining sample ACT Aspire test questions and creating their own test questions based on those samples. Their practice questions will including a writing prompt where students must support their answers with evidence from the test.

To support our literacy classes, library and literacy schedules are designed to allow all students to attend library classes once a week to promote reading and help improve literacy scores. A wide variety of reading materials such as audio books are provided for all students in the library. Special book projects such as video book trailers also encourage reading and promote literature. Special education students will use the Epic! app on the iPads and Chromebooks to gain access to books that will be read to them while following along with the book on the screen. This will help increase reading comprehension, fluency, sight word recognition, and reading confidence.

Some of our school programs that contribute to the success of our curriculum is our literacy interventionist. This interventionist will examine students assessment scores, report cards, teacher recommendations, and other data to determine which middle school students will receive services. Our focus will be on students who are at the upper range of one level in literacy and will benefit from extra support to help them reach the next higher level. Students will be on a rotating schedule and work with the interventionist for 30 minutes several times a week on the program Read 180 Universal. The interventionist will also coordinate services and support our students with dyslexia.

Our school provides a paraprofessional who is trained to work with students who have been diagnosed with dyslexia. These students meet with the paraprofessional several times a week for additional support and small group instruction. An additional paraprofessional for literacy was added during the year. She worked with specific students individually to help improve their reading skills. She used a variety of programs such as MobyMax, Accelerated Reader and STAR reading as well as individual novels chosen by students that we on or near their reading levels.

Our literacy classes use a wide variety of programs and techniques to help improve reading skills. MobyMax language, writing, and reading programs are used weekly to provide individualized practice and support for each student. Literacy teachers use a variety of fiction and nonfiction novels to teach reading, writing, and grammar skills. A variety of cooperative learning projects are used during the year with the novels. Teachers also focus on short nonfiction passages to provide instruction on nonfiction reading and writing skills. Teachers use a variety of passages from Readworks.org.

Our special education literacy classes will implement the Mindplay reading program to help improve the reading abilities of our special education students. This program is an individualized reading program that allows students to work on his/her reading level skills. The program increases in skill levels as the child completes the activities and progresses forward in the program. Students will also use Ascend Math to help improve and support their math skills.

The social studies classes will include more writing opportunities and assignments to help increase the reading and writing test scores.

Our math classes will utilize the newest technology with the MobyMax program. This program will assess students' math levels and provide lessons and math learning games to help build their math skills. The program constantly monitors the progress of each students and makes needed adjustments to assure students

master skills on appropriate levels. MobyMax also allows teachers to monitor the progress of each student in math. These programs all focus on improving the skills students need to meet the state standards and perform well on the state standardized tests.

During the 2018-2019 school year, we will provide a Critical Math class for our 8th graders to help increase essential math skills needed to improve test scores. Assessment scores will be examined to determine which students will benefit most from this class. We will look for kids who need a little extra support to help move them from one level to the next on the ACT Aspire math exam.

The science classes include more project based learning activities which require students to apply reading, math, and critical thinking skills to solve problems. Units also include coding/computer science activities.

The majority of our teachers will be using Google Classroom to help meet the Arkansas State Standards. Teachers will post assignments, tests, activities, videos, projects, etc. in Google classroom for students to access at any time. Edulastic is used in all curriculum areas to assist teachers with assessments and lessons designed for Google classroom. All lessons are based on the Arkansas State Standards for each curriculum area.

Our gifted and talented program meets the needs of our identified students. Fifth and sixth grade students participate in a pull-out program where they work directly with our GT coordinator on projects, assignments, and other lessons that enhance their advanced-level thinking skills. Seventh and eighth grade students are enrolled in preAP English and math classes which support and promote higher-level thinking skills through projects and more advanced lessons.

Specific teachers in each subject area provide weekly before school tutoring in literacy and math twice a week. Students are allowed to attend tutoring for assistance with homework, class assignments, studying for tests, and weaknesses in their subject areas. The school library is also open before school three days a week for students to read independently, complete homework, study for tests, take Accelerated Reader quizzes, and check out new books and other materials. The library offers audiobooks, ebooks, and paper books to meet the needs of all students. Our staff communicates weekly with parents through emails, phone calls, webpage, Glen Rose Middle School Facebook page, Instagram, and Intouch calling system. .

Our administration gains comprehensive knowledge of our school by classroom observations and walk-through observations. He can determine the rapport that teachers have with students and fellow coworkers, become familiar with students and their feelings about the school, and overall sense of the welcoming environment of the school.

We also consider our demographics each year such as class sizes, attendance, lunch status, gender and ethnicity. Our class sizes currently meet state requirements. We also have a 97% attendance rate, 96% white and 4% other student population, and 60% receive free or reduced meals.

We gain perceptual data through yearly surveys completed by parents, teachers, and students and weekly observations completed by administrators and other teachers. Our parents complete surveys twice a year to provide us with perceptual information about our school. Administration and teachers use this information to help improve communication with parents and community member. The following information was gathered through our September 2018 survey of parents.

Through the fall survey we learned that 100% of parents are pleased with communication from teachers, 98% of parents agree that there are no barriers which keep them from being involved in their children's education, 94% agree that the technology offered to students prepares them for their future, 63% feel the online system to check grades is helpful, 81% believe the InTouch calling system has helped them be more informed about the school, and 98% feel that their children are in a safe environment conducive to learning.

Teachers completed a variety of surveys dealing with their feelings towards programs we offer and suggestions and feelings about the media center. Our teachers feel that the programs we offer such as AR, STAR, professional development trainings, daily grammar practices, open response questioning, bell ringers, and newspapers in education. All of these items help us gain perceptual knowledge of our school and the programs we offer to enrich the lives of our staff, parents, and students.

We have also discovered that our male population scores lower in literacy on STAR reading, AR quizzes, and standardized tests. To meet the needs of our young men, we focus on purchasing materials that appeal to them and a wider variety of audio books. We also discovered through observation and formative assessment that our males reading interest increases when they use audio and paper reading materials together. This strategy creates an interest and motivation for reading and allows males to find more appealing materials to help increase literacy scores.

Through parent surveys and classroom observations, we discovered that students were having difficulties purchasing required supplies so students were not organized. To solve this problem, we recently purchased school supplies for all students in all subject areas so that all students can be organized, confident, and improve their grades and knowledge of the subject area. Our school examines all the data we receive from a variety of sources and we work together to improve the education of students and families.

Student Outcome Data:

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Our Leadership Team’s progress in fully implementing Indicators and meeting Objectives:

We are meeting monthly or bimonthly to discuss indicators and objectives.

Selected Indicators:

Align classroom observations with evaluation criteria and professional development

- IF02 The Leadership Team reviews the principal’s summary reports of classroom observations and takes them into account in planning professional development.(66)
- IF06 Teachers are required to make individual professional development plans based on classroom observations.(70)
- IF11 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)

Assess student learning frequently with standards-based assessments

- IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)
- IID08 Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.(106)
- IID09 Instructional Teams use student learning data to plan instruction.(107)

Engage teachers in aligning instruction with standards and benchmarks

IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)

Ensure High Quality Staff - Recruitment, Evaluation, and Retention

II01 The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)

Establish a team structure with specific duties and time for instructional planning

ID01 A team structure is officially incorporated into the school governance policy.(36)

ID04 All teams prepare agendas for their meetings.(39)

ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)

Expanded time for student learning and teacher collaboration

IH01 The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)

Expect and monitor sound homework practices and communication with parents

IIIB01 All teachers maintain a file of communication with parents.(150)

Expect and monitor sound instruction in a variety of modes

IIIA02 All teachers develop weekly lesson plans based on aligned units of instruction.(111)

Explain and communicate the purpose and practices of the school community

FE04 The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)

Meet the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed

CL12 All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5197)

Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency

SE01 The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)