

## 22-23 Gentry Middle School School Improvement Plan

### Goal 1:

All students in grades 6-8 will meet and/or exceed their yearly projected MAP growth in reading and score at “ready” or “exceeding” levels on ACT Aspire.

[District Comprehensive Literacy Plan linked here.](#)

### Rationale:

18-19 Percentage of students meeting growth (Reading):

6-63%

7-64%

8-78%

18-19 ACT Aspire percentage of exceeding and ready (Reading):

6-35%

7-46%

8-58%

19-20 Due to the COVID-19 closures, end of year testing was canceled. Data for this school year is not available.

20-21 ACT Aspire percentage of exceeding and ready (Reading):

6- 39%

7- 39%

8- 49%

### Action Steps:

1. All 6th grade teachers and special education teachers will complete the first year of RISE Academy by the end of FY23.
2. All 6th Grade and special education teachers at GMS will be fully trained through RISE Academy by the end of the 22-23 school year.
3. All other teachers at GMS will have completed 18 hours of Science of Reading training videos by the end of the 22-23 school year.
4. All students will be assessed using MAP (3 times per year) and the ACT Aspire (annually).
5. Observations by the administration and the Gentry School District RISE Specialist will be conducted bi-weekly.
6. A Dyslexia Interventionist (.5 FTE) will be employed (Swicegood) using ESA funds to support the implementation of RISE and the district dyslexia plan.
7. A K-12 Literacy Specialist (Coppedge) will be employed to support the implementation of RISE and improve student achievement. Actively supporting
8. READ 180 will be purchased with ESA funds to provide teachers a remediation tool for

- students who are not achieving at goal levels in MAP and/or Aspire in reading.
9. Script will be purchased to provide a streamlined method of documentation of achievement data, and response to intervention strategies.
  10. A Solution Tree Associate will be hired to support the refinement of the PLC process to address the six leading questions for successful implementation of the Science of Reading strategies, align curriculum and instruction, and establish a stronger RTI system. (PD funds)
  11. All staff will implement RISE strategies during Pioneer (RTI) Time with students to support improvement in reading achievement.
  12. An ESL interventionist (1 FTE, Reyes) will be employed to support English Language Learners improvement in language development and reading achievement. (ELL fund)

### **Coordination and Integration:**

#### **Person responsible for this goal:**

Danielle Freeman

#### **Funds used to support this goal:**

ESA: Read 180, Script, MAP Assessment

Title I: .supplemental materials to support improvement of reading instruction and achievement, professional development above requirements, parent and family engagement activities to support student achievement

ELL: .5 FTE ESL Interventionist to support student achievement in English Language Development, literacy, and math.

PD: Costs associated with professional development for teachers, interventionists, specialists, and administration

[This link](#) provides the breakdown of financial supports provided for the SIP FY22

#### **Outside Agency Support:**

Northwest Arkansas Educational Services Cooperative (NWAESC)

### **Evidence:**

We will have achieved this goal when 100% of all students achieve at a minimum of the 65th Percentile on the MAP assessment in Reading.

We will have achieved this goal when 100% of all students achieve at “ready” and “exceeding” levels on the ACT Aspire.

Summative assessment: GMS will administer ACT Aspire yearly to determine student progress toward achievement of the overall goal.

Formative assessment: GMS will administer and review MAP assessment data three times

per year (Fall, Winter, Spring) to monitor student progress.  
Reading assessments through Read 180 will be administered each semester and formative classroom assessments will be used to monitor student progress.

**Goal 2:**

All students in grades 6-8 will meet and/or exceed their yearly projected MAP growth in math and score at “ready” or “exceeding” levels on ACT Aspire.

**Rationale:**

18-19 Percentage of students meeting growth (Math):

6- 63%

7- 63%

8- 63%

18-19 ACT Aspire percentage of exceeding and ready (Math):

6- 52%

7- 67%

8- 63%

19-20 Due to the COVID-19 closures, end of year testing was cancelled. Data for this school year is not available.

20-21 Aspire percentage of exceeding and ready (Math):

6- 32%

7- 36%

8- 45%

**Action Steps:**

1. All students will be assessed using MAP (3 times per year) and the ACT Aspire (annually).
2. All math teachers will complete AR Math Quest Training through DESE.
3. Observations by the administration and the NWAESC ARQuest Specialists will be conducted quarterly.
4. Math 180 will be purchased with ESA funds to provide teachers a remediation tool for students who are not achieving at goal levels in MAP and/or Aspire in reading.
5. Script will be purchased to provide a streamlined method of documentation of achievement data, and response to intervention strategies.
6. A Solution Tree Associate will be hired to support the refinement of the PLC process to address the six leading questions for successful implementation of the Science of Reading strategies, align curriculum and instruction, and establish a stronger RTI system. (PD funds)
7. An ESL interventionist (.5 FTE, Reyes) will be employed to support English Language Learners improvement in language development and math achievement.

**Coordination and Integration:****Person responsible for this goal:**

Danielle Freeman

**Funds used to support this goal:**

ESA: Math 180, Script, MAP Assessment

Title I: professional development above requirements, parent and family engagement activities to support student achievement

ELL: .5 FTE ESL Interventionist to support student achievement in English Language Development, literacy, and math.

PD: Costs associated with professional development for teachers, interventionists, specialists, and administration

[This link](#) provides the breakdown of financial supports provided for the SIP FY22

**Outside Agency Support:**

Northwest Arkansas Educational Services Cooperative (NWAESC)

**Evidence:**

We will have achieved this goal when 100% of all students achieve at a minimum of the 65th Percentile on the MAP assessment in reading.

We will have achieved this goal when 100% of all students achieve at “ready” and “exceeding” levels on the ACT Aspire.

Summative assessment: GMS will administer ACT Aspire yearly to determine student progress toward achievement of the overall goal.

Formative assessment: GMS will administer and review MAP assessment data three times per year (Fall, Winter, Spring) to monitor student progress.

Math assessments through Math 180 will be administered each semester and formative classroom assessments will be used to monitor student progress.

**Goal 3:**

All students in grades 6-8 will meet and/or exceed their yearly projected MAP growth in science and score at “ready” or “exceeding” levels on ACT Aspire.

**Rationale:**

18-19 ACT Aspire percentage of exceeding and ready (Science):  
6- 41%

7- 58%

8- 51%

19-20 Due to the COVID-19 closures, end of year testing was canceled. Data for this school year is not available.

20-21 ACT Aspire percentage of exceeding and ready (Science):

6- 43%

7- 40%

8- 39%

### **Action Steps:**

1. All students will be assessed using MAP (3 times per year) and the ACT Aspire (annually).
2. Observations by the administration and the NWAESC ARQuest Specialists will be conducted quarterly.
3. Script will be purchased to provide a streamlined method of documentation of achievement data, and response to intervention strategies.
4. A Solution Tree Associate will be hired to support the refinement of the PLC process to address the six leading questions for successful implementation of the Science of Reading strategies, align curriculum and instruction, and establish a stronger RTI system. (PD funds)

### **Coordination and Integration:**

#### **Person responsible for this goal:**

Danielle Freeman

#### **Funds used to support this goal:**

ESA: Script, MAP Assessment

Title I: professional development above requirements, parent and family engagement activities to support student achievement

PD: Costs associated with professional development for teachers, interventionists, specialists, and administration

[This link](#) provides the breakdown of financial supports provided for the SIP FY22

#### **Outside Agency Support:**

Northwest Arkansas Educational Services Cooperative (NWAESC)

### **Evidence:**

We will have achieved this goal when 100% of all students achieve at a minimum of the 65th Percentile on the MAP assessment in science.

We will have achieved this goal when 100% of all students achieve at “ready” and “exceeding” levels on the ACT Aspire.

Summative assessment: GMS will administer ACT Aspire yearly to determine student progress toward achievement of the overall goal.

Formative assessment: GMS will administer and review MAP assessment data three times per year (Fall, Winter, Spring) to monitor student progress.

Science assessments through teacher selection focused on essential science and engineering skills will be administered each semester and formative classroom assessments will be used to monitor student progress.