

## Comprehensive Progress Report

**Mission:** Bright Field Middle School is committed to: \* Working together as students, parents, and teachers to ensure all students reach their potential \* Challenging students to become independent, reflective learners \* Helping students develop an appreciation of the joy of learning through hard work and perseverance \* Building a community of collaborative learners

**Vision:** Bright Field Middle School will lead learning through innovation, collaboration, and dedication.

**Goals:**

5th Grade Reading (all students) will see an average growth in the number of students who scored ready or exceeding on the ACT Aspire of 3%

5th Grade Math (all students) will see an average growth in the number of students who scored ready or exceeding on the ACT Aspire of 3%

6th Grade Reading (all students) will see an average growth in the number of students who scored ready or exceeding on the ACT Aspire of 3%

60% of our 6th Grade Black/African American population will score in the ready or exceeding categories for math on the 2019 ACT Aspire

66% of our 6th Grade Economically Disadvantaged population will score in the ready or exceeding categories for math on the 2019 ACT Aspire

50% of our 6th Grade IEP population will score in the ready or exceeding categories for math on the 2019 ACT Aspire



! = Past Due Objectives      KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Bright Field Middle School utilizes the strategy of setting aside time within the master schedule for extended learning. We are able to accomplish this goal through our Personalized Learning Time for Tier III intervention and PE for Life for Tier II intervention. Students needing additional help or instruction (beyond Tier I instruction) are divided into groups for targeted intervention on a specific skill or set of skills. Students are monitored for progress in the targeted area. The Leadership Team will gather input from faculty and staff and then meet to monitor and adjust the schedule each school year.	Limited Development 10/22/2015		
<i>How it will look when fully met:</i>		This objective will be fully met when students are being identified by our universal screener (MAP assessment) as potentially struggling in math or literacy. Those students will then be given a diagnostic assessment (Dorf or GLOSS) to identify specific growth areas and will then be scheduled to meet with their content teacher or an interventionist for additional support. The information that will provide evidence of this objective being fully met will include a roster of students who have been identified as struggling, a record of the beginning and ending scores from a universal screener and diagnostic assessments given to the student, and how their learning time has been expanded through the use of Personalized Learning Time and/or PE for Life.		Bonnie Baggett	05/15/2020
<b>Actions</b>			<b>3 of 8 (38%)</b>		
	11/29/17	Adjust students schedules to provide identified students time with a literacy interventionist during the day to work on deficit areas	Complete 01/09/2018	Bonnie Baggett	03/16/2018
	<i>Notes:</i>				
	11/29/17	Literacy teachers and literacy interventionist will screen all students through the Universal Screener (MAP and Dibels) and the Dorf (diagnostic assessment) to identify struggling students and their deficit areas.	Complete 09/06/2019	Heather Whillock	09/15/2019
	<i>Notes:</i>				
	11/29/17	Students identified by the Universal Screener (MAP) and the Diagnostic Assessment (GLOSS) as struggling in math will be scheduled into PLT time 3 days a week with their math teacher.	Complete 09/06/2019	Bonnie Baggett	09/15/2019

<i>Notes:</i>				
11/29/17	Evaluate testing data (MAP and ACT Aspire) for student achievement and growth to determine the effectiveness of the extended student learning programs.		Bonnie Baggett	05/31/2020
<i>Notes:</i>				
11/29/17	Literacy interventionist will be monitoring student growth using a progress monitoring form to determine if interventions are being successful.		Heather Whillock	05/31/2020
<i>Notes:</i>				
9/12/19	All teachers will be trained, based on ADE guidelines, in the science of reading through the RISE initiative.		Aaron Gaffigan	05/15/2021
<i>Notes:</i>				
9/16/19	We have 13 literacy and social studies teachers who have additionally been trained in the Phonics First program. During our personalized learning time, these 13 teachers provide reading instruction (phonics) to small groups of students who have been identified as being struggling readers. In addition to this, several of our science teachers will work with students who have been identified as having difficulties with comprehension by using the strategies they learned in RISE training. One of our special education teachers will also provide instruction to students who struggle with fluency by using strategies she learned in RISE training.		Aaron Gaffigan	05/15/2021
<i>Notes:</i>				
9/16/19	Language comprehension is explicitly taught and practiced in middle school, with emphasis on vocabulary, comprehension strategies, verbal reasoning, and syntax in increasingly complex texts. PLCs collaborate at weekly meetings about reading strategies they use daily in their classrooms.		Aaron Gaffigan	05/15/2021
<i>Notes:</i>				

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
IID09		Instructional Teams use student learning data to plan instruction. (107)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Teachers have collaborated with their content area specialists to design quarterly district common formative assessments over essential standards. These assessments include rubrics to help align the scoring of these assessments.</p> <p>Teachers enter their assessment data into a spreadsheet which is analyzed both at the district level and at the building level to determine curriculum and instruction strengths and weaknesses, but also to inform specialists and teachers where upcoming instruction needs to focus. (TESS 3d)</p>	Limited Development 09/16/2019		
<i>How it will look when fully met:</i>		In addition to implementing district common formative assessments, instructional teams will develop additional building level common formative assessments to provide more point-in-time feedback on mastery of essential standards and to inform upcoming Tier I instruction. The data from these assessments will also be used to address Tier II gaps in learning allowing teachers to intervene in a timely manner. Teachers will bring student work from these building level common formative assessments to PLC meetings to discuss student strategies and misconceptions. Teachers will use this discussion to collaborate about which instructional strategies were successful and which instructional strategies were not successful. (TESS 3d)		Aaron Gaffigan	05/15/2020
<b>Actions</b>			<b>0 of 4 (0%)</b>		
9/16/19	PLC's (instructional teams) will develop building level common formative assessments in addition to the district common formative assessments that are already being given.			Aaron Gaffigan	05/15/2021
<i>Notes:</i>					
9/16/19	PLC's will evaluate building level common formative assessments results to identify strengths and weaknesses in instructional strategies and to collaborate about how to improve instruction.			Aaron Gaffigan	05/15/2021
<i>Notes:</i>					
9/16/19	PLCs will use data from building level common formative assessments to identify students who have misconceptions and will provide Tier II intervention for these students.			Aaron Gaffigan	05/15/2021

Notes:

9/16/19 PLCs will use data from building level common formative assessments to inform upcoming Tier I instruction.

Aaron Gaffigan

05/15/2021

Notes:

**Core Function:**

**Family Engagement in a School Community**

**Effective Practice:**

**Provide two-way, school-home communication linked to learning**

FE06

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).(5500)

**Implementation  
Status**

**Assigned To**

**Target Date**

**Initial Assessment:**

The school produces a school wide newsletter that is distributed digitally to every household and in a hard copy when requested. This comprehensive newsletter provides information about the school such as upcoming events, staff profiles and contact information, and details about the Parent Teacher Organization.

In addition, each interdisciplinary team sends home a weekly newsletter that communicates expectations of student learning that is to be taking place at home (and resources that can support it), learning objectives that will be focused on in the classroom during the school day, upcoming homework assignments and any announcements (such as team field trips or service projects).

Each Tuesday, classroom teachers send home a student's "Tuesday Folder" that contains information about the school and completed classwork. Parents are asked to review the work that has come home and sign the folder before returning it to school. This two-way communication tool informs parents about the quality and level of work their child is producing.

Twice a year, we hold parent teacher conferences. We have chosen a student led conference format where students showcase work they have been completing in their classes and share a self evaluation with their parents about themselves. Parents then visit with the teacher to address any questions or concerns.

BFMS students, parents, and faculty developed Core Values that are to be woven into the culture of BFMS. Each month, students will present a celebration assembly to define and illustrate the "Core Value of the Month". Students who embody the previous month's core value will be celebrated. Parents will be invited in for this celebration to learn about what their children are learning.

Lastly, the school has a social media presence through multiple platforms that serve to inform parents and the community about events going on in the building.

Limited Development  
11/29/2017

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
<b>How it will look when fully met:</b>	Evidence that this objective is fully met will be in the form of survey created by the district and administered to parents and students that gather information from those stakeholders on the level of parent and family engagement. The results of that feedback will be shared with the leadership team and building sta.			<b>Bonnie Baggett</b>	<b>05/15/2020</b>
<b>Actions</b>			<b>1 of 5 (20%)</b>		
12/1/17	BFMS will establish accounts on Facebook, Instagram and Twitter in order to facilitate constant communication about the educational and extra-curricular activities at BFMS. Updates to these social media platforms will be updated as activities happen at BFMS.		Complete 11/17/2017	Wendy Goldsmith	11/30/2017
<i>Notes:</i>					
9/16/19	Parent teacher conferences will be held to showcase student work and progress and to share a student self evaluation with parents. Teachers and parents will also visit to address any questions or concerns.			Aaron Gaffigan	04/01/2020
<i>Notes:</i>					
11/15/18	BFMS will invite parents into the building for our Core Value Celebration assemblies. These assemblies are developed and presented by the students (with our counselor and student council lead teacher as facilitators). Students will learn what each Core Value means and students who exhibit the "Core Value of the Month" will be celebrated.			Kristi Foster	05/15/2020
<i>Notes:</i>					
9/16/19	Create and distribute a monthly school wide newsletter to all households that provides information about the school such as upcoming events, sta proles and contact information, and details about the Parent Teacher Organization. (TESS4c)			Wendy Goldsmith	05/31/2020
<i>Notes:</i>					
9/16/19	Each interdisciplinary team will send home a weekly newsletter to communicate expectations of student learning that is to be taking place at home (and resources that can support it), learning objectives that will be focused on in the classroom during the school day, upcoming homework assignments and any announcements (such as team eld trips or service projects). (TESS 4b)			Bonnie Baggett	05/31/2020

Notes:

<b>Implementation:</b>		01/11/2018		
<b>Evidence</b>	12/1/2017 Look for Bright Field Middle School on Facebook. Our twitter handle is: @BfmsBentonville Peachjar: bpscommunity@peachjar.com			
<b>Experience</b>	12/1/2017 Not only does BFMS now have a social media presence via Facebook, Twitter and Instagram, but we also use "Peach Jar" to keep parents informed of activities at BFMS.			
<b>Sustainability</b>	12/1/2017 These social media accounts will be updated on a regular basis as educational and extra-curricular activities happen at BVMS.			

<b>Core Function:</b>	<b>High School: Opportunity to Learn</b>			
<b>Effective Practice:</b>	<b>Prepare students for post-secondary options</b>			
	<b>HS07</b>	<b>The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness.(5517)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
				<b>Target Date</b>

**Initial Assessment:**

5th-grade students who have been screened and qualified by our Gifted and Talented program are given the opportunity to participate, once a week, in enrichment instruction at our TREC center.

All rising 6th-grade students and their parents are given information about pre-advanced placement courses offered in the 6th grade. They are then given the opportunity to request pre-advanced placement courses prior to the beginning of their 6th grade school year. Those course requests are reviewed when the master schedule is being created and students are placed according to their course requests. Every student will be enrolled in Pre-AP science.

6th-grade students who have been screened and qualified by our Gifted and Talented program are given the opportunity to participate, once a month, in enrichment instruction with teachers from our district TREC team.

Classroom walk-throughs are conducted on a regular basis (10 by each administrator per week) to monitor student engagement, curriculum progress, and rigor. Feedback is then given to teachers about what was observed including how student engagement and rigor could be increased.

PLC walk-throughs are also conducted weekly for every PLC to monitor formative assessment data usage, curriculum progress and planning for rigorous instruction.

Students are also given the opportunity to participate in rigorous educational experiences through our after-school robotics club, our journalism club and our math counts team.

As part of our Personalized Learning Time, students who are not scheduled for Tier III intervention are placed in enrichment groups where they will participate in Problem Based Learning. The problem to which they are assigned will be based on an interest survey given to students.

Limited Development  
11/29/2017

<p><b>How it will look when fully met:</b></p>	<p>All students have the opportunity to engage in high-level cognitive activity that is differentiated, as appropriate, for individual learners. Classroom instruction allows for different pathways according to diverse student needs. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. A variety of feedback, from both teacher and peers, is accurate, specific, and advances learning. Teacher intends to use assessment results to plan future instruction for individual students. Teachers use a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote meta-cognition.</p>		<p>Aaron Gaffigan</p>	<p>05/15/2021</p>
<p><b>Actions</b></p>		<p><b>1 of 4 (25%)</b></p>		
<p>12/7/17</p>	<p>PLC's will use data from district-provided common formative assessments to diagnose evidence of learning of essential skills by individual students and to guide future instruction.</p>	<p>Complete 05/15/2019</p>	<p>Bonnie Baggett</p>	<p>05/15/2019</p>
<p><i>Notes:</i></p>				
<p>12/7/17</p>	<p>District level specialists and instructional coaches will provide professional development, guidance, and resources on differentiated instruction within the classroom resulting in learning activities designed to engage students in high-level cognitive activities.</p>		<p>Bonnie Baggett</p>	<p>05/31/2020</p>
<p><i>Notes:</i></p>				
<p>9/12/19</p>	<p>Administrators will conduct classroom walkthroughs in which teachers will be given feedback on the DOK level of their assignments and questioning. We are striving to live in DOK 2 and DOK 3</p>		<p>Aaron Gaffigan</p>	<p>05/15/2021</p>
<p><i>Notes:</i></p>				
<p>9/12/19</p>	<p>Students who are not in need of intervention in reading or math will be placed in enrichment groups where they will participate in Problem Based Learning. This learning will be collaborative and self-directed. Teachers will merely be facilitators of the PBL.</p>		<p>Bonnie Baggett</p>	<p>05/15/2021</p>
<p><i>Notes:</i></p>				