

Flippin Public School

Three School-Improvement Goals will be selected for each building for the 2019-20 school year.

Vision: Bobcats C.A.R.E. - Committed to Achievement, Respect, and Excellence.

District Mission: Flippin School District will create a caring environment built on nurturing relationships in which students are actively engaged in meaningful learning.

School Mission: The mission of Flippin Middle School is to strive for the highest level of student achievement by meeting their academic, social, emotional, and physical needs through equitable, quality instruction, student participation, and parental involvement.

District Goal: The district leadership team will make curriculum alignment a focused priority by providing support to teachers in the areas of professional development, program development, and materials to supplement programs for the purpose of increasing student achievement both academically and in the area of assessment.

School leadership teams will attend professional development that is evidence-based and includes the following features:

1. is content focused;
2. incorporates active learning utilizing adult learning theories;
3. supports collaboration, typically in job-embedded contexts;
4. uses models and modeling of effective practice;
5. provides coaching and expert support;
6. offers opportunities for feedback and reflection;
7. is of sustained duration.

What will your school do to achieve this goal in the 2019-20 school year?

New literacy teachers will attend RISE training to support the district's reading initiative.

All teachers will participate in a book study of Learning by Doing.

Teacher leaders will participate in Solution Tree PLC professional development during the summer and fall that will be shared with the rest of the staff.

School leadership teams will develop and use programs and materials to supplement programs for the purpose of increasing student achievement both academically and in the area of assessment.

What will your school do to achieve this goal in the 2019-20 school year?

Staff will continue to use programs and materials purchased by the district (Eureka Math, Journeys, Collections, Discovery Ed, IXL, Star Math and Reading, Susan Barton System).

What data will your school/leadership team use to determine objectives?

ESSA Reports, Summative Assessments, Interim Assessments, Star Math and Reading Assessments.

School Goal #1: (Goal should be student focused and apply to all students, “All students will ...OR every student will...”)

All students will work to improve ACT Aspire scores with a focus on reading and science. These two areas were a common weakness in grades 5-8.

What data will your school/leadership team use to determine objectives?

ESSA Reports, Summative Assessments, Interim Assessments, Star Math and Reading Assessments.

What will your school do to achieve these objectives in the 2019-20 school year? (List objectives)

- *Teachers will assess 3 times a year with Interim Assessments.
- *Students will be remediated in weak areas identified from the ACT Aspire summative results.
- *Teachers will use aligned curriculum, programs, and materials purchased by the district: (Eureka Math, Journeys, Collections, Discovery Ed, IXL, Star Math and Reading, Susan Barton System).
- *Interventionists will work with students that have dyslexia markers at least once a week.
- *Students will be placed in QUIPS classes to remediate in weak areas.
- *PLC teacher teams will meet weekly to look at data, set essential skills in reading and science, create common assessments, and set proficiency goals.

How will you know if you have reached your objectives?

Teachers will use the progress monitoring spreadsheets to track student growth. Student literacy and math scores on STAR Reading and STAR Math will show improvement at midyear and end of the year. ACT Interim results will indicate improvement in reading, English, math, and science.

School Goal #2: (Goal should be student focused and apply to all students, “All students will ...OR every student will...” Include indicators from Indistar)

Every student will work towards improving their independent reading level by more than one grade level.

What data will your school/leadership team look at to determine objectives?

ESSA Reports, Summative Assessments, Interim Assessments, Star Reading Assessments.

What will your school do to achieve these objectives in the 2019-20 school year? (List objectives)

- *Staff will attend RISE training to support the district’s reading initiative.
- *Students with dyslexia markers will receive services using the Susan Barton System.

*Independent reading time will be built into Friday's schedule.

*Students will be encouraged to take Accelerated Reader tests on books they have chosen to read.

*Students will have access to the school library and literacy teachers' libraries as they need them.

How will you know if you have reached your objectives?

Teachers will use the progress monitoring spreadsheets to track student growth.

Student literacy scores on STAR Reading will show improvement at midyear and end of the year.

ACT Interim results will indicate improvement in reading.

Flippin Middle School Literacy Plan 2019-2020

[Act 83 of 2019](#)

From the law:

“A public school district and an open-enrollment charter school shall include a literacy plan in the annual school level improvement plan required”

“The literacy plan required under this section shall include without limitation a curriculum program and professional development program that are (1) aligned with the literacy needs of the public school district and (b) based on the science of reading”

Curriculum

1. **Our current curriculum and supplemental resources address the Five Components of Effective Literacy Instruction per the National Reading Panel in the following ways:**
 - a. **Phonemic Awareness**--Heggerty is used whole class & in small groups in grades K-3. Heggerty is used in Resource and Interventions in grades 4-8. The Barton System for Reading & Spelling is used in grades K-12 for identified students.
 - b. **Phonics**--Teachers in Grades K-4 supplement the Journey's Curriculum with West Virginia Reading First Explicit Phonics lessons. The Explicit Phonics lessons are used in used in Resource in grades 4-8.
 - c. **Vocabulary**- Grades 5 & 6 use HMH's Journey's Literacy Curriculum, Grades 7 & 8 use HMH's Collections Literacy Curriculum
 - d. **Fluency**- Grades 5 & 6 use HMH's Journey's Literacy Curriculum, Grades 7 & 8 use HMH's Collections Literacy Curriculum
 - e. **Comprehension**-Grades 5 & 6 use HMH's Journey's Literacy Curriculum, Grades 7 & 8 use HMH's Collections Literacy Curriculum
2. **Screeners Used**
 - a. Early Literacy Screener- NWEA Map
 - b. DiBELS
 - c. IXL Screener
3. **Diagnostic Assessments Used**
 - a. PAST
 - b. CTOPP
 - c. Standards Based Report Cards in 5th Grade
4. **Process for providing support for identified needs for individual students**
 - a. Grades 5-8 provide in class intervention supports, a scheduled QUIPS (Quiet Uninterrupted Productive Study) period for students who have identified needs and Susan Barton System Interventions for identified students

5. Progress Monitoring Process

- a. Professional Learning Communities monitor student progress on grade level interim assessments (ACT Aspire Interims) and classroom assessments

6. Process of determining reading level and communicating that to parents and all teachers working with that student.

- a. FMS uses STAR Reading to determine students' reading level. The teachers print the reading level report to distribute to parents at each scheduled Parent/Teacher Conference (Fall & Spring) as well as share the students' reading level information in PLCs.

Professional Development Program

As of the 2018-2019 school year all of Flippin School District's faculty are in the process of completing their assigned pathway in the Science of Reading training. The District's Curriculum Director, Amy Lynch, is utilizing an Excel spreadsheet that is shared with the faculty to monitor their progress on their proficiency or awareness pathway. In addition, physical documentation is being stored in the Curriculum Director's office of each component completion for each faculty member. The district currently has two administrators, Tracie Luttrell, elementary principal, and Amy Lynch, who have completed Phase 1 of the Proficiency Pathway K-2 RISE Academy and completed the SoR Assessor Training.