Brady
Comprehensive Needs Assessment & Plan Overview
2018-2019

Focus Area 1: Leadership Goal: to improve adult practices that support student achievement

Brady practices distributive or shared decision-making to improve adult practices that support student achievement. We will continue to implement a "team" structure to reflect distributive leadership in our school community. Currently, our master schedule reflects adequate time for the various building level teams to meet regularly to improve instructional practices as well as engage with our parents, students and community stakeholders. We have assessed multiple indicators of effective practice to develop, implement and monitor team structure.

For our leadership practices to evolve and deepen, we have utilized the Shared Leadership Assessment Tool [http://www.indistar.org/app/Resources/IndicatorResources/SharedLeadershipSelfAssessment.pdf] to assess the current status of key elements of a shared decision-making system. As an instructional leadership team, we have identified areas that need improvement. Each area is aligned to appropriate indicators of effectiveness. The Leadership Team has the opportunity to analyze data and identify areas of concern. In using the self-assessment tool, we found we need to do a better job of sharing those concerns and providing support to staff and students so changes can actually take place. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to build greater leadership capacity in our school community. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar.

 Indicators include the following:

- **ID08**: The Leadership Team serves as a conduit of communication to the faculty and staff.

- **ID09**: The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.

- **IE01:** Principal makes sure everyone understands the school's mission, clear goals, and their roles in meeting the goals.

- **IE06:** Principal monitors the work of the Instructional Teams and helps to keep them focused on instructional improvement.

- **IE09:** Principal helps poorly performing teachers to improve.

Professional Development:

- Brady's building level leadership team consists the principal, classroom teacher representatives, support staff representatives and community stakeholders. We will continue to provide in-service focused on one school mission.
- Continue supporting Brady's student campus leadership team as they participate in activities to develop leadership attributes. {$3,000.00}
- Our school level data will determine additional professional learning needs for our staff. (General professional development {$10,000.00}. We implemented Lexia Learning in January 2018. We found that several of the teachers were still unaware of various intervention options available to them through this resource. We've planned professional development pre-school week in August 2018 to address this, so our students will get the maximum benefit offered through our use of Lexia lessons.

Other Support tied to specific Barriers:

Focus Area 2: Effective Instructional Practice Goal: to improve instructional practices that support student achievement

Brady will continue to use the team structure to ensure sound instructional practices to support student achievement. During our professional learning communities (PLCs), our instructional staff will continue to refine and implement selected evidenced based strategies that have previously proven effective in our core content areas (Blended Instructional Models, Gradual Release Model . . . . .). Our expectation is that . . . at least 80% of our core content teachers will use these selected strategies regularly and with fidelity.

Our instructional teams also focused on developing standards based units of instruction along with pre/post testing and/or common formative assessments (i.e., CFAs). These units helped us deliver instruction more uniformly by content or by grade level. The "common" unit pre/post-tests made it possible to address deficit areas to remediate in a timely manner. Additionally, this strategy assisted us in identifying gaps in our curriculum. Our goal is to continue this practice. Perhaps the most difficult aspect of aligning our curriculum, assessment and instructional planning was not having a better intermittent assessment tool to progress monitor all our students adequately. The district is currently in the process of selecting an intermittent assessment tool that is aligned with state standards. The District's Instructional Leadership Team will take the lead with assisting us with the implementation of the new assessment system.

As an instructional leadership team, we have identified indicators of effectiveness in the categories of (a) Curriculum, Assessment and Instructional Planning and (b) Classroom Instruction to improve our practices. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended to deepen our knowledge and skills relative to effective instructional practice. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar. The indicators of effective practice that we have identified are the following:

Curriculum, Assessment and Instructional Planning

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

IIA02 Units of instruction include standards-based objectives and criteria for mastery

IID11 Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to "red-flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning   opportunities because of their early mastery of objectives.

Classroom Instruction

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

IIIA05   All teachers maintain a record of each student's mastery of specific learning objectives.

IIIA07   All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.

Professional Development:

- On-going training to use the district selected assessment instrument for progress monitoring our students and as an intermittent assessment

- Provide support to grade level teams or content teams to support their understanding of aligned instructional units (http://www.indistar.org/app/Resources/IndicatorResources/UnitsofInstruction.pdf) http://www.indistar.org/app/Resources/IndicatorResources/CreatingUnitPlans.pdf

- R.I.S.E. will provide PD that supports Effective Instructional Practices, http://www.arkansased.gov/divisions/learning-services/r.i.s.e.-arkansas

- In order to provide staff with high quality, on-going job embedded and differentiated professional development (IF11), we will use Title I funds to support an Instructional Technology Specialist {$115,000.00}

Other Support tied to specific Barriers:

Focus Area 3: Achievement Goal: to improve core instructional practices that support student achievement, growth and improved graduation rates

Brady's Leadership Team acts as the primary conduit of communication for our school community. All of our stakeholders (students, teachers, staff, parents, and community partners) know our mission, share our vision and support our growth and academic goals for our students. Having a team structure makes it possible for our leadership team, instructional teams and professional learning communities to review student data and use that information to improve core instruction, as well as, identify appropriate interventions to meet the needs of students who need additional support to remain on track for meeting their growth and/or academic goals.

We have reviewed and analyzed our students' data to direct and support decisions regarding instruction, student growth and achievement relative to our combined population and each subgroup. Based on our data trends, our student growth and achievement goals for literacy are:

- Effectively use PLCs to analyze data and implement instructional strategies to address apparent deficits
- Continue to use Lexia {10,000.00} as a literacy support for all students and the Lexia Lessons for re-teaching with struggling students.
- Identify students in need of additional support for our afterschool program. {$28,000.00}

 We analyzed the summative assessment data from NWEA (K-2nd grade). Our kindergarten students met their growth goals based on Fall 2017 to Spring 2018 percentile scores, however, our 1st and 2nd grade students did not (see below). We will to take a closer look at the results by grade (content being taught), class (instructional strategies) and individual students (accountability) and chart a course of action accordingly. ACTAspire (3rd -5th) assessments showed similar needs (see below). Lexia placement tests determined areas in literacy that are most challenging to our students Teacher observations, interim assessments and being identified as struggling in Lexia were tools used to monitor student progress.

NWEA

	K	1st	2nd
Math	18th-24th percentile	15th-4th percentile	12th-5th percentile
Reading	37th-35th percentile	25th-11th percentile	11th-8th percentile

ACTAspire (difference between 2017 and 2018 scores)

(3rd grade)	need support	Close	Ready	Exceeding
English	-0.7%	1.1%	-2.9%	2.5%
Math	1.7%	3.6%	-3.8%	-0.6%
Science	-0.7%	2.4%	-2.1%	0.5%
Reading	2.5%	-6.6%	-2.3%	6.5%
4th grade	need support	Close	Ready	Exceeding
English	-17.8%	1.7%	11.2%	4.9%
Math	14.1%	-18.9%	1.2%	5.0%
Science	8.4%	-8.2%	-2.0%	0.8%
Reading	-2.0%	2.6%	3.5%	-4.1%
5th grade	need support	Close	Ready	Exceeding
English	4.9%	-14.6%	4.7%	5.0%
Math	13.8%	-23.3%	9.6%	0.0%
Science	-6.3%	-4.5%	6.8%	4.0%
Reading	3.8%	9.8%	2.2%	7.0%

Math goals include:

- Effectively use PLCs to analyze data and implemented instructional strategies to address apparent deficits
- Identify students in need of additional support for intervention and/or our afterschool program. {$28,000.00}

Possible Indicators of Effectiveness

CC01   All teachers reinforce elements of mastered knowledge that can be retained in memory through recitation, review, questioning and inclusion in subsequent assignments.

CC02   All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.

MTV01 All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.

MET02 All teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion.

Professional Development:

- Specific content support
- Classroom management support
- Focus on the strategies used in your school that have been effective in delivering instruction in the various content areas.

Other Needed Support tied to specific Barriers:

Evaluation: We will monitor our students' achievement and growth using various assessments. We will monitor our plan for effectiveness in Indistar.

Focus Area 4: School Culture Goal: to improve adult practices that support student achievement, growth and improved graduation rates

Our school's culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. Given the diversity of Brady, it is important that every member of our school community experiences both physical and emotional safety along with the orderliness of classrooms and public spaces. We will continue to make sure that our rituals and routines are in place to provide the structure and support needed for student achievement. Based on our perceptual surveys along with our school's discipline and attendance reports, we have identified areas of growth and areas that need improvement. Attendance and tardies are areas of concern for our student population at Brady.

- A quarterly Perfect Attendance Bash has been put in place as an incentive encourage regular, on time, student attendance.
- Additional technology opportunities will be provided for adults who need more support in using digital devices as teaching tools.
- Review school practices, develop and/or revamp practices to that support a positive school culture.

    - The individual successes of teachers and students are recognized and celebrated.
    - Relationships and interactions are characterized by openness, trust, respect, and appreciation.

- Staff relationships are collegial, collaborative, and productive, and all staff members are held to high professional standards.
- Students and staff members feel emotionally and physical safety, and the school's policies and facilities promote student safety.
- School leaders, teachers, and staff members model positive, healthy behaviors for students.
- Mistakes are not punished as failures, but they are seen as opportunities to learn and grow for both students and educators.
- Students are consistently held to high academic expectations, and a majority of students meet or exceed those expectations.
- Important leadership decisions are made collaboratively with input from staff members, students, and parents.
- Criticism, when voiced, is constructive and well-intentioned, not antagonistic or self-serving.
- Educational resources and learning opportunities are equitably distributed, and all students, including minorities and students with disabilities.
- All students have access to the academic support and services they may need to succeed.

Our focus for this year will include:

- incentives for student and staff attendance
- gearing up our school image so the public will get to know us, rather than going on unfounded opinions
- continue to enable staff members to take on leadership roles within the school

In addition to those strategies, we will select or adopt a curriculum to support teaching and learning appropriate behavior. We will focus on indicators that support **Classroom Instruction - Expect and monitor sound classroom management IIIC01- IIIC12**

IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.

IIIC02 Transitions between instructional modes are brief and orderly.

IIIC03 Students maintain eye contact and are attentive.

IIIC04 Students raise hands or otherwise signal before speaking.

IIIC05 All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).

IIIC06 All teachers maintain well-organized student learning materials in the classroom.

IIIC08 All teachers display classroom rules and procedures in the classroom.

IIIC09 All teachers correct students who do not follow classroom rules and procedures.

IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them.

IIIC11 All teachers conduct an occasional "behavior check."

IIIC12 All teachers engage all students (e.g., encourage silent students to participate).

Professional Development:

- Classroom management support
- PBIS

Other Needed Support tied to specific Barriers: None

Evaluation: We will monitor our implementation regularly (SMART) and will evaluate PBIS strategies . . .

Focus Area 5: Parent Engagement Goal: to improve adult practices that support student achievement, growth and improved graduation rates

Brady views parents as partners within our school community. We believe that student learning and school culture benefit tremendously when parents are fully aware and in support of our mission, vision and beliefs associated with teaching and learning. Our parents have had an integral role in the development of our School Improvement Plan. Our Parent Involvement Plan will serve as the basis of this priority. In reviewing our parent survey data, we have jointly decided to address the following to improve our parent school partnership.

Professional Development:

- Parenting Partners (Cost minimal – supported by Title I District)
- National Network of Partnership Schools ($ 400.00 membership fee)

Other Needed Support tied to specific Barriers: None

Evaluation: We will monitor our implementation regularly (SMART) and will evaluate our Parent and Family Engagement Plan Annually.