

**Comprehensive Needs Assessment
Mabelvale Elementary School
2018-2019**



Comprehensive Needs Assessment

Mabelvale Elementary School

2018-2019

Note: This is a living document. As new data is analyzed, the Leadership Team will make any necessary adjustments or modifications to this plan to reach our intended targets.

Focus Area 1: Effective Instructional Practice (Goal: to improve adult practices that support student achievement)

Mabelvale Elementary School 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 weekly to improve instructional practices as well as engage with our parents and community stakeholders. We have assessed multiple indicators of effective practice to develop, implement and monitor team structure. Research has indicated that “if a student moves from the classroom of an effective teacher to that of an ineffective one, their achievement gains are typically negated (Kane & Staiger, 2008; Sanders & Rivers 1996). Conversely, if a student is placed in the classrooms of effective teachers in consecutive academic years, their achievement is far more likely to accelerate. Further, teachers are more effective when their peers are more effective; indeed, teachers consistently report that peers have the greatest impact on their practice. Consequently, it is the collective community of teachers, led by the principal, that is key to promoting schoolwide learning. In fact, empirical research shows that among the many individual in-school factors that influence student achievement, two stand out. Teacher impact is the single most important factor, accounting for 33% of school-level variation in achievement, closely followed by the influence of the principal at 25%. A host of other school-level factors, some of which cannot be adequately measured, account for the balance of 42%.”

Mabelvale Elementary School will continue to use the team structure to ensure *sound instructional practices to support student achievement*. During our instructional team planning time by grade level and in 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 (*such as* Kagan, Blended Instructional Models, Gradual Release Model . . .). Our expectation is that . . . at least 80% of our core content teachers will use these selected strategies weekly with fidelity. Our focus will be to identify strategies that will enable our students to become better thinkers. Metacognitive skills transfer to other learning situations and are retained over time. **Metacognition** is "cognition about cognition", "**thinking about thinking**", "knowing about knowing", becoming "aware of one's awareness" and higher-order **thinking** skills. ... **Metacognition** can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem-solving. From his analysis of 395 research studies, Marzano concludes that metacognitive thinking is the primary vehicle for student learning. Research strongly suggests persistent, positive effects regardless of student age, achievement level, nationality or ethnicity.

Our instructional teams will also focus 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 will assist 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. 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.

Professional Development:

- Our school level data will determine additional professional learning needs for our staff. (General professional development \$12,000.00)
- On-going training to use the district selected assessment instrument for progress monitoring our students and as an intermittent assessment
- R.I.S.E. will provide PD that supports Effective Instructional Practices, visit <http://www.arkansased.gov/divisions/learning-services/r.i.s.e.-arkansas> to learn more
- Teacher leaders and principal will participate in the “Keys to Optimizing Professional Learning Communities for Student Achievement”: A 2-Day Overview by Solution Tree
- PLC Training - Solution Tree (\$32,500)
- 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 a Technology Specialist (Salary & Benefits \$81,000.00).

Evaluation: We will create and sustain a professional learning community where key practices and strategies are embedded in our school culture. We will monitor PLC work through observations, meeting minutes, Assessment results on CFA and Summative Assessments.

Other Support tied to specific Barriers: None

Focus Area 2: Achievement (Goal: to improve core instructional practices that support student achievement and growth through the implementation of R.I.S.E. in grades Kindergarten – 2nd and continued implementation of comprehensive literacy in grades 3rd – 5th to increase our student performance in Reading.)

Mabelvale Elementary School'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 are: 1. 80% of students in 1st – 3rd Grade will demonstrate proficiency in fluency in grade level text. Fluency is the ability to read a text accurately, quickly, and with expression. 2. 70% of students in 4th and 5th Grade will demonstrate proficiency in reading comprehension in grade level text. Reading comprehension is how well a person can read and understand a text. We analyzed our WRAP data to determine those areas in literacy that are most challenging to our students. Teachers will use progress monitoring to assess if students are making adequate progress and when needed provided intervention using direct one-on-one or small group instruction. We have identified Lexia Core 5 as a targeted intervention that is available to support students who are not progressing as they should in literacy. In reviewing the latest data from ACT Aspire Spring 2018, 58% of our 3rd – 5th grade students performed at the *In Need of Support* in Reading. **[This section is for our Leadership Team to guide additional data submissions.] On data that can be compared, what seems to be the achievement/growth trend for all of your students . . . what about your subgroups? Do you have a subgroup(s) that seems to have a more difficult time with achievement/growth than other groups? If so, explain. What type of general or specific supports will you use to support struggling students learning? Please review your ESSA reports.**

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 is that 70% of students in 1st – 5th Grade will demonstrate proficiency in grade level mathematical concepts based on common formative assessments and district level interim assessments. We analyze our Scholastic Math Inventory results to determine those areas in mathematics that are most challenging to our students. Teachers will use progress monitoring to assess if students are making adequate progress and when needed provided intervention using direct one-on-one or small group instruction. We have identified Do the Math as a targeted intervention that is available to support students who are not progressing as they should in mathematics. We use the Scholastic Math Inventory throughout the year to measure student growth. In reviewing the latest data from ACT Aspire Spring 2018, 24% of our 3rd – 5th grade students performed at the *In Need of Support* in Mathematics. **[This section is for our Leadership Team to guide additional data submissions.] On data that can be compared, what seems to be the achievement/growth trend for all of your students . . . what about your subgroups? Do you have a**

subgroup(s) that seems to have a more difficult time with achievement/growth than other groups? If so, explain. What type of general or specific supports will you use to support struggling students learning? Please review your ESSA reports.

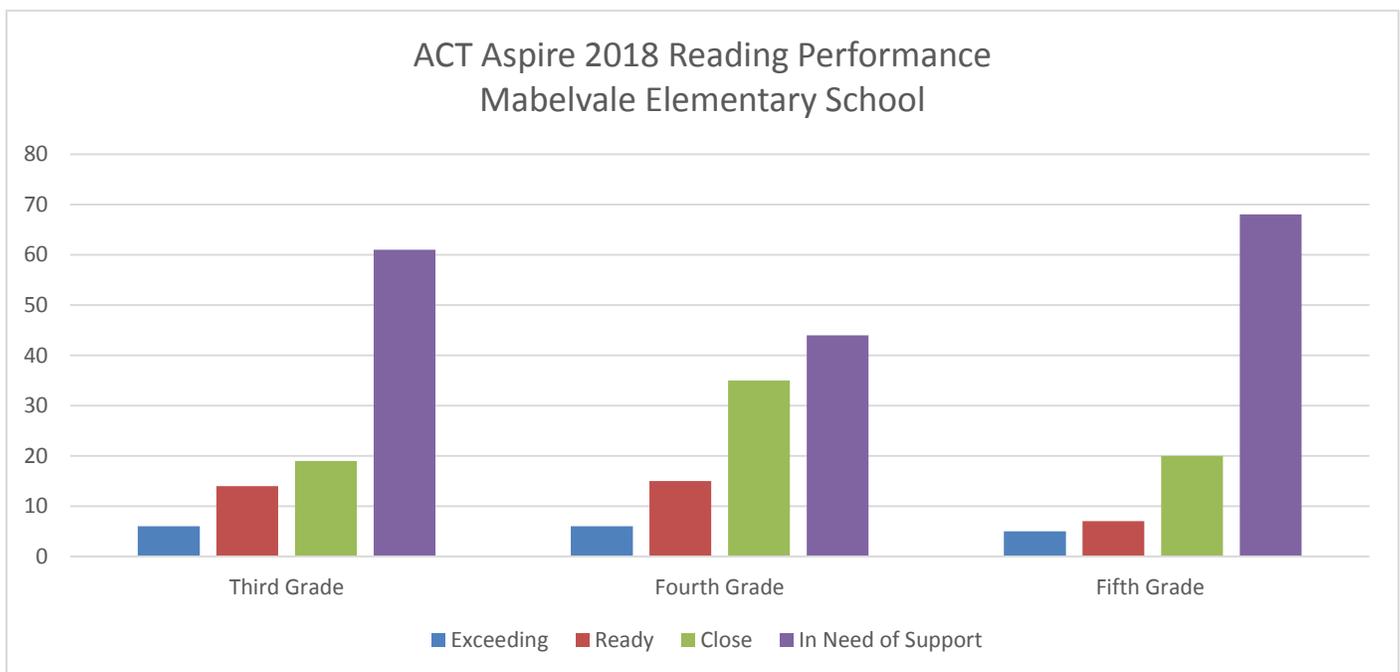
Literacy: During the 2018-2019 school year, teachers in kindergarten through 2nd grade will participate in the R.I.S.E. training. The goal will be to increase the depth of knowledge for teachers in the area of phonics and phonological awareness and how that knowledge impacts fluency, vocabulary, comprehension and writing. This includes focusing on the science of reading, or how a student learns. R.I.S.E. Arkansas emphasizes the importance of building a culture of reading, educating parents about the importance of reading, and increasing access to books at home. The tiered interventions for literacy involves whole group, small group and one-on-one direct instruction to support the acquisition of skills in phonics and phonological awareness. Since we are in Cohort 2, our 3rd – 5th grade teachers will continue to implement a comprehensive literacy approach. We have continued our partnership with City Year. Our team this year is being sponsored by the City of Little Rock. City Year members will be supporting our instructional goals by serving as interventionists in both math and reading. Additionally, our specialists in the building will be serving as interventionists to support the work on the homeroom teachers.

Math: During the 2018-2019 school year, teachers will continue to implement the adopted district curriculum with the use and support of GoMath and for the tiered intervention program of Do the Math. We have continued our partnership with City Year. Our team this year is being sponsored by the City of Little Rock. City Year members will be supporting our instructional goals by serving as interventionists in both math and reading. Additionally, our specialists in the building will be serving as interventionists to support the work on the homeroom teachers.

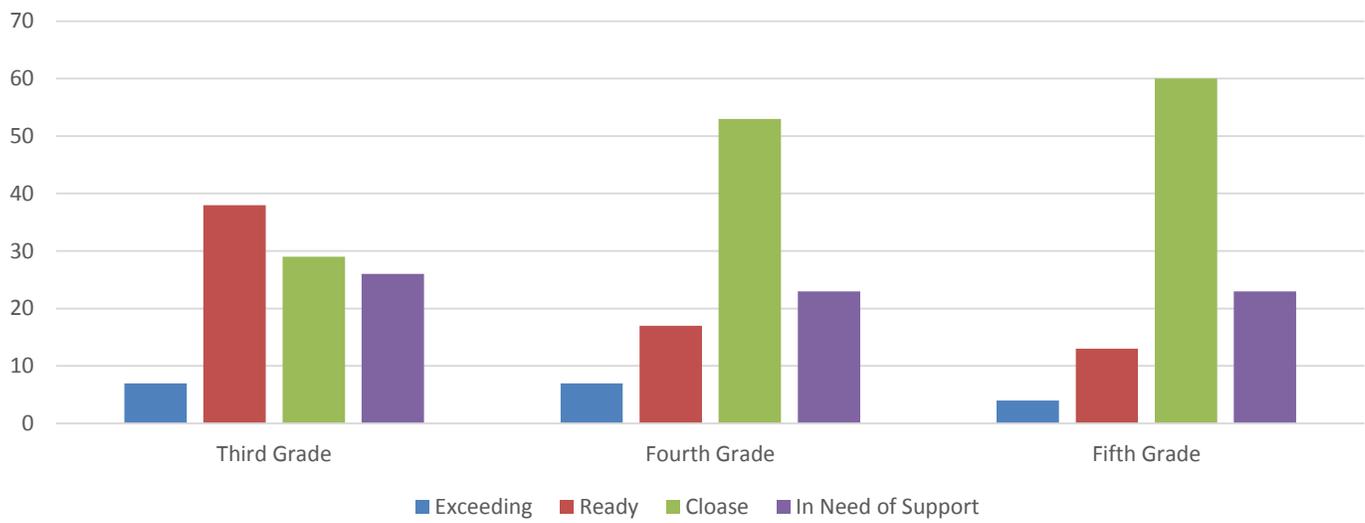
MAP Assessment Results Overview

Summary (Kindergarten)	Mathematics	Reading
Total Students With Valid Growth Test Scores	74	78
Mean RIT	148.9 (-6.5)	149.5 (-6.4)
District Grade Level Mean RIT	155.4	155.9
Norm Grade Level Mean RIT	158.5	157.6
Students at or Above District Grade Level Mean RIT	19 (25.7%)	23 (29.5%)
Students At or Above Norm Grade Level Mean RIT	16 (21.6%)	15 (19.2%)
Summary (First Grade)	Mathematics	Reading

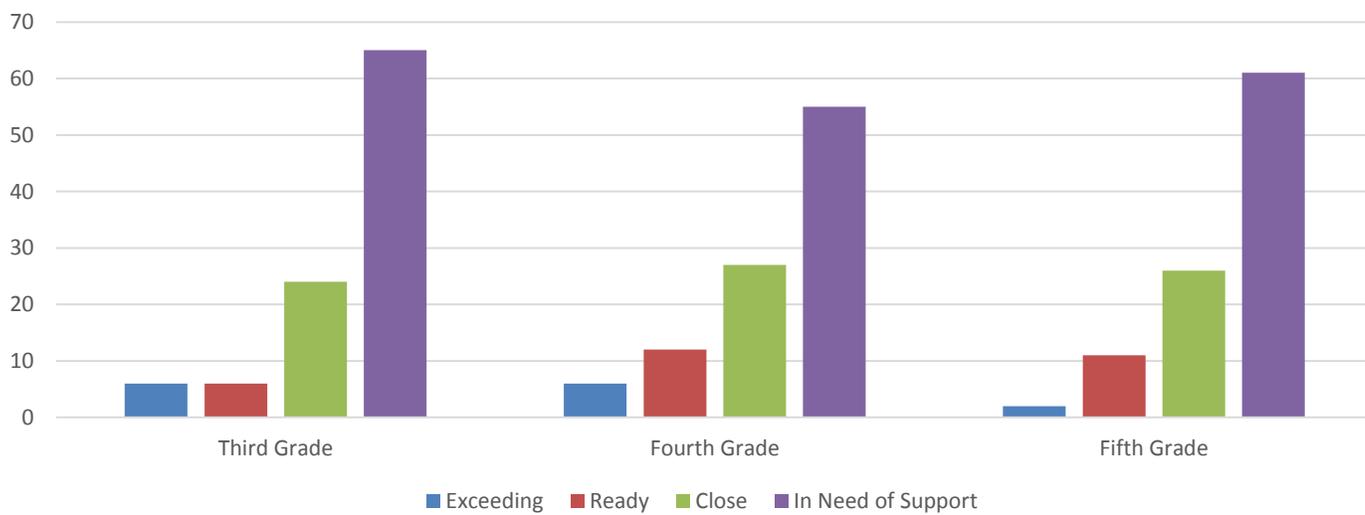
Total Students With Valid Growth Test Scores	87	88
Mean RIT	171.9 (-3.1)	170.9 (-2.6)
District Grade Level Mean RIT	175	173.5
Norm Grade Level Mean RIT	180.3	177.1
Students at or Above District Grade Level Mean RIT	40 (45.9%)	38 (43.2%)
Students At or Above Norm Grade Level Mean RIT	21 (24.1%)	29 (32.9%)
Summary (Second Grade)	Mathematics	Reading
Total Students With Valid Growth Test Scores	97	98
Mean RIT	179.8 (-4.9)	174 (-9.2)
District Grade Level Mean RIT	184.7	183.2
Norm Grade Level Mean RIT	191.7	188.4
Students at or Above District Grade Level Mean RIT	33 (34%)	28 (28.6%)
Students At or Above Norm Grade Level Mean RIT	12 (12.4%)	17 (17.3%)



ACT Aspire 2018 Mathematics Performance Mabelvale Elementary School



ACT Aspire 2018 Science Performance Mabelvale Elementary School



Science: In reviewing the latest data from ACT Aspire Spring 2018, 60% of our 3rd – 5th grade students performed at the ***In Need of Support*** in Science. In light of our student data, it is evident that our approach to implementing instructional practices and support for science instruction in our school has not shown to be adequate. A focus will be given to enhance teachers understanding of how science can be and is *embedded in the core curriculum and is not addition to be a major component of*

curriculum. By understanding that and implementing our curriculum with fidelity, we will *begin* to have improve in student achievement and growth in Science.

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.

Evaluation: We will monitor our students' achievement and growth using various assessments. We will begin the year by conducting beginning of the year assessments to determine a baseline for each student. In addition to progress monitoring using SMI and Reading Assessments, students will be taking the NWEA 3 times during the course of the year to assist in measuring student growth.

Other Needed Support tied to specific Barriers: Resources/Training for Science implementation

Focus Area 3: School Culture with a focus on Student Attendance and Discipline (Goal: to improve student and staff attendance rates, while decreasing the number of disciplinary referrals.)

John Murray stated “My experience with principals and central office personnel is that they typically use only one form of data—student achievement data—and that they use this type of data more for accountability purposes than as a mechanism to help improve teaching and learning. As Chen and Cooley (2008) state, “the predominant focus on achievement data in general and on standardized achievement data in particular points to the fact that, in the current environment, data are used primarily for accountability purposes” (p. 322). The use of student achievement data in the form of standardized test scores for accountability purposes has a significant political dimension, as the media and the public at large focus on such data to make judgments about the quality of schools, teachers, and administrators. This distracts school leaders from using student achievement data and other forms of data to address the core work of schools—improving teaching and student learning. The principals I work with rarely mention using data to monitor and assess important school processes and programs, because they are focused on what will happen if they don’t get test scores up to a certain level. It is a serious issue when school leaders view data primarily as measure of accountability rather than a tool to improve classroom teaching and student learning.”

With that in mind, 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 gender, race and social economic status to some degree at **Mabelvale Elementary School**, 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. Our goal this year was to reduce the percent of students identified as Chronic Absent from 8.6% for 2016-2017 school year to 4% for the 2017-2018 school year. Attendance will continue to be a focus for the 2018-2019 as we continue to eliminate chronic absent as a barrier to learning. Parents have indicated that in some instances, communication has not been effective. We will ensure that we have 100% parent and teacher participation in at least two formal parent teacher conferences during the school year with one occurring each semester. Teachers will continue to utilize Classroom DoJo as a means to communicate students’ academic and behavior progress. During the previous year, we reduced our out of school suspensions by 25%. We will continue to provide Leadership Training for our students to build student voice and student leadership to assist with building our school wide culture. Students will continue to participate in leadership training with Coach Moncrief and Moncrief OneTeam. The Moncrief OneTeam approach states that Moncrief One Team is a people development company; building adults and youth alike. With a wealth of knowledge and combined experience in sports, business, leadership and education, they offer very unique and innovative solutions through training and resources. They are committed to personal and professional development of individuals, teams and organizations. Their vision is to impact and inspire others as they strive to achieve peak performance in the areas of Team Enhancement, Leadership, and Social Development. Students will also continue to have the opportunity to participate in our Junior Beta Club program. The mission of National Jr. Beta Club is to promote the ideals of academic achievement, character, service and

leadership among elementary and secondary school students. The four pillars of National Jr. Beta Club are: ACHIEVEMENT - Recognizing and honoring high academic achievement, CHARACTER - Preparing young people for life and empowering them to be successful, LEADERSHIP - Developing the leaders of tomorrow, and SERVICE - Demonstrating our motto: Let Us Lead by Serving Others.

Our overall goal is to address the following characteristics that are commonly associated with positive school cultures:

- 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.

In addition to the strategies list above, we will continue to teach and expect appropriate behavior.

Professional Development:

- Classroom management support
- National Jr. Beta Club – Local, State and National Training (\$20,000)
- Moncrief OneTeam (\$20,000)
- Other as needed

Evaluation: We will monitor our implementation regularly and will evaluate Site Based Intervention Strategies and the effectiveness of our process. We will monitor student discipline referrals and make adjustments throughout the year based on what the data is telling us. Such as, if most of our discipline referrals happen during recess, we will develop a plan to address how the recess is structured.

Other Needed Support tied to specific Barriers: None

Focus Area 4: Parent Engagement using a variety of Social Media platforms (Goal: Mabelvale Elementary School aims to grow our Facebook page by increasing the number of friends from 40 currently to 100 during the 2018-2019 school year by trying out strategies with video, optimal timing, and tagging.)

Mabelvale Elementary School views parents as partners within our school community. Research from the Southwest Education Development Laboratory (SEDL) found that parental involvement increases the odds for student success in a number of ways, including better attendance, higher grades and test scores, and better social skills and behavior. Students with involved parents were also more likely to attend post-secondary education. In a more recent study, the SEDL underscored that student development depends more than ever on building family-school partnerships. 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 Parent Involvement Plan will serve as the basis of this priority. In reviewing our parent survey data, we have decided to address the following to improve our parent school partnership. We always seek to provide parents with student data to help them understand how they can support the learning process. During the 2017-2018 school year, we had about a 60% parent participation in Parent Teacher Conferences on the designated dates on the calendar. We use Classroom DoJo as a communication tool which is a web based platform. We had less than the 40% utilization by parents throughout the year. As the district and school becomes more web-based in our approach to deliver information to students and parents, we will continue to work to inform and engage parents using technology. We had a greater success rate with the ParentLink system which is a web-based call system to keep parents informed about school events. Our four-point approach will be: 1. Create a mobile-first parental strategy, 2. Encourage parent created content, 3. Embrace social media and 4. Conduct a parent survey.

Professional Development:

- Parenting Partners (Cost minimal – supported by Title I District)
- Literacy and/or Math Night (Cost minimal – supported by Title 1 School wide)
- National Network of Partnership Schools (\$400.00 membership fee)
- Parents participate in local, state and National PTA training and conferences (\$6,000.00)
- Technology Training for parents (Cost Minimal – supported by Title 1 Funds) (\$2,500.00)

Evaluation: We will monitor our implementation regularly and will evaluate our Parent and Family Engagement Plan Annually. We will analyze the parent participation in events such as: Open House, Parent Teacher Conference Day, and other school events that provide information about our instructional program. We will measure the impact of our social media approach by monitoring the number of views, comments, likes, and joins we have during the course of the school year. Parental survey.

Other Needed Support tied to specific Barriers: Parent training to support this transition from paper to technology.