

# Otter Creek Elementary School Comprehensive Needs Assessment & Plan Overview 2018-2019

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## **Focus Area 1: Leadership**

Goal: To introduce and facilitate authentic Professional Learning Communities (PLCs) for 85% of the weeks of school, for at least 60 minutes each meeting, and at a 95% attendance rate to strengthen core instruction and ultimately increase student achievement.

Implementing the PLC Framework will support efforts to build leadership capacity throughout the staff as they will operate as grade level and specialist team PLCs with commitments, expectations, roles, and accountability components.

In PLCs, the instructional staff will strictly adhere to the PLC Framework while analyzing CFAs and other various forms of data, identifying possible student misconceptions, and determining evidenced-based best practice strategies to address the needs of students individually.

The projected outcomes are:

- The capacity for Otter Creek Elementary School to serve as a model PLC faculty.
- Effective lesson plans based on the Arkansas Curriculum Frameworks that use differentiation and technology.
- Common Formative Assessments (CFAs) aligned with the Arkansas Curriculum Frameworks and ACT Aspire Summative Assessment.
- High quality Tier 1 instruction.
- True, authentic collaboration amongst staff.
- Job-embedded professional development for teachers.

## **Supporting Data:**

- The Master Schedule provides common grade level planning time, and regular grade level meetings were conducted throughout 2017-2018. However, we now know that we were not utilizing an authentic PLC framework.

## **Professional Development**

- A school team will attend a national level Professional Learning Community (PLC) conference and implement learning and practices at school level.
- PLC Training facilitated by the principal and campus leadership team
- Revisiting and reflecting on practices and challenges throughout PLCs
- Sharing learning through staff meetings and grade-level and specialist team meetings
- Utilize resources such as: Wise Ways & Video on Building Strong Instructional Teams (<http://www.indistar.org/app/video.aspx?v=123>)
- On-going, school-based PD focused on effective lesson planning (<http://www.indistar.org/app/video.aspx?v=43>), aligning specific learning activities to standards-based objectives, and differentiation for all students, and small group instruction.
- R.I.S.E. will provide PD that supports Effective Instructional Practices in grades 3-5 related to the science and research behind reading instruction. K-2<sup>nd</sup> grade teachers will continue R.I.S.E. training.
- PD for the following supplemental resources to support small group instruction and intervention/enrichment: Lexia Reading Core 5, Moby Max, Accelerated Reader, MyOn, BrainPop.

## **Other Support**

- Campus Leadership Team will possibly visit various schools to observe strong instructional teams and meetings.
- LRSD Testing department will provide school-based PD on NWEA Data, appropriate reports, and website navigation.
- ESOL department will provide school-based or district PD on Proficiency Descriptors Document, appropriate modification for ELL students, & differentiation of instruction.

**Evaluation:** To monitor our progress with the implementation of the PLC Framework, we will review the following forms of data: teacher lesson plans, CFAs, student work samples, classroom observations, feedback and reflections from staff, agendas, minutes, and sign-in sheets.

**Please describe any costs required to implement your plans for LEADERSHIP:**

Title I funds will be used to cover the cost of professional literature (approximately \$1,000) and professional development for a PLC Conference (approximately \$10,000), Lexia Reading Core 5, Moby Max, Accelerated Reader, MyOn, Brain Pop, and Prodigy (approximately \$3,000), and additional professional development in core subject areas (approximately \$5,000). In addition, Title 1 funds will be used to purchase the following school subscriptions and technology: Lexia (approximately \$3,000), Brain Pop (approximately \$3,000), Moby Max (approximately \$3,000), iPads and chrome books (approximately \$20,000).

## Focus Area 2: Student Growth and Achievement

Goal: To increase student achievement in literacy and math by 10% at each grade level by all teachers utilizing small group instruction for literacy and math instruction and focused writing instruction to ensure students have regular and supported opportunities to apply their learning as documented by lesson plans that outline student groupings, instructional focuses, and progress monitoring assessments.

### Supporting Data:

- In general, Otter Creek students have had increased achievement in literacy and math in some grade levels, but there have been declines in some grade levels and too few students meeting grade-level expectations and growth.
- Students have dramatically higher achievement annually in the area of “English” over Reading and Writing meaning students have not learned to apply their isolated learning to real-world tasks like reading and writing.
- The following table outlines 2018 ACT Aspire Summative Assessment Proficiency by Subject results.

Grade Level	Reading	English	Mathematics
3 <sup>rd</sup>	24%	61%	49%
4 <sup>th</sup>	34%	68%	38%
5 <sup>th</sup>	22%	52%	32%

### Professional Development

- Ongoing professional development to address teacher needs in small group instructional methods, monitoring student progress, and best practices.
- School-based PD on data driven instruction (<http://www.indistar.org/app/video.aspx?v=45>)
- School-based PD on guided reading instruction (<http://www.indistar.org/app/video.aspx?v=54>)  
(<http://www.indistar.org/app/Resources/IndicatorResources/R209.pdf>)

**Evaluation:** To monitor progress with utilizing small group instruction with fidelity, we will review the following forms of data: reading levels reported monthly for each student, math and literacy post-assessments, classroom observations, lesson plans, NWEA Map Growth Interim Assessments, and Response to Intervention progress monitoring data.

### Please describe any costs required to implement your plans for STUDENT GROWTH AND ACADEMIC ACHIEVEMENT:

Title I funds will be used to employ an Academic Intervention Specialist (approximately \$85,000) and to cover the cost of supplemental instructional materials including computer software (approximately \$5,000).

## Focus Area 3: School Culture, Student Discipline, Parent and Family Engagement

Goal: To reduce student office referrals by 50% throughout 2018-2019 by increasing parent and community involvement and implementing key components of The Ron Clark Academy Training.

To improve school culture, first, all staff will work collaboratively to ensure the delivery of meaningful and engaging whole group, small group, and one-on-one instruction. A team that consisted of the principal, classroom teachers, and an interventionist attended the Ron Clark Two-Day Academy Training in May of 2018. The team will provide training to all school staff on *The Essential 55* by Ron Clark. Our Discipline Committee will revise the School Wide Discipline Plan to include clear school-wide procedures and expectations for student conduct during all times i.e. transitions, before school, lunch, and recess. Otter Creek Elementary School will use a variety of media and methods to communicate with families which might include: Class Dojo, Student Planners or Agenda Books, Remind, Instructional Focus Walls per grade level, classroom newsletters, “Specialists Scoop,” school website, school marquee, Parent Link phone calls, text messages, and/or emails. Otter Creek will also utilize our parent facilitator as well as our PTA to help increase parental and family engagement.

### **Supporting Data:**

- 10% of office referrals are for behavior.
- The majority of office referrals for behavior concerns are students who are less engaged in classroom instruction.

### **Professional Development**

- *The Essential 55* by Ron Clark for all staff
- Book Study *Talk to Me* by Kim Bearden
- Initial and on-going training and discussions about options for communicating with families
- On-going school-based training focused on engaging instruction (<http://www.indistar.org/app/Resources/IndicatorResources/LearningPlanGrid.pdf>) and working consistently through established and responsive practices to student behavior concerns (<http://www.indistar.org/app/video.aspx?v=73>, <http://www.indistar.org/app/video.aspx?v=74>, <http://www.indistar.org/app/video.aspx?v=75>).

### **Other Support**

- LRSD Title 1 Office of Parent and Family Engagement

**Evaluation:** To monitor our progress with reducing the number of student office referrals for behavior incidents and increasing parent and community involvement, we will review the following forms of data: eSchool discipline data, non-eshool teacher and administrator communication logs and discipline records, Class Dojo reports, and the number of communication and instructional engagement opportunities for parents per quarter i.e. monthly newsletters, letters to parents, school calendars, Parent Link phone calls, marquee changes, and family night events.

**Please describe any costs required to implement your plans for SCHOOL CULTURE AND STUDENT DISCIPLINE:**

Title I funds will be used to cover the cost of professional development and professional literature such as: The Ron Clark Academy Two-Day Training in Atlanta, GA (approximately \$15,000) & *The Essential 55* by Ron Clark for all staff (approximately \$1,000).

Title I funds will be used to cover the cost of professional development, professional literature, and other expenses (approximately \$3,000).