

Comprehensive Needs Assessment 2018-2019

MABELVALE ELEMENTARY SCHOOL

| 9401 MABELVALE CUTOFF, MABELVALE , AR 72103 PHONE: 501-447-5400

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: 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.

Current Status:

Mabelvale Elementary School practices distributive or shared decision-making to improve best 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%.”

Our focus is on building leadership capacity. For our leadership practices to evolve and deepen, we have utilized the Shared Leadership Assessment Tool [<http://www.indistar.org/app/Resources/IndicatorResources/SharedLeadershipSelfAssesment.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. We have discovered the following, as listed below, these descriptors sound like our school, but

we have a top down and not bottom up approach. Currently, the agenda and work is generated from the administration and not the grade level teams. We will work to develop capacity for teacher leaders to drive the work with the administration being monitors of the work and provide support and insight.

- The Leadership Team serves as a conduit of communication to the faculty and staff.
- The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.
- The Leadership Team seeks the input of others not on the team, in order to represent all faculty/staff.

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.

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. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar.

As of October 12, 2018, we were notified that we were a school ***In Need of Additional Targeted Support for the Subgroup of Special Education Students***. Our school plan addresses the recommendation of the continuous cycle of inquiry of (plan, do, check). The school will continue to revisit the school improvement plan each month to ensure that steps are being taken to address the areas of need for all students and implement strategies in interventions to close those gaps.

READING

In reviewing the latest data from NWEA MAP Assessments, 34% of our K-2nd Grade students performed at or above the district grade level average. In reviewing the latest data from ACT Aspire Spring 2018, 58% of our 3rd-5th grade students performed at the ***In Need of Support*** category in Reading. The achievement average was higher for Hispanic students, White students, Gifted and Talented students and English Language Learners than for African American students, Economically Disadvantaged students, and Students with Disabilities. The ESSA Index 1% for our SPED students in 2018 was 54.09. The ESSA Index 5% for our SPED students in 2018 was 57.48. ESSA Index score 47.77.

Further examination of the ACT Aspire Summative Assessment data in Reading indicated that:

- Third grade males and Economically Disadvantaged Students scored the lowest in the Integration of Knowledge and Ideas.
- Third grade males, African Americans, Economically Disadvantaged, and Students with Disabilities scored lowest in the Integration of Knowledge and Ideas.
- Fifth grade, African American Students and Economically Disadvantaged and Students with Disabilities scored lowest in Key Ideas and Details.

Goals:

1. 80% of students in 1st-3rd grade will demonstrate proficiency in fluency in grade level text by the end of the 2018 – 2019 school year.

2. 70% of students in 4th and 5th grade will demonstrate proficiency in reading comprehension in grade level text.

Plans to Increase Reading Achievement:

1. 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.
2. Kindergarten through Second grade teachers will participate in the R.I.S.E training. R.I.S.E emphasizes the importance of building a culture in reading, educating parents about the importance of reading, and increasing access to books at home.
3. Conduct formal and informal observations and document on EdReflect.
4. Third through Fifth grade teachers will implement a comprehensive literacy approach with our continued partnership with City Year.
5. Specialist will begin serving as interventionist to support homeroom teachers through the Professional Learning Communities process.
6. Provide training and implement the Professional Learning Communities Approach with support of Solution Tree and LRSD.
7. Continue to provide training and implement SIOP Strategies in every classroom.
8. Continue the implementation of Lexia Core 5 at all grade levels.
9. Staff will participate in training for Phonics First (3rd – 5th) and Orton-Gillingham (Kindergarten – 2nd, SPED)

MATHEMATICS

NWEA Map Assessments revealed that 36% of our K- 2nd grade students scored at or above the district grade level average in mathematics. 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 Reading. The achievement average was higher in Gifted and Talented, White, Hispanics than Black, Economically Disadvantaged, and Students with Disabilities.

Further examination of the Act Aspire Summative Assessment Data in Mathematics revealed that:

- Third grade African American females, and White students scored the lowest in Number and Operations Base 10.
- Fourth Grade African American Males, English Language Learners, and Students with Disabilities scored lowest in Justification and Explanation.

Goals:

1. 70 % of students in 1st-5th grade will demonstrate proficiency in grade level math.

2. Increase the percentage of 2nd- 5th grade students moving from “In need of Support” by at least 5% in Reading and Math as measured by the 2018-2019 ACT Aspire Summative Assessment
3. To increase the percentage of 3rd-5th grade students moving from Close to Ready by at least 5% in reading and math as measured by the 2018-2019 ACT Aspire Summative Assessment.

Plans to Increase Mathematics Achievement:

1. Implement adopted program, Imagine Learning for Math, to support reasoning for K- 2nd grade and math fluency for 3rd- 5th graders.
2. Implement the adopted district curriculum of Go Math for Tiered Interventions.

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.

Goals:

By the end of 2018 – 2019 school year, we will work:

1. To reduce the percentage of students ***In Need of Support*** in Science from 60% to 40%.
2. To increase the percentage of students in the Ready category from 11% to 25%.
3. To increase the percentage of students in the Close category from 26% to 35%.

Plans to Increase Science Achievement:

- Identify a lead science person in the building who will be responsible for attending district and state training in the area of science and then provide that training to teachers in the building.
- Provide professional development for PLCs with a partnership with the district lead science teacher.
- Implement a science course using the makerspace lab.

PROFESSIONAL DEVELOPMENT

- R.I.S.E. for K-5 teachers, reading teacher, and administration
- S.I.O.P training to improve instruction for English Language Learners
- Professional Learning Community (PLC)-focusing on utilizing assessments and evaluating the strength of instructional strategies to plan future lessons and differentiate instruction for targeted small groups.
- Imagine Learning to improve Mathematics instruction
- District Science trainings.

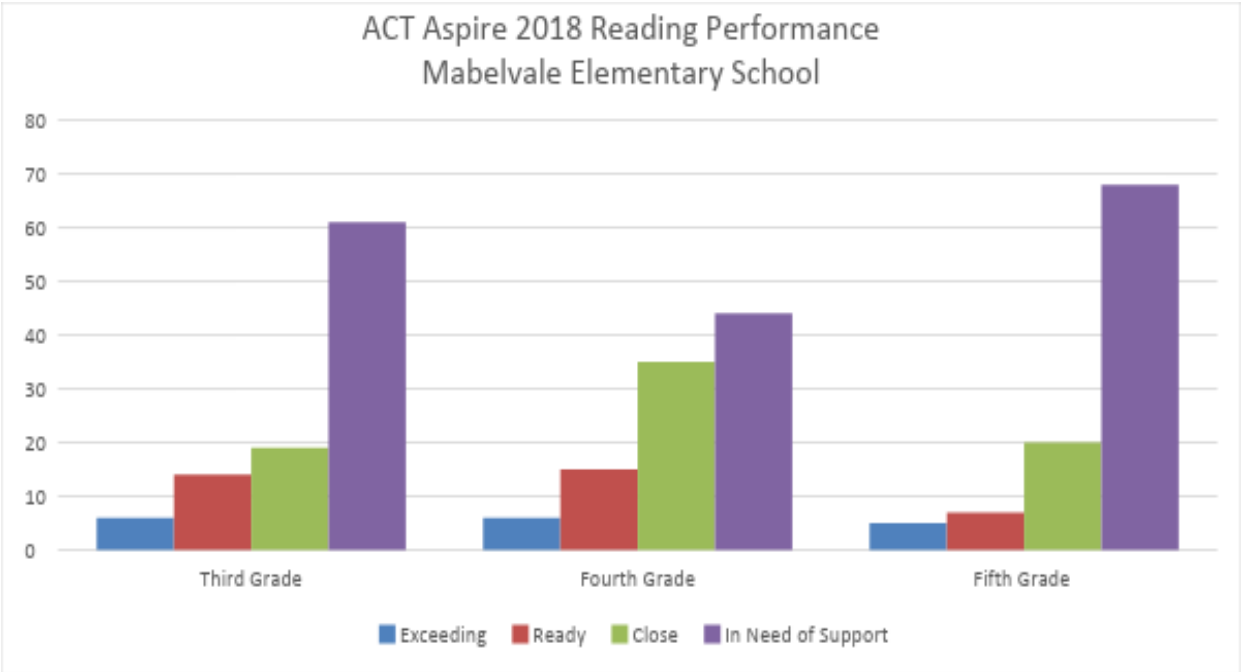
Evaluation:

We will monitor our students' achievement and growth using various assessments. We will begin the year by conducting beginning of the year assessments provided by the district 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.

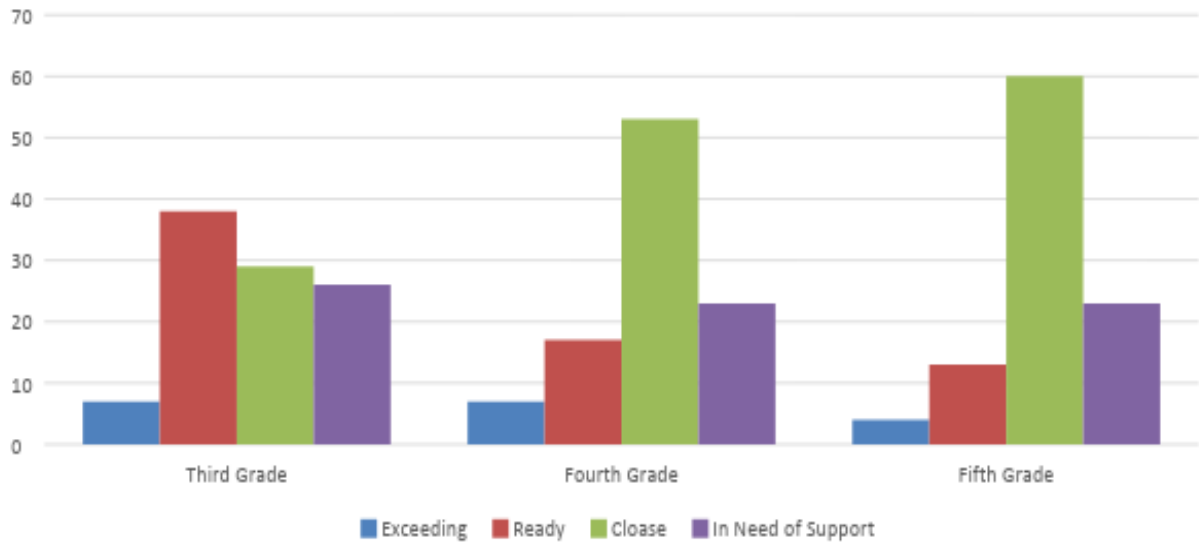
Other Needed Support tied to specific Barriers: Resources/Training for Science implementation

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

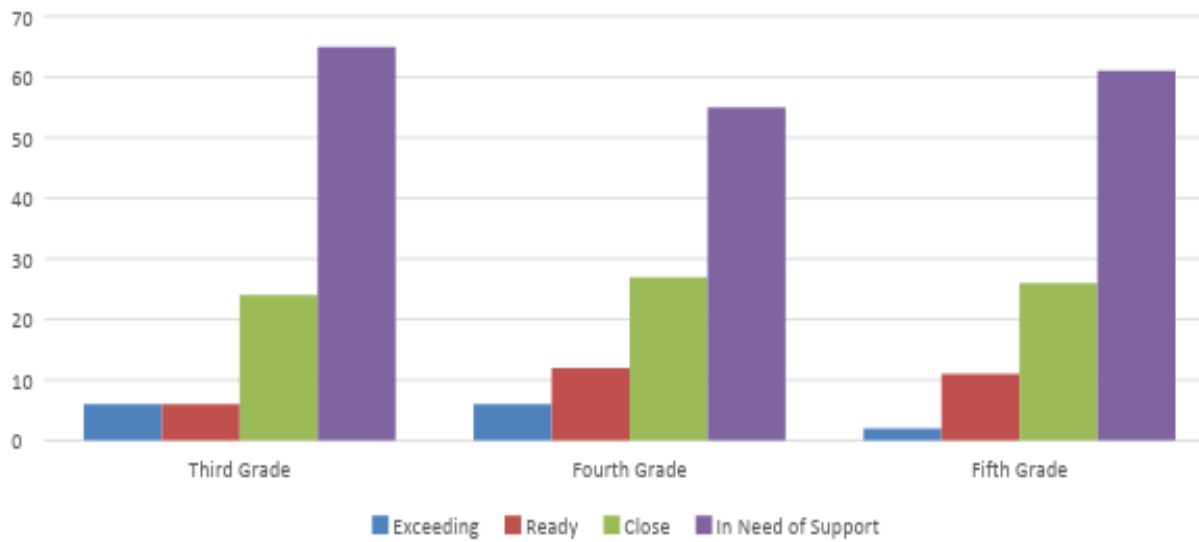
Students at or Above District Grade Level Mean RIT	40 (45.9%)	38 (43.2%)
Students At or Above Norm Grade Level Mean RIT	21 (24.1%)	29 (32.9%)
Summary (Second Grade)	Mathematics	Reading
Total Students With Valid Growth Test Scores	97	98
Mean RIT	179.8 (-4.9)	174 (-9.2)
District Grade Level Mean RIT	184.7	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



Focus Area 2: School Culture with a focus on Student Attendance and Discipline

Current Status:

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 absenteeism 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.

Goals:

1. To reduce the number of students identified as Chronic Absent from 14 to 7 by the end of the 2018-2019 academic school year.
2. To reduce the number of suspensions from ____ to ____ by the end of the 2018-2019 academic school year.

Plans to Improve School Culture:

- City Year Corp provides a quarterly school-wide incentive for recognizing student perfect attendance.
- PBIS Rewards
- Community Walk “Feet to Seat” – (District Initiative)
- Our counselor contacts students and parents after 5 unexcused absences are documented.
- Beta Students will participate in local, state, and national training and educational tours.
- Counselor conducts focus lessons on tardiness and attendance in the classrooms.
- Professional Development
 - Classroom Management Support
 - National Jr. Beta Club-Local State and National Training/Educational Field Trip on Leadership to Washington, D.C. (\$20,000)
 - Moncrief OneTeam (\$20,000)
 - Others as needed
- Monitor classroom and school discipline strategies and evaluate the effectiveness of the Site Based Intervention Strategies
- Continue to monitor student discipline Referrals
 - If most of our discipline referrals happen during recess, we will develop a plan to address how the recess is structured.

Focus Area 3: Parent Engagement using a variety of Social Media platforms

Current Status:

Mabelvale Elementary School currently utilizes Facebook, ParentLink, and Dojo as a means to connect to our parents and community. We have about 40 followers on Facebook. We use Facebook to push out parent information for upcoming school and district events. We also upload videos and photos on our Facebook page of student activities as well as parent events hosted at our school. Parent Link is another way we connect our school to our parents. We create weekly/monthly messages to push out information regarding our school events, such as, Math/Literacy/Science Parent Nights, 21st Century activities and/or events, and District Information. With our parent link system, we can reach over 70% of our parents/guardians with important information. Based on observations from parent events, we have noticed a continued trend with parental engagement at our school and decrease in student performance. There has been a decline in parents attending events at/outside our building. Parents are communicating less with teachers which has caused a decrease in student performance, attendance at school, and an increase in behavior issues. In addition to a decrease in appropriate parental communication, we have seen an increase with inappropriate parental communication with the teacher and school.

To address the current reality, 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 and student surveys.

Goal(s):

1. To increase parent engagement by utilizing multiple Social Media outlets via Facebook, Instagram, and Twitter, in an effort to connect our school to our parents and community.

Plans to Increase parental involvement using social media include but are not limited to:

- Create a mobile-first parental strategy
 - Parenting Partners (Cost minimal – supported by Title I District)
 - Increase Facebook followers from 40 to 100 during the 208-2019 school year
 - Establish a school Instagram and Twitter Account
 - Streamline content across all Social Media Outlets
 - Create a Social Media Committee to meet and plan strategic content/resources to connect more to our parents

- Encourage parent created content
 - Parent Surveys to determine what information parents need, best means of communication (which social media outlets they have access to)
- Technology Training for parents (Cost Minimal – supported by Title 1 Funds) (\$2,500.00)
 - Quarterly Computer Literacy Nights for Parents with the focus on:
 - establishing email accounts for parents who do not have access to email/Gmail
 - access to home Wi-Fi
 - how to access attachments/documents online, access websites such as:
 - Facebook
 - Instagram
 - Twitter
 - LRSD website/Gateway
 - HAC

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. Conduct an annual parental and student survey.

Other Needed Support tied to specific Barriers: Parental Involvement