

# Parkview Arts and Science Magnet High School Comprehensive Needs Assessment & Plan Overview 2018-2019

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## Focus Area 1: Leadership

Our school utilizes a team structure to act as a constant conduit of communication in our building. The Leadership team has two primary responsibilities: 1) participate in the decision making process about achieving learning goals and improving instruction and 2) ensure the communication of administrative decisions and other information to all staff members.

IDO7 A leadership team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

- **Professional Development**  
Our school level data and district directives will determine the professional learning needs of our staff.
- **Possible Barriers**  
Additional meetings may require extra staffing/substitutes to cover classes when those meeting are during the day.

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

## Focus Area 2: Effective Instructional Practices

A major responsibility of the team's efforts involves a thorough examination of available assessment results for both the combined population and each subpopulation. Additionally, we have reviewed reports that may be used to document students' main areas of weakness, which helped to enable systems for monitoring student progress and planning appropriate school responses that center on student achievement. As we focused on data, we studied Attendance, Disciplinary Sanctions, and Achievement Data over the past three years. We analyzed these data for the purposes of determining student learning and behavioral needs.

## **Literacy**

**9<sup>th</sup> grade English proficiency was 61%; 10<sup>th</sup> grade was 53%**

**9<sup>th</sup> Grade Reading proficiency was 37 %; 10<sup>th</sup> grade was 29%**

**9<sup>th</sup> Grade Writing proficiency was 51%; 10<sup>th</sup> grade was 40%**

- Reading (Craft and Structure, Key Ideas)
- Writing ( Organization, Ideas and Analysis)

## **Math**

**9<sup>th</sup> grade Proficiency was 27%**

- Algebra
- Functions
- Grade Level Progress

**10<sup>th</sup> grade proficiency is 14%**

- Justification and Explanation
- Grade Level Progress
- Modeling

**MTV05** Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations. (5541)

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

An instructional team is established and meets routinely to visit classrooms and identify evidence of standards aligned units of instruction in each grade and subject area.

IIA02: Units of instruction will include standards-based objectives and criteria for mastery. (89)

Instructional specialists will meet with teachers in PLCS to design common formative assessments and make data driven decision about instruction.

Teachers will administer CFAs to measure effectiveness of pacing and standards based units of instruction. Teachers will analyze this data to determine strengths and weaknesses in instructional practices where students have not demonstrated mastery.

- **Professional Development**

**The Student Achievement Academic Intervention Specialist will work with the Instructional Facilitators to identify current professional development needs.**

- **Possible Barriers**

Please describe any costs required to implement your plans for EFFECTIVE INSTRUCTION:

### Focus Area 3: Student Growth and Achievement

Our school utilizes a Leadership Team to act as a constant conduit of communication in our building. One of the team's primary responsibilities is to collect and analyze school data to direct and support decisions at Parkview High School. A major responsibility of the team's efforts involves a thorough examination of available assessment results for both the combined population and each subpopulation. Additionally, we have reviewed reports that may be used to document students' main areas of weakness, which helped to enable systems for monitoring student progress and planning appropriate school responses that center on student achievement. As we focused on data, we studied Attendance, Disciplinary Sanctions, and Achievement Data over the past three years. We analyzed these data for the purposes of determining student learning and behavioral needs. In order to dig deeper for the root cause for our students not achieving to their full potential, we examined our routines, customs, norms, and expectations. Our analysis of data suggested the following to receive the highest priority:

#### Literacy

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#### Math

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- Justification and Explanation
- Grade Level Progress
- Modeling

Based on our analysis of student achievement data along with assessing selected school improvement indicators, the areas that we believe will strengthen Teacher Practices.



- Developing more meaningful Title I Parent/School Compact
- AP Family nights
- Math and Literacy Family nights

- Professional Development

- Possible Barriers

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

### Focus Area 5: Parent and Family Engagement

Our analysis of perceptual data suggested the following to receive the highest priority to support improved family and community engagement:

- Developing more meaningful Title I Parent/School Compact
- AP Family nights
- Math and Literacy Family nights

- Professional Development

- Possible Barriers

Please describe any costs required to implement your plans for PARENT AND FAMILY ENGAGEMENT:

