

## Pinnacle View Middle School Comprehensive Needs Assessment & Plan Overview 2018-2019

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Pinnacle View Middle School opened its doors to 220 6<sup>th</sup> graders during the 2016-2017 school year. PVMS incrementally added a grade each year. We now have a full teaching staff for grades 6-8 which allows representation from all teams and grade levels. The implementation of instructional planning and the writing of a common formative assessments will continue in content professional learning communities. The data gathered from these assessments will be used to guide our RTI process to ensure the growth of all students. Teaming has also become a major component of student achievement at PVMS. Students are scheduled with common core teachers who meet twice a week to discuss and focus on the holistic child. As we have grown to a full teacher capacity, this will enable us to strengthen our team structure of distributive leadership in our school community.

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 Pinnacle View Middle 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 ensure rituals and routines are in place to provide the structure and support needed for student achievement. Agenda Books have been purchased for every student and each teacher is implementing "First Five" – the first five minutes of class – as a time for students to write down objectives and assignments, complete a quick Do-Now or a five-minute read time.

One of our major focuses for this year will include: transition times between instructional modes are brief and orderly, all teachers reinforce classroom rules and procedures by positively reinforcing them through agendas and First Five, and all teachers use a variety of instructional modes.

Data for the 2018 ACT Aspire is represented below as a combination of both 6<sup>th</sup> and 7<sup>th</sup> graders. Pinnacle View Middle School exceeded both the district, state, and national averages in all categories. However, there are gaps within student achievement with the subpopulations of African-American and students with Individual Educational Plans (IEP).

African Americans	IEP Students	Overall Population
6 <sup>th</sup> Math 42%	6 <sup>th</sup> Math 14%	6 <sup>th</sup> Math 64%
6 <sup>th</sup> Reading 50%	6 <sup>th</sup> Reading 19%	6 <sup>th</sup> Reading 63%
6 <sup>th</sup> Science 37%	6 <sup>th</sup> Science 8%	6 <sup>th</sup> Science 60%
7 <sup>th</sup> Math 37%	7 <sup>th</sup> Math 16%	7 <sup>th</sup> Math 46%
7 <sup>th</sup> Reading 26%	7 <sup>th</sup> Reading 12%	7 <sup>th</sup> Reading 43%
7 <sup>th</sup> Science 32%	7 <sup>th</sup> Science 21%	7 <sup>th</sup> Science 51%

## Focus Area 1: Student Growth and Achievement

- **IID11** Instructional Teams review the results of unit pre/post-tests and CFA's to make decisions about the curriculum and instructional plans and to identify 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).
- **IIIA01** All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
- **ID09:** The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.
- **IIA02** Units of instruction include standards-based objectives and criteria for mastery
- **MTV01** All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.
- **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.
- **IIIC0** All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).

### Professional Development

- Utilize information from Arkansas Leadership Academy from both the administration and teacher sides. Leadership will study and focus on implementing the research by Dufour on PLC's.
- Carol Dweck *Growth Mindset* professional development will be used with our new faculty and continued with our faculty already in place.
- To implement blended learning, Google Classroom training is ongoing provided by our Media Center Specialist/Librarian. Current teachers are using Google Classroom and new teachers will be trained.
- Math and Reading teachers use i-Ready as an online learning tool to target specific needs for individual students.
- Staff book study on *Culturally Responsive Teaching and the Brain* by Zaretta Hammond.

### Possible Barriers

- Being a new school, PVMS is still going through a growth transition.

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

\$25,000 for i-Ready licenses with Curriculum Associates.



Disclaimer: This is a working document. PVMS has just completed the second year of existence. Changes will be made once data has been disseminated.