

Mabelvale Middle School

Comprehensive Needs Assessment & Plan Overview

2018-2019

Focus Area 1: Leadership Goal: to improve adult practices that support student achievement

Mabelvale Middle 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 regularly 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.

For our leadership practices to evolve and deepen, we have utilized the Shared Leadership Assessment Tool [<http://www.indistar.org/app/Resources/IndicatorResources/SharedLeadershipSelfAssessment.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. Each area is aligned to appropriate indicators of effectiveness. We will use a continuous improvement cycle (Plan » Do » Check) to implement those additional practices that are intended build greater leadership capacity in our school community. Our timeline for implementing and monitoring our practices will be developed as we plan in Indistar.

Possible Indicators might include the following:

- **ID08:** The Leadership Team serves as a conduit of communication to the faculty and staff.
- **ID09:** The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, assessment, and professional development.
- **IE01:** Principal makes sure everyone understands the school’s mission, clear goals, and their roles in meeting the goals.
- **IE06:** Principal monitors the work of the Instructional Teams and helps to keep them focused on instructional improvement.
- **IE09:** Principal helps poorly performing teachers to improve.
- **ID11:** Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
- **ID13:** Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.
- **IG01:** Parents receive regular communication about learning standards, their children’s progress, and the parents’ role in their children’s school success.

- **Professional Development**

Our school level data will determine additional professional learning needs for our staff. (General professional development)

- Possible Barriers

Teachers that teach more than 1 grade level being able to collaborate effectively (these teachers will be afforded the opportunity to collaborate with each grade level they teach)

Finding a time that all team members can meet (School Improvement Team meetings will be held during the instructional day)

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

- Additional collaborative planning time each quarter: (Core content teachers) = \$11,600
- General Professional Development = \$10,000

Focus Area 2: Effective Instructional Practices Goal: to improve instructional practices that support student achievement

Mabelvale Middle 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, content discipline/department or in our professional learning communities (PLCs), our instructional staff will continue to refine and implement the following evidenced based strategies that have previously proven effective in our core content areas (Kagan, AVID, and Gradual Release Model) Our expectation is that at least 80% of our core content teachers will use Gradual Release Model, AVID strategies, and Kagan strategies weekly with fidelity.

Our instructional teams also focused on developing standards based units of instruction along with pre/post tests. 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 assisted 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. The indicators of effective practice that we have identified are the following:

Curriculum, Assessment and Instructional Planning

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

IIA02 Units of instruction include standards-based objectives and criteria for mastery

IID11 Instructional Teams review the results of unit pre/post-tests to make decisions about the curriculum and instructional plans and to “red-flag” 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.

IIB01: Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.

IIB03: Unit pre-test and post-test results are reviewed by the Instructional Team.

IIC01: Units of instruction include specific learning activities aligned to objectives.

Classroom Instruction

IIIA02: All teachers develop weekly lesson plans based on aligned units of instruction.

IIIA09: All teachers clearly state the lesson’s topic, theme, and objectives.

IIIA13: All teachers explain directly and thoroughly.

IIIA11: All teachers use modeling, demonstration, and graphics.

IIIA03: All teachers use objectives –based unit pre-tests and post-tests

IIIA24: All teachers will encourage peer interaction

- Professional Development
 - Gradual Release Model PD
 - Kagan Training Days 4 and 5
 - Response to Intervention Training
 - On-going training to use the district selected assessment instrument for progress monitoring our students and as an intermittent assessment
 - Provide support to grade level teams or content teams to support their understanding of aligned instructional units
 - In order to provide all staff with high quality, on-going job embedded and differentiated professional development (IF11), we will use Title I funds to support a Math facilitator (include expected cost \$85,000).

MMS chose PD based on results from the CWT, climate survey, ACT Aspire Interim Assessment.

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

- Year 2 of GRM implementation professional development and substitute coverage = \$16,000
- Kagan Training Days 4 and 5 = \$7200
- Professional Development on RTI: Funding for teachers to be trained afterschool (8 hours x 14 teachers @ \$25/hour) = \$2800
- Student Achievement Intervention Specialist \$80,000

- Possible Barriers
District sponsored PD (Kagan) sometimes interferes with building level PD. MMS would have to coordinate with CAO on PD dates.

MMS will monitor growth/progress through surveys, classroom walkthroughs, and root cause analysis

Focus Area 3: Student Growth and Achievement Goal: to improve ACT Aspire scores in literacy, math, and science

Mabelvale Middle 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 for literacy are for each grade level to increase by 12 percentage points. We analyzed the Reading Inventory, pre and post tests, and Read 180 data to determine those areas in literacy that are most challenging to our students. We will use Read 180 reports, NWEA interim assessment data, Exact Path data, and pre and post tests to determine if students are progressing appropriately. Increase training and teacher effective with practices listed in #1 to increase student reading, writing, and English scores.

ESEA Indicators	# Achieved		# Tested		Percentage		Two year Composite
	2016	2017	2016	2017	2016	2017	Percentage
All	140	165	549	545	25.50	30.28	27.88
TAGG	108	149	447	504	24.16	29.56	27.02
Subgroups							
Black or African American	109	130	423	427	25.77	30.44	28.12
Hispanic/Latino	26	27	90	87	28.89	31.03	29.94
White	4	3	26	21	15.38	14.29	14.89
Economically Disadvantaged	102	146	405	485	25.19	30.10	27.87
English Learners	20	25	79	82	25.32	30.49	27.95
Students with Disabilities	4	2	65	80	6.15	2.50	4.14

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 for math are for each grade level to increase by 15 percentage points. We also want to move at least 30% of students in the lowest categories up to the next highest category. We analyzed the math inventory, Math 180 data, ACT Aspire interim assessments, and pre and post tests to determine those areas in math that are most challenging to our students. We will use Math 180 reports, pre and post tests, NWEA interim assessment data to determine when students are not progressing appropriately. Math 180, after school tutoring, City Year small groups, and academic Saturday school are targeted interventions that are available to support students who are not progressing as they should in math.

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 for science are for the overall science score to increase by 10 percent. Based on the ACT Aspire results there are weaknesses at every grade level in the three areas listed in the table below.

Science	6th	7th	8th
Interpretation of Data	15.2	14.3	18.0
Scientific Investigation	7.1	19.4	18.5
Evaluation of Models, Inferences, and Experimental Results	16.6	13.3	15.0

ACT Aspire Data is used to assess areas that most challenging for our students.

Based on our school report card:

- 6th grade Science decreased from 2016 to 2017 by 6.45%. The TAGG group is 1.99% below the school average. Subgroups falling below the school average are Hispanic, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient.
- 7th grade Science decreased .19%. The TAGG group performed about the school average at 13.33%. Subgroups falling below the school average are Caucasian, Students with Disabilities, and Limited English Proficient.
- 8th grade increased from 2016 to 2017 by 3.76%. The TAGG group performed higher than the school average. Subgroups performing below the school average are African American and Students with Disabilities.

- Males performed below the school average at every grade level while females scored above.

Science used pre and post test data and classroom observations to determine when students aren't progressing appropriately. Targeted interventions for students not progressing appropriately are tutoring before and after school and Saturday school.

School Level Data

Literacy

1. Screeners and assessments used to determine most challenging areas to students, subpops or grades

1. Reading Inventory
2. Phonics Inventory
3. Qualitative Reading Inventory
4. MARS
5. 2017 ACT Aspire Interim Reading Domains
6. 2017 ACT Aspire Domains

2. How to determine when students are not progressing appropriately

1. SRI
2. SPI
3. ACT Aspire Interim progress, scores, and frequency (school, grade, teacher, individual)
4. Act 940 reporting (twice per year)

MATH

Based on the ACT Aspire results weaknesses at every grade level include the Integration of Essential Skills and Justification and Explanation. We will plan to embed essential skills or gaps that affect weaknesses of Geometry, 6th grade; Expressions and Equations, 7th grade; and Modeling mathematics, 8th grade. We will continue to focus on writing in mathematics with the use of sentence stems and vocabulary to strengthen Justification and Explanation of mathematics.

ACT data is used to assess areas that are most challenging for our students.

Based on our school report card:

- We have improved overall readiness in 6th grade from 2016 to 2017 by 7.6%. Our TAGG groups falls just below the school average of 42.93% ready or exceeding at 40.68%. There is only one subgroup that falls below the school average in 6th grade, Students with disabilities.
- Overall readiness in the 7th grade has improved from 2016 to 2017 by 6.45%. Our TAGG groups are just above the school population at 23.17%. Weaknesses are in four subgroups: Hispanic, 16.67%; Caucasian, 20.00%; Students with Disabilities, 8.70% and Limited English Proficient, 7.14%.
- Overall readiness in the 8th grade has improved from 2016 to 2017 by 8.53%. Our TAGG groups are just below the school average of 21.74% at 21.69%. Weaknesses are in three groups: African American, 17.36%; Caucasian, 14.29%; and Students with Disabilities, 17.39%.
- At all grade levels females exceeded the school grade level readiness and males were just below.

Literacy: In light of your student data, we will continue to utilize the Gradual Release Model and begin implementing the second phase of GRM to improve student achievement and growth in Literacy.

Instructional practices and supports to continue or begin to improve student achievement and growth in literacy

1. Guided Gradual Release
2. AVID
3. RosettaStone
4. Duolingo
5. Step up to Writing targeted data
6. Depth of Knowledge level 3 questioning

Tiered interventions for literacy

1. Grade-level regrouping
2. Read 180 – Screening and placement by fluency
3. Small groups
4. Kagan activities
5. City Year tutoring
6. Failure lists correlated with CY (twice per year)
7. After school program with homework help
8. Contests and rewards
9. Ellevation
10. Living Hope (Behavior support)
11. SBIT
12. Instructional Facilitator individual and small group tutoring

We are also in the process of looking to retain a part time literacy interventionist.

Math: In light of our student data, we will continue to utilize the Gradual Release Model and begin implementing the second phase of GRM to improve student achievement and growth in Math. Instructional practices in math include: the GRM; daily focused mathematical goals with annotated standards focusing academic language; tasks that promote reasoning and problems solving; modeling to make connections through representations; facilitating meaningful discourse that analyzing and compares student approaches; plan purposeful questioning to assess students and stimulate critical thinking; build a foundation of fluency through the development of essential skills; support productive struggle through rigor; and promote justification and explanation to assess progress in mathematical understanding. Tiered interventions include: Math 180; Tutoring before and after school; City Year pullout and small group; Saturday school; small groups in classrooms; peer tutoring; manipulatives; and technology. We will continue to use these strategies to support struggling students learning. We are also in the process of looking to retain a part time math interventionist.

Science: In light of your student data, we will consistently use the 5 E's to improve student achievement and growth in Science. Instructional practices in Science include: 5 E's; daily focused science goals with annotated standards focusing on academic vocabulary; concrete models; real world problem based learning; inquiry based labs; purposeful open ended questioning; descriptive, comparative and experimental research design and implementation; use of technology to represent results; and support productive struggle through rigor. Tiered interventions include: Tutoring before and after school; Saturday School; Collaborative Labs; and Technology.

Possible Indicators of Effectiveness

CC02: All teachers include vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.

MTV01: All teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.

MET02: All teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion.

IID11: Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" 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).

IID09: Instructional Teams use student learning data to plan instruction.

IID10: Instructional Teams use student learning data to identify students in need of instructional support or enhancement.

IIB04: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.

- Professional Development

Exact Path Training
Science Training

- Possible Barriers
Competing with athletics and electives to draw and retain students

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

- Exact Path software and training = \$20,000
- Part-time RTI tutor for literacy, math, and science = \$9,600 (12 hours/ week x 32 weeks @ \$25/hour)
- Science training = \$2500

Focus Area 4: School Culture and Student Discipline Goal: to improve culture and climate and decrease the number of discipline referrals

Mabelvale Middle School seeks to improve the culture and climate on campus by engaging all stakeholders and building a positive rapport with students and families. We would like to continue encouraging and building a college and career readiness atmosphere at Mabelvale. The School Improvement Leadership Team hopes to decrease the number of discipline referrals by improving the student and teacher relationship. By decreasing the number of referrals that are written, students will decrease the amount of missed instructional time. Given the diversity of Mabelvale Middle, 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 attendance data showed a decrease in the average daily attendance for students throughout the year and an increase in the number of days that teachers were absent throughout the year. Discipline data also showed an increase in the number of referrals from quarter to quarter.

Our focus for this year will include:

- A college and career readiness atmosphere
- Decreasing the number of referrals written 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.

We will select a curriculum to support teaching and learning appropriate behavior. We will focus on indicators that support Classroom Instruction - Expect and monitor sound classroom management IIC01- IIC12

Possible Indicators might include the following:

IIC08: All teachers display classroom rules and procedures in the classroom

IIIA33: All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

IIC04 Students raise hands or otherwise signal before speaking.

IIC05 All teachers use a variety of instructional modes (whole-class, small group, computer-based, individual, homework, for example).

IIC09 All teachers correct students who do not follow classroom rules and procedures.

IIC10 All teachers reinforce classroom rules and procedures by positively teaching them.

IIC11 All teachers conduct an occasional "behavior check."

III C12 All teachers engage all students (e.g., encourage silent students to participate).

- Professional Development

Restorative Justice Training

Classroom management support

- Possible Barriers

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

- Restorative Justice Training (52 staff x \$25/hour x 2 hours) = \$2600.00
- Educational field trips (2 trips/per grade level/ per quarter @ \$500/per trip)= \$12,000.00
- AVID materials for AVID school wide environment (350 students x \$20) = \$7000.00
- Connect With Kids Curriculum for Character Education \$1000.00
- Student Leadership Training and recognition w/ Philander Smith Partnership \$10,000.00

Focus Area 5: Parent and Family Engagement: Goal: to increase parental/stakeholder involvement to support student learning

Mabelvale Middle views parents as partners within our school community. 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 parents have had an integral role in the development of our School Improvement Plan. Our Parent Involvement Plan will serve as the basis of this priority. In reviewing our parent survey data, we have jointly decided to address the following to improve our parent school partnership.

Possible Indicators might include the following:

- **FE04:** The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home)
- **IIIB06:** All teachers systematically report to parents the student's mastery of specific standards-based objectives.

- Professional Development
- Possible Barriers
 - Childcare
 - Convenient time for participation

Please describe any costs required to implement your plans for Parent and Family Engagement

- Parent Leadership Workshops \$2000
- Parent Monthly Newsletter \$1000
- PTA conferences \$3500