

McDermott Elementary School

Comprehensive Needs Assessment & Plan Overview

2018-2019

Focus Area 1: Leadership

Goal: To improve adult practices that support student achievement.

McDermott Elementary 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.

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.

- **ID12:** The Leadership Teams meet regularly (twice a month or more for 45 minutes each meeting) to conduct business.
- **IF08:** Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
- **Professional Development:**
 1. Create a PD plan to address the instructional deficits/needs of the teachers based on feedback during planning/modeling sessions. This plan will include utilization of regular faculty meeting sessions as well as a PLC afternoon each month.
 2. End-of-the-year Lexia data, NWEA data (Spring), and ACT Aspire data shows that over three-fourths of our 3rd-5th Grade students are reading below grade level (78% were Close/In Need of Support). We have formed a new Literacy Leadership Team that is planning professional development throughout the year that will focus on literacy instruction. McDermott K-2 teachers will also receive RISE training this year and will begin to implement its strategies during instruction.
 3. Science scores at the 3rd-5th Grade levels were also low (22% Exceeding/Ready) although they did show some improvement at the 3rd and 5th Grade levels. The building will continue to focus some Professional Development on NGSS-based STEM instruction and activities.
 4. The Technology Specialist will offer specialized Professional Development to teachers regarding use and management of 1:1 devices. She will also co-teach with classroom teachers 30 minutes each week in the lab setting.
- **Evaluation**
 - Students will be assessed using the DRA at the beginning and the end of the school year to plan more targeted instruction and track literacy growth. Throughout the year, teachers and students will use data such as running records, WRAP, and Lexia to progress monitor.
 - The Instructional Leadership team will work with teachers to consider the formation of an elected Walk Through Committee that will track data such as whole group vs. small group, posted standards, level of Blooms, etc.

- Instruction in all classrooms will be monitored regularly by administration using EdReflect.

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

Technology Specialist salary and fringe (\$87,000)
Specialized Professional Development for Leadership Team (\$3,000)

Focus Area 2: Effective Instructional Practice

Goal: To improve instructional practices that support student achievement.

McDermott 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, content discipline/department, 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 STEM integration and small-group instruction. Our expectation is that all of our core content teachers will use these selected strategies daily with fidelity.

Our instructional teams will also focus on developing standards-based units of instruction driven by data from pre/post tests, other common formative assessments, and the use of the NWEA at levels K-5th. These units will help us deliver instruction more uniformly by content and by grade level. The “common” unit pre/post-tests will make it possible to address deficit areas to remediate in a timely manner. Additionally, this strategy will assist us in identifying gaps in our curriculum.

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:

- **IIA02:** Units of instruction include standards-based objectives and criteria for mastery.
- **IIIA07:** All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
- **Professional Development:**
 1. Give teachers Workshop Model training and ensure teachers understand the expectation and process for implementing it daily.
 2. Our school level data will determine additional professional learning needs for our staff (also see information in Focus Area 1).
- **Evaluation**
 - Grade level teams will meet with mathematics and literacy facilitators 1-2 times per month.
 - Administrator will attend and monitor grade level meetings regularly.

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

Professional Development (\$3000)
General Supplies (\$8000)
Field Trips (\$2500)

Focus Area 3: Student Growth and Achievement

Goal: To improve core instructional practices that support student achievement and growth.

McDermott Elementary School's Leadership Team acts as the primary conduit of communication for our school community. We will continue to communicate 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, and student growth. This year, we will focus on reviewing this data more specifically in terms of our combined population and the performance of each subgroup. Fortunately, our growth allowed us to receive a score of "C" on our ESSA school report card. We want to target small group instruction to meet individual needs moving towards readiness for all. Both formal and informal assessment methods will be used to track student growth and learning needs.

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.

- **BL01:** All teachers receive initial and ongoing training and support in effective use of blended learning methods.
- **BL02:** All teachers employing blended learning methods make sure that technology and data enhance relationships, but do not pretend to substitute for them.
- **Professional Development:**
 1. Create a PD plan to address the instructional deficits/needs of the teachers based on feedback during planning/modeling sessions (See additional information in Focus Area 1).
- **Evaluation**
 - The administrator and Technology Specialist will randomly monitor history of 1:1 devices to determine usage.
 - Instruction will be regularly monitored by administration and instructional leaders with quality feedback provided in a timely manner.

Literacy: Only an average of 22% of McDermott 3rd-5th Graders scored "Ready or Exceeding" on the ACT Aspire Reading test in the Spring of 2018 which is below both district and state averages. Right at 55% of 3rd-5th Grade students scored "Ready or Exceeding" on the English section of the ACT Aspire. McDermott staff will continue to implement targeted instruction and interventions to students in order to improve

student achievement and growth in Literacy. We have a full-time reading teacher and the principal has set the expectation that small group instruction is to be done daily at all levels. We are also in the process of forming a school based literacy team. The purpose is to create a shared language regarding how children learn and to create a vision of effective literacy instruction for our school. We have a lot of expertise in our building, so the plan is to organize and share our strengths with each other to help our students achieve much more than our test scores are currently showing. The end goal is to support and develop effective teachers, rather than programs. Kindergarten through 2nd Grade teachers will also be trained in RISE during the 2018-19 school year. The leadership team has also adjusted the master schedule to enhance a portion of the literacy block with extra specialists and paraprofessionals to better meet the needs of students and teachers. Lexia will continue to be used to enhance literacy instruction. Teachers are being trained in the Explicit Teaching Model and Reading and Writing Workshop Model. We will also focus on vocabulary through daily announcements and reading.

Math: Only an average of 29% of McDermott 3rd-5th Graders scored “Ready or Exceeding” in Math which is below both district and state averages. McDermott staff will continue to implement targeted instruction and interventions to students in order to improve student achievement and growth in Math. Our math facilitator will model the Mathematics Workshop Model. The leadership team will be adjusting the master schedule to enhance a portion of the math block with extra specialists and paraprofessionals to better meet the needs of students and teachers. The principal has set the expectation that small groups are to be done daily at all levels and that rote memorization of basic math facts is also a priority to build fluency. Teachers will continue to be trained in the 5 E model of instruction to encourage student participation, engagement, and higher level thinking skills.

Science: On average, 22% of McDermott 3rd-5th Grade students are proficient in Science which is substantially below both district and state averages. This year our GT teacher will continue a student-led daily news (announcements) broadcast on Digital Sandbox which includes a “Science Friday” segment. Having completed Cohort I of the Carnegie STEM Pathway to Excellence, we will continue to see ways to work with STEM partners including the Museum of Discovery and UALR. We will continue to use these daily news segments, partnerships, and monthly STEM days to spark student interest in Science.

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

Lexia (\$10,000)
Reading A-Z (\$3500)
Discovery Learning (\$3500)
Spelling City (\$2000)
Technology --additional chromebooks/ipads/charging carts (\$23,000)
STEM Supplies (\$10,000)

Focus Area 4: School Culture and Student Discipline

Goal: To improve adult practices that support student achievement, growth and improved graduation rates.

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 McDermott 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. Our SBIT team, Living Hope, and school counselor will continue to work to make sure that all students with behavioral concerns receive interventions.

- **Evaluation**

- We plan to assess and improve school culture using the following strategies:
 - Recognize and celebrate individual teacher and student successes.
 - Solicit feedback regarding our school culture from students, parents, and staff.
 - Encourage relationships and interactions characterized by openness, trust, respect, and appreciation.
 - Encourage staff relationships that are collegial, collaborative, and productive and hold all staff members to high professional standards.
 - Develop policies and a facility that help students and staff members feel emotionally and physically safe.
 - Encourage school leaders, teachers, and staff members to model positive, healthy behaviors for students.
 - Regard mistakes not as failures but as opportunities to learn and grow for both students and educators.
 - Hold academic expectations high and encourage a majority of students to meet or exceed those expectations.
 - Ensure that leadership decisions are made collaboratively with input from staff members, students, and parents.
 - Create a culture where criticism, when voiced, is constructive and well-intentioned, rather than antagonistic or self-serving.
 - Make certain that educational resources and learning opportunities are equitably distributed to all students, including minorities and students with disabilities.
 - Confirm that all students have access to the academic support and services they may need to succeed.

Our focus for this year will include providing incentives for regular attendance through our No Tardies, Fun Parties initiative. In addition, we will explore staff buy-in to adopt “The Leader in Me” curriculum to support leadership and self-motivation among our students by forming a team that will visit “Leader in Me” schools, research funding, and report back to our staff. If the staff elects to do so, we will pre-purchase some materials for “Leader in Me” implementation.

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

Leader in Me Visits/Curriculum (\$10,000)
No Tardies, Fun Parties (\$600)

Focus Area 5: Parent and Family Engagement

Goal: To improve adult practices that support student achievement and growth.

McDermott Elementary School 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. We have sought parental participation in the development of our School Improvement Plan. We have jointly decided to address the following to improve our parent school partnership.

To make parents feel more welcome and promote usage, the Parent Center will be moved near the entrance of the building equipped with:

1. new furnishings
2. a working computer/internet access
3. books for adults and children
4. instructional backpacks for checkout
5. information about community resources

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

- **FE05:** The “ongoing conversation” between school personnel and parents (families) is candid, supportive, and flows in both directions.
- **FE06:** The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children’s learning).
- **Professional Development:**
 1. Yearly train staff to use Class Dojo and ParentLink as communication tools for two-way communication with parents while also encouraging face-to-face and voice communication.
 2. All certified staff will be required to get two hours of professional development in Parental Involvement during the 2018-19 school year.
- **Evaluation**
 - Collect feedback from parents at least twice yearly (once per semester) regarding school culture and climate
 - We will monitor our implementation regularly (SMART) and will evaluate our Parent and Family Engagement Plan Annually.

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

Literacy Night (\$700)
STEM Night (\$850)
Other Parent Engagement TBD (\$1200)