

McDermott Elementary Comprehensive Needs Assessment/School Improvement Plan

2020-2021



FOCUS AREAS:

1. Effective Instructional Practice

McDermott Elementary School in collaboration with the Little Rock School District will train all teachers in the implementation of Schoology, a virtual Learning Management System (LMS), for use by all learners (both in-person and virtual). This implementation will allow students and teachers to quickly pivot between in-person and virtual learning as needed due to the COVID-19 crisis.

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 and/or content discipline/department, McDermott teams will hone their use of the PLC process to continue to refine and implement selected evidenced-based strategies in our core content areas including STEM integration and individually tiered instruction since the COVID-19 crisis is expected to limit our ability to conduct small-group instruction. Our expectation is that all of our core content teachers will use these selected strategies regularly. The Principal in collaboration with the Instructional Facilitator will prioritize participation in PLCs.

Our instructional teams will also focus on developing standards-based units of instruction driven by data from pre/posttests, other common formative assessments, and the use of the NWEA MAP 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.

By the end of the 2020-21 school year, all of the instructional staff should have received RISE Science of Reading training. All teachers will provide evidence of implementing these practices in the classroom. The staff will continue to assess students for signs of dyslexia and ensure they receive documented intervention.

2. Student Growth and Achievement

McDermott Elementary School’s Lighthouse Team Guiding Coalition acts as the primary conduit of communication for our school community. The members of this team represent six action teams categorized by Leadership, Culture, and Academics:

- Leadership
 - Start with Adults Learning and Modeling

- Teach Students to Lead
- Culture
 - Create a Leadership Environment
 - Share Leadership
- Academics
 - Achieve Goals
 - Empower Learners

Through these Action Teams, we will continue to communicate our **mission**:

- McDermott is a learning community committed to helping every child believe and show they can lead, achieve, and succeed
 - BLAST (Believing, Leading, Achieving, Succeeding Together)

We will also share our **vision**:

- McDermott is a learning community where 100% of students are on grade level in all areas and leading in the community.

The work of these teacher-led Action Teams will support growth and academic goals for our students. In addition to these school-wide Action Teams which act as Professional Learning Communities (PLCs), we also have grade-level PLCs to support instruction. Having a team structure makes it possible for our teachers to collaboratively 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. Unfortunately, due to COVID-19, our students were unable to complete ACT Aspire testing in the spring of 2020. In 2019, our Aspire data was a contributing factor to our receipt of a "D" score on our ESSA school report card. We worked diligently to improve instructional practices and increase student achievement in 2019-20 and were hopeful we could raise our ESSA score, but were unable to test. Since we do not have Aspire data, we will use the latest NSEA data that we had along with new diagnostic testing to assess the needs of individual students. Small group instruction will be difficult this year due to social distancing, but we will seek to target our 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.

3. School Culture and Student Discipline

Our school's culture reflects various beliefs, perceptions, relationships, attitudes, and rules that shape and influence many aspects of how our school functions. These are our **collective commitments** and are derived from our Leader in Me model:

- Be proactive
- Begin with the end in mind.
- Put first things first.

- Think win-win.
- Seek first to understand and then be understood.
- Synergize.
- Sharpen the saw.

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. Knowing that our students and staff have experienced increased trauma due to COVID-19 concerns, we will place an increased focus on **Social Emotional Learning (SEL)**. The Leader in Me is also a CASEL SElect program for elementary students (<https://www.leaderinme.org/blog/casel-select/>). Our school has continued to struggle with an increase in chronic absenteeism and discipline concerns in addition to low academic performance. Since our instructional staff voted overwhelmingly to become a Leader in Me school in May of 2019, we have seen some improvements. ESchool Discipline sanctions decreased from 37 (from August 2018-March 2019) to 29 (August 2019-March 2020). Chronic Absenteeism has continued to be a problem. We also have begun implementing elements of Ron Clark’s House System. We will continue implementation of these methods to lead to the improvement of student accountability in the areas of behavior, academics, and attendance. We will continue to ensure that rituals and routines are in place to provide the structure and support needed for student achievement. Our SBIT team, onsite mental health agency, and school counselor will continue to work to make sure that all students with behavioral concerns receive interventions.

MCDERMOTT DATA:

1. NWEA (K-2 had not completed Spring testing when we transitioned to online learning, but 3-5 had. Therefore both Winter and Spring results are provided).

Math: Math K-12

Grade (Winter 2020)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**								**
K	60	135.2	11.7	25	142.2	12.9	15	7	0.8	9.1	-2.00	2	60	19	32	33
1	43	153.9	11.2	18	163.9	10.1	25	10	1.1	8.6	1.22	89	43	27	63	61
2	48	169.6	14.4	20	175.4	11.3	13	6	1.2	7.6	-1.72	4	48	17	35	32
3	47	179.5	11.4	8	185.6	10.1	8	6	0.8	6.3	-0.23	41	47	22	47	38
4	53	191.6	14.3	13	196.4	14.3	12	5	0.7	5.2	-0.39	35	53	22	42	37
5	46	199.0	14.1	9	201.6	14.6	6	3	0.9	4.1	-1.42	8	46	16	35	37

Math: Math K-12

Grade (Spring 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Spring 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	47	179.5	11.4	8	188.7	10.4	4	9	0.8	11.7	-1.26	10	47	14	30	30
4	51	192.2	13.8	15	198.8	14.3	7	7	0.8	9.9	-1.80	4	51	12	24	28
5	46	199.0	14.1	9	202.0	14.6	3	3	0.9	8.1	-2.37	1	46	10	22	17

Language Arts: Reading

Grade (Winter 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Winter 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	60	139.7	10.4	76	147.3	10.5	74	8	1.0	7.7	-0.11	45	60	34	57	53
1	43	153.3	12.7	36	161.1	10.2	33	8	1.2	8.3	-0.47	32	43	22	51	49
2	48	169.0	12.9	34	174.6	14.0	24	6	1.1	7.6	-1.71	4	48	19	40	39
3	47	181.6	14.0	27	186.7	16.7	21	5	1.4	6.4	-1.37	9	47	23	49	42
4	53	193.8	13.7	37	197.7	14.1	30	4	1.1	5.2	-1.34	9	53	25	47	43
5	46	200.2	15.6	29	200.5	16.5	14	0	1.1	4.2	-4.24	1	46	15	33	24

Language Arts: Reading

Grade (Spring 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against								
		Fall 2019			Spring 2020			Growth		Grade-Level Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
PK	0	**			**			**					**			
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	47	181.6	14.0	27	189.4	16.4	16	8	1.3	10.6	-1.44	7	47	19	40	41
4	51	194.3	13.2	40	199.0	14.5	22	5	1.3	8.3	-1.88	3	51	18	35	39
5	46	200.2	15.6	29	204.6	15.8	19	4	1.2	6.7	-1.28	10	46	22	48	39

Science: Science K-12

Grade (Spring 2020)	Growth Count‡	Comparison Periods						Growth Evaluated Against									
		Fall 2019			Spring 2020			Growth		Grade-Level Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
PK	0	**			**			**						**			
K	0	**			**			**						**			
1	0	**			**			**						**			
2	0	**			**			**						**			
3	47	184.7	12.1	32	191.6	9.3	26	7	1.0	8.2	-0.59	28	47	17	36	39	
4	49	193.9	9.9	47	197.6	9.6	29	4	1.0	6.5	-1.49	7	49	20	41	36	
5	46	195.0	11.7	20	198.9	11.8	12	4	0.7	6.0	-1.06	14	46	13	28	32	

2. ACT ASPIRE (No new data available)

IMPROVEMENT PLAN:

Focus Area 1: Effective Instructional Practice			
Goal-Including Timeline (PLAN)	Actions/Strategies (DO)	Supports/Professional Development	Measurement/Evaluation (CHECK)
<p>Goal 1: By September 2020, 100% of teachers will be trained in the effective use of Schoology and will use the platform daily for both in-person and online learning as measured by classroom observations and Schoology usage data.</p> <p>Goal 2: By April 1, 2021, 100% of teachers will use effective PLC practices and RTI as measured by team meeting data and classroom observations.</p>	<p>A. Train all teachers in the use of Schoology and other virtual learning supports</p> <p>B. Continue working with Solution Tree throughout this school year with our LRSD Cohort [September 2020-May 2021]</p> <p>C. Hire an Instructional Facilitator to assist with organization, training, observation, assessment coordination, assessment of the RTI process and small group instruction [July 2020]</p> <p>D. Focus PD plan to address instructional deficits/needs of teachers [August/September 2020]</p>	<p>A. Technology & Instructional Staff/District Trainers/Solution Tree</p> <p>B. Solution Tree/1003 Funds</p> <p>C. Title I Funds/Heggerty/Wit & Wisdom</p> <p>D. Google Form Survey/Administrator & Facilitator Observation/Adults Learning</p>	<p>A. PD Agendas</p> <p>B. Administration & Facilitator meeting attendance/teacher documentation using PLC form</p> <p>C. Administrator classroom visits with feedback documented in EdReflect/Facilitator notes & checklists/NWEA Growth & ACT Aspire data comparisons to previous year</p> <p>D. End-of-semester teacher survey and administrator review</p>

	<ul style="list-style-type: none"> E. Have teachers represent each grade level once per month during afterschool Lighthouse Team Guiding Coalition meetings (\$25/hour twice a month) [September 2020 and Ongoing] F. Use online programs/software to assist with instruction and assessment of individual and small group learning (if possible due to COVID-19 concerns) [August 2020-May 2021] G. Per Act 1603, send all 3-5 teachers and untrained K-2 teachers to six days of RISE Science of Reading training and support them with implementation [August 2020-May 2021] H. Technology Support-pay a teacher an hourly rate to help with beginning of the year startup and on-going technology support [August 2019 and Ongoing] I. Pair teachers with opposite strengths and weaknesses to do colleague visits and collaboration [October 2020 and Ongoing] 	<p style="text-align: center;">and Modeling Action Team</p> <ul style="list-style-type: none"> E. 1003 C Funds F. Title I Funds G. District & State training staff/Administration/ Instructional Facilitator H. Title I Funds/Google Form Building Technology Needs Requests I. Beginning of year staff survey form/scheduling 	<ul style="list-style-type: none"> E. Indistar Minutes & Sign-in sheets F. Software achievement reports (Lexia, Freckle, others as determined by need) G. RISE Look-For Checklists completed during administrator classroom visits H. Technology assistant records/Google Form request data I. End-of-year staff survey regarding effectiveness of the pairing practice
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Focus Area 2: Student Growth and Achievement			
Goal-Including Timeline (PLAN)	Actions/Strategies (DO)	Supports/Professional Development	Measurement/Evaluation (CHECK)
<p>Goal 1: By May 26, 2020, 75% of students' reading, math, and science skills will improve by one year's growth (or more) as measured by the NWEA Map Assessment.</p> <p>Goal 2: By May 26, 2020, the gap between African American and Caucasian 4th & 5th students' performance in literacy will close by 10 percentage points as measured by the NWEA Map Assessment.</p> <p>Goal 3: By May 26, 2020, the gap between students identified as needing an IEP (SPED) and those in regular education will close by 5 percentage points as measured by the NWEA Map Assessment.</p>	<p>A. Continue to schedule and implement a 30-minute literacy intervention block for in-person learners and revise usage as needed [Ongoing]</p> <p>B. Purchase the number of Chromebooks (2nd-5th) and iPads (K-1st) needed for a 1:1 implementation [August 2020]</p> <p>C. Provide Tier II and Tier III intervention to students who are not making adequate growth in literacy [September 2020 and Ongoing]</p> <p>D. Use Google Classroom for some written responses in Wit and Wisdom using Chromebooks for Grades 3-5 [October 2020-May 2021]</p> <p>E. Implement quarterly school-wide STEM days [September 2020-May 2021]</p> <p>F. Encourage the use of cross-curricular units [Ongoing]</p> <p>G. Use Student NWEA Data Trackers/Goal Setters [September 2020 and Ongoing]</p> <p>H. Provide quarterly incentives for meeting AR goals as possible due to COVID-19 concerns [October 2020-May 2021]</p> <p>I. Provide incentives to students for NWEA Growth [October</p>	<p>A. Staff with scheduling expertise/All building teachers and paraprofessionals</p> <p>B. District/Title I Funds</p> <p>C. Just Words and Wilson Tier II and Tier III intervention</p> <p>D. Instructional Specialists/teachers/technology assistant</p> <p>E. Lighthouse Team Guiding Coalition/STEM Team/teaching staff</p> <p>F. STEM Team</p> <p>G. Student data folders/NWEA website</p> <p>H. Literacy Team/District provision of AR/Title I funds</p> <p>I. Lighthouse Team Guiding Coalition/MAP Growth</p>	<p>A. NWEA MAP Growth Reports (Fall, Winter, & Spring)</p> <p>B. Device Distribution Records</p> <p>C. NWEA Assessment quarterly review/Dyslexia Screeners</p> <p>D. PLC team writing review to drive future instruction</p> <p>E. Photographs and other created artifacts</p> <p>F. End-of-year staff survey</p> <p>G. Administration and Lighthouse Team Guiding Coalition folder review</p> <p>H. AR Reports reviewed by Literacy Team and Lighthouse Team Guiding Coalition</p> <p>I. NWEA Reports reviewed by the Lighthouse Team Guiding</p>

	<p>2020-May 2021]</p> <p>J. Provide Wilson Reading System implementation support to resource personnel [August 2020 and ongoing]</p> <p>K. Train paraprofessionals and specialists in effective intervention strategies [August 2020 and ongoing]</p>	<p>reports</p> <p>J. Reading Interventionist, Academic Interventionist, District Dyslexia Specialist, Resource Teacher</p> <p>K. Instructional Facilitator</p>	<p>Coalition</p> <p>J. Wilson Reading Progress Monitoring, Map Fluency Data</p> <p>K. Agendas and sign-in sheets</p>
Focus Area 3: School Culture and Student Discipline			
Goal-Including Timeline (PLAN)	Actions/Strategies (DO)	Supports/Professional Development	Measurement/Evaluation (CHECK)
<p>Goal 1: By August 2020 and ongoing, all teachers will use Leader in Me curriculum/language to support the Social Emotional Learning (SEL) of all students as measured by classroom observations.</p> <p>Goal 2: By August 2020 and ongoing, all students will track their daily attendance and make monthly attendance goals of at least 95% attendance as measured by student data folders.</p>	<p>A. Provide training for and Implement Year 2 Leader in Me strategies [August 2020-May 2021]</p> <p>B. Use Student Attendance Data Trackers/Goal Setters [August 2020-May 2021]</p> <p>C. Continue using The House System (Ron Clark Academy) to collectively reward and celebrate good behavior and attendance [August 2020-May 2021]</p> <p>D. Purchase two televisions for the office and hallway to display House points and other messaging [August 2020]</p> <p>E. Reward students monthly both individually and schoolwide for meeting the 95% attendance goal [August 2020 and Ongoing]</p> <p>F. Collaborate/Communicate with parents, students, staff, and community members about the importance of</p>	<p>A. FranklinCovey Leader in Me Training Staff, materials/ Lighthouse Team Guiding Coalition</p> <p>B. Student data folders/ Designated Action Team</p> <p>C. Wheel used for student House selection/House Bracelets, T-Shirts & other student identifiers/House Committee/Title I Funds</p> <p>D. Title I Funds</p> <p>E. Prizes and incentives for students/Designated Action Team</p> <p>F. \$25 gas card drawing for parents of students meeting attendance criteria/Designated Action</p>	<p>A. Quarterly Attendance/ Discipline Data/Counseling Data Review</p> <p>B. Monthly Review of Attendance Data</p> <p>C. Quarterly Attendance/ Discipline Data Review and weekly review of House Point totals</p> <p>D. Photographs shared on Class Dojo/Schoology</p> <p>E. Monthly Review of Attendance Data</p> <p>F. Monthly Review of Attendance Data</p>

	<p>excellent attendance [September 2020-May 2021]</p> <p>G. Encourage students to be absent 5 or fewer days by offering parent incentives quarterly [October 2020-May 2021]</p> <p>H. Research opportunities to participate in virtual Leader in Me and Ron Clark Academy trainings to ascertain other ways to build school culture [TBA]</p>	<p>Team</p> <p>G. Large Prizes donated by community partners/Community Partner Committee/Designation Action Team</p> <p>H. Title I Funds/1003 Funds/Lighthouse Team Guiding Coalition</p>	<p>G. Quarterly Review of Attendance Data</p> <p>H. Report/Presentation by attendees to entire staff/Agendas</p>
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*Other COVID-19 protocols can be found in McDermott’s Ready for Learning Plan:

https://docs.google.com/document/d/1wPSabPOSOXLw6iKhBABqEUPqJTpB1zN687KWKcBH_a8/edit?usp=sharing