# School Name: Madison County Central Date: May 10, 2016

Person Completing Form: Beth Moore Title of Person Completing Form: Principal

**Madison County**

**2018-2019**

 **Title I, Part A Program**

**Comprehensive Needs Assessment**

**DUE MAY 30**

**Data Analysis**

**Considering Staff Development**

**Problem Solving**

**School Improvement Goals and Activities**

**Title I, Part A Grant Application**

**Phase I - Data Analysis**

**[ ] FSA Data / Progress monitoring Data**

[ ]  Analyze the most recent FSA data / Progress Monitoring data over 3-year period by subgroup (race/ethnicity; poverty; grade level). Identify patterns of growth or decline. Target the lowest indicators and/or areas not meeting proficiency.

[x] Analyze all of the components/areas that comprise the school grade criteria over a 3-year period. Identify patterns of growth or decline. Target the lowest or declining criteria. School grade criteria can be found here: <http://www.fldoe.org/core/fileparse.php/5637/urlt/AccountReporTechMeeting2017.pdf>

[x] Analyze results of the Title I Parent Involvement Survey (5 Essentials). Identify areas of weakness.

[x] Consider student demographics (attendance, mobility, behavior, migrant, homeless)

**[ ] Curriculum and Instruction**

1. The curriculum in the following disciplines is aligned to the Florida Standards:

[ ]  Reading [x]  Math [x]  Writing

Evidence: Math is much more correlated with the purchase of Eureka. Our ELA requires that we use our core plus supplemental to cover the standards. Writing standards will be addressed using the new writing program purchased for next year.
Curriculum mapping training on May 30 and 31 will help with documenting the alignment.

2. The curriculum in the following discipline is aligned to the Next Generation Sunshine State Standards:

[x]  Science [x]  Social Studies

Evidence: Curriculum mapping training on May 30 and 31 will help with documenting the alignment.

3. Local assessments are used by staff as formative data to analyze student progress and align instruction?

[x]  Yes [ ]  No

 Evidence: Grades 3-5 use standards mastery in iReady. Grades 6-8 use Study Island assessments. K-2
 use Journeys weekly assessments.

4. Additional instruction is provided for students who have not mastered the curriculum?

[x]  Currently in place and data shows student growth.

[ ]  Under development

[ ]  Under consideration

[ ]  Not in place

Evidence: All students participate in the intervention time daily. Those who have mastered the daily standard go to enrichment. Those who need further assistance go to targeted intervention groups.

5. Schools are consistently using research-based instructional strategies to support student learning.

[ ]  The school is using, refining, and monitoring selected research-based instructional and management practices.

[x]  The school is learning about selected research-based instructional and management practices but these practices are not consistently in use across all grade levels and/or subject areas.

[ ]  The school is considering the use of selected research-based instructional and management practices.

[ ]  The school is not using research-based instructional and management practices.

**[ ]  List management Practices (how 1-5 are supported in your school)**: An intervention period is used to provide instruction to students who have not mastered the standards. Paraprofessionals are assigned to help lead small groups during intervention times.

**[x] Results** (Using the information in Phase I, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. | All grade levels saw a significant amount of growth on iReady math gains. |
| 2. |  |
| 3. |  |

**Phase II – Staff Development Considerations**

**Learning Communities**

* **Collaboration**

[ ]  Educators seek new information, plan instruction and solve problems independently or with little collaboration with other educators.

[x]  Educators are beginning to participate in collaborative activities regarding instruction, assessment, and problem solving.

[ ]  Several of the educators have formed collaborative teams for the purpose of thoughtful, explicit examination of practices and consequences and/or solving problems focused on students’ learning.

[ ]  Practically all educators are part of school-based learning teams that meet weekly or bi-monthly to explicitly examine teaching practices and consequences and/or solving problems focused on students’ learning.

Evidence: Grade level teams meet weekly to review data and plan for interventions/enrichment. More monitoring is needed to make sure those activities are always occurring.

* **Teamwork**

[ ]  Educators plan instruction and prepare instructional materials and assessments independently or with little interaction with other educators.

[x]  Educators are beginning to interact with other educators to plan instruction, prepare instructional materials and assessments.

[ ]  Several of the educators work together to plan instruction, prepare instructional materials and assessments.

[ ]  Practically all educators work with other educators to plan instruction, prepare instructional materials and assessments.

Evidence: See previous answer

**[x] Results** (Using the information in Phase II, Learning Communities, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. | Grade level weekly team meetings are used to review data, but little time is used for improvement in instruction. |
| 2. |  |
| 3. |  |

**Quality Teaching**

* **Best Practice**

[ ]  Instruction is usually customary or conventional and not aligned with current best practice strategies (student-centered, experiential, authentic, constructivist, active, collaborative, and challenging).

[x]  Only a few teachers instruct using best practice strategies or these strategies are implemented only occasionally by a number of teachers.

[ ]  Most teachers broadly engage in the use of best practice strategies (student-centered, experiential, authentic, constructivist, active, collaborative, and challenging) and across multiple subject areas.

Evidence: Classroom walkthrough data shows a need to work with teachers on strategies that are authentic, active, and challenging.

* **Mentoring/ Coaching?**

[x]  Most teachers instruct without the benefit of observing other teachers teach and/or not receiving peer coaching on instructional practices.

[ ]  Many teachers encourage other teachers to observe them teach and/or coach their peers on instructional practices.

[ ]  Most teachers encourage other teachers to observe them teach and/or coach their peers on instructional practices.

Evidence: Common planning time is not geared around improving instructional practice. Meeting notes focus on reviewing data.

 **[x] Results** (Using the information in Phase II, Quality Teaching, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. | There is a need for lesson study or pd for improving instructional practice. |
| 2. | There is a need for teachers to visit other classrooms for observations. |
| 3. |  |

**Resources**

* **Resource availability**

[ ]  Few instructional resources are available.

[ ]  Many instructional resources are available but they often overlap and/or conflict.

[x]  Too many instructional resources are to be used resulting in less than quality implementation.

[ ]  Many instructional resources are available and are integrated and complimentary.

Evidence: There are a variety of resources available but little consistency even on the same grade level.

* **Evidence Based**

[x]  Too few of the instructional resources are evidence researched based.

[ ]  Sufficient numbers of instructional resources are evidence based.

[ ]  Practically all instructional resources are evidence based.

Evidence: Teachers bring in resources that have not been research based (Teachers Pay Teachers, etc.)

* **Technology Based Instruction Availability**

[ ]  The devices that are available are either in disrepair or will not work on the web-based resources that are available.

[ ]  Too few devices are available for students to access resources that are web-based.

[x]  Sufficient numbers of devices are available for students to access resources that are web-based.

Evidence: All classrooms are 1:1.

**[x] Results** (Using the information in Phase II, Resources, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. | An instructional resources review needs to be conducted. |
| 2. |  |
| 3. |  |

**Leadership**

* **Teacher Leadership**

[x]  Teachers are beginning to assume leadership roles by chairing committees, facilitating planning sessions and/or collaborative instructional activities, however, with little staff input.

[ ]  A number of teachers assume leadership roles (described above) and regularly gain input from other staff members.

[ ]  Staff consistently provides input to teachers who assume these school leadership roles.

Evidence: There is a need for more teachers to take leadership roles. With so many new teachers, that has been difficult.

* **Principal Leadership**

[ ]  Principal often leads committees, facilitate planning sessions or instructional activities with little teacher input.

[x]  Principal assumes leadership roles (described above) and regularly gain input from teachers.

[ ]  Teachers consistently give input to principals as they serve in leadership roles leading committees, facilitating planning sessions or instructional activities.

Evidence: Observation

* **Assistant Principal Leadership**

[ ]  The assistant principals often lead committees, facilitate planning sessions or instructional activities with little teacher input.

[x]  The assistant principals assume leadership roles (described above) and regularly gain input from teachers.

[ ]  Teachers consistently give input to the assistant principal as they serve in leadership roles leading committees, facilitating planning sessions or instructional activities.

Evidence: Observation

**[ ] Results** (Using the information in Phase II, Leadership, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. |  |
| 2. |  |
| 3. |  |

**Family Engagement**

* **Florida Standards/NGSS/ FCAT 2.0/ Florida Standards Assessments / Progress Monitoring**

[ ]  The school meets with almost every parent to help them understand Florida Standards, NGSSS (Science / Social Studies), FCAT 2.0 (Science), Florida Standards Assessments, Local Progress Monitoring Assessments and gives them strategies to monitor their children’s progress.

[x]  The school does not educate parents or does so on a limited basis about the Florida Standards, NGSSS (Science / Social Studies), FCAT 2.0 (Science), Florida Standards Assessments, Local Progress Monitoring Assessments and strategies in monitoring their children’s progress.

Evidence: There are two family nights for each grade level each year. However, there is very little focus on individual teachers meeting with parents unless the parents request a conference.

* **Fostering Family Engagement**

[x]  Teachers implement 1 - 2 family engagement strategies a year (ex. Newsletter, after-hours family events, literacy training for parents, etc.)

[ ]  Teachers implement 3 or more family engagement strategies a year.

[ ]  Teachers successfully communicate with some of the parents of students in their class(es).

[ ]  Teachers successfully communicate with all, or almost all, of the parents of students in their class(es).

Evidence: Family Night fliers and notes and phone calls that go home

* **School Family Engagement**

[ ]  The school implements 1 - 3 family engagement activities a school year.

[x]  The school implements 4 or more family engagement activities a school year.

[x]  The school successfully communicates with some of the parents.

[ ]  The school successfully communicates with all, or almost all, of the parents.

Evidence: 5 Essential parent survey

**[ ] Results** (Using the information in Phase II, Family Engagement, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. |  |
| 2. |  |
| 3. |  |

Using data and staff development information in Phases I and II, consider the following instructional factors.

***Mark the most appropriate:*** **4 = almost all the time; 3 = frequently; 2 = occasionally; 1 = rarely**

Students are engaged in:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4 | 3 | 2 | 1 | appropriate text complexity and/or rigorous activities and work; |
| 4 | 3 | 2 | 1 | appropriate independent, meaningful learning activities; |
| 4 | 3 | 2 | 1 | real-world instructional activities; |
| 4 | 3 | 2 | 1 | positive, supportive classroom interactions; |
| 4 | 3 | 2 | 1 | sufficient teacher-student interaction, questioning, re-explaining, checking for understanding; |
| 4 | 3 | 2 | 1 | sufficient practice, authentic application, and review activities; |
| 4 | 3 | 2 | 1 | numerous opportunities to engage in constructive and meaningful interaction about subject matter with other students and the teacher(s); |
| 4 | 3 | 2 | 1 | guided practice prior to independent practice; |
| 4 | 3 | 2 | 1 | effective and positive classroom management procedures and routines; |
| 4 | 3 | 2 | 1 | effective, flexible grouping practices (small/ large and group make-up changes); |
| 4 | 3 | 2 | 1 | effective, varied and authentic assessment practices; |
| 4 | 3 | 2 | 1 | activities that promote student inquiry and problem-solving. |

**[x]  Results** (Using the chart above, list Hot Spots) ***If needed, tab to add more rows.***

|  |  |
| --- | --- |
| 1. | There is a need for student based activities that promote higher order thinking and interaction with other students and the teacher. |
| 2. |  |
| 3. |  |

**Phase III – Problem Solving**

**Narrow the focus to one or two contributing factors below and check those boxes. Use these factors/findings to help guide the development of your goals and activities. Descriptors below serve as a guide and are not all inclusive.**

**Curriculum**

* Real-world outcomes
* Integrated Curriculum
* Curriculum Mapping
* Instructional Materials
* Learning Expectations

**Instruction**

* Instructional Skill Level
* Academic Engagement Time
* Teaching informed by multiple types of assessments (rubrics, observational, performance, benchmarks, etc.)
* Instructional Activities / Strategies
* High Quality Teachers/ Staff

**Process**

* On-going professional development
* Coaching/ Mentoring of staff / students
* Goals & Targets Agreed Upon
* Inquiry, problem solving focus
* Family Involvement
* Parent Training

**Context**

* Trusting Environment
* Common Beliefs / Mission
* Authority to Act
* School Climate
* Student Learning Fragmentation
* Student Discipline Policy

**Phase IV – Goals – List the Goals for School Year (**Add Rows as Needed)

|  |  |
| --- | --- |
| 1. | *Increase student achievement in Science by 7% (from 25% to 32%) as measured by the 2018 administration of the Florida Statewide Science Assessment.* |
| 2. | *Increase student achievement in mathematics by 7% (from 27% to 34%) as measured by the 2018 administration of Florida Standards Assessment (FSA) Mathematics.* |
| 3. | *Increase student achievement in ELA by 7% (from 30% to 37%) as measured by the 2018 administration of Florida Standards Assessment (FSA) ELA.* |

**Phase V – Activities – List Activities Planned to Accomplish Goals (**Add Rows as Needed)

|  |  |
| --- | --- |
| 1. | Provide opportunities for teachers to observe in classrooms where instructional strategies are being effectively implemented. |
| 2. | Provide materials and supplies to support the implementation of effective instructional strategies and student learning in science. |
| 3. | During collaborative planning times, teachers will engage in ongoing discussions of effective research-based instructional strategies to incorporate in their lesson plans and classroom instruction in science. |
| 4. | (Intervention) Paraprofessionals will provide small group and individual interventions for struggling students. |
| 5. | Schedule daily intervention time for students focusing on identified skills where additional instruction is needed. |
| 6.  | Provide ongoing professional development through the use of consultants in content literacy to enhance teaching and learning |
| 7. | Full-time reading coach will provide support to staff to ensure the implementation of effective teaching and classroom management strategies and practices that promote student achievement |

**Phase VI – Activities – List Items for which Title I Funds are Needed to Accomplish Goals (**Add Rows as Needed)

|  |  |
| --- | --- |
| 1. | *Paraprofessional salaries (12)* |
| 2. | *Teacher salaries (2)* |
| 3. | *Classroom materials and supplies* |
| 4.  | *Intervention materials* |
| 5. | *Professional development consulting fees* |