



MNPS Middle Preps Cohort



Please complete the questions below, using your data map sections as appropriate

PART 1. STUDENT NEEDS ANALYSIS GUIDING QUESTIONS Academic Needs: Skim the *Academic*

Growth and Proficiency Relative to Standard section in your data map.

1.1 - What are your most urgent student needs?

Focus on a maximum of **three** urgent needs. Consider academic achievement needs by specific grades, subjects and/or student groups. If performance relative to standard is weak across the board, you may consider focusing on high leverage points (e.g. 6th grade transition, literacy), quick wins, or areas of the lowest growth.

Data Maps: Reference the *Academic Growth and Proficiency Relative to Standard* section.

Example:

Urgent Student Need #1: Math and ELA performance for SSS subgroup in grades 3-8

Response:

Antioch Middle Prep will increase student achievement for all student subgroups in Math and ELA performance at proficient level for students in grades 5-8

1. Our goals for student achievement for all students will increase a minimum of 4.6% from 37.6% in Mathematics in 2013 to 41.5% proficient/advanced on TCAP by 2014. In math, 5th and 7th grade are our most urgent needs for student achievement. Our 5th grade because of the 3 year average and current teacher placement. We have identified 7th grade because students targeted will be more heavily weighted in our achievement formula.

2. Our student achievement for all students will increase a minimum of 4.3% in ELA 2013 from 30.6% to 34.9% proficient/advanced on TCAP 2014. Our 6th and 7th grade ELA will be areas to provide us with the vertical alignment needed to address the performance from the previous years while addressing future areas of opportunities.

3. Our school wide population of ELL students (both direct services and students on consultation) is an area of urgent need with an emphasis on literacy both in classes with direct services and general education classrooms where students are supported.

1.2 - For each urgent student need listed above, indicate whether or not simply continuing current practices will be

sufficient to meet the needs of your students.

Consider historical growth: if growth has been consistently increasing at a desired rate, then current practices may be sufficient. If not, current practices are likely insufficient.

Data Maps: Reference Tables 4, 5, & 7.

Example:

Urgent Student Need #1: Gap trends have been remaining static – continuing with our current practices will **not be sufficient**.

Response:

Current practices and resources are insufficient to address the goals for each of the urgent student needs identified above. Due to the gaps in RLA instruction and achievement, our school will need to revisit instructional strategies for ELL and ED subgroups for all grades in order to meet the need. Additionally, we will need to revisit instructional strategies in Math for a specific focus in grades 5 and 7.

- 1.3** - For each urgent student need, what factors have contributed to:
- Any significant growth or early progress in the right direction?
 - A lack of success or growth?

Consider potential factors: teacher effectiveness, practices, and assessment limitations, student preparedness, success or failure of specific interventions, time spent on tasks, etc. Your answers may be based on qualitative observations or quantitative data, but prove your hypothesis with data, where possible. For example:

- To confirm your hypothesis that preparedness (i.e. growth while in your school) is a driver of low performance among your ELL subgroup, you might check to see your data shows that ELL growth is high, while their incoming proficiency is low.
- For all academic concerns, you might analyze culture data for the student group in question to consider how aspects of school culture may be impacting academic performance. You might also consider other potential reasons that can be quantitatively or qualitatively observed, e.g. recent changes to staffing, scheduling, etc.

Data Maps: Use tables as needed in both the academic achievement and school culture section. The data you need will vary based on your hypotheses on the factors contributing to challenge or progress.

Example:

Urgent Student Need #1:

- Factors contributing to growth:
 - There is one effective co-teaching pair in 3rd grade – they have seen some gains in recent years
- Factors impeding success:
 - Currently lacking coaching and collaboration across teachers, particularly among special and general education teachers
 - Quality of pull out instruction varies; limited alignment across classrooms

Response:

1. Our 7th grade Math performance was inconsistent with performance across the grade levels on last school year. In addition, the placement of teachers new to the instructional content in the 5th grade and the 3 year average from the 5th grade has also contributed to our identification of our Math urgent need.
2. Our 7th grade ELA performance contributed to our lack of school wide growth on last school year. Curriculum and assessment misalignment impacting student achievement was an additional contributing factor. Due to the curriculum and assessment misalignment, there was a lack of focus on summative assessment design to monitor student progress towards year end goals.
3. In terms of our ELL and ED subgroups, a lack of instructional expertise to address the populations using high impact instructional strategies has contributed to the steady stagnate growth/proficiency. ELL teachers assigned to the areas in the last 3 years have been among those with the least direct expertise with serving the ELL students.

1.4 - Based on areas of significant progress, what current investments (including people, time, money and/or technology) should you sustain and/or strengthen?

Data Maps: Reference Tables 4-7.

Example:

We need to use our collaborative planning time more effectively and special education teachers better. The teams exist, but we have to find a way for them to engage in a consistent and on-going basis.

Response:

This year we added ANet support as a basis for our weekly Tues & Thurs Talk PLCs to implement data driven instructional practices. Based on our current level of progress, we should sustain the use of this resource to assist in the support of data driven instruction in the classroom.

We want to strengthen our instructional coaching model using our Dean of Instruction. This will allow us to have a support to monitor and guide teachers as well as provide them with resources and best practices to use in the classroom.

We want to strengthen our teachers knowledge and ability to align standard-based assessments administered on a quarterly basis using the backwards planning model in order to ensure mastery of goals and objectives.

We want to strengthen our current practices and outcomes of functionality of meetings achieved using the vertical and collaborative planning design.

1.5 - Based on areas of minimal progress or challenge, what current investments (including people, time, money and/or technology) should you reduce or discontinue?

Data Maps: Reference Tables 4-7.

Example:

N/A – we haven't made a lot of investment here and probably should

Response:

With regard to increasing proficient/advance population for all students we should discontinue our current instructional schedule design. The schedule should be organized and differentiated according student needs based on current performance.

We should also redesign our aspiring teacher role based on the level of minimal progress made to include a certificated teacher that will be able to address the needs of more students needed to address student achievement goals. By discontinuing this investment, we will use an effective teacher in order to impact the learning for a larger group of students.

1.6 - In light of the trends of progress and challenge you have examined in your data, what areas might you prioritize for new investment?

Data Maps: Reference Tables 4-7.

Example:

Realigning general and special education instruction, providing support through push-in

Response:

We would like to prioritize a Reading Specialist (Lead Teacher) that can cross function and work with identified groups of ELA students for direct support and instructional coach for the teachers to develop the capacity of them to become Reading Specialists.

We would like to prioritize a Numeracy Specialist (Lead Teacher) that can cross function and work with identified groups of math students for direct support and instructional coaching for the teachers to develop the capacity of them to become Numeracy Specialists.

We would like to prioritize an EL Coach to work directly with EL teachers and content area teachers providing instruction to EL students (direct and consultation). This will allow teachers to have immediate instructional support and access to address professional development needs.

PART 2. SCHOOL CULTURE ANALYSIS GUIDING QUESTIONS School Culture Needs: Skim the *School Culture* section in your data map.

2.1 - What are your most urgent school culture needs?

Focus on maximum of **three** urgent needs. Consider school culture and/or social-emotional needs of specific grades, subjects and/or student groups. If overall school culture is weak, consider focusing on teacher actions that may be impacting school culture.