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Solution Tree

Needs Assessment Summary

District: Huntsville Independent School District

School: Huntsville Elementary School (HES)

Principal: Christy Cross

Date: August 21-22, 2019

Solution Tree Coach: Robin Noble

Table of Contents

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Purpose of the Needs Assessment for Continuous School Improvement

The Needs Assessment for Continuous School Improvement is utilized to determine how the school is performing in relation to the Critical Practices and Guiding Principles to be leveraged in the Professional Learning Community process. The process is data-driven and objectively identifies a school's strengths as well as opportunities for improvement. This report offers specific direction for school improvement based on the findings.

School Improvement for All Rating Categories

Level 0 – We haven't discussed this yet
We are not yet engaged in this action, nor have we discussed how to begin implementing it in a way that will produce student learning results.

Level 1 – We are just beginning to talk about this
We have only just now learned we need to do this action or have initiated some work related to the action without a clear vision or idea how to proceed. This is not yet being implemented.

Level 2 – We are attempting to do this
We have started this action though at times teams are told to do it without understanding why the work is critical to improve student learning. Some staff will resist the work.

Level 3 – We are intentionally practicing this with room to grow
We are clear about the action and intentionally working to implement it, though there may still be needs for significant revision in the process. Teachers understand the importance of the action and many not yet have efficient and effective strategies for its full implementation.

Level 4 – We are embracing this as part of our routines and culture
We implement the action routinely, regularly monitor results, and adjust team practices and actions as needed when analyzing student learning of standards on a unit by unit basis.

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Major Findings in Examining Critical Practices and Guiding Principles for Continuous School Improvement

Culture of Success

A culture of success supports a safe, orderly, and equitable learning environment. There is an expectation of high levels of learning for all and culture of doing whatever it takes for each student to succeed. Creating Collective Commitments is a first step in establishing a culture of success.

Summary

The teachers and administrative staff that I interviewed and observed during my visit demonstrated a "we'll do whatever it takes" mentality about high levels of learning for all. This was demonstrated in their attention to data, systemic systems of response when students have not learned, and a move from an F rating on the state report card to a C rating this year. They have also moved out of corrective action. School wide behavioral expectations have been set up for the hallways, cafeteria and classrooms. School hallways and classrooms were orderly and students demonstrated respect to their teachers and peers. There was some frustration in one team interviewed regarding student behavior and this was referred to as a possible cause of low reading levels. They were willing to brainstorm solutions; however, and discussed how to communicate to ensure necessary support. This is why a lower level was given in the area of blaming students.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Some staff work to create classroom cultures focused on student learning and/or safety.	Most staff work to create a culture focused on student achievement or safety with defined behavioral expectations.	Staff works to create a culture focused on student achievement and safety through behavioral expectations.	Staff works to create a culture steeped in equity and respect with a focus on student achievement and safety through positive behavioral expectations.
Few staff members believe in and practice the three improvement principles: (1) do not blame the kids, (2) learning is required, not optimal and (3) hope is not a strategy.	Some staff members believe in and practice the three improvement principles: (1) do not blame the kids, (2) learning is required, not optimal and (3) hope is not a strategy.	All staff believe in and practice the three school improvement principles: (1) do not blame the kids, (2) learning is required, not optimal and (3) hope is not a strategy.	Staff members believe in and practice the three school improvement principles and hold each other accountable for them daily.
	Student successes are celebrated publicly.	Teacher and student successes are recognized.	Teacher, student, and team successes are recognized and

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Some student successes are celebrated publicly.			<mark>celebrated in routine and systematic ways.</mark>

Overall Rating

2 – We are attempting to do this across all grade levels

Evidence and Justification

- Teacher CFAs in place per module/unit
- Data analysis practiced to determine intervention needs
- Intervention times build into grade level schedules
- Positive Behavioral Support systems school wide (Bucky Bucks)
- Quarterly academic/behavioral awards assembly
- Some teachers still blame their student behavior problems or mandated curriculums for low proficiency rates

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Engaging in the Right Work

Implementation of an ongoing process in which educators work collaboratively in recurring cycles (unit by unit) of collective inquiry and action research to achieve better results for the students they serve. Collaboration is the engine that drives the school improvement process. Teams focus on answering four critical questions that guide the process and ensure everyone is engaged in the right work.

Professional Learning Communities

In a Professional Learning Community, teachers and adult stakeholders focus on three big ideas:

1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
3. Results Orientation

It is recommended that collaborative teams meet a minimum of 60 minutes per week to address these three big ideas and the four critical questions that follow. Teams also need to have foundational pieces in place that include functional norms, purposeful agendas, and SMART goals.

Collaborative Team Meeting Schedule

Summary

Grade level teams meet every Wednesday with the school principal and every Tuesday with their grade level or discipline-based teams. They work with norms, roles, agendas and running notetaking to capture their thinking and agreements during meetings. Notes for all school teams are kept on Google Drive to ensure access and monitoring. The teaching staff are part of discipline specific and grade level teams that meet weekly at HES. They indicate that they look at results from student common formative assessments and make decision about interventions that will be conducted as a result.

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Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Collaborative teams discussed norms but may not have a written record. Norms do not address the behavioral issues on the team impacting an effective focus on student learning.	Collaborative teams have written norms though they are more general to meeting behaviors without specifics to the work of the collaborative team (e.g., come on time, be prepared, etc)	Collaborative teams have written norms to be referenced and used. Norms include desired teacher behaviors to include norms for accountability and consensus.	Every teacher on each collaborative team operates using team norms to include norms for accountability and consensus. Team members hold one another accountable to the norms as needed.
Collaborative teams sometimes use agendas or stray from agendas created and lack a consistent way to store artifacts created.	Collaborative teams use agendas for most meetings and/or save work in binders for future use.	Collaborative teams use agendas and record team work in electronic folders for team access.	Collaborative teams create agendas before meetings, routinely use protocols, and save team work and data in electronic folders for team access.
Collaborative teams have a SMART goal with or without action steps and seldom refer to the goal.	Collaborative teams have a SMART goal with limited to no action plan and reference it when directed to.	Collaborative teams have SMART goals with action steps that drive their work and are used for celebration.	Collaborative teams have SMART goals with action steps that drive their work and are used for celebration. Teams routinely monitor their progress and make adjustments as needed.

Overall Rating

2 – We are attempting to do this

Evidence and Justification

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- Team leaders have done training on critical conversation and are building that skill through monthly book clubs and monthly leadership meetings
- Norms for each collaborative team created
- Google drive holds evidence of meeting notes and agendas
- SMART goals and action plans are not yet consistently initiated and utilized at the collaborative team level

Critical Question 1

What is it we want our students to know and be able to do?

A guaranteed and viable curriculum (1) gives students access to the same essential learning regardless of who is teaching the class and (2) can be taught in the time allotted. Teachers must work collaboratively to determine the guaranteed and viable curriculum for each course and grade level. The essential learnings are derived from the state standards and broken down into learning targets.

Summary

Teachers are driven by the Texas Essential Knowledge and Skills (TEKS) standards outlined by their state. Some teams also use Lean4ward.com as a resource to identify learning targets for those standards. However, there has been no collaborative work recently to determine what is viable, or what needs to be focused on as essential with consistency and how to track this for all students. With the adoption of a new ELA curriculum, some teams indicate that they are now relying solely on the state approved curriculum to determine what is essential. This leaves them vulnerable to a focus on "covering" all the standards as opposed to ensuring deep knowledge and proficient mastery of those standards deemed essential.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Collaborative teams do not reference a common pacing guide and may use curriculum suggestions and topics as a general progression of learning.	Collaborative teams use a district pacing guide and may give common assessments on different, but close, dates.	Collaborative teams create and follow a clear scope and sequence which identifies standards students will learn in a given calendar window with clear common assessment dates.	Collaborative teams reference unit plans and a common scope and sequence to ensure students will learn all of the essential standards for the year before the start of each unit. They make adjustments as needed.
Collaborative teams discuss the topics students will learn without necessarily referencing standards or proficiency.	Collaborative teams discuss standards students are going to learn.	Collaborative teams unpack standards in a unit to develop a shared understanding of what students must know and be able to do.	Collaborative teams unpack standards and record their work in unit plans with examples to clarify what students must do to be proficient with standards.
Collaborative teams do not create student learning targets or use	Collaborative teams use book objectives and	Collaborative teams generate student learning targets to use	Collaborative teams create student learning targets and use them

10

| different student learning targets across the team. | ==student learning targets and change them daily.== | throughout a unit with students. | with students for reflection and goal setting. |

Overall Rating

2 – We are attempting to do this

Evidence and Justification

- Curriculum pacing guides
- TEKS
- Houghton Mifflin ELA Curriculum
- Pearson Math Curriculum
- Teacher Interviews
- Chalkboard Configuration – Teachers expected to post learning objectives for each day

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Critical Question 2
How will we know if each student has learned it?

The teachers collaboratively create common formative and summative assessments to help students acquire agreed upon knowledge and skills. Formative assessments for learning are part of an ongoing process to monitor each student's progress on a continuous basis, to inform the teachers of the effectiveness of their practices, and to provide scaffolding to students. SMART goals are established to monitor the progress made.

Summary

Teachers indicate that they use curriculum, district and state assessments to determine student progress toward grade level proficiency. Upper grade teachers indicate they use a scantron sheet to grade assessments. This brings up concern for student feedback which can limit their data analysis to percentages and broad groupings as opposed to targeted interventions. However, upper grade teachers indicate that they do a question analyses that helps zero in on specific targets. The school is also utilizing "Café". A method that ensures students consult with their teachers and set goals for achievement. This is currently used for ELA but they are looking to expand this for math as well.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Teams create the common assessment near the end of the unit and it may or may not match the standards to assess. Proficiency and common scoring agreements may or may not be determined.	Teams [utilize] ~~create the common~~ assessment at the start of the unit and most items are aligned to the standards and targets. Scoring agreements and proficiency may or may not be determined.	Teams create common assessments before the unit begins. Items are clearly aligned to the learning targets and standards and student proficiency is determined through common scoring agreements.	Teams create common assessments before the unit begins, align items, and emphasize priority standards. The assessment has enough items to determine proficiency and includes common scoring agreements.
Teams quickly glance at data, use averages, or analyze data for a few teachers who gave the assessment on a given day.	Teams wait to look at data until all team members have given the assessment and then move on (this means some students have the data immediately and others wait a long time).	Teams analyze data from the common assessment given on the same day and teachers determine next instructional steps.	Teams analyze data from common assessments given on the same day to determine next instructional steps and students analyze and reflect on their data to make learning goals.

12

Overall Rating

2 – We are attempting to do this

Evidence and Justification

- Teacher Interviews
- Principal Interviews
- Student Intervention Grouping documents

Critical Question 3
How will we respond when some students do not learn it?
A multi-tiered system of interventions in a school wide plan ensures that every student in every course or grade level will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The intervention occurs during the school day and students are required to devote the extra time and secure the skills. This is a collective school wide responsibility.

Summary

Interventions happen consistently throughout the building in grade level teams. Teachers have a 45 min block for this purpose. The school uses the Daily 5 model for ELA and Daily 3 model for Math to manage small group instruction during these timeframes. The school has instituted remediation programs for students with significant learning gaps. A reading specialist uses LLI for reading remediation in a small group format and a math Interventionist works on math targets for students struggling with number sense and math computation. The LLI program focuses on 2nd graders moving into third grade currently, but the principal indicates this will expand this year as the reading specialist is moving to full-time status at the school.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Teachers acknowledge some students need interventions that they identify with common assessment data but move on to the next lesson regardless.	Teachers make an individual plan to address interventions as necessary based on classroom data or from a common assessment.	The collaborative team creates interventions based on data from common assessments.	The collaborative team creates and determines the effectiveness of team interventions based on data from common assessments.
Some students needing intervention receive it during a lesson through differentiation.	Students needing intervention have varied experiences based on individual teacher classroom implementation.	Every student needing the intervention has access to it, whether the team decides to implement it during core instruction or during an alternate time in the school day.	Every student needing the intervention has access to it, whether the team decides to implement it during core instruction or during an alternate time in the school day.

Overall Rating

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ally practicing this with room to grow

Evidence and Justification

- Master schedule with identified intervention blocks at each grade level
- Teacher/Administrative interviews
- Interview with school reading specialist
- School math interventionist on site
- Data review

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Critical Question 4

How will we extend the learning for students who have demonstrated proficiency?

Extension opportunities are created for students who have reached proficiency with the guaranteed and viable curriculum. This group of students will engage in extensions of learning connected to the essentials.

Summary

Third and fourth grade teams indicate that they utilize resources from the curriculum for extensions as well as other technology-based programs Lower grade levels were not able to speak to this as confidently. The principal indicates that her 3rd and 4th grade teams are more intentional in this practice. The school also offers an after-school program for students who demonstrate higher levels of learning and a desire for more challenging academics.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Teachers acknowledge some students need extensions that they identify with common assessment data but move on to the next lesson regardless.	Teachers make an individual plan to address extensions as necessary based on classroom data or from a common assessment.	The collaborative team creates extensions based on data from common assessments.	The collaborative team creates and determines the effectiveness of team extensions based on data from common assessments.
Some students needing extension are routinely asked to help others during lessons.	Students needing extensions have varied experiences based on individual teacher classroom implementation.	Every student needing the extension has access to it, whether the team decides to implement it during core instruction or during an alternate time in the school day.	Every student needing the extension has access to it, whether the team decides to implement it during core instruction or during an alternate time in the school day.

Overall Rating

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Evidence and Justification

- Teacher Interviews
- Leadership Team interview
- List of extension options utilized in upper grades

Shifting from All to Each

School schedules, operational systems, grouping of students, and any activities impacting student learning are all focused to provide each student with the necessary skills and knowledge to become proficient in the guaranteed and viable curriculum. All decisions are made with this purpose as the most crucial goal.

Summary

The school principal and her admin team are highly focused on systems, protocols and artifacts that ensure a focus on learning for all. This focus and vision are carried by all of the collaborative grade level teams I spoke with. Teachers and staff feel empowered by the new administration and feel that the structures and high expectations present in the school now have and will continue to increase student learning and outcomes.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Teachers independently try to create time for interventions, as needed, often running out of time for core instruction or intervention.	Teams create time in the school day by carving time out of core instruction to implement team created interventions, as needed.	Time is built into the school day in addition to core instruction for collaborative teams to implement team created interventions, as needed.	Time is built into the school day in addition to core instruction and teams use data to determine its best use to implement team created interventions, as needed.
Teachers only give intervention or remediation support in class through differentiation or sending students to another adult on campus.	Teams determine students in need of intervention and remediation and work to give additional instruction to topics.	Teams routinely determine students in need of intervention and remediation and offer the additional targeted and specific learning for an established period of time using appropriate staff members.	Teams routinely determine students in need of targeted interventions and remediation and monitor the effectiveness of learning in each.

Overall Rating

Level 3 – We are intentionally practicing this with room to grow

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Evidence and Justification

- Master schedule with scheduled/scaffolded intervention blocks K-4
- Reading and Math specialists on staff for students in need of remediation
- Focused and intentional identification of learning targets in upper grades (3rd – 4th)
- Interview with administrative team

Leadership for Learning

The leadership team or guiding coalition comprised of teachers and administrators will be established to lead and monitor the school improvement processes that ensure learning for all. The building principal is responsible for implementing the Professional Learning Community at Work framework with fidelity. This includes but is not limited to data review weekly, scheduling, protecting instructional time, and supporting teachers with embedded professional development and time to do the work.

Summary

The principal assigned teachers to the leadership team initially to ensure systematic change was supported and reinforced. After establishing a strong culture of learning for all, she is now letting teacher teams vote on who will represent their team. It is evident that school wide systems have been enacted under the new leadership: collaborative teams focused on the 4 critical questions, data analysis, intervention blocks, remediation targeted at high need areas, celebrations.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Team contains volunteer teachers and staff.	Team contains previously designated leaders or rotating leaders.	Team contains teachers with characteristics including change agent, expert, credible, and leader.	Team contains teachers with characteristics including change agent, expert, credible, and leader, and re-evaluates members each year with entrance and exit interviews.
Team focuses on every issue and may spend more time on complaints and ideas for first-order change than student learning.	Team leads the work of school improvement, but may be focused on first-order change.	Team models and leads the work of school improvement.	Team models, monitors with feedback, and leads the work of school improvement.
Team looks at data related to student achievement and demographics.	Team gathers and analyzes data related to demographics and student learning.	Team gathers and analyzes a full picture of data to determine the root issues to address to improve learning.	Team gathers and analyzes data from all stakeholders routinely and in a location that leadership can easily access.

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A school mission, vision, collective commitments, and SMART goals to guide the work may have been previously written but is seldom referenced or used to guide the work. Not all staff know the documents exist.	Team has established a mission, vision, collective commitments, and SMART goals to guide the work, but not all staff members had a voice in the process or can articulate the work.	==Team has established a mission, vision, collective commitments, and SMART goals to guide the work.==	Team has established a mission, vision, collective commitments, and SMART goals to guide the work and involved community members in the process with plans for continual revision as needed.
Teachers wait to be told what to do (and will do it) but are not clear about what is tight and loose in the work of school improvement.	The work of collaborative teams is all designated as tight and teams are on rigid schedules of what to address and when, but may not be clear about why.	==The team is clear about what is tight and what is loose in the work of school improvement.==	The team is clear about what is tight and what is loose in the work of school improvement.
Team relies on collaborative teams to create their own necessary system and protocols to address academics and behavior.	Team creates necessary school wide systems and protocols so they can address academics or behavior.	==Team creates necessary schoolwide systems and protocols so collaborative teams can address academics and behavior.==	Team creates necessary schoolwide systems and protocols so collaborative teams can address academics and behavior.

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Evidence and Justification

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- Teacher/principal interviews
- Leadership/Exec team meetings
- Data analysis protocol
- Google doc notes and agendas

Engaging Students in Owning Their Learning

Schools and teachers adopt and ensure a growth mindset to improve achievement for each student. Students set their own learning goals in the form of SMART goals and track their own growth. Teachers create learning opportunities that personalize and engage students in owning their learning by learning target, bringing meaning to the process.

Summary

As mentioned earlier in this report, all teachers are expected to utilize the Café protocol for conferencing with students and setting goals for achievement based on their CFAs. The principal indicated that this is a rigorous protocol and teachers are working to effectively implement this conferencing into their unit designs. This protocol has an ELA focus and the principal indicates that they will be focusing on how to implement a similar protocol for math this year

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Teachers seldom ask students to self-reflect.	Teachers ask students to self-reflect occasionally.	Teachers across the team have consistent routines and protocols for students to self-reflect.	Teachers across the team tie all learning to learning targets so students consistently reflect using evidence of their learning.
Students just try to do better from one common assessment to the next with no clear goals or use averages or an overall percentage from common assessment data to make a general goal.	Students are given learning goals by target based on their common assessment data.	Students use their common assessment data to make learning goals by target.	Students analyze and reflect on their common assessment data to make learning goals by target and a plan to achieve them.

Overall Rating

Level 3 – We are intentionally practicing this with room to grow

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Evidence and Justification

- Teacher/Principal Interviews

Focus Group Summaries

For possible questions used for the focus group summaries, see Appendix E.

Leadership Interview

Enter 4-5 sentences summarizing your findings on this specific topic.

Teacher Focus Group

Enter 4-5 sentences summarizing your findings on this specific topic.

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Student Focus Group

Enter 4-5 sentences summarizing your findings on this specific topic.
Huntsville Elementary School has approximately a third Hispanic, a third African American and a third anglo students represented in their student demographics. These demographics were equally represented in the student group that attended the student focus group. Students indicate that they feel very safe at their school and that bullying was not tolerated in their school. Students indicate disagreements are dealt with right away with help from their teachers and school staff. They spoke of several school platforms to celebrate student behavioral and academic accomplishments, as well as being recognized by their teacher in class. They felt their teachers showed care for them by verbal praise and affection, rewards for good performance, and by creating a "family" atmosphere in their classrooms. Most students indicated that their parents were not that involved in the school but did come to performances.

What Students Like About the School

- Friends
- Teachers/staff
- Feel safe
- Family atmosphere

Student Ideas for School Improvement

Students said they were happy with their school. No one had ideas for improving the school.

Parent Focus Group

Enter 4-5 sentences summarizing your findings on this specific topic.

What Parents Like About the School

Parent Ideas for School Improvement

Enter 4-5 sentences summarizing your findings on this specific topic.

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Classroom Observations

The data collected during the classroom observations can be found in Appendix C.

Classroom Reflections

Positive Classroom Observations Related to Student Learning

Enter 4-5 sentences summarizing your findings on this specific topic.

- Students were attentive and respectful
- Teachers were engaged with students and supporting learning and procedures and protocols (first week of school)

Questions to Consider for Improved Student Learning

Enter 4-5 sentences summarizing your findings on this specific topic.

- Little student-to-student engagement was observed. A school wide effort to embed engagement activities and protocols into their teaching and lesson plans would be helpful. (pair share, equity sticks, small group or partner constructive learning opportunities)

Summary

My classroom observations took place during the first week of school. Much of the content and learning was based around introducing classroom protocols and introducing the students to a new curriculum. This may have impacted the instructional choices the teachers chose for learning, but overall there was little student-to-student engagement or collaboration in problem solving.

Challenges and Creating First Steps

The following action items were derived in the closing meeting with the principal and the Solution Tree Coach.

Challenges

Describe challenges the school must address.

- New curriculum and a district mandate to follow the curriculum, curriculum assessments and curriculum pacing guide with fidelity may promote a culture of "cover" the standards as opposed to going deep and ensuring rigorous learning of essential standards. However, principal is aware of this and has a plan for monitoring and adapting if this occurs.
- No team deliberation to determine common agreement of what is essential and how it will be assessed at the K-2 grade level
- The upper grades have stronger understandings of essential standards, assessment, data analysis and flexible groupings than the lower grades. Need to address this gap in understanding. (This discrepancy is mostly due to a streamlined focus on the assessed grades 3rd and 4th to get out of corrective action.)
- Lower grades have not had a benchmark assessment to guide their SMART goals and progress monitoring
- Authentic goal setting using the SMART goal format at the team level needs to be introduced
- Teaching strategies that focus on increase student engagement/problem solving to address 21st Century skills

Provide a list of action steps for the school to successfully work as a PLC and with efficient and effective collaborative teams.

School Goals

Current School Goals

Outline the school goals your SMART goals will support.

School SMART Goals

Outline the specific SMART goals the school and/or teams will achieve. Reference page 20-21 and 141-143 in School Improvement for All to assist in creating these goals.

To achieve these SMART goals, the following action plan goals are needed. Each is explained in more detail in the 30-60-90 Day Plan.

Leadership Team or Guiding Coalition Goal

Ensure this goal is written using the SMART criteria outlined on pages 20-21 of School Improvement for All.

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Collaborative Team Goal

Ensure this goal is written using the SMART criteria outlined on pages 20-21 of School Improvement for All.

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Background and Demographics

Demographics

Grades Served	Kindergarten – 4th Grade
Enrollment	590
% of Students on Free and Reduced Lunch	74%
% of English Language Learners	25%
% of Students With Special Needs	8%
Student Attendance Rate	95.7%
Teacher Attendance Rate	98%

History of the School and/or District

Huntsville Elementary was constructed in the late 1980s. It is surround by lower income housing and predominantly services this population. Over the last seven years there have been 7 different principals and the inconsistency and lack of effective leadership is attributed to the downward spiral of student proficiency rates that led to the school falling into corrective action for the past three years. In 2017-18, new leadership was placed in the school and the results have been significant. Having been rated as an F school for the last three years, this year they received a C rating. Principal Christy Cross, supported by her assistant principal ▇▇▇ Davis, has developed systems and protocols that have led to a data focused response to students who were not learning and this is reflected in the recognition of the state for growth in the 2018-19 school year

Culture of the School and/or District

The new administration and leadership team have fostered a positive school culture and climate that is focused on increasing student academic and social successes at HES. This culture is reflected in their school motto, "It's all about SUCCESS and HES". This focus is reflected in the teacher, parent, leadership and student interviews. Teachers and staff are excited about a continuous cycle of improvement, as well as the new systems they have in place, their focus and response to data, and the subsequent results on last year's state assessment. In addition to a culture that reflects a belief in learning for all, there is also a warm and inviting climate that is reflected in the hallways and attitudes of the staff, students and parents.

Appendix B

Performance Data

Indicator	Current Year	Previous Year
State Report Card	C	F
% of Students Reading at Grade Level (meets or masters)	End of YearPM's(On or above grade level) K – 56% 1st – 55% 2nd – 57% STAAR 3rd - 61% 4th - 59%	End of YearPM's(On or above grade level) K – 39% 1st – 27% 2nd – 32% STAAR 3rd - 56% 4th - 51%
State Test Results Reading/English/Writing (by grade level or course)	RD WRT 3rd - 61 % 4th - 59% 47%	
State Test Results Mathematics (by grade level or course)	STAAR 3rd – 61% 4th - 70%	STAAR 3rd - 52% 4th - 53%
State Test Results Science		
Gap Analysis State Assessment Results for Reading/English/Writing by Subgroups		
Gap Analysis State Assessment Results for Mathematics by Subgroups		
District/Benchmark/Interim Assessment Results		
% of Student Failing Courses Reading/English/Writing (by grade level or course)	N/A	
% of Student Failing Courses in Mathematics (by grade level or course)	N/A	

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% of Student Failing Courses Reading/ English/Writing (by grade level or course)	N/A	
High School Graduation Rate	N/A	
<mark>Other Achievement Indicators (ACT, SAT, Work Keys, Course Recovery, Aspire, ELL Assessments, etc.)</mark>	TELPAS	

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Appendix C

Data Collection Summary

Methodology	Quantity
Classroom Observations	12
Interviews with Teachers, Administrators, and Students	Teachers - 19
Observations of Content and Grade Level Team Meetings	0
Observation of School Leadership Team Meeting	0
Document Review	

Documents Reviewed

Note any documents reviewed to gain information for the Needs Assessment Report.

- STAAR State Assessment Comparison Data
- PM Reading Comparison Data
- Sample Collaborative Team Meeting Agendas and Notes (Grade level, Leadership)
- Master Schedule
- "Expectations for Grade Level TEAM PLC Planning" – Based on 4 Critical Questions
- "Required Lesson Plan Content"
- Monday Messenger – Weekly teacher newsletter/communication
- Data Anaysis/Flexible grouping protocol
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Appendix D

Needs Assessment Classroom Observations

What students are doing?	Quantity of classrooms	Comments/Subject/Grade Level
Engaged in dialogue		
Independent worksheet		
Learning in a project-based environment		
Learning with manipulatives		
Writing		
Reading		
Note-taking		
Other:		

Stimulus Observed

What are students doing?

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Cognitive Demand
What is the student thinking observed/facilitated?

What students are doing?	Quantity of classrooms	Comments/Subject/Grade Level
Analysis/Interpret		
Apply		
Cause/Effect		
Compare/Classify/Categorize		
Create/Develop		
Draw Conclusions		
Generalize		
Infer		
Justify/Evaluate		
Make Connections		
Summarize		
Predict/Estimate		
Sequence/Order		
Synthesize		
Listen		
Other:		

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Locus of Control
Who is responsible for most of the Thinking/Talking? Teacher/Students?

Primary person/people thinking and talking in the lesson observed	Quantity of classrooms	Comments/Subject/Grade Level
Teacher		
A selection of students		
All students		

Learning Targets
What is the connection between what the students are doing and the posted learning target?

Learning Target Action	Quantity of classrooms	Comments/Subject/Grade Level
No learning target posted or referenced		
Learning target only referenced once or only posted		
Students engage with understanding the learning target for the day		
Students reflect on how the learning target relates to the activities used for learning in the lesson		
Students use learning targets to reflect on learning		
Other:		

Differentiated Instruction
What scaffolding/support for differentiated learning was observed?

Differentiated Instruction	Quantity of classrooms	Comments/Subject/Grade Level
Modeling		
Graphic organizers		
Visual supports		
Small group instruction		
Manipulatives		
Project based		
Extended time		
Leveled work		
Scaffolded questioning		
Alternate activity to same rigorous standard		
Other:		

Classroom Environment
How does the classroom look and feel?

Classroom Environment	Quantity of classrooms	Comments/Subjects/Grade Level
Desks in rows		
Desks in grouping structures		
Anchor charts		
Vocabulary wall		
Literacy rich materials		
Numeracy rich materials		
Manipulatives/Books organized and available		
Designated locations for materials and work spaces		
Classroom norms posted		
Other:		

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Instructional Strategies Observed
How are lessons constructed?

Instructional Strategies	Quantity of classrooms	Comments/Subjects/Grade Level
Lecture		
Learning through reading		
Group activities		
Guided release		
Exploration		
Technology enhanced		
Use of graphic organizers		
Other:		

Focus Group Questions

The following questions are a sample of those that may have been asked to focus groups during the Needs Assessment information collection.

Culture of Success

- What evidence exists of the school community maintaining a culture that values learning and promotes the academic and personal growth of each student?
- What evidence do you have that the school community supports a safe, orderly and equitable learning environment?
- How does the school display a culture of caring and encouragement? What evidence exists that the school staff works with a "whatever it takes" approach to the success of each student?
- How does the school work with outside agencies to support a safe, orderly, and equitable learning environment? (law enforcement, social services, mental health, court system, health care)
- How does the school display a culture of caring and encouragement? What evidence exists that the school staff works with a "whatever it takes" approach to the success of each student?
- How does the school celebrate improvement and student achievement?
- What evidence exists that learning is the focus of the school as indicated by the protection of instructional time?
- What formal methods exist for student, parents, and teachers to give input to the optimal functioning of the school?

Engaging in the Right Work

- What collaborative processes are in place in the school? How do they focus on student results?
- What evidence exists that teaching/operational teams operationalize norms, protocols, roles, agenda building, record keeping, and decision making?
- How do PLC teams utilize SMART goals? How are they shared with the rest of the school and students?

Critical Question 1 – What is it we want our students to know and be able to do?

- What evidence is there of an agreed upon guaranteed and viable curriculum that includes learning targets?
- What evidence is there of collaborative team agreement of the essential learning standards?
- How does the team determine the meaning and expectations of standards?

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- How is common pacing of units determined?

Critical Question 2 – How will we know if each student has learned it?
- Describe how common formative assessments are developed and utilized to inform instruction.
- How are you using common scoring guides and rubrics to assess student learning on common assessments?
- How do teams analyze student data on common assessments?
- How do teams identify trends in student work and respond to those trends?
- What role do students play in communicating what they have learned and what they need to learn?

Critical Question 3 – How will we respond when some students do not learn it?
- What is the team response when students do not learn?
- How does the team identify and track the learning of students who have not learned yet?

Critical Question 4 – How will we extend the learning for student who have demonstrated proficiency?
- What is the team response when students do learn? What extensions or enrichments are created and how?
- How does the team identify students in need of team extensions or enrichments and monitor their effectiveness to increase student learning?

Shifting from All to Each
- Are the schedules built to support extra time for reaching proficiency? How can they be?
- What is the established recurring cycle of interventions and extensions that moves learning forward in the school?
- How do you provide interventions while also remediating prerequisite skills and knowledge?
- Which adults on campus are utilized for interventions and remediation?
- How are students given access to quality grade-level core instruction and additional interventions and remediation during the school day as needed?

Leadership for Learning
- How frequently does the leadership team meet? What are typical agenda items?
- How does the leadership team and principal exercise flexibility over building schedules? How are building schedules designed to provide extra time for students to learn and master material?
- How is instructional time protected?
- How does the leadership team use data to inform instruction and operations of the school?

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- How does the leadership team develop and implement a coherent strategy and plan for implementing initiatives to improve the school?
- How does the principal and leadership team limit new initiatives to keep focused on the school's model of instruction?
- Describe how the leadership team monitors student progress.
- How does the leadership team work to learn, clarify, and guide the work of collaborative teams?
- What is the role for each member of the leadership team?
- What is the purpose of the leadership team?

Engaging Students in Owning Their Learning
- How are students involved in goal setting for their learning?
- How are students engaged to feel that they are partners in the learning process?
- How is a growth mindset communicated in the school?
- What opportunities do students have to self-evaluate their work?
- How are students motivated and engaged? Is this true for all students? Subgroups? Which
- subgroups?

Leadership Interview
- How does the principal exercise flexibility over building schedules? How are building schedules designed to provide extra time for students to learn and master material?
- How does the principal protect instructional time?
- How do the principal and leaders use data to inform instruction and operations of the school?
- How does the principal limit new initiatives to keep focused on the school's model of instruction?
- How does the principal ensure that classroom level instruction is adjusted based on formative and summative results from aligned assessments?
- How does the principal effectively employ staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instruction and meet student learning goals?
- How does the principal work with stakeholders to increase academically-focused family and community engagement?

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Teacher Focus Group
- How does the school celebrate success for students? teachers? the school as a whole?
- Has the school identified what they expect students to know and be able to do with learning targets for each subject? If not all subjects, which are completed? Is this aligned with the state standards?
- How do teams utilize a teaching calendar to ensure mastery in time for the state assessment? Does it include time for re-teaching?
- How are common formative assessments used by teaching teams?
- Have your teaching teams agreed upon what is proficient for each assessment? Do students know how to become proficient on each standard?
- What intervention schedules and programs are in place to support students when they have not learned the material the first time?
- How do teachers have input to improving the school?
- What suggestions or concerns do you have that could help this school improve to better prepare students for the future?

Student Focus Group
- How does your school celebrate student success?
- Do you feel safe at school? Why or why not?
- How is the attendance at your school? Do your classmates make coming to school a priority?
- What could the teachers and staff do to help you do better in school?
- Is the school preparing you for high school? graduation? getting a job?
- What opportunities do you have to give input to how the school could better support you?
- How does the school involve your family in what is happening in your learning?
- How do the teachers show you that they care about you and encourage you to be your best?
- What would make this a better school?

Parent Focus Group
- Do you believe that the teachers at your child's school have the skills to help your child succeed in Reading and English Language Arts? Math? Why or why not?
- Do you believe that your child is going to be prepared for the next level in school? to graduate? Why do you think so?
- Do you see yourself as a part of the school community? Why or why not?
- How does the school include parent input for improving?
- How does the school celebrate student success?

- What suggestions or concerns do you have that could help this school do a better job of preparing students for the future?

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