



Priority Schools

in a PLC at Work™

Needs Assessment Summary

District: Huntsville Independent School District

School: Mance Park Middle School

Principal: Joshua Campbell

Date: September 5-6, 2019

Solution Tree Coach: Dana Renner

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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.

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 current administrative team at Mance Park Middle School has expectations for high levels of learning for all. There is a need to create a Leadership Team that can operate as a model for all other collaborative teams. There needs to be a collective vision for change with a unified mission that is building wide. Each staff member in the school must commit to action through collective commitments.

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.
Some student successes are celebrated publicly.	Student successes are celebrated publicly.	Teacher and student successes are recognized.	Teacher, student, and team successes are recognized and celebrated in routine and systematic ways.

Overall Rating

Level 1- Beginning

Evidence and Justification

There are identified focus areas for 2019-2020 at Mance Park Middle School. They are:

- Living learning objective
- Tiered lesson design
- Assessment for learning
- PBIS/Classroom Management
- Sheltered Instruction

PBIS posters in each classroom and throughout the building establish the PRIDE culture that is valued at MPMS:

- P- Professional
- R- Respectful
- I- Integrity
- D- Determined
- E- Empathetic

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

Core content collaborative teams meet daily. Protected time to meet has been built into the master schedule.

Summary

- Each core content team meets with an instructional coach
- There is a google drive for each content team. The information contained in each team google drive is inconsistent and varies. It could include: weekly agendas, pacing guides, TEKS resources, data trackers, tests, instructional targets.
- Teams have a meeting room.
- The Social Studies room had established meeting norms and those were posted.
- There was no evidence observed for established SMART goals
- There was variability of resources, processes, and artifacts

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

Overall Rating: Level 1- Developing

Evidence and Justification

The artifacts that exist are inconsistent and incomplete. Only one team (Social Studies) had posted Norms. I did not observe any SMART goals with action steps. The agendas are created each week by the instructional coach and stored in the team google drive to be shared with the team.

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

TEKS, Texas Essential Knowledge and Skills (state standards), would be the guaranteed and viable curriculum.

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 different student learning targets across the team.	Collaborative teams use book objectives and student learning targets and change them daily.	Collaborative teams generate student learning targets to use throughout a unit with students.	Collaborative teams create student learning targets and use them with students for reflection and goal setting.

Overall Rating

Level 2- Attempting

Evidence and Justification

Curriculum mapping and scope and sequence came from the State, with some flexibility to adjust the number of days within a unit. State standards are defined, and essential standards are identified within the TEKS. Common assessments were expected, but were not teacher created and were not frequent. I did not observe student learning targets or the establishment of proficiencies.

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

The common formative assessments and summative assessments were not teacher created.

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 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.

Overall Rating

Level 0- Creating assessments as a collaborative team was not a practice in place.

Evidence and Justification

During the teacher focus group, the question was asked about how assessments were created, and the answer was that the assessment was either created by the instructional coach or it was automatically generated within the unit of study through the curriculum resources from the State.

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

Math and Reading remediation classes are built into the master schedule to address student learning gaps. Intervention opportunities are teacher dependent and could be before or after school, not during the school day, and are optional for students. There was not an intentional process for intervention to occur after a common formative assessment.

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

Level 1- Beginning

Evidence and Justification

- The principal stated that there is a plan for with the content teachers for strategic pullout/pushins throughout the school year for targeted interventions.
- There is a focus on tiered lesson design
- Lesson planning involves planning for misconceptions
- The teacher focus group indicated there were reteach opportunities through daily warmups

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

Accelerated courses were added to the master schedule. Pre AP in math, ELA, Science, and SS in 7th grade, and Algebra 1, and Pre AP ELA, Science and SS in 8th grade.

Extension opportunities upon proficiency with the guaranteed and viable curriculum were intended to be targeted through tiered lesson planning and ongoing assessment throughout the lesson.

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

Level 1- Beginning

Evidence and Justification

Teachers did not use common assessment data to identify students needing extension opportunities, although there was discussion in the PLCs that I attended that through tiered lessons the teacher would respond within the lesson with intervention or extension opportunities.

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 has a 7-hour day, where students would receive instruction in the 4 core content areas and then be scheduled into 2 elective courses and 1 career or academy class. If a student is enrolled in a remediation course, they lose an elective course.

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 1- Beginning

Evidence and Justification

During the administration team meeting, when asked how the school provides interventions while also remediating prerequisite skills and knowledge, the team said that remediation classes based upon missing foundational skills were built into the master schedule. If students need a remedial course in both reading and math, they would go to reading. Interventions would be before or after school with individual teachers, or through a re-teach, or through tiered instruction in the classroom. There is not a built-in intervention time within the school day.

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

There is not a leadership team or guiding coalition.

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.

<p>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.</p>	<p>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.</p>	<p>Team has established a mission, vision, collective commitments, and SMART goals to guide the work.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>	<p>The team is clear about what is tight and what is loose in the work of school improvement.</p>	<p>The team is clear about what is tight and what is loose in the work of school improvement.</p>
<p>Team relies on collaborative teams to create their own necessary system and protocols to address academics and behavior.</p>	<p>Team creates necessary school wide systems and protocols so they can address academics or behavior.</p>	<p>Team creates necessary schoolwide systems and protocols so collaborative teams can address academics and behavior.</p>	<p>Team creates necessary schoolwide systems and protocols so collaborative teams can address academics and behavior.</p>

Overall Rating

Level 0

Evidence and Justification

During my one on one discussion with the principal, he indicated he did not have a leadership team but recognized the need to establish one.

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

There was minimal evidence of student ownership, SMART goals and progress monitoring. I did not observe any student self-evaluation. Although the administration team communicated growth as a focus, I did not hear or see the growth mindset communicated in the classroom.

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 1- Beginning

Evidence and Justification

The teacher focus group indicated that some teachers have students use data tracking sheets. The administration team mentioned the need to push kids from meeting the standard to mastering the standard with a focus on enrichment and rigor, but that they needed help in knowing how to enrich. They also expressed that teachers need to be exposed to that mastery level (DOK), and that they need to establish sustainability and continued progress.

Focus Group Summaries

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

Leadership Interview

I met with the administration team which included the Principal, two Assistant Principals, the Dean of Instruction, and 4 Instructional Coaches. The Principal has been in his role for roughly 18 months and both AP's are new in their positions with minimal experience. The Principal adjusted the master schedule creating a 7-period day, with a focus on the 4 core content areas and allowing for teacher collaboration daily. While not yet implemented, there is a plan for interventional pull outs within the day. The team shared that there are particular focus areas for the 2019-2020 school year, some being across the district, and some being specific to MPMS. There has been high teacher turnover and high administrative turnover at MPMS. It was evident however with this team that there is a culture of improvement for all. The team is intentional about addressing the needs of the whole child with academic supports, academically, socially, emotionally, and behaviorally. The team is making a concerted effort to shift the culture of their school. The Principal is open to shared leadership and recognizes the need for a leadership team.

Teacher Focus Group

The teacher focus group was diverse with widespread representation of instructional areas. The team expressed that the students know what their job is. Emphasizing that students know what they are supposed to know. The comment was made, "this is important with high staff turnover". The teachers are very oriented to the teaching calendar that is provided through TEKS. The calendar includes days determined for teaching each unit. CFA's are created by the Instructional Coaches in the core content areas using released STAR questions. The CFA's are usually 10 questions or less, they are formative, and not for a grade. Unit tests are also common assessments. Reteach is provided through warmups and tiered lessons. The teachers communicated that they always want to go forward, they are looking for growth. Those teachers in the tested content areas knew the target on State testing with approaching, meets, and masters. They look at overall numbers of pass rates, but indicated they are also looking at individual student numbers. For the teachers in the group that were not in a core content area, or a tested content area, appreciation for the 3 Big Ideas and 4 Critical Questions seemed to be lacking. Any comment or contribution within the focus group from those teachers was qualified with the opening statement, "Well, I teach _____, it's an elective", or "I teach _____, so I am a singleton, which makes collaboration impossible". The teachers did express that they felt there are good structures in place and good communication for the expectations. They expressed the school feels more family oriented and that they are all after a single goal, with more time on the positive and less time on the negative. The teachers also expressed that everything is aligned in the district from the Superintendent down.

Student Focus Group

There was a 7th grade focus group of 3 girls and 3 boys and an 8th grade focus group of 3 girls and 3 boys. The 3 boys that came for 7th grade were very wild and disruptive and did not contribute to the discussion. The 3 girls were great. They were very well spoken and very thoughtful.

The 8th grade students were wonderful. According to the principal, both groups were randomly selected by the counselor.

Both groups indicated an appreciation for the opportunity to provide input.

What Students Like About the School

Students indicated that there were celebrations for student success (Park Pride, catch you doing something good, pep rally's when behavior is good and before the state test, perfect attendance awards by a partnering church). The students feel they are being prepared for high school and beyond. The students felt like most of their teacher relationships were good, but that they don't last because the teachers move on. The students all like Mr. Campbell, the principal. Some teachers do tutorials after school. Students overall feel safe, but recognize anything *could* happen. The students expressed that some teachers don't let us give up.

Student Ideas for School Improvement

Student feedback:

- Have a police officer for each floor. Some teachers don't teach with their doors locked and closed and some rooms the locks are broken. Some kids behave wildly in the hallways and sometimes they are hard to get around.
- For some school is a priority, but some students skip or they are always late, "they fart around in the hallways" and teachers don't do anything.
- Reward us more, don't argue with students, some teachers should put their foot down on students that don't know how to act in class, some teachers are not tough on athletes even though they are misbehaving, athletes tell the teachers to tell the coach they were well behaved, teachers tell us to come to school with a good attitude, but they bring their problems to school, sometimes if my teacher has a bad hour before mine she will take it out on my class, we need to have more interactive projects, stuff that makes us want to learn, sometimes one kid behaves bad and the teacher punishes the whole class.
- You can self-select into advanced classes but they get full, so you might get left out.
- They don't teach us life skills, athletics will prepare us for life, but classes just teach us what we need to know now, not later in life.
- Some teachers want us to tell them what they can do better, but it is very few, like a handful.
- Only people that get an award get to come to the ceremony. Everyone should get to come to awards ceremonies.
- My mom needs to know what is going on because there are things that I might not want to do but she might know I need to do.
- The teachers don't push you. I don't think the principal knows what is going on in the classroom. They need to talk to us.
- Sometimes a bad kid is good for like a week and they get rewarded, but we are good all the time and get nothing.
- It needs a lot of things, teachers that care, better teaches, male teachers
- The theater teacher left because kids were crazy
- They try to instill pride in us so much that it becomes a broken record.
- Sometimes they treat us like babies
- Better teaching strategies
- Football players get into HS games free. Why don't all athletes get that privilege with their sport?

Parent Focus Group

What Parents Like About the School

- First year teachers have been very helpful, well versed, available, and accessible. They provide lots of different resources. All the lessons are available. One has a You Tube channel, and with this age media is a great way to reach the kids.
- The parents believe their student will be prepared for high school and beyond.
- Parents believe they are a part of the school community. “As we are getting older, we are getting more involved”.
- The door is always open.
- Stronger administration from the top down make a huge difference and the district has only gotten better.

Parent Ideas for School Improvement

- Address the needs of the students and the results will come.
- Not one size fits all.
- More parent focus groups.
- Provide options if/when students don't want to do something, alternative assignments and activities.

Classroom Observations

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

Classroom Reflections

Positive Classroom Observations Related to Student Learning

Each classroom had a learning objective and a language objective posted. Each classroom had a PRIDE poster displayed. Many of the classrooms were decorated in an attempt to be welcoming, warm and inviting, with personal touches infused by the teachers.

Questions to Consider for Improved Student Learning

- How can we move from compliance to meaningful work?
- How can we support deeper understanding of the importance of effective lesson planning that impacts instruction?
- How can we support more use of engaging, rigorous instructional strategies that will create more student opportunities for critical thinking, problem-solving, and enriched learning experiences?
- How can we support a stronger collaborative environment that leads to data-driven instructional practices (evident with differentiated instruction, student ownership of learning goals and immediate feedback to and from the student)?
- How can we develop ownership and expertise within the teachers?

Summary

MPMS has great pieces in place, but they are not connected. The sequential process is out of order, with missing foundational pieces. Teachers “think” they are doing the work. The school is data rich but information poor.

Challenges and Creating First Steps

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

Challenges

Shared Leadership- Currently, MPMS is lacking a shared leadership model. Principal Campbell and his staff would benefit from the formation of a leadership team to build collective capacity and deep understanding of the school improvement work that will be needed.

Mission/Vision/Values/Collective Commitments- Establishing new value statements will bring focus to work that needs to happen with a shared commitment building wide. It will also provide direction to new staff coming into the building.

Curriculum and Instruction

-Guaranteed and Viable Curriculum- It is necessary for teachers to have clarity on what standards are essential, how to unpack these standards and write learning objective to inform their lesson planning. The focus from prioritize standards-based planning to assessment will lead to next steps that will include formative assessment planning that is aligned to the standards which will provide timely feedback about what students know and do not know.

-Creating Common Formative Assessments- an increased frequency of giving common formative assessments is necessary. Additionally, teachers need to participate in the development of the assessment.

-Data analysis protocol- There is a need for how to analyze the data to determine what it is saying about the needs of the students and the instructional strategies and practices of the teachers (including lesson planning). How can the data be leveraged for student learning? How does the data connect to the goals of the building?

Lack of targeted interventions within the school day

Action Steps

Leadership Team- A leadership team will be created. This team will meet on a regular basis with to establish vision, mission and collective commitments for Mance Park Middle School. Throughout the year, this team will begin to develop a collaborative approach to data driven decisions for the school.

Curriculum and instruction

-Guaranteed and viable curriculum-Identify priority standards, create a proficiency map, unpack the standards into learning progressions and student learning targets, create unit plans, create daily lesson plans, determine what to assess using standards and proficiency scales.

-Common Formative Assessments-determine how to assess using assessment design, determine how to communicate results and respond to student learning

-Data at the school will be organized and analyzed immediately to begin to determine the individual needs of students. This examination of the current reality of the school will support the urgent need to establish instruction and intervention practices that support the needs of students.

Interventions-Use best instructional practices to respond to student learning within the school day.

School Goals

Current School Goals

Goal 1: Academic Performance-All students will achieve academic success and demonstrate growth.

Goal 2: Safe Schools-MPMS will promote nurturing, safe and secure places for students, staff and parents by implementing PBIS, CHAMPS, and positive referrals.

Goal 3: Community Involvement-The school will improve parent and community partnerships in an environment that promotes trust through effective communication.

Goal 4: Resources- The school will ensure fiscal accountability through alignment and sound stewardship of our financial resources.

Goal 5: Staff- The school will retain and recruit qualified staff that will maintain standards that foster student success.

School SMART Goals

To be discussed with the principal at our 30/60/90 day planning session.

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

To be discussed with the principal at our 30/60/90 day planning session.

Collaborative Team Goal

To be discussed with the principal at our 30/60/90 day planning session.

Appendix A

Background and Demographics

Demographics

Grades Served	7-8
Enrollment	882
% of Students on Free and Reduced Lunch	70%
% of English Language Learners	12.13%
% of Students With Special Needs	9.86%
Student Attendance Rate	95.43%
Teacher Attendance Rate	93%

History of the School and/or District

MPMS was established in 1966 and served as the High School for the district. During the 18-19 school year, Mance Park celebrated its 25th year of being the middle school. The campus was in improvement required status during the 17-18 school year but made growth and met standard in 2018. The campus continued to make growth in the 18-19 school year and moved from an overall “D” in the state accountability system for 2018 to an overall “B” by the end of the 2019 school year.

Culture of the School and/or District

The school has had 4 principals in the last four years. The Dean of Instruction in 17-18 had one year of experience and was replaced in 18-19, and is the current Dean. AP’s for the 18-19 school year were in their 2nd and 3rd years of experience and both left the district. The current AP’s are in their first year of experience. Teacher/staff turnover is high.

Appendix B

Performance Data

Indicator	Current Year	Previous Year
State Report Card	B (82)	
% of Students Reading at Grade Level	7 th grade 18% 8 th grade 52%	
State Test Results Reading/English/Writing (by grade level or course)	7 th grade 58% 8 th grade 77%	7 th grade 58% 8 th grade 74%
State Test Results Mathematics (by grade level or course)	7 th grade 55% 8 th grade 75%	7 th grade 43% 8 th grade 62%
State Test Results Science	8 th grade 63%	8 th grade 55%
Gap Analysis State Assessment Results for Reading/English/Writing by Subgroups	<p>7th grade reading: All 0 gains Hispanic 9 points Black -3 points White -6 points Eco. Dis. 4 points LEP -3 points SPED -4 points</p> <p>8th grade reading: All 3 points Hispanic 10 points Black 3 points White -2 points Eco. Dis. 12 points LEP 13 points SPED 4 points</p> <p>7th grade writing: All 3 points Hispanic 11 points Black 2 points White -4 points Eco. Dis. 8 points LEP -5 points SPED -6 points</p>	
Gap Analysis State Assessment Results for Mathematics by Subgroups	<p>Math 8th grade All 13 points Hispanic 22 points Black 17 points White 5 points Eco. Dis. 16 points</p>	

	LEP 7 points SPED 28 points Math 7th grade All 12 points Hispanic 22 points Black 3 points White 7 points Eco. Dis. 9 points LEP 10 points SPED -7 points	
% of Student Failing Courses Reading/English/Writing (by grade level or course)	7 th grade course failures 50 8 th grade course failures 73	
Other Achievement Indicators (ACT, SAT, Work Keys, Course Recovery, Aspire, ELL Assessments, etc.)		

Appendix C

Data Collection Summary

Methodology	Quantity
Classroom Observations	17 classroom observations
Interviews with Teachers, Administrators, and Students	1 teacher group, 1 administrator group, 2 student groups
Observations of Content and Grade Level Team Meetings	Observed 1-8 th grade Social Studies, 1-7 th grade ELA, 1-8 th grade Math, 1-7 th grade Math
Observation of School Leadership Team Meeting	There isn't a school leadership team
Document Review	Master schedule, State testing data, School improvement plan

Documents Reviewed

Master Schedule
State Testing Data
School Improvement Plan
Region report of the school
City of Huntsville Information

Appendix D

Needs Assessment Classroom Observations

Stimulus Observed

What are students doing?

What students are doing?	Quantity of classrooms	Comments/Subject/Grade Level
Engaged in dialogue		
Independent worksheet	7	Worksheet or independent assignment
Learning in a project-based environment	2	Science classrooms, students were building atom models
Learning with manipulatives	2	Math-students were using plastic red and yellow coins to represent integers
Writing	1	Using Chromebook to write a response
Reading		
Note-taking	1	
Other:	4	Review game in 7 th ELA, quiz, reviewing a quiz/test

Cognitive Demand

What is the student thinking observed/facilitated?

What students are doing?	Quantity of classrooms	Comments/Subject/Grade Level
Analysis/Interpret	4	I will understand the process for finding MAD when given a data set. I will analyze the periodic table to determine the element's identity Student's will describe the rules for adding integers
Apply	1	I can show mastery when ordering sets of real numbers....
Cause/Effect		
Compare/Classify/Categorize	3	Students will identify 5 floral flowers I can compare native Texan cultures
Create/Develop	2	Science-atom models I will use demos to create a chart and graph
Draw Conclusions	1	The students will explain any misconception about representative government
Generalize		
Infer		
Justify/Evaluate	1	Evaluate representative government
Make Connections	1	I will use text evidence to support an appropriate response
Summarize		
Predict/Estimate		
Sequence/Order	1	We will add integers
Synthesize		
Listen		
Other:		

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	16	
A selection of students	1	Algebra 1
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	17	Of my 17 classroom observations, I only heard one teacher connect the learning target to the lesson.
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	2	ELA, Math
Visual supports		
Small group instruction		
Manipulatives	2	Math
Project based	2	Science
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	1	
Desks in grouping structures	16	Desks paired, grouped, or classroom had tables.
Anchor charts		
Vocabulary wall	17	Not utilized by most
Literacy rich materials		
Numeracy rich materials		
Manipulatives/Books organized and available		
Designated locations for materials and workspaces	17	Most classrooms had storage space for student notebooks, journals, binders, etc. All classrooms were appropriate for the workspace needed.
Classroom norms posted	17	PRIDE posters in every classroom
Other:		

Instructional Strategies Observed

How are lessons constructed?

Instructional Strategies	Quantity of classrooms	Comments/Subjects/Grade Level
Lecture	7	Some sort of instructions followed by an expected outcome through individual work.
Learning through reading	2	
Group activities	2	Science
Guided release		
Exploration		
Technology enhanced	4	Math and ELA
Use of graphic organizers	2	Math and ELA
Other:		

Appendix E

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?
- 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?

- 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?

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?