

**FY22 Comprehensive Needs Assessment and School Improvement Plan Summary
Carver Road Middle School**

Strengths and Challenges based on Trends and Patterns

System/Area	Strengths	Weaknesses	Trends/Patterns
Coherent Instructional System	<ul style="list-style-type: none"> ● Blitz- Intentional grouping based on data; ● RCD curriculum; ● Soar and Enrichment ● Variety of software resources to differentiate and teach students (MyOn, Compass Learning, Stemscopecs, Gizmos) ● Students meeting growth goal ● Professional learning on instructional strategies (use of Teach Like a Champion); ● Data driven collaboration with scheduled PLCs; ● Process for PLCs ● In Reading; more students are projected to be proficient or developing from Fall to Winter. ● Extended Learning ● Carver Academy 	<ul style="list-style-type: none"> ● Pacing ; Gaps caused by remote learning especially with students all virtual; ● More math students projected to be beginning or developing from Fall to Winter. ● Challenges in time for planning; ● Redundant work (Ex. Know/do chart straight from UPOs) ● RCD curriculum needs updating specially with math posttest; RCD curriculum can restrict pacing; ● Alignment of ELA RCD with standards ● Combine Extended Learning and Tutoring 	<ul style="list-style-type: none"> ● Approximately half of students meeting growth goal, yet still projected to be beginning level ● Pacing consistently behind with Math RCD units ● Gap with subgroup performance specifically our Special Education population ● Continue software programs to enhance instruction ● Continue with instructional coaches ● Continue with Professional Learning based on School Improvement Goals; included personalized self-paced options ● Continue common assessments; more common formative assessments throughout the unit ● Continue Mastery Connect to analyze data ● This year- inconsistent opportunities for students to relearn/retake content; moving on to the next unit before remediating students and retesting ● For future consideration: over reliance on technology ● Less student engagement and student ownership or learning
Effective Leadership System	<ul style="list-style-type: none"> ● CAMS Culture Manual ● PLC's ● Focused PL ● Scheduling of Assessments 	<ul style="list-style-type: none"> ● More Leadership opportunities ● Time required to coach new teachers ● New admin team 	<ul style="list-style-type: none"> ● Yearly teacher turnover (New teachers) ● New admin last 2 years

	<ul style="list-style-type: none"> ● RCD Walkthroughs ● Literacy Walkthroughs ● Observations and Feedback ● Leadership Team ● Department Meetings ● Lesson Plans ● Know/Do Charts ● Assessment plans ● Mastery of Standards Charts ● Data Meetings ● Mid Year Data Review 	<ul style="list-style-type: none"> ● Cultural Awareness ● Increase professional development opportunities in the area of leadership for Leadership Team members and teachers interested in pursuing leadership ● Clarify information for PLC's ● No Math/Science coach 	<ul style="list-style-type: none"> ● More teachers becoming gifted certified ● Continue to participate in various professional learning to build instructional strategies and content knowledge
Professional Capacity System	<ul style="list-style-type: none"> ● PLC (grade level, department, leadership, faculty) ● Common Planning time with special education teachers ● MAP Training ● Instructional Meetings-TLAC ● Asynchronous Fridays ● District Professional Learning Days ● TOTM ● EOTM ● Grill and Chill, Holiday Celebrations, etc ● New Teacher Induction Program (Mentors) ● Code of Ethics Training 	<ul style="list-style-type: none"> ● Nearly every PLC is new ● Technology/Software Training ● Fidelity with the PLC process ● Collaborative teachers (SS and Sci) ● Resource Classes (Multiple Grade Levels) 	<ul style="list-style-type: none"> ● 53% of educators have four or more years of experience ● Continue monthly instructional meetings with TLAC strategies ● Retention Plan
Family and Community Engagement System	<ul style="list-style-type: none"> ● Parent/Teacher Conferences ● Virtual Open House ● School Compact ● Fall and Spring Surveys ● Virtual Career Day ● Social Media Engagement 	<ul style="list-style-type: none"> ● Time for Parent meetings for MTSS ● Seek parent volunteers who are comfortable with middle school ● Buy in from students and parents who are virtual. ● Electronic connection with parents and students is not as efficient as face to face interactions. ● Communication with non-English speaking families. 	<ul style="list-style-type: none"> ● 70% of School Compacts returned ● 28% of Fall Surveys Completed <p>Even with the move to Virtual PE events, the attendance has still continued to be low. The one event that had the most attendance was one where a treat was offered to students whose parent attended</p>

Supportive Learning Environment System

PBIS

- PBIS Rewards - more students and teachers have access to the PBIS Rewards app.
- The students can see the rewards immediately.(It is an immediate and direct positive reinforcement)
- In Person and Virtual Matrix

Referrals (Matrix)

- Pandemic may have reduced the number of referrals due to social distancing rules put in place as well as students being virtual learners.
- Low Level process allows for restorative practices.
- Students are aware that there is a system in place to hold them accountable for their actions.

PBIS Rewards

- Lack of virtual participation from students virtually and in-person.
- Teacher and staff lack of consistent participation with distributing points because of a pandemic with distributing points.
- Giving out rewards to students who are virtual.
- Limited reward options/resources
- Pandemic may have reduced the number of referrals due to social distancing rules put in place.
- Low Level process allows for restorative practices.
- Students are aware that there is a system in place to hold them accountable for their actions.
- Spanish/ other languages needed

- Rewards-First year that it has been used electronically.
- Consistent redemption of rewards, increase buy in by students.

- Over time, there appears to be a significant decrease in the number of referrals, ISS, and OSS from 2013-2021.

<u>Year</u>	<u>Totals</u>
2013-2014	457
2014-2015	411
2015-2016	286
2016-2017	202
2017-2018	230
2018-2019	131*

- Total of 16 ISS/OSS Referrals (7 ISS and 9 OSS) for 2020-2021
- Fall and Spring data will assist in determining the trend.
- Data shows that more referrals are written for 6th and 8th grade students.
- Most referrals are written in the afternoon with the majority of occurrences happening in the classroom.

	<p>Second Step</p> <ul style="list-style-type: none"> • When done with fidelity, it can have a powerful impact upon interpersonal relations and coping skills • The students are given real-world scenarios to determine how they should respond in certain situations. • It is a platform that helps in assisting the “whole child”. <p>Universal Screener</p> <ul style="list-style-type: none"> • Twice a year, students are provided with the Strengths and Differences Screener which provides feedback on student’s external/internal behavior concerns. It provides us with information that is compiled into our MTSS Report so that students who need support for external/internal concerns can be identified. The strength is that students who would not be identified without the Universal Screener have the opportunity to receive support based upon certain criteria. • Gives us a clear picture of the students who need help. • Helps to identify whether it is an internal or external concern. • Provides data to support ways such as SEL to assist the whole child. <p>Addition of Mental Health Personnel-</p> <ul style="list-style-type: none"> • Part Time School Counselor- Assists in providing group, individual counseling, and SEL to students. • It allows more students to be seen as opposed to having one school counselor seeing all of the students. 	<ul style="list-style-type: none"> • Some teachers believe that students don’t like Second Step because it is harder to interact and it may cause them to deal with their emotions. • Efficacy of program has been limited with the virtual/hybrid challenges (pandemic) • Spanish Version of SEL needed <ul style="list-style-type: none"> • Questions regarding certain period teachers do not take into account Co-Teaching / Collab sections • Limited follow-up with information obtained • Challenges with getting virtual students to complete it. • Many students are reluctant to answer more personal questions. <ul style="list-style-type: none"> • The part time school counselor is not here daily; she is here only on scheduled days,either 2-3 times per week. 	<ul style="list-style-type: none"> • Due to the pandemic, it may be a challenge to determine. • Data (parents initiating services) shows that there is a need for prevention and early intervention services for students. Data also shows the effects of the pandemic on students’ emotional health, their academics and their family struggles. Spring data will be available soon. • We have used the Universal Screener since 2017. <p>This the first year that we have had a part-time school counselor.</p>
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Demographic

1:His/Lat	2:American Indian or Alaska Native	Asian	:Black or African American	White	:Two or more races
53	4	2	287	101	29

[http://ccrpi.gadoe.org/Reports/Views/Shared/ Layout.html](http://ccrpi.gadoe.org/Reports/Views/Shared/Layout.html)

AMERICAN INDIAN / ALASKAN NATIVE

0.2%

ASIAN / PACIFIC ISLANDER

1.1%

BLACK

55.3%

HISPANIC

9.7%

MULTI-RACIAL

5.6%

WHITE

28.1%

ECONOMICALLY DISADVANTAGED

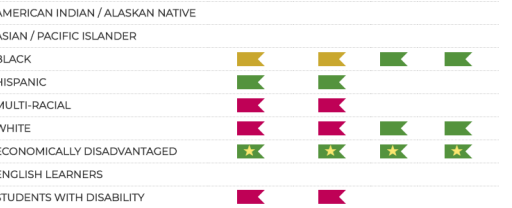
79.1%

ENGLISH LEARNERS

5.6%

STUDENTS WITH DISABILITY

11.0%



- English as a Second Language Learners - more strategies needed
- Transient populations
- All student subgroup did not meet CCRPI target
- Multiracial subgroup did not meet CCRPI target
- White subgroup did not meet CCRPI target
- Students with Disabilities subgroup did not meet CCRPI target

Math MAP

- 45% of black students met their projected growth
- 48% of multi-racial students met their projected growth
- 53% of white students met their projected growth

Reading MAP

- 48% of black students met their projected growth
- 56% of multi-racial students met their projected growth
- 53% of hispanic students met their projected growth

- We are closing the achievement gap in all areas.
- The SIP target is higher for some subgroups

Math MAP

- 63% of hispanic students met their projected
- 19% of Black students scoring above 61%.
- 22% of Hispanic students scoring above 61%.
- 33% of Multi-racial students scoring above 61%.
- 26.3% of White students scoring above 61%.

Reading MAP

- 76% of white students met their projected growth
- 24% of Black students scoring 61% or higher.
- 24% of Hispanic students scoring 61% or higher.
- 26% of Multi-racial students scoring 61% or higher.
- 36% of White students scoring 61% or higher.

Financial

- Title I Funds
- General Operating Funds
- Local School Account

- Title Budget- \$218,704
- General Budget - \$33, 059

- 78% Economically Disadvantaged 2018

Evaluated Against			
Student Norms			
Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
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115	68	59	57
102	61	60	58
117	58	50	46

- Fewer students in 8th grade met their projected growth in reading

Reading MAP Grade Report Data

Grade	High Average (%ile 61-80)	High (%ile > 80)	
6	15%	5%	20%
7	22%	13%	35%
8	21%	8%	29%
TOTAL	19%	9%	28%

- There is a higher percentage of 7th graders scoring at the high average-high percentile range in reading.

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Identification of Needs and Root Causes

<p>Overarching Needs</p> <ul style="list-style-type: none"> ● 52% of students are meeting their projected growth RIT on the math MAP assessment ● 56% of students are meeting their projected growth RIT on the reading MAP assessment ● 20% of students are scoring at the high average to high range on the winter math MAP ● 28% of students are scoring at the high average to high range on the winter reading MAP assessment ● Reduce office discipline referrals that result in ISS and OSS days
<p>Root Causes</p> <ul style="list-style-type: none"> ● Loss of instruction due to remote learning and low student engagement ● Students are not able to cite evidence from informational texts in content areas. ● Students struggle when reading complex literary texts (comprehension) ● Students need support to build their vocabulary in context. ● Students need support in using evidence to cite evidence and justify their writing (informational and literature) ● Students need support to apply math skills to real-world context. ● More intentional and targeted instructional time for both math and literacy for every student. ● Continued professional learning is needed for teachers on rigor, learning targets and proficiency scales. ● Professional learning is needed on strategies for effective implementation of technology so that students can create authentic work ● Student have individual gaps in learning (foundational skills) ● Need for more consistent rewards and recognition for positive behaviors and expectations ● Professional learning is needed for staff in content mastery and high leverage strategies ● Inconsistent classroom management practices and strategies ● Increased number of new staff (leadership, teachers, paraprofessionals) needing professional learning on classroom management ● New PBIS Team (All new members except for three people) ● Administrative team needs resources, supports, and strategies in lieu of OSS and/or ISS for resolutions

School Improvement Plan

Goal 1	From May 2021- May 2022, CAMS will increase the percent of students scoring at 61% or higher (high average- high percentile range) on the MAP assessment by 5 percentage points in ELA (% to %) and Math (% to %). (MAP report- Grade Report)
Action Steps/ Initiatives	<ol style="list-style-type: none"> 1. Teachers will improve professional knowledge on evidence-based instructional practices and instructional technology (instructional coach support, consultants, substitutes, stipends, travel, registration, professional learning books, professional learning software) 2. Improve content mastery in reading and math through the use of evidence-based instructional practices: USATestprep (ELA, math, science, and social studies), My Path (reading and math), Stemsscopes (science literacy), lab materials, math manipulatives, instructional technology, supplemental books, extended learning) 3. The school will support parents with content area strategies in all content areas (parent liaison, monthly newsletters, workshops, materials, parent resource center). 4. Students will participate in an additional instructional period for reading and math 5. Teachers will utilize common assessment data to plan targeted instruction
Goal 2	From May 2021-May 2022, CAMS will increase the percent of students who meet their projected RIT growth by 5 percentage points in ELA (% to %) and Math (% to %). (MAP report- Student Growth Summary)
Action Steps/ Initiatives	<ol style="list-style-type: none"> 1. Systematically monitor students' progress on MyPath to ensure that students are using the program and making adequate growth. 2. Students will complete goal setting after each MAP administration. 3. Professional learning on usage of MAP data 4. Professional learning on differentiation strategies to meet the specific needs of all learners 5. Restructure and monitor the MTSS process for students at all tiers to improve individual growth 6. Schedule and host parent involvement opportunities for student led conferences to review student MAP data; grades;
Goal 3	From May 2021 to May 2022, CAMS will reduce by 5 percentage points the number of office referrals (190 to 180), ISS days (344 to 327) and OSS days (263 to 250).

Action Steps/ Initiatives	<ol style="list-style-type: none"> 1. Teachers will implement Second Steps weekly and instruction will be monitored for fidelity through bi-weekly walkthroughs by administrators and PBIS team members. 2. Teachers will create, display, and implement a classroom matrix that aligns to the schoolwide PBIS expectations. 3. Teachers and administrators will utilize the PBIS rewards program to track and monitor student behaviors. 4. The PBIS team will review data from walkthroughs, behavioral referrals, and the PBIS Rewards program in monthly meetings and will create action steps to redeliver to grade level regarding effective PBIS implementation. 5. Administrators and the school counselor will provide professional learning on implementing restorative practices with students who display frequent behavior concerns. 6. The PBIS administrator and PBIS Coach will train select teachers and staff to use Tier 2 and Tier 3 interventions and monitor the fidelity of the interventions. Restructure and monitor the MTSS process for students at all tiers to improve individual growth 7. Restructure and monitor the MTSS process for students at all tiers to improve individual growth
Goal 4	
Action Steps/ Initiatives	

https://drive.google.com/file/d/1zczq70PdN_IJhmHwjErxVLfuFTDLImrE/view