



Needs Assessment

Data Sources

ESSA Report
 ACT Aspire (20-21)
 NWEA (Spring 2022)
 High-Reliability School Survey Level 1
 High-Reliability School Survey Level 2
 High-Reliability School Survey Level 3
 Advanced Placement Results

- ESSA and ACT Aspire 20-21 data indicates the following percent of students in need of support/close and ready/exceeding to grade level:

Literacy (%)		Mathematics (%)	
20-21 Grade Level	INS/C	20-21 Grade Level	INS/C
3rd	74	3rd	57
4th	77	4th	86
5th	81	5th	91
6th	73	6th	78
7th	63	7th	82
8th	44	8th	74
9th	70	9th	93
10th	93	10th	93

*Overall ELA, math, and ELA/math combined growth on the ACT Aspire 20-21:		
ELA	Math	ELA/Math Combined
3rd: 80.4%	3rd: 80.3%	3rd: 80.3%
4th: 79.8%	4th: 70.1%	4th: 75.2%
5th: 79.9%	5th: 69.7%	5th: 74.8%
6th: 83%	6th: 80.3%	6th: 81.6%
7th: 80.8%	7th: 80.9%	7th: 80.8%
		8th: 82.2%

8th: 85.9% 9th: 87% 10th: 79.9%	8th: 78.5% 9th: 81.4% 10th: 81.4%	9th: 84.2% 10th: 80.7%
All Grades (3-10): 81.86%	All Grades (3-10): 77.31%	All Grades (3-10): 79.61%

**"...A value-added score of 80 means that students, on average, are growing in achievement as much as we expect them to grow based on how they have done in the past. Scores above 80 mean that students, on average, are exceeding growth expected for them and cores below 80 mean that, on average, students are losing ground based on what we would expect for them." (ADE Data Center, 2021 School Report Card - Growth Description)*

- NWEA Spring 2022 data indicates the percentage of students that demonstrated high growth and high achievement in the area of literacy and mathematics.

High Growth (%)				High Achievement (%)			
Literacy		Mathematics		Literacy		Mathematics	
K	21	K	66	K	43	K	33
1st	17	1st	21	1st	39	1st	34
2nd	30	2nd	23	2nd	30	2nd	30
3rd	11	3rd	38	3rd	44	3rd	38
4th	38	4th	53	4th	36	4th	32
5th	38	5th	53	5th	36	5th	32
6th	25	6th	16	6th	33	6th	0
7th	27	7th	36	7th	45	7th	9
8th	44	8th	22	8th	44	8th	11
9th	36	9th	25	9th	45	9th	8
10th	33	10th	33	10th	33	10th	16
11th	0	11th	60	11th	20	11th	0

- NWEA Spring 2022 data indicates the percentage of students in a collective grade range that demonstrated high growth and high achievement in the area of literacy and mathematics.

Grade	High Growth (%)	High Achievement (%)
K-5th	Literacy: 26%	Literacy: 39%
	Math: 43%	Math: 31%
6th-11th	Literacy: 29%	Literacy: 38%
	Math: 29%	Math: 7%
K-11th	Literacy: 28%	Literacy: 39%
	Mathematics: 39%	Mathematics: 23%

- 12 students (total of 29 AP exams administered) took AP exams. One of the three AP courses offered was with an on-campus instructor. Of those exams taken, 0% received a score of 3+.
- During the 21-22 year, SCS had a total of 122 conduct referrals.
- Based upon the High Reliability School survey results for Level 1 (Safe, Supportive, and Collaborative Culture), growth is needed for the leading indicator 1.3: Teachers have formal roles in the decision-making process regarding school initiatives.
- Based upon the High Reliability School survey results for Level 2 (Effective Teaching in Every Classroom), growth is needed for the leading indicator 2.1: The school leader communicates a clear vision as to how instruction should be addressed in the school.
- Based upon the High Reliability School survey results for Level 3 (Guaranteed and Viable Curriculum), growth is needed for the leading indicator 3.1: The school curriculum and accompanying assessments adhere to state and district standards.

Goals/Anticipated Outcomes:

- Increase the percentage of all students (K-12) demonstrating high growth in literacy on the Spring 2023 NWEA: MAP Growth from 28% to 38%.
- Increase the percentage of all students (K-12) demonstrating high achievement in literacy on the Spring 2023 NWEA: MAP Growth from 39% to 45%.
- Increase the percentage of all students (K-12) demonstrating high growth in math on the Spring 2023 NWEA: MAP Growth from 39% to 45%.

	<p>Increase the percentage of all students (K-12) demonstrating high achievement in math on the Spring 2023 NWEA: MAP Growth from 23% to 33%.</p> <p>Increase the percentage overall growth for combined ELA/Math growth on the EOY summative assessment to equal or exceed 80% for all grade levels.</p> <p>Increase our percentage of passing scores on the AP exam from 0% to 10% through rigorous instruction, high-quality curriculum, and departmental collaboration.</p> <p>Reduce the number of conduct referrals by 10% through the establishment of student and staff expectations, the implementation of a tiered behavioral responsive system to promote restorative practices for addressing student behaviors and maintaining a culture of accountability.</p>
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Implementation				
Action Steps/Tasks	Specific Person Responsible	Professional Learning/Resources	Evidence of Effectiveness	Target Date or Timeline End Date
Implement and follow the Cycle of Inquiry (Plan, Do, Check) for a Literacy Support Plan for K-2, 3-6, 7-8, and High School (provided on page 12)	Teachers Academic Facilitator Administration	Benchmark Workshop Follow-Up Training Science of Reading Training Materials RISE Training conducted by Elizabeth Peper, Kelly Turney and/or Jeremy Williams	Administration will observe RISE instructional methods in the classroom when conducting learning walks and informal/formal observations. Strengths-based coaching will be provided to better	Ongoing, May 2023

		<p>Science of Reading video series - AR Ideas</p> <p>Sound Wall Training (K-2) (Tools4Reading)</p>	<p>support effective literacy instruction.</p> <p>Student progress will be monitored using literacy screeners (e.g., NWEA skills checklists, DIBELS) and diagnostic assessments (95% Group Materials, Benchmark Workshop Phonics Assessment, etc.)</p> <p>Feedback from HRS data</p>	
<p>Provide opportunities for Pre-AP/AP training for educators through virtual and/or in-person learning opportunities.</p>	<p>Teachers</p> <p>Academic Facilitator</p> <p>Administration</p>	<p>College Board/ SpringBoard</p> <p>AP Summer Institutes</p>	<p>Administration will observe the instructional methods of teachers in the classroom when conducting learning walks and informal/formal observations.</p> <p>AP Test Scores</p> <p>Pre-AP Exam Scores</p>	<p>Ongoing, May 2023</p>
<p>With the support of the AREN Partnership (Arkansas Rural Educators Network) through NIET (National Institute of Excellence in Teaching), analyze and</p>	<p>Teachers</p> <p>Academic Facilitator</p> <p>Administration</p>	<p>On-Site and/or virtual trainings led by the AREN Site Support Specialist</p>	<p>Classroom Observations with Strengths-Based Coaching</p>	<p>Ongoing, May 2023</p>

<p>increase the rigor in the grade-level curriculum and shift instructional methods to promote student ownership.</p>		<p>Grade-level, department, and ILT meetings/trainings</p> <p>Arkansas Department of Elementary and Secondary Education State Standards Content-Specific Curricular Resources</p> <ul style="list-style-type: none"> ● Benchmark Workshop ● Eureka Math ● 95% Group ● Spring Board (Math & ELA) ● TCI ● Science Techbook - Discovery Education ● Amplify Science <p>AP Curricular Resources</p> <p>School Site Essential Standards</p> <p>Common Formative Assessments</p> <p>IXL (Math & ELA, K-12)</p> <p>Lexia (ELA, K-5)</p>	<p>DIBELS Scores (Benchmark and progress monitoring)</p> <p>Summative Assessment Data (in lieu of ACT Aspire)</p> <p>ACT Scores</p> <p>NWEA Test Scores</p> <p>Classroom assessment data analyzed and discussed during PLC and/or ILT meetings</p> <p>IXL Logistics/ Student Reports</p> <p>Lexia Logistics/ Student Reports</p> <p>Feedback from HRS data</p>	
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<p>With the support of the AREN Partnership (Arkansas Rural Educators Network) through NIET (National Institute of Excellence in Teaching), promote the development of building of capacity with the school instructional leadership team in order to maximize the efficiency of grade level and department meetings.</p>	<p>Administration Teachers, ILT Members</p>	<p>On-Site and/or virtual trainings led by the AREN Site Support Specialist</p> <p>ILT Meetings led by administration</p> <p><u>The New Art and Science of Teaching</u> by Marzano</p> <p>NIET Resources</p>	<p>ILT Meeting Agendas</p> <p>Observations of PLC/Department meetings conducted by administration</p> <p>Feedback from HRS data</p>	<p>Ongoing, May 2023</p>
<p>Provide remediation and individualized tutoring support in math and literacy during and after school.</p>	<p>Teachers Academic Facilitator Administration</p>	<p>IXL (Math & ELA)</p> <p>Lexia (ELA)</p> <p>95% Group Resources (Reading)</p> <p>ACT College Prep</p> <p>Student Learning Data</p> <p>Content-Specific Curricular Resources (noted above)</p>	<p>DIBELS Scores (Benchmark and progress monitoring)</p> <p>Summative Assessment Data (in lieu of ACT Aspire)</p> <p>ACT Scores</p> <p>NWEA Test Scores</p> <p>IXL Logistics/ Student Reports</p> <p>Lexia Logistics/ Student Reports</p>	<p>Ongoing, May 2023</p>
<p>Establish behavior expectations for students and implement</p>	<p>Teachers Administration</p>	<p>CHAMPS Behavior System</p>	<p>Decrease in the number of conduct referrals and increase</p>	<p>Ongoing, May 2023</p>

<p>restorative discipline practices.</p>	<p>Parents</p>	<p>Restorative Discipline professional development</p> <p><u>Schoolwide Positive Behavioral Interventions and Supports</u> by Harlachar and Rodriguez</p> <p><u>The Restorative Practices Playbook</u> by Smith, Fisher, and Frey</p> <p><u>Behavior Solutions</u> by Hannigan, Mattos, and Buffum</p> <p><u>Hacking School Discipline</u> by Maynard and Wienstien</p> <p>Student Handbook revisions</p> <p>2022-2023 Parent Involvement committee feedback</p>	<p>in student classroom participation and involvement.</p> <p>RTI Tiered data pertaining to student behavior</p>	
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Evaluation				
Intervention to be Evaluated	Specific Person Responsible	Procedures for Evaluation	Evaluation Findings	Target Date or Timeline End Date
Advanced Placement/ College Readiness	Administration Academic Facilitator	Common Formative Assessments Unit Checkpoints for AP and Pre-AP Review of NWEA interim data Classroom observations/ Learning Walks Strengths-based coaching provided to teachers		May 2023
Remediation and Individualized Tutoring	Administration Academic Facilitator Teachers	Progress monitoring tools Student learning data Departmental goal planning Classroom Observations/ Learning Walks Strengths-Based Coaching provided to teachers		May 2023

<p>Improvement in Math and Literacy Growth and Achievement Scores</p>	<p>Administration Instructional Leadership Team</p>	<p>Literacy Support Plan by Grade Level (see page 10)</p> <p>Conducting regular learning walks and providing strengths-based coaching to teachers to improve instructional practices.</p> <p>Utilizing the Cycle of Inquiry (Plan, Do, Check) during grade-level PLC meetings, department meetings, and ILT meetings.</p>		<p>May 2023</p>
<p>Out-of-Class conduct referrals.</p>	<p>Administration</p>	<p>Formation of Expectations and Rewards</p> <p>Student behavior monitoring and parent participation through a data-tracking system that promotes restorative practices</p> <p>Number of Conduct Referrals evaluated</p>		<p>May 2023</p>

Scott Charter School Literacy Support Plans -School Level

Grade Band	Grade Level Curriculum Goals and Curriculum-Related Literacy Supports
Elementary (K-6)	<ul style="list-style-type: none"> → All teachers will complete RISE training for K-2 or 3-6 in order to demonstrate proficiency in the Science of Reading. → Teachers will utilize a written curriculum map that aligns with the science of reading and the Arkansas State Standards using Benchmark Workshop. → Teachers will utilize Benchmark Workshop and 95% Group Phonological Awareness lessons as curricular resources to ensure students have access to a strong, systematic, and explicit phonemic awareness program. → Teachers will utilize Benchmark Workshop and 95% Group Phonics Chip Kits and Lesson Library as curricular resources to ensure students have access to a strong, systematic, and explicit phonics program. → All students will be assessed a minimum of three times during the school year to screen for reading difficulties and monitor the growth/progress of K-6 students' reading development in the following areas: <ol style="list-style-type: none"> 1. Phonological and phonemic awareness 2. Sound symbol recognition 3. Alphabet knowledge 4. Decoding skills 5. Rapid naming 6. Encoding skills → The literacy instructional block for K-2 teachers will allow instruction to take place in the following areas: <ul style="list-style-type: none"> ◆ Phonological Awareness/Phonemic Awareness ◆ Phonics (letter ID, decoding, handwriting, encoding) ◆ Comprehension <ul style="list-style-type: none"> ● Read Aloud and Shared Reading ● Oral Language ● Vocabulary ◆ Small Group Reading <ul style="list-style-type: none"> ● Teachers will meet with skill-based groups every day to address foundational gaps and support core instruction; RF, L, RI, or RL standards are covered. ● A building-wide intervention time, Mustang Time, will take place daily to allow additional opportunities to strengthen foundational reading skills and address individual student deficits. ◆ Writing → 3rd-6th teachers will provide instruction in a departmentalized setting. The literacy instructional block for 3rd-6th grade teachers will allow instruction to take place in the following areas: <ul style="list-style-type: none"> ◆ Word Study (basis in morphology) ◆ Comprehension, Unit-Based ◆ Writing ◆ Small Group Reading

	<ul style="list-style-type: none"> ● A building-wide intervention time, Mustang Time, will take place daily to allow additional opportunities to strengthen foundational reading skills and address individual student deficits. ◆ The abovementioned skills will be taught/reinforced in all content blocks and not only limited to the literacy block. → Teachers will develop intervention plans (IRI) for students identified at risk for reading difficulties <ul style="list-style-type: none"> ◆ A decision-making diagram will be utilized to determine the appropriate support for struggling learners. The template utilized for the K-2 and 3-6 RISE training will be used as an example to construct a model that best supports the needs at Scott Charter School. ◆ Diagnostic assessments will be administered to determine specific skill deficits ◆ Evidence-based interventions will be provided through a multi-tiered system of support (RTI) ◆ Progress monitoring will take place for each tier of instruction within a multi-tiered system of support → Teachers will integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, vocabulary, writing, speaking and listening <ul style="list-style-type: none"> ◆ A variety of texts (information, literature, poems, articles, classroom libraries, novels, text exemplars, etc.) will be utilized to build students' background and topical knowledge in each content area → A teacher/interventionist will utilize the evidence-based intervention program, Take Flight, to support struggling readers. <ul style="list-style-type: none"> ◆ The teacher will attend program training to enhance her content knowledge and promote the proper execution and use of the curricular materials. ◆ Student progress will be monitored regularly and communicated to parents. → RTI meetings will be held regularly in order for content-area teachers to discuss, address, and advocate the needs of their students.
<p>High School (7-12)</p>	<p>Reading instruction will continue in high school to support reading proficiency. At this grade band, the focus shifts from foundational reading with an emphasis on phonemic awareness and phonics to morphology and etymology.</p> <ul style="list-style-type: none"> → All teachers will complete the Science of Reading videos available on Arkansas Ideas website to support SOR awareness. → Teachers will utilize the Arkansas Department of Education State Standards and the curriculum maps aligned to their content curricular resources (e.g., Spring Board/College Board, etc.) in order to strengthen students' language comprehension. <ul style="list-style-type: none"> ◆ Advanced phonics, morphology, and etymology structure of the English language ◆ Utilize grade-appropriate text → Teachers will screen all 7-8 struggling readers for reading difficulties <ol style="list-style-type: none"> 1. Phonological and phonemic awareness 2. Sound symbol recognition 3. Alphabet knowledge 4. Decoding skills 5. Rapid naming 6. Encoding skills → Remedial reading/reading intervention courses will be offered to students that need additional support in reading comprehension, in addition to their grade-level reading courses. Resources, such as 95% group products and IXL, will be utilized in the course to support student learning.

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| | <ul style="list-style-type: none">→ A teacher/interventionist will utilize the evidence-based intervention program, Take Flight, to support struggling readers.<ul style="list-style-type: none">◆ The teacher will attend program training to enhance her content knowledge and promote the proper execution and use of the curricular materials.◆ Student progress will be monitored regularly and communicated to parents.→ Teachers and students will have access to grade-level texts (e.g. articles, excerpts, books) in all content areas for teaching and learning in order to promote domain-specific vocabulary development and improve reading comprehension.→ RTI meetings will be held regularly in order for content-area teachers to discuss, address, and advocate the needs of their students.→ A decision-making diagram will be utilized to determine the appropriate support for struggling learners. The template utilized for 3-6 RISE training will be used as an example to construct a model that best supports the needs at Scott Charter School. |
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