



### Needs Assessment

#### Data Sources

2020-2021 Essa Report  
NWEA Map Growth Assessment  
Lexia Core 5  
Referrals to Special Education

1. As indicated by the Essa Report from 2020-2021 school year's ACT Aspire scores:

3 <sup>rd</sup> grade	Reading	22% Close 24% In Need of Support
3 <sup>rd</sup> grade	Math	16% Close 8% In Need of Support

2. NWEA from the spring of 2022-Students performing in the Low/Low Average range.

Kindergarten	Reading Math	15% 14%
First Grade	Reading Math	23% 23%
Second Grade	Reading Math	19% 31%

	<table border="1" data-bbox="976 207 1764 321"> <tr> <td data-bbox="976 207 1266 261">Third Grade</td> <td data-bbox="1266 207 1440 261">Reading</td> <td data-bbox="1440 207 1764 261">23%</td> </tr> <tr> <td></td> <td data-bbox="1266 261 1440 321">Math</td> <td data-bbox="1440 261 1764 321">23%</td> </tr> </table> <p data-bbox="892 370 1871 440">3. Lexia: 6% of students in grades K-5 were not performing on grade level.</p> <p data-bbox="892 488 1871 558">4. During the 2021-2022 school year, MCES referred 22 students for Special Education services (speech/resource).</p>	Third Grade	Reading	23%		Math	23%
Third Grade	Reading	23%					
	Math	23%					
<p data-bbox="281 688 726 716"><b>Goals/Anticipated Outcomes:</b></p>	<ul data-bbox="892 688 1871 1138" style="list-style-type: none"> <li>● Decrease the number of 3<sup>rd</sup> grade students in the ‘close’ and ‘in need of support’ range on the ACT Aspire from 22%/24% to 15% in both areas.</li> <li>● Decrease the number of students in grades K-3 scoring in the Low/Low Average range by 10% on NWEA Map Growth.</li> <li>● Increase student achievement in Literacy and Math with the implantation of small group learning using research-based resources and practices.</li> <li>● Create and implement an RTI (Response to Intervention) process to identify the needs of students who are lower performing, plan interventions as a team, and track student progress.</li> </ul>						

Implementation				
Action Steps/Tasks	Specific Person Responsible	Professional Learning/Resources	Evidence of Effectiveness	Target Date or Timeline End Date
RISE Refresher Professional Development "Big Rocks of Rise"	MCES K-3 Teachers  Kelly Turney- APCS K-2 RISE Trainer  Tiffany Yager-Academic Facilitator	RISE Training Materials	Focused Classroom Walkthroughs by Administration Using the RISE 'Look For' Documents.	May 2023
Benchmark Education Professional Development	MCES K-3 Teachers  Benchmark Representative	Benchmark Training Materials  Benchmark Student and Teacher Materials	Formal and Informal Observations by Administration  Formative Assessments  Coaching by Academic Facilitator if Needed	May 2023

<p>Literacy Small Group Professional Development (Decodable Texts)</p>	<p>MCES K-3 Teachers Flyleaf Publishing Representative Tiffany Yager-Academic Facilitator</p>	<p>Flyleaf Training Materials Flyleaf Student and Teacher Materials Teacher Questionnaire</p>	<p>Coaching Cycle with Academic Facilitator Formal and Informal Observations by Administration Student Data Tracking (NWEA, Lexia, classroom assessments)</p>	<p>May 2023</p>
<p>RTI Committee Formation and Professional Development</p>	<p>Administration- Jennifer Hyde, Anna Wingfield, Jacey Case Special Education Teachers MCES K-3 Teachers</p>	<p><u>Taking Action- A Handbook for RTI at Work</u> by Austin G. Buffum, Janet Malone, and Mike Mattos</p>	<p>Student Data Tracking Using Specific Intervention Data Formative Assessments</p>	<p>May 2023</p>
<p>Small Group Math Instruction/Intervention Coaching Cycle</p>	<p>MCES K-3 Teachers Tiffany Yager-Academic Facilitator</p>	<p>Eureka Math Materials Eureka Math- Equip</p>	<p>Formal and Informal Observations by Administration Formative Assessments</p>	<p>May 2023</p>

Evaluation				
Intervention to be Evaluated	Specific Person Responsible	Procedures for Evaluation	Evaluation Findings	Target Date or Timeline End Date
Implementation of RISE Aligned Resources/Curriculum (Benchmark, Flyleaf) In Both Whole Group and Small Group Instruction to Increase Student Achievement	Administration	Observations Conducted by Administration  Student Data Tracking  Formative Assessments  Coaching Cycle with Academic Facilitator		May 2023
Implementation of Math Small Group Instruction/Interventions to Increase Student Achievement	Administration	Observations Conducted by Administration  Student Data Tracking  Formative Assessments		May 2023

		Coaching Cycle with Academic Facilitator		
Implementation of the Developed RTI Committee and Process to Determine Specific Needs of Under-performing Students, Therefore Narrowing the Number of Referrals to Special Education	Administration	Referral Tracking Student Data Tracking		May 2023

## Maumelle Charter Elementary School Literacy Support Plans -School Level

Grade Band	Grade Level Curriculum Goals and Curriculum-Related Literacy Supports
<b>Elementary (K-3)</b>	<ul style="list-style-type: none"> <li>• All teachers will complete RISE training for K-2 or 3-6 in order to demonstrate proficiency in the Science of Reading.</li> <li>• Teachers will utilize Benchmark Education (Reader’s Workshop) as a curriculum resource to provide students with reading instruction that aligns to the Science of Reading</li> <li>• K-2 teachers will utilize Flyleaf Publishing as a curriculum resources to provide students with small-group foundational skills and close reading instruction</li> <li>• Teachers will utilize Benchmark Education (Phonics/Word Study Workshop) as a curriculum resource to provide systematic and explicit instruction that aligns to the Science of Reading</li> <li>• K-1 teachers will utilize Heggerty Phonemic Awareness as a curriculum resource to provide students with daily phonemic awareness lessons</li> <li>• K-3 teachers will utilize Empowering Writers as a curriculum resource to provide students with writing instruction that meets Arkansas standards</li> <li>• Required Dyslexia Screening and Intervention for all K-2 students (Act 1268). Students will be placed in Dyslexia intervention using the program, Take Flight, if markers of Dyslexia are found based on the screeners below:             <ul style="list-style-type: none"> <li>• Phonological and Phonemic Awareness</li> <li>• Sound Symbol Recognition</li> <li>• Alphabet Knowledge</li> <li>• Decoding Skills</li> <li>• Rapid Naming</li> <li>• Encoding Skills</li> </ul> </li> <li>• K-1 Literacy Instructional Block             <ul style="list-style-type: none"> <li>• Phonological Awareness/Phonemic Awareness</li> <li>• Phonics (letter ID, decoding, handwriting, encoding)</li> <li>• Comprehension                 <ul style="list-style-type: none"> <li>• Read Aloud</li> <li>• Mini Lesson</li> <li>• Shared Reading</li> <li>• Oral Language</li> <li>• Vocabulary</li> </ul> </li> <li>• Small Group Instruction                 <ul style="list-style-type: none"> <li>• 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.</li> </ul> </li> </ul> </li> <li>• 2-3 Literacy Instruction Block             <ul style="list-style-type: none"> <li>• Word Study                 <ul style="list-style-type: none"> <li>• Phonological Skills</li> <li>• Morphology</li> </ul> </li> </ul> </li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Comprehension<ul style="list-style-type: none"><li>• Shared Reading (2nd)</li><li>• Read Aloud</li><li>• Mini Lesson</li><li>• Oral Language</li><li>• Vocabulary</li></ul></li><li>• Small Group Reading<ul style="list-style-type: none"><li>• Teachers will utilize Flyleaf Publishing decodables and Benchmark Education texts</li></ul></li><li>• Teachers will develop intervention plans (IRI) for students identified at risk for reading difficulties<ul style="list-style-type: none"><li>• Diagnostic assessments will be administered to determine specific skill deficits</li><li>• Evidence-based interventions will be provided through a multi-tiered system of support (RTI)</li><li>• Progress monitoring will take place for each tier of instruction within a multi-tiered system of support</li></ul></li><li>• Teachers will integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve comprehension, vocabulary, and speaking and listening skills</li><li>• A teacher/interventionist will utilize Lexia data and resources to support struggling readers.</li><li>• RTI meetings will be held in order for content-area teachers to discuss, address, and advocate the needs of their students.</li></ul> |
|--|---|