



Needs Assessment	
<p style="text-align: center;">Data Sources</p> <p>NWEA (MAP)</p> <p>Specific Classroom Walkthroughs</p> <p>Student Participation in Extracurricular Activities</p> <p>Progress Monitoring Data</p>	<p>NWEA Reading</p> <p>Rising 4th graders – 23% below grade level</p> <p>Rising 5th graders – 18% below grade level</p> <p>Rising 6th graders – 25% below grade level</p> <p>Rising 7th graders – 43% below grade level</p> <p>NWEA Math</p> <p>Rising 4th graders – 23% below grade level</p> <p>Rising 5th graders – 20% below grade level</p> <p>Rising 6th graders – 27% below grade level</p> <p>Rising 7th graders – 61% below grade level</p> <p>In 2021-22, 25% of students were not involved in an enrichment, club, or extracurricular activity.</p>
<p style="text-align: center;">Goals/Anticipated Outcomes:</p> <p>What are we going to do to improve student achievement and meet student needs?</p> <p>How will we improve instruction and bridge the academic gaps students have?</p> <p>All students will be involved in an enrichment and/or extracurricular activity.</p>	<ul style="list-style-type: none"> • All students will be exposed to rigorous and research driven grade level curriculum. • Teachers will deliver sound instruction in a variety of modes. All teachers individualize instructional plans in response to individual student performance on assessments to provide support for some students and enhanced learning opportunities for others. • Enrichment classes will promote a growth mindset, stretch students' interests, connect learning to student aspirations, and differentiate instruction to enhance students' engagement and persistence with learning. • NWEA Literacy and Math scores will improve.

Implementation				
Action Steps/Tasks	Specific Person Responsible	Professional Learning/Resources	Evidence of Effectiveness	Target Date or Timeline End Date
<p>4th and 5th grade students in need of support will be assigned to a math interventionist.</p> <p>6th and 7th grade students in need of support will be assigned to an elective class – Math Foundations – for the school year.</p>	<p>Title 1 Interventionist and teachers</p> <p>6th and 7th grade math teachers</p>	<p>Eureka Math digital and classroom resources</p> <p>Springboard Math</p>	<p>Students will be progress monitored using EM assessments.</p>	<p>May 2023</p>
<p>District wide Teacher Model of Instruction</p>	<p>District and Building Administration and Leadership Team</p>	<p>District wide developed Model of Instruction based on The Art and Science of Teaching</p>	<p>Classroom Walkthroughs, Informal and Formal Observations</p>	<p>May 2023</p>
<p>Promotion of school electives and extra-curricular activities</p>	<p>All Staff</p>	<p>Flexible scheduling</p>	<p>Student Involvement</p>	<p>May 2023</p>
<p>Literacy Improvement Plan will be implemented</p>	<p>All Literacy teachers, Academic Facilitator, Interventionist, and Administrators</p>	<p>All components of the Literacy Improvement Plan</p>	<p>Students will be progress monitored</p>	<p>May 2023</p>

Evaluation				
Intervention to be Evaluated	Specific Person Responsible	Procedures for Evaluation	Evaluation Findings	Target Date or Timeline End Date
Title 1 Math Interventions	Administrators Classroom Math teachers	Students will be progressed monitored Observations of Interventions		May 2023
Math Foundations classes	Administrators Classroom Math teachers	Students will be progressed monitored Observations of Interventions		May 2023
Literacy Support Plan	Classroom Literacy teachers Administrators Academic Facilitator	All components of the plan will be monitored on a daily basis Literacy Curriculum plan will be evaluated at the end of the year.		May 2023

Maumelle Charter Middle School Literacy Support Plan

Grade Band	Curriculum Related Literacy Supports
4-5	<ul style="list-style-type: none"> • Utilize a written curriculum map that is aligned to the Science of Reading • Screen all 4-5 struggling readers for reading difficulties <ul style="list-style-type: none"> Phonological and phonemic awareness Sound symbol recognition Alphabet knowledge Decoding skills Rapid naming Encoding skills • Ensure adequate time for literacy instruction <ul style="list-style-type: none"> • Grades 4-5: Departmentalized setting <ul style="list-style-type: none"> ○ Word Study (20 minutes) - (basis in morphology) ○ Comprehension, Unit-Based (40 minutes) ○ Writing (30 minutes) • Develop intervention plans for students identified at risk for reading difficulties <ul style="list-style-type: none"> ○ Develop a decision-making tree to determine appropriate support for struggling learners ○ Administer diagnostic assessments to determine specific skill deficits ○ Provide evidence-based interventions through a multi-tiered system of support (RTI) ○ Establish a process for progress monitoring for each tier of instruction within a multi-tiered system of support • Integrate literacy skills in content areas (e.g., science, social studies, math) through activities that involve reading comprehension, writing, speaking and listening <ul style="list-style-type: none"> • Utilize texts to build students' background and topical knowledge in each content area • Students should be reading grade-level texts in all content areas throughout each school da
6-7	<p>Reading instruction should continue in middle 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"> • Utilize a written curriculum map that aligns to the Science of Reading <ul style="list-style-type: none"> • Advanced phonics, morphology, etymology structure of the English language • Utilize grade-appropriate text • Screen all 6-7 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

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| | <ul style="list-style-type: none">• Offer Strategic Reading course for students identified as struggling readers. This can be scheduled and used as a double block of reading instruction and intervention.<ul style="list-style-type: none">• Implement an evidence-based literacy program for intervention• Ensure students are reading grade-level texts (e.g., articles, excerpts, books) in all content areas multiple times each week<ul style="list-style-type: none">• Use robust domain-specific vocabulary development• Utilize grade-appropriate text• Create an environment that fosters curiosity and learning through collaborative communication• Develop a process for content-area teachers to advocate for struggling readers (e.g., building contact for literacy support, student intervention team)• Develop a decision-making tree to determine appropriate support for struggling learners |
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