

# School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

## Needs related to student achievement data

Based on the provided data from MAP and DIBELS assessments, it's clear that there are significant challenges in both math and literacy proficiency across multiple grade levels, with some variations in performance across different subjects as well.

### 1. Math Proficiency:

- Overall School NWEA Performance: 23% of students are performing in the 1st - 20th percentile for math.
- Grade-Level Breakdown: 35% of 4th grade students are performing in the 1st - 20th percentile.
- High Achievers: 21% of students are performing in the 80th percentile.

### 2. Needs Identified:

- Targeted interventions and support programs to address the needs of students performing in the 1st - 20th percentile.
- Enrichment opportunities and differentiated instruction to challenge and support high-achieving students.
- Professional development for teachers on effective math instruction strategies and differentiation techniques.

### 3. Reading Proficiency:

- Overall School NWEA Performance: 23% of students in grades 2nd - 5th are performing in the 1st - 20th percentile.
- Grade-Level Breakdown: Over 25% of 2nd and 3rd-grade students are performing in the 1st - 20th percentile.
- High Achievers: 16% of students are performing in the 80th percentile.

### 4. Needs Identified:

- Similar to math, targeted interventions and differentiated instruction in science to address the needs of struggling students and challenge high achievers.
- Professional development for teachers on inquiry-based learning approaches and strategies to enhance science instruction based on the required from each grade level required percentage time.

### 5. Literacy Proficiency:

- DIBELS Assessment: Significant percentages of Kindergarten and 1st-grade students are

performing below benchmark from BOY to MOY.

6. Needs Identified:

- Literacy interventions focusing on phonics, fluency, comprehension, and vocabulary development for early grades.
- Small-group systematic instruction and individualized intervention plans for struggling readers
- Family engagement initiatives to promote literacy at home and support students' reading development.

## Needs related to improving the quality of instruction

- While our campus has knowledge of following district curriculum, teachers need ongoing professional development and refinement of the curriculum to ensure the alignment of TEKS is relevant to students' needs.
- Based on previous IRT feedback there was a need for teachers to improve the monitoring pathways and leaning in to check for understanding while delivering tier 1 instruction.
- Based on the DOL data from grades 3-5, there is a great need to internalize the LSAE block so that teachers are filling in the gaps instantly instead of creating more gaps.
- While reading is the foundation of all other core content areas, the data shows that the science of reading should be high quality. All teachers should understand the pillars and break down the science of reading.
- Our current SPED population makes up 13% of our student population. Based on our previous IRT walks, there can be some improvement in the evidence of utilizing supports and differentiating instruction for students. Teachers should understand what and how to individualize supports based on the deficits that students have.

**Philosophy:** At JC Mitchell Elementary, our mission is not just a statement, but a guiding principle that drives every aspect of our educational mission. We believe in providing opportunities for everyone to learn, lead, and be great. This mission is deeply ingrained in our core values, shaping our approach to education and our commitment

## System evaluation (philosophy, processes, implementation, capacity)

to student success. As a result, we are aligning our campus' vision and educational philosophy with the district's core values. Every key action in this plan is directly tied to one of the district's core values.

### Systems:

- Systems needing revision: Sp.Ed compliance with high-quality IEP goals and document preparation for ARDs
- Lesson pacing to meet the 45 minutes goal
- Collaborative planning to meet both IEP goals and Learning Objectives
- Increasing teacher ownership for them initiating Restorative Justice practices