

Belmont Ridge Middle School

2017-2018

BELMONT RIDGE MIDDLE SCHOOL – SY 2017-2018

Conducting a Needs Assessment for the School Improvement Plan

The mission of LCPS is to **empower all students to make meaningful contributions to the world**. We want our students to grow as knowledgeable critical thinkers, communicators, collaborators, creators and contributors. To that end, we must give ourselves permission and the tools and supports needed to provide deep, long-lasting learning experiences that center on engaging students in solving authentic, challenging problems. ***This is deeper learning.***

Areas to triangulate when conducting a needs assessment:

- School environment: Perceptions, Process, Demographics
- Student achievement/outcomes

SCHOOL ENVIRONMENT



Perceptual Data

What does the student, staff, and parent survey data indicate about the climate in the school?

Student Survey

Areas of strength: School safety, Rules and Expectations, Student Relations, Bullying Prevention

Areas for growth: Positive Techniques, Decreasing Punitive Techniques (students perception of teachers yelling)

Staff Survey

Areas of strength: Teacher Relations with Students and Home, Rules and Expectations, Student-centered Vision, Mission, and Policies

Areas for growth: Student Responsibility for Learning (student responsibility for performance, parent belief in success and effort),

Parent Survey

Area of strength: Safety, Relationships with peers and staff, Respect of Diversity

Area for growth: Academic Support (encouraging students to take risks), Communication (teacher feedback regarding student progress)

What common themes are seen across the three surveys? (expectations, relationships, safe environment, etc.)

School safety and security were ranked high by students, staff, and parents. Overall, relationships between students, staff, and parents were positive. Rules and expectations were visible and clear. Improving teacher-parent communication regarding student academic progress is an area for growth. Recognizing students for positive behavior is also an area for growth.

School Environment Summary

Summarize identified strengths. Consider how the data reflect equity in your school.

Students feel safe, included, and have a clear sense of rules and expectations.

List possible root causes of the identified strengths. What evidence supports these root causes?

Possible Root Causes	Evidence to Support
1. Presence of deans and administrators in the building 2. School counselors personalize information to students 3. Heterogenous grouping of students in classes	1. Deans and administration are visible in the cafeteria, hallways, and areas of high student traffic 2. Grade level assemblies related to relevant topics such as bully prevention, digital citizenship, and expectations 3. Students appreciate and respect cultural diversity

Summarize areas for growth. Consider how the data reflect equity in your school.

Recognizing students for positive behavior; exhibitions of student work; and teacher-parent communication

List possible root causes of the identified areas for growth. What evidence supports these root causes?

Possible Root Causes	Evidence to Support
1. Familiarity with PBIS program 2. Student exhibitions are not planned or communicated in a timely fashion 3. Teacher belief that parents will check PVUE and notice missing assignments or low grades	1. We are a PBIS school but staff may not know options for recognizing students 2. Students are creating products but parents and community do not see the products 3. Parents often state they do not have time to check PVUE and would rather receive an email or phone call



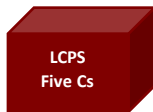
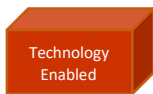
PROCESS DATA

Describe the quality of lesson planning and delivery, with evidence.

For Example: Are lessons tied to significant content? Is there alignment between the standard being addressed and the activity the students are engaging in? Are lessons differentiated to meet the needs of ALL students? Evidence can include walkthroughs, observations, CLT discussions, etc.

Strengths: 705 walk-throughs were conducted during the school year; Grade level CLT meetings were conducted on a weekly basis; all licensed teachers were formally or informally observed during the year and post-observation conferences were held within 10 days of the observation

Areas for Growth: Meeting the academic needs of certain demographic groups including but not limited to ELL and SWD;



Technology and Learning

What does the Brightbytes survey data indicate about technology and learning?

Brightbytes Survey	Results	Strength or Growth Area?
Curriculum Report		
Online Skills	57% readily utilize	Strength
Multimedia Skills	63% find it easy	Strength
Digital Citizenship Skills	24% taught monthly	Growth
Professional Development Report		
Online Skills	64% readily utilize, 16% request PD	Strength
Multimedia Skills	48% find it easy, 46% request PD	Growth
Digital Citizenship Skills	49% highly knowledgeable	Growth
21st Century Learning Report		
Authentic Problems	64% of students asked to solve authentic problems monthly	Growth



Project Based Learning

Describe the level of implementation of Project Based Learning.

Things to consider: How might the process data above affect your PBL implementation? What percentage of teachers have been trained in PBL 101? How many PBL projects were implemented during 2016-2017? How many exhibitions did your school have during 2016-2017? To what extend do the projects meet the Gold Standard?

Currently we have 48 teachers who have completed PBL 101 training. While each teacher implemented at least two PBL projects during the school year, we did not open the exhibitions to an outside audience beyond our classrooms. We also plan on clarifying for staff what constitutes Gold Standard PBL through professional development opportunities. Allowing teachers and students to know if they publish something online, students can go back and make revisions (not the finished product)...promotes continuous learning philosophy and the project is never completely done.

Process Data Summary

Summarize identified strengths. Consider how the data reflect equity in your school.

More than half of our staff have participated in PBL 101 training. Activities students are provided are aligned to standards and curriculum. Student-centered approach is being implemented in our classrooms and students are learning life-long skills.

List possible root causes of the identified strengths. What evidence supports these root causes?

Possible Root Causes	Evidence to Support
1. Personalized Learning 2. Encourage teachers to engage in continuous professional learning 3. Mission of LCPS is to empower students to make meaningful contributions to the world	1. Agendas for faculty and professional development meetings incorporate the four core elements of PL 2. 45 teachers have completed PBL 101 training 3. Fulfillment of the LCPS mission statement

Summarize areas for growth. Consider how the data reflect equity in your school.

How do we assist those departments or CLT's who are not embracing PBL and authentic challenging problems? How do we make the educational experience of our students richer than just the SOL scores? How can we promote what our students are creating in their classes (student exhibition nights)?

List possible root causes of the identified areas for growth. What evidence supports these root causes?

Possible Root Causes	Evidence to Support
1. If no one in a department is registering for PBL 101, the other members of the department will not. 2. Exhibitions after school take time 3. Parents, teachers, and students in our community judge success by an SOL score.	1. Teachers in specials (HPE, Art, FCS, TE) have not completed PBL 101 training 2. Exhibitions occurred during the day on a limited basis 3. See data contained below.

DEMOGRAPHICS DATA



Discipline (suspension/disproportionality rates)

What are the suspensions and office referrals for each subgroup?

	White	Asian	Black	Hispanic	Multi-Racial	ELL	IEP	Econ. Dis.
Enrollment	693	245	95	110	57	100	99	88
Referrals	65	20	12	16	9	14	25	
Suspensions	0	1	1	0	0	0	0	0

Summarize identified strengths. Consider how the data reflect equity in your school.

A total of 122 students out of 1220 students received at least one (1) referral last year. This equates to almost 10% of our student population. Of those 122 students who received a referral, 71 of those students had one (1) referral all year. 58% of students who received at least one (1) referral did not receive a second referral.

List possible root causes of the identified strengths. What evidence supports these root causes?

Possible Root Causes	Evidence to Support
<ol style="list-style-type: none"> 1. Parental contact made following referral 2. PBIS program 3. PBIS Tier Two Program 	<ol style="list-style-type: none"> 1. Teachers and deans contacted parents after a referral was written 2. Students were recognized and rewarded for exhibiting positive behavior 3. Students in Tier 2 were assigned a mentor or a coach (Check-in/Check Out program)

Summarize areas for growth. Consider how the data reflect equity in your school.

Disproportionality exists within our IEP and ELL student population. While our IEP students account for 8% of our student population, students with an IEP accounted for 20% of our overall referrals and one (1) out of four (4) students with an IEP received at least one referral last year.

List possible root causes of the identified areas for growth. What evidence supports these root causes?

Possible Root Causes	Evidence to Support
<ol style="list-style-type: none"> 1. Master schedule of IEP students 2. Number of IEP students in self-contained or non-supported environments 3. Teacher understanding of BIP & FBA 	<ol style="list-style-type: none"> 1. IEP students spend the majority of the day with other IEP students attending co-taught classes 2. IEP students are not supported with special ed staff during HPE and electives 3. Teachers did not receive training in analyzing BIP and FBA



Chronic Absenteeism

*Do we have a significant percentage of students who are chronically absent?
(Absent more than 10% of the school year)*

<u>Subgroup</u>	0%-10%	10%-15%	15%-20%	20+%	10%+
All Students	98.5% (1183)	5	4	8	1.5% (17)
American Indian					
Asian	241	2	1	1	4
Black	95	0	0	0	0
Hispanic	108	0	1	1	2
Native Hawaiian					
White	682	4	3	4	11
Two or more races					
Students with Disabilities	93	2	2	2	6
Economically Disadvantaged	84	0	2	2	4
English Learners	95	2	2	1	5
Homeless					

Chronic Absenteeism Summary

Summarize identified strengths. Consider how the data reflect equity in your school.

Over 98% of our students missed less than 10% of instructional days during the 2016-2017 school year.

List possible root causes of the identified strengths. What evidence supports these root causes?

Possible Root Causes	Evidence to Support
<ol style="list-style-type: none"> 1. Identified students who were absent 2. Contacting parents of students who were absent 3. 	<ol style="list-style-type: none"> 1. Monthly attendance meeting with our attendance officer, grade level dean and school counselor, and attendance secretary 2. Parents were contacted by phone, email, or letter if their child had a high number of absences 3.

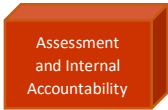
Summarize areas for growth. Consider how the data reflect equity in your school.

Almost 5% of students in our ELL, SWD, and ED subgroups were absent from school for 18 days or more during the school year.

List possible root causes of the identified areas for growth. What evidence supports these root causes?

Possible Root Causes	Evidence to Support
<ol style="list-style-type: none"> 1. Hospitalization of some students 2. Students absent then going on homebound 3. SWD who do not physically attend BEMS count as part of our attendance 	<ol style="list-style-type: none"> 1. Five out of seventeen students who missed 10% or more were hospitalized at some point during the school year 2. Two students who had chronic absences were then placed on HB instruction 3. One student counted against our attendance rate even though she attend a private day placement

STUDENT ACHIEVEMENT AND OUTCOMES



Student achievement (SOL pass rates)

Note the overall student achievement levels across the content areas.

According to our SOL data, 91% of all students achieved proficient or advanced on the 2017 English SOL. According to our SOL data, 92% of all students achieved proficient or advanced on the 2017 Math SOL. According to our SOL data, 98% of all students achieved proficient or advanced on the 2017 Civics SOL while 96% of our students achieved proficient or advanced on the 2017 Science SOL.

Student Achievement Data

Summarize identified strengths. Consider how the data reflect equity in your school.

The percentage of economically disadvantaged students passing the SOL in both math and reading increased from the previous year while the number of economically disadvantaged students increased as well. Our students with disabilities increased their pass rate on the reading SOL by 4% from the previous year.

List possible root causes of the identified strengths. What evidence supports these root causes?

Possible Root Causes	Evidence to Support
1. Access to resources within the school 2. Meeting students at their readiness level according to data (data driven decisions) (reflection) 3. Focus on targeted instruction.	1. Providing students the same resources as other students. 2. Amount of school provided technology and digital content to all students. 3. Targeted instruction observed during designated walk through observations/data. Over 950 observations were completed.

Summarize areas for growth. Consider how the data reflect equity in your school.

The pass rate for students in Gap Group #1 and students with disabilities in the area of math remained the same from the previous year. Students in Gap Group #3 decreased by 4% on the reading SOL.

List possible root causes of the identified areas for growth. What evidence supports these root causes?

Possible Root Causes	Evidence to Support
1. Students in self-contained math classes 2. Self-contained classes being taught by math teachers who missed time during the year 3. Decrease in instructional time in English 6	1. Students in self-contained math did not pass the math SOL 2. One self-contained teacher missed a quarter of the year while on maternity leave and one self-contained math teacher was in her first year of teaching. 3. Instructional time decreased from 180 minutes to 120 minutes every two days in English 6

NEEDS ASSESSMENT SUMMARY

Data to Support
Student Success

In paragraph format, summarize your overall identified strengths and growth areas to include possible root causes and supporting evidence. This will also be entered into your SIP.

Students, parents, and staff feel safe and secure in the building according to data from our 2017 school climate survey. Students exhibit respect of diversity and actively participate in heterogeneous classes and clubs. More than half of the Belmont Ridge staff have completed PBL 101 training. Activities students are asked to complete by their teachers align to relevant standards and curriculum. Belmont Ridge staff are encouraged to participate in continuous professional learning including personalized learning, project-based learning, and performance-based assessments. According to 2017 SOL assessment data, 91% of all students achieved proficient or advanced on the English SOL and 92% of all students achieved proficient or advanced on the Math SOL. Targeted individual or small group instruction along with digital content is being implemented in most reading and math classes. Teachers incorporate technology throughout all content areas to enhance student learning experiences. Teachers design instruction that empowers students to integrate technology. Technology is utilized to amplify the instruction which is coordinated by the teacher in the classroom. According to our discipline data from 2017, 122 out of 1220 students received at least one discipline referral. Seventy-one of the 122 students or 58% did not receive a second referral. Our PBIS program expanded to include Tier Two interventions including check in/check out (CICO) and mentoring. Over 98% of students missed less than 10% of instructional days during the 2017 school year.

According to feedback from the school climate survey completed by parents and staff in the spring of 2017, areas for growth included students being provided more opportunities to take ownership and responsibility for their learning and improving teacher-parent communication regarding student academic progress. Recognizing students for positive behavior and providing opportunities for students to exhibit their work were also listed as areas for growth. While more than half of Belmont Ridge staff members have attended PBL 101 training, there are departments where no member of the department has attended PBL 101 training. There are also 15 teachers who are attending Performance Based Assessment (PBA) training to enhance their knowledge of PBL. While some student exhibitions occur during the year, these exhibitions are held on a limited basis and usually confined to the classroom. The concepts of reflection and continuous revision is in an infancy stage among students, parents, and staff. According to our discipline report, disproportionality exists within our ELL and IEP student groups regarding the number of referrals. One out of every four students with an IEP received at least one discipline referral last year. Teachers may also not be trained in reviewing BIP and FBA plans regarding behavior of IEP students. According to our 2017 attendance data, 5 out of 17 students who missed 10% or more of the school year were hospitalized at some point. According to our 2017 SOL data, while students in our self-contained reading and math classes demonstrated progress according other diagnostic assessments, the pass rate in reading and math was below 10%. Additionally, 54% of students with an IEP passed the reading SOL while 57% of students with an IEP passed the math SOL.

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NEXT STEPS

Using your needs assessment summary, identify three action steps for each of the areas listed below. These action steps are to be transferred to your School Improvement Plan.

Professional Development

1. Belmont Ridge will implement a personalized professional development plan in which teachers would be able select professional development opportunities which meet their professional needs.
2. Belmont Ridge will provide professional development to the staff in the interpretation and implementation for students receiving accommodations.
3. Teachers will be provided substitutes and resources so they can attend PBL 101 training as well as professional development conferences such as VMSA, NSTA, NCATE, and VSTE.

Feedback and Support to Teachers in the areas for Growth

1. Belmont Ridge administration will follow an informal learning walk schedule which will include formative feedback provided to teachers following the learning walk.
2. Belmont Ridge administration will attend grade level department CLT meetings at least twice a month and provide feedback and resources.
3. Belmont Ridge administration will provide support and resources for teachers who choose to engage students in hosting exhibitions of how they applied their learning to make meaningful contributions to the world.

Tiered Systems of Support

1. The PBIS committee will review student behavior data at the conclusion of every month and will design supports for students who receive multiple referrals.
2. The Measurement of Academic Progress (MAP) assessment will be administered to students three times during the year with the data from the assessment accessible to all teachers in order to differentiate instruction.
3. Students will be provided learning experiences which allow for voice and choice as well as self-reflection and teacher feedback.

REFLECTION

What district supports are needed to address your growth areas?

In order to achieve the goal of having all LCPS teachers trained in PBL 101, more opportunities to attend the training sessions will need to be scheduled. Continuous professional development to inform teachers how to analyze student IEP's and how to properly react when a student with an IEP begins to display inappropriate behavior is also needed. Exhibitions of students solving real world authentic problems should continue to be publicized on the LCPS website and other media outlets. In order for teachers to attend training sessions and professional development during the school year, substitutes will need to be made available. Additionally, August professional development for new hires and returning teachers should focus on PBL 101 which would mean adjusting or eliminating the August county-wide professional development day coordinated by department supervisors and

coordinators.