

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment conducted?

The ACIP Committee met to disaggregate data from the Spring 2016 ACT Aspire test and Universal Screening (STAR), and strengths and weaknesses were identified. ACT Aspire data reports were generated for each student, grade level and content area. Student scores for the past three years were examined to identify trends within the content area. Individual standards were also examined to identify areas of focus. STAR initial screening reports were also generated and compared to the individual ACT Aspire scores to support the ACT data. During 3rd-5th grade data meetings, teachers identified students needing extra support and students whose scores are improving. All of the data was presented to the faculty and staff and areas of strengths and areas needing improvement were presented to the k-2nd grade teachers so they are also able to focus on those areas. Areas that have not improved over the past three years were identified, and areas that have seen improvement were identified. Strategies for targeting both areas were identified. The ACIP committee met again, including parents and stakeholders, to review all of the findings and create goals and objectives based on the data. Attendance and discipline data were also reviewed and discussed. Goals and strategies for these areas were identified.

2. What were the results of the comprehensive needs assessment?

Course failure rate- The data showed there was a 5% of course failure for reading which was a 3% decrease from 2014-2015. The course failure rate for math was 3% which was the same as for the 2014-2015 school year.

Suspensions- 15 students were suspended for a total of 23 suspension days This is a decrease from 15 suspensions during the 2014-2015 school year.

Attendance- Average daily attendance for the 2015-2016 school year was 95.6%

ACT Aspire- ACT Aspire data shows reading scores increased by 3% from 2014-2015 to 2015-2016. ACT Aspire math scores increased by 6% in the same time period.

Universal Screening- The number of Accelerated Reading quizzes passed increased from 4,155 during the 2014-2015 school year to 15,983 during the 2015-2016 school year. Data indicates 20.2% of students were at benchmark for reading at the end of the 2015-2016 school year. This is a decrease of 8% from 2014-2015. 31% of students benchmarked for math during the 2015-2016 school year. This is an increase of 15% from the 2014-2015 school year.

ELL- 100% in Adequate Progress in Language Acquisition (APLA)

3. What conclusions were drawn from the results?

Gains were made in student achievement in reading and math from the 2014-2015 to the 2015-2016 school year, however Maryvale needs additional resources and training to increase student achievement in these areas. School attendance has been consistent for the past three SY 2016-2017

years ranging from 95.3% to 95.7%. Second and third grades consistently average attendance at 96.0-96.6% Pre-K's attendance has ranged from 92.0% to 95.3% over the past three school year.

Student suspensions have increased for the past three years from 4 students and 6 suspension days during 2013-2014, 4 students and 14 suspension days during 2014-2015, to 15 students and 24 suspension days during the 2015-2016 school year.

4. What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

According to the data, additional support is needed for reading, math and science instruction. Additional professional development for teachers in creating a rigorous, relevant and engaging learning environment that integrates all content areas is needed.

5. How are the school goals connected to priority needs and the needs assessment?

Maryvale has determined there is a need to hire retired certified intervention teachers to provide Tier III instruction in reading. A schoolwide intervention time will continue to be implemented for additional Tier II and Tier III intervention, and the school schedule has been adjusted to implement an extended grade level planning time to collaborate, review assessments, and identify strategies to implement for classroom instruction. A Behavior Specialist and a counselor from Alta Pointe provide services to identified students to reduce suspensions and provide an opportunity for these students to achieve academically and socially. The Attendance Officer, Registrar, Principal, teachers and Counselor will continue to monitor attendance.

6. How do the goals portray a clear and detailed analysis of multiple types of data?

Data was analyzed from end of quarter grades, STAR screening assessment, and ACT Aspire, and it was determined there is a need for increased student support for math and reading instruction.

7. How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

Retired certified intervention teachers are employed part time to provide Tier III instruction to identified students in Kindergarten, first, second and fourth grades. Paraprofessionals and resources teachers provide additional support to all grade levels, and an ARI Literacy Coach supports all grades levels. Extended Day Learning is provided for struggling students. For children in need, we provide assistance with uniforms and school supplies, provide the opportunity to participate in the Back Pack Snack program, and provide the opportunity to participate in the Extended Day Learning, additional academic support if needed.