

Lake Myra Elementary School | Comprehensive Needs Assessment

Data Components	Patterns or Trends	Areas of Strength	Areas of Concern
Student Achievement	<ul style="list-style-type: none"> <li>● 5<sup>th</sup> grade EOG scores increased from 46.2% in '09-'10 to 54.3% in '10-'11 in reading</li> <li>● 3<sup>rd</sup> grade was above the county average for reading proficiency on the EOG in 2010</li> <li>● 4<sup>th</sup> and 5<sup>th</sup> grade were significantly below county average for reading proficiency in 2010.</li> <li>● 4<sup>th</sup> and 5<sup>th</sup> grade did not meet growth target for reading in 2010, county did.</li> <li>● Proficiency data was significantly below county average for 2010.</li> <li>● Growth in reading decreased in all subgroups, in all grades, except for Level III students—from 2009 to 2010.</li> <li>● Lake Myra math proficiency is above county in 3<sup>rd</sup> and 4<sup>th</sup> grade, however, significantly below county in 5<sup>th</sup>.</li> <li>● 4<sup>th</sup> and 5<sup>th</sup> math growth below county average, however, trend from 2009 to 2010 shows increase in math growth across all subgroups.</li> <li>● Steady increase in AIMSweb benchmark scores across grade levels.</li> </ul>	<ul style="list-style-type: none"> <li>● All student EOG scores increased in reading, math and science.</li> <li>● Most students are making growth in math.</li> <li>● All kids are receiving guided reading daily.</li> <li>● Intervention services and RTI is done well.</li> <li>● Struggling learners receive interventions as needed.</li> <li>● Romp Talk</li> <li>● Otter Talk</li> <li>● PLTs use data to drive instruction</li> <li>● Essential objectives in math curriculum were discussed. A focus was created and a plan was executed.</li> <li>● Pre and post tests were created to drive instruction</li> <li>● Math Talk created to build critical thinking skills during math instruction.</li> <li>● Vocabulary focus</li> <li>● Level IV and AG students receive differentiated instruction to promote higher level thinking and level IV opportunities for learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Need to focus on individual student growth</li> <li>● Need to focus on targeting students with disabilities and students on free/reduced lunch</li> <li>● Blue Diamond scores decreased in reading from 3<sup>rd</sup> to 4<sup>th</sup> grade</li> <li>● Critical thinking is not the focus in reading, more decoding, fluency, and comprehension.</li> <li>● Guided reading is rigid and does not support critical thinking</li> <li>● We need vertical conversations about Science and science vocabulary</li> <li>● Lack of assessment tools to use to identify specific areas of need for literacy.</li> <li>● We do not focus on “endurance” of reading that students see on EOGs.</li> <li>● Our current comprehension focus is on basic author’s message and inferencing. It does not include critical thinking.</li> <li>● Difficult to fill lower grade level skill gaps in learning for 4<sup>th</sup> and 5<sup>th</sup> grade students.</li> </ul>

Instructional Practices

- Based on 2010-2011 CWT data, we are *Setting Objectives & Providing Feedback* to our students.
- Students spend a lot of time on the high-yield strategy of *Homework & Practice*.
- There is a pattern where the higher the level of Bloom's, the lower the frequency of evidence.
- Consistent use of research based instructional practices in all grade levels.
- Across all grade levels and throughout the CWT collection window, *Knowledge* and *Comprehension* levels of Bloom's was the highest recorded percentage on thinking on classroom walkthroughs.
- PD in vocabulary instruction have steadily increased in the first two years.

- Schoolwide PD on Marzano book chapters, *Effort & Recognition* and *Identifying Similarities and Differences*.
- Trained 1 Classroom Walkthrough Trainer in '09-'10 who then trained 10 teachers and 2 administrators in the CWT process and began collecting CWT data in '10-'11.
- Based on the CWT data collected, the high-yield strategy of *Finding Similarities & Differences* were relative strengths.
- Academic conversations between teachers/students, high amount of collaboration
- Agenda driven Professional Learning Teams based on DuFour's four essential questions.
- All instructional practices staff-developed and implemented at Lake Myra are research-based and are proven to increase student achievement.
- Vocabulary instruction PD by Mark Fosseid of Marzano & Assoc., to develop essential vocabulary in science during '09-'10 and essential vocabulary in math and literacy in '10-'11.
- Schoolwide implementation of vocabulary notebook for essential academic vocabulary words.
- Schoolwide PD in Marzano's 6-step process of vocabulary instruction.

- Need to see more evidence of cooperative learning.
- Need more evidence of *Generating/Testing Hypothesis*
- Need more evidence of higher order thinking
- Need more occurrences of instructional practices data overall.
- Need accountability check that all instructional practices are being implemented with fidelity by every teacher, every day.
- Need to increase more occurrences of the three highest levels of Bloom's...Evaluate, Analyze and Create.
- Need to know if instructional coaches are increasing teacher effectiveness of instructional strategies.
- Need to know if students have increased their vocabulary due to direct explicit vocabulary instruction.
- Need to develop a core Tier 2 vocabulary word list, by school and/or grade level.

<p>Staff &amp; Student Demographics</p>	<ul style="list-style-type: none"> <li>• More male students than female overall.</li> <li>• Attendance – the same as the district and state.</li> <li>• Increase in discipline minor referrals and decrease in discipline major referrals.</li> <li>• More African American students than any other ethnic group.</li> <li>• Caucasian students are the second largest group.</li> <li>• Hispanic students are the third largest.</li> <li>• Asian &amp; Native American students are the smallest group.</li> <li>• Of the 61 students that left Lake Myra between July 2009 and July 2010, 46% of them are in other WCPSS schools, charter, private or home-schooled. The other 54% have moved outside of Wake county or North Carolina.</li> <li>• Of the 101 students who entered Lake Myra between July 2009 and February 2011, 47% of them were from other Wake county schools, 28% had never attended school before, 21% entered from schools outside Wake county, and the remaining 4% came from charter schools, or home schools in and outside of Wake county.</li> <li>• Of the 90 LEP students served by the ESL program/teacher in the 2010-2011 school year, 2<sup>nd</sup> grade had the largest number of LEP students with 11 students served in pull-out and 21 served through inclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Discipline majors decreased.</li> <li>• Utilization &amp; documentation of discipline minors (specialists used the minor form in '09-'10 and all teachers began using the minor form in '10-'11).</li> <li>• Increased student enrollment.</li> <li>• More National Board Certified and Advanced degree teachers than the county.</li> <li>• 83% of staff has more than 3 years teaching experience.</li> <li>• Stakeholder, community members and parent attendance at Principal Summits increased from 2009-2010 to 2010-2011.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to know why students leave Lake Myra.</li> <li>• Need data on students' time at our school.</li> <li>• Need to know what percentage of students that entered Lake Myra, came from outside the US.</li> <li>• Need to know data on student's time at our school.</li> <li>• Need clarification on Special Ed information, LD students, and students served through Title 1. Are students receiving these services growing and/or catching up?</li> <li>• Need to know why there were more minors in 4<sup>th</sup> grade last year.</li> <li>• Need to know information about teacher turnover.</li> <li>• Need data on teacher assistants.</li> <li>• Need to keep the gender breakdown for each ethnic group.</li> <li>• Need to look at ethnic breakdown for the purpose of effective communication with students and parents.</li> <li>• Need to know if the student attendance for just Lake Myra has increased or decreased from since July 2009.</li> <li>• Need to know if parents should complete an exit survey when withdrawing their children from Lake Myra.</li> <li>• Need to know teacher attendance.</li> </ul>
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<p>Perception</p>	<ul style="list-style-type: none"> <li>● PLC Survey results indicate that in all areas, the % of teachers that disagree with the survey statements is increasing, and the % of teachers that agree is decreasing.</li> <li>● PLC Survey – largest increase in disagree is collaboration and strategies.</li> <li>● PLC Survey – the % that agree is much higher than disagree.</li> <li>● The days and times that PLC’s meet went from all PLC’s meeting on one afternoon from 3:00-4:15pm in 2009-2010 to two PLC’s per day from 8:00-9:15am, Tuesday – Thursday, with classroom coverage from 8:45-9:15am.</li> <li>● Parental Involvement shows a significant increase in volunteers and PTA membership from 2009-2010 to 2010-2011.</li> <li>● According to parent surveys, parents appear to be satisfied.</li> <li>● The majority of classroom volunteers are parents. More parents volunteer in K-2 classrooms than in 3-5 classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>● On the PLC survey, the % of teachers that strongly agree is over 80% in all areas.</li> <li>● Volunteers increased from 627 to 898.</li> <li>● PTA membership grew from 58 to 120.</li> <li>● Volunteers are utilized as chaperones, and in clerical and instructional roles in the library, office, and leveled book room.</li> <li>● Volunteers also work directly with students in the K-2 home reading program and the K-3 Kids Into Thinking (KIT) Program.</li> <li>● All volunteers invited to a Volunteer Luncheon provided by LM Hospitality.</li> <li>● Plus/delta feedback via electronic survey is solicited regularly from teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● Need to decrease the percentage of teachers that disagree with this statement: “Systematically gather evidence concerning instructional strategies.” The response rate went from 3% in 2009-2010 to 12% in 2010-2011.</li> <li>● 3% to 9% increase in Disagree on other areas.</li> <li>● Need to know that all parents had an opportunity to complete the parent surveys.</li> <li>● Need to increase the teacher response rate on site surveys. The response rate ranges from 25%-50% of staff responding to surveys.</li> <li>● Need to develop a systematic method to show collaborative documentation of student progress between RTI interventions and Title 1 interventions (not cum documents) so there is a record from year to year.</li> <li>● Need to complete and collect Otter Talk minutes so all interventionists that serve that child can “catch up” if not present at the meeting.</li> </ul>
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<p>Programs</p>	<ul style="list-style-type: none"> <li>• Training and implementation of Building Thinking Skills has steadily increased.</li> <li>• The Building Thinking Skills (Bright Ideas grant) program began with training and implementation of K-2 in 2009-2010. Training and implementation was added for 3-5 in 2010-2011. Implementation of BTS continues in K-5 during 2011-2012 school year.</li> <li>• PBiS implementation is strong, gradual and consistent.</li> <li>• The implementation of the Flex Access media system have shown a large increase in student media circulation in grades K-5 with 19,084 in 2009-2010 to 27,773 in 2010-2011.</li> <li>• Flex Access worked well for 3<sup>rd</sup> grade because they had the highest circulation over all over grade levels two years in a row.</li> <li>• Second Step guidance program implemented at the 2<sup>nd</sup> &amp; 3<sup>rd</sup> grade levels in 2010-2011 and implemented K-5 in 2011-2012.</li> <li>• Letterland Phonics program implemented in Kindergarten in 2010-2011 and implemented K-1 in 2011-2012.</li> <li>• Lucy Calkins Primary Units of Study for Writer’s Workshop, coaching cycle completed in ’09-’10 with 2<sup>nd</sup> grade team and in ’10-’11 with 1<sup>st</sup> grade team.</li> <li>• Response to Intervention model designed, implemented and utilized in ’09-’10. Implementation steadily increased in ’10-’11</li> </ul>	<ul style="list-style-type: none"> <li>• Since implementing Building Thinking Skills, a large percentage of 3<sup>rd</sup> graders’ non-verbal scores on the 3<sup>rd</sup> grade CogAt increased dramatically.</li> <li>• The implementation of PBiS was gradual and has remained steady since July 2009.</li> <li>• In 2009-2010, Lake Myra was recognized as a Green Ribbon School and has been nominated as an Exemplar School for the 2010-2011 school year.</li> <li>• Consistent, common language of PBiS used schoolwide by staff and students.</li> <li>• Fewer office referrals for 2<sup>nd</sup> and 3<sup>rd</sup> grade or could be attributed to K-5 implementation of using minors and/or implementation of the Second Step guidance program.</li> <li>• Very high percentage of 1<sup>st</sup> graders coming from Kindergarten knew all alphabet letters, sounds and songs from Letterland.</li> <li>• Schoolwide consistency in language components of Building Thinking Skills...many students answering questions in complete sentences and using “I agree with/I disagree with” statements on their own.</li> <li>• Progress of students in Romp Talk and Otter Talk being monitored more frequently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Need to evaluate if the Building Thinking Skills program is increasing student thinking skills.</li> <li>• Need to know if teachers are still implementing BTW with fidelity and survey their perceived level of effectiveness of the program.</li> <li>• Need to create &amp; collect formative data instruments for programs that there are currently no tools...programs like Reader’s Workshop/Guided Reading, Science Instruction, Writer’s Workshop (Lucy Calkins) and Math Instruction.</li> <li>• Need to create surveys, tools or checklists to document quickly without adding to teachers’ plates.</li> <li>• Need to narrow down what components of a program we want to focus on from year to year.</li> </ul>
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Prioritized Concerns	Root Causes	Solutions
<p>Critical Thinking and Higher Order Thinking Skills, especially in Literacy</p> <p>Instructional Accountability and Data Collection of Instructional Practices</p> <p>Targeting Individual Student Growth</p> <p>Student Demographics, especially for our Transient &amp; At-Risk Population</p>	<ul style="list-style-type: none"> <li>• Difficult to create lessons because we weren't taught that way—not a yes/no answer. Have we given enough training.</li> <li>• Lack of critical thinking.</li> <li>• Scattered implementation of the Building Thinking Skills program and higher order questioning staff development</li> <li>• Hard to “naturally” ask higher order questions in guided reading. Not sure what to ask.</li> <li>• Students don't know how higher order questions should be phrased/asked.</li> <li>• Lack of accountability to look at if it is working.</li> <li>• No tools to say what works or doesn't. How in depth are we going.</li> <li>• The Classroom Walkthrough data we have collected is not frequent enough to see high occurrences of great teaching—not enough data.</li> <li>• Lack of accountability for completing the walk-through for those who HAVE been trained.</li> <li>• Lack of fidelity in the implementation of Marzano's 6-step process for vocabulary instruction.</li> <li>• Coming from all over – word has spread.</li> <li>• Well-behaved kids get overlooked.</li> <li>• Lack of differentiation for individual students.</li> <li>• Lack of collaborative data.</li> <li>• Lack of collective data in one place for one student—classroom teacher has some, Title 1 has data stored in other places.</li> <li>• Lack of vertical conversations and documentation for students' growth (prior to just previous year's student growth data).</li> <li>• Being a new school with new parent relationships, not an established parent membership.</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance critical thinking in literacy and continue in math.</li> <li>• Find ways to teach higher skills in totality instead of separating it into certain skills in certain grade levels.</li> <li>• Level 4 opportunities for everyone, in all lessons.</li> <li>• Pre and post assess and use data for formative learning.</li> <li>• Monitor frequency of Level 4 opportunities.</li> <li>• Embed critical literacy into science and social studies.</li> <li>• Assess effectiveness of programs such as Building Thinking Skill and Bloom's Taxonomy.</li> <li>• Lots of walk-throughs to gather data and tweak and collect to right data.</li> <li>• Complete several full cycles of walkthrough data, per year.</li> <li>• Grade level SMART goals based on walkthrough data.</li> <li>• Create systems and structures to evaluate and analyze instructional practices and programs.</li> <li>• Increase differentiation of instruction for ALL students.</li> <li>• Teach science and social studies content and concepts in reading block to increase academic vocabulary and content knowledge.</li> <li>• Offer opportunities for parents &amp; staff to build relationships.</li> <li>• Give exit surveys to parent when they withdraw from Lake Myra.</li> <li>• More systematic solution for vertical documentation of interventions and enrichment for individual students from year to year.</li> </ul>

## Data Summary:

In addition to providing a safe, loving, nurturing environment, the foundation of educating students at Lake Myra Elementary is also built upon the common core values that guide our daily instructional answers to core questions related to what's best for students. The value of *Data Driven Decisions based on Growth* is at the heart of meeting the needs of all students. Two years ago when the Response to Intervention (RTI) Plan was developed, we realized that growth for all, not just benchmark, was the highest expectation for student growth and achievement, and that even for higher achieving students in need of enrichment, that settling for benchmark just wasn't good enough. The culture building structures of Professional Learning Teams (PLT's) and RTI have empowered teams of teachers to take group ownership of student growth through PLT and Otter Talk conversations, and have given teams a solid foundation to move forward in the school improvement journey. As far as the school has come in the last two years with staff ownership and shared decision-making of the values and programs that we believe make a difference in student achievement here at Lake Myra, we still have work to do. According to the Teacher Working Conditions surveys, more teachers than the first year (12%) are in agreement that we are not *systematically gathering evidence concerning instructional strategies*. This concern is prioritized and will be an area of focus for school improvement through the continuous implementation and utilization of classroom walkthrough data. And, as much as we screen, assess and intervene with students, the SIP team prioritized the need for a systematic solution for vertical documentation of formative assessment and quarterly interventions and enrichment for individual students as they are promoted from teacher to teacher and grade to grade. The training and teaching of critical and higher order thinking, especially the use of reading skills and strategies in the content areas is also a concern and will be addressed in our schoolwide professional development plan along with systematic checks to assess the effectiveness of instructional strategies and programs such as *Guided Reading* and *Bright Ideas: Building Thinking Skills*. Not only are all these instructional systems and structures of implementation and accountability important, but addressing and teaching the nuts and bolts of HOW data guides school improvement, will turn plans into action.

Lake Myra Elementary has grown in enrollment over the last two years with a constant ratio of students from economically disadvantaged homes, with approximately 52% of students on free and reduced lunch. Lake Myra has consistently enrolled more males than females by about 20%. Lake Myra's racial make-up has consistently remained the same with the largest percentage of students being African American 34%, the second largest percentage of students being Caucasian 30%, and the third largest percentage of students being Hispanic at 28%. American Indian, Asian and Multi-Racial make-up the remaining 8%. Average daily attendance is consistent with the county and state.

According to parent perception surveys, the parents that completed the survey appear to be satisfied with Lake Myra in general and parent involvement shows a significant increase in PTA membership, which nearly doubled after one year. The number of parents in attendance at each year's Principal Summit has also doubled after one year. Parent volunteers are encouraged and appreciated, and used in many ways that have a direct impact on students and their achievement. The number of volunteers increased over 28% in two years.

Student achievement data using the End of Grade Tests show significant improvement in overall number of students that passed the EOG's after retakes, 64% of students passed the first year and 72% of students passed the second year and as a school, met AYP in 2010-2011. Although reading was above the county average for 3<sup>rd</sup> grade, it was below the county in 4<sup>th</sup> and 5<sup>th</sup> grade. Lake Myra math proficiency is above the county in 3<sup>rd</sup> and 4<sup>th</sup>, however, below the county in 5<sup>th</sup>. Since beginning the universal screening process in reading two years ago with AIMSweb, there has been a steady increase in benchmark scores across all grades with each grade cohort scoring at or above the grade cohort from the year before. Analyzing student demographics and At-Risk populations and subgroups is a prioritized area of concern and will be addressed through the solutions to differentiate instruction for all students for maximum growth.