

## 2020-21 MMS Phase Two: The Needs Assessment for Schools

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## 2020-21 Phase Two: The Needs Assessment for Schools

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## Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

SBDM Members - Amie Gallion, Principal; Teachers - Keith Brock (ELA), Minority Member - Shawn Manuel (PE), Amber Snell (Math), Kerry Evans (Band/Music); Parents - Minority Members - Shereka Baskin and Marquetta Mutuse, Heather Hamm. Our SBDM meets monthly at 6 pm on the 2nd Wednesday. We discuss CSIP plans and goals related to student achievement each month and review and analyze available data. Agendas and minutes are kept for each meeting. STRATOps Team - strategic planning team that is open to all parents, teachers, and staff. Current members include: Principal, School Counselor, Attendance Secretary, Paraeducators, Teachers, Parents, and Community Members. This team meets once each quarter to review the school wide goals and objectives and progress toward those. We also determine new areas of focus based on data and needs of our student population. An agenda is set prior to each meeting and the minutes are documented and share with all school staff and stakeholders through email and by request. Leadership Team - this team consists of administrators, school counselor, LMS, teacher leader from each content team, and representatives from our classified staff. We meet weekly to discuss the calendar for the week as well as feedback from our staff, students and community. We look at attendance data, safety and security, and school-wide events. A weekly calendar with agenda items is shared with the school staff after these weekly meetings.

### **ATTACHMENTS**

#### **Attachment Name**

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-  [Leadership team agenda](#)
-  [SBDM agenda](#)
-  [STRATOps agenda](#)

## Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current State: At Madison Middle, we use iReady as a diagnostic tool to assess where are students are in the fall, winter, and spring. Fall scores in math show that 25% of our students are 3 or more grade levels below their current assigned grade level. The weakness is algebraic thinking with 41% of students score 2 or more grade levels below in this area. Fall reading scores show that 32% of our students are 3 or more grade levels below current placement. Our weak area in reading is comprehension of informational text where almost 50% of our students score 2 or more grade levels below. No KPREP testing data for 2019-2020 so using our previous KPREP data, MMS in 2018-2019 proficiency score was 68.5, Separate Academic Index was 62.9 and Growth was 47.4 with no significant gaps and therefore not designated as a TSI school. Non-Academic Current State: As we continue to work on both staff and student attendance, we did show slight improvement in attendance rates in both areas with teacher attendance up 2% and student attendance increase from 93% in 2018-2019 to 94% in 2019-20 which included an increase in enrollment as well. Behavior events continue to decrease with a reduction of 50.6% from 2017-2018 to 2018-2019 and then another decrease in 2019-2020 of 49% with the number of events decreasing from 656 in 2018-2019 to 333 in 2019-2020.

## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Using prior year KPREP data: 2018-2019 Reading - 57.8% of all students scored P/D in reading compared to only 48.5% of Free/Reduced students; 29.5% of students with disabilities; and only 15.4% of ELL students. 2018-2019 Math - 40.4% of all students scored P/D in math compared to only 31.3% of Free/Reduced students; 19.7% of students with disabilities; and only 7.7% of our ELL students. 2018-2019 Writing - 70.7% of all students scored below proficiency on the KPREP test in writing. This is a significant area of concern for all students.

## Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

When analyzing academic trend data, Madison Middle students continue to show deficits in the areas of reading, math, and writing. These continue to be our focus areas both when scheduling classes, allocating resources, and improving instructional practices. In the area of cultural/behavioral, we continue to make great progress. We offer weekly social-emotional instruction and support for students in small group settings using a research-based curriculum and our school-wide PBIS system continues to improve student behavior and the climate of our campus.

## **ATTACHMENTS**

### **Attachment Name**

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[Bus Expectations](#)



[KPREP Trend Graphs 2019](#)



[PBIS](#)



## Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

# 2 - Design and Deliver Instruction Content teams meet for PLCs at least 2 times each month to ensure Tier 1 instruction is aligned with standards and best practices are being used in the classroom. Data from formative and summative assessments are analyzed to ensure the instructional design is appropriate for current student levels. Tier 2 instruction is completed during Enrichment/FLEX with all students for all content areas, including SEL. Professional development in the area of Continuous Classroom Improvement (CCI) has been completed by the majority of MMS teachers and is used in the classrooms to create a continuous cycle of improvement that includes student voice, goal setting and data monitoring. #3 Design and Deliver Assessment Literacy Content teachers participate in Professional Learning Communities (PLCs) 2-3 times each month and participate in school and district-wide learning opportunities with grade level and content counterparts to discuss validity/fidelity of both formative and summative assessments. CCI is used at the classroom level to allow student voice and to develop a classroom culture that encourages students to be involved in their learning through the setting of class and individual mastery goals.







## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Behavior events continue to decrease with a reduction of 50.6% from 2017-2018 to 2018-2019 and then another decrease in 2019-2020 of 49% with the number of events decreasing from 656 in 2018-2019 to 333 in 2019-2020. Having students in the classroom receiving instruction in an environment that is positive and engaging is also contributing to increases (however slight) in our academic achievement. Over 90% of our classroom teachers have received professional learning in CCI and are implementing the strategies in the classroom. It is our goal to have 100% of our faculty CCI trained. Our SBDM and Parent Organizations (PTO and Boosters) are comprised of a core group of parents/guardians who are very active and supportive of our students and staff. Our FRYSC (Family Resource and Youth Service Center) offers programs that assist in the removal of barriers to learning by coordinating services through existing programs and providing additional services as necessary. FRYSC has a close partnership with MMS and the various programs that operate within the school/district to fulfill the goal of enhancing the students' abilities to succeed in school.

## Attachment Summary

Attachment Name	Description	Associated Item(s)
 Bus Expectations	Bus expectations for MMS	•
 KPREP Trend Graphs 2019	MMS KPREP Trend Graphs 2019	•
 Leadership team agenda	MMS leadership team weekly agenda	•
 PBIS	PBIS information - MMS	•
 SBDM agenda	MMS SBDM agenda	•
 STRATOps agenda	MMS STRATOps agenda	•