

2019-20 MCMS Phase Two: The Needs Assessment for Schools

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Marnel C. Moorman School

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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/district, 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/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

As a school, we utilized a district funded day to bring staff together to analyze current assessment data. In attendance were members of our administrative team, which includes me, the principal, the assistant principal, the personalized learning coach, both school building counselors, the family resources youth coordinator, the dean of students, the gifted and talented

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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

According to current MAP data, Marnel C. Moorman is a new innovative K-8 school that is set to open by December 2019. Due to delays in construction, the students are housed in five different host schools in the district. Our current enrollment in elementary is 317 students. 59% male, 41% female. We serve a population that is 48.0% economically disadvantaged. 33.8% of the kids are English language learners. 7.6% of the students receive special education services and 16.6% are identified gifted. Our middle school demographic includes 367 students. 50.7% male and 49.3% female. 48.0% of the students are economically disadvantaged. 10.6% of the kids are English language learners. 16.6% are identified as gifted.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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.

Eighty (80.8%) of Kindergarteners performed below grade level in reading on the MAP assessment. 75.5% of Third Graders performed below grade level in math on the MAP assessment. 65.5% of students performed below grade level in math on the MAP assessment. 61.2% of students performed below grade level in reading on the MAP assessment.

Trends

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

Marnel C. Moorman is a new school in the Shelby County school system and therefore do not have data trends to report.

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](#)

For the Design and Deploy Standards section, MCM needs to work for the vertical curriculum work through the Mastery of Standards. 1. Teachers need to have more support in developing clear and precise learning targets and success criteria for mastery. MCM has good assurance with the current curriculum being valid and aligned. 2. There is a strength for Tier 1 instruction being in place and assessments being used to meet the standards. MCM will be working to make sure students take responsibility for their own learning and modeling for teachers to ensure active engagement. 3. MCM administration will set the expectation for teachers about keeping the stakeholders informed of assessment results. We will develop a plan of action for students to get supportive and corrective feedback towards their progression of learning. 4. We need to work alongside teachers to have systems in place that support the correct usage of data to guide teachers, student groups. 5. MCM will continue the support of our MTSS team for behavioral and academic strategies to guide teachers with individual student needs. We will ensure that we have partners, both internal and external that support our goals and processes. 6. As a school, we will promote leadership opportunities to all shareholders. At MCM we will continue PBIS supports and embrace our Vision and Mission statements throughout the building. Our advisory will continue to support student character development.

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%.

24.2% of students are performing above grade level in reading on the MAP assessment. 33% of students in the Sixth grade are performing above grade level in reading on the MAP assessment. 30% of students in the Fifth grade are performing above grade level in reading.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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