



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

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Marnel C. Moorman School
Donna Jones

501 Discovery Boulevard
Shelbyville, Kentucky, 40065
United States of America

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2020-21 Phase Two: The Needs Assessment for Schools

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?

As a school, we took advantage of two PLC/Data Team days, administrative meetings, and SBDM meeting to assess our current state. This included reviewing past MAP data, DRA and Brigance assessment scores that were available to date, and assessing where teachers feel students are as learning was impeded due to the transition to non-traditional instruction due to COVID 19. The meetings included me, the assistant principal, both school counselors, the Dean of Students, the school's Youth Service Coordinator, The Personalized Learning Coach, .5 school Psychologist, Speech Pathologist, EL instructors, Core, Related Arts, and ECE teachers. In addition, the Talented and Gifted instructor and members of our SBDM committee which included two of our parents.

ATTACHMENTS

Attachment Name

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.

Our current school enrollment is 716 students. 54.9% male and 45.1% female. We serve a population that is 54.7% economically disadvantaged. 19.4% of our students are designated English language learners. 17.0% of students receive special education services and 15.6% of our learners are identified as Talented and Gifted. The Fall 2019-20 MAP data showed 39.3% proficiency in reading for elementary and 47.5% for middle. The Fall 2019-20 MAP data showed 34% proficiency in math for elementary and 42% for middle. Our Winter 2019-20 MAP data showed 32% proficiency in reading for elementary and 42.5% for middle. Our Winter 2019-20 MAP data showed 30% proficiency in math for elementary and 39% for middle. The 2020 KY Brigrance Assessment that measures Kindergarten Readiness showed that 30% of our Kindergarteners are Kindergarten ready when they entered school in the 2020-2021 school year. Our 2019-20 ACCESS data showed that 44.7% of ES students met long-term goals and 28.9% of MS students met long-term goals. Both percentages far exceeded district goals.

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.

70% of Kindergartners were identified as "ready with interventions" for Kindergarten based on the KY Brigance Assessment. 48% of second graders performed below grade level on the Fall Developmental Reading Assessment (DRA). 67.5% of fifth-graders performed below grade level on the Fall Developmental Reading Assessment (DRA). MAP KPREP Math Projection 3-8 fall 2019 assessed that only 39.8% will be proficient or above, while the winter 2020 scores show that only 35.9% will reach that mark. MAP KPREP Reading Projection 3-8 fall 2019 assessed that 45.4% will be proficient or above, while the winter 2020 scores show that 39.8% will score on grade level or above.

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 which opened officially in September 2019 and therefore does 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](#)

KCWP 2: Design and Deliver Instruction All teachers will engage in vertical and/or cross curricular teams to plan and deliver project-based units of instruction to all students. Teachers will engage in vertical PLC teams to design, implement, and analyze quality performance assessments that will accompany their cross curricular units. Teachers in all grade levels K-8 will use the district curriculum and assessments that are verified and viable to deliver Tier 1 instruction to all students. All K-6 teachers will use Literacy Footprints Guided Reading Curriculum to deliver targeted, text-level specific instruction to all students in order to increase reading proficiency. KCWP 3: Design and Deliver Assessment Literacy Teachers will use multiple forms of formative and summative assessment measures to ensure a balanced assessment system. Within the work of the PLC this year, teachers will be designing and implementing quality performance assessments in which students will have control over the way they show mastery of standards. Teachers and administration will work together in PLC teams to validate, calibrate and analyze these assessments to provide feedback to students as well as teachers. KCWP 4: Review, Analyze and Apply Data Teachers use a variety of district created assessments that are common, aligned to the standards, and rigorous in design. Teachers meet weekly in PLCs and data teams to analyze student performance on classroom assessments as well as standardized assessments to determine next steps for instruction. Teachers use the learning management system (LMS), Empower to track student progress toward mastery of standards. This LMS is shared by teachers, students, parents, and administration so that all stakeholders have access to student learning progressions. Using the Personalized Learning Plan (PLP) inside the LMS, teachers guide students through goal setting procedures so that students can make their own decisions about their learning. 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%.

EL attainment percentages far exceeded district averages. 41% of third grade students performed on or above grade level on the Fall Developmental Reading Assessment (DRA). 7% of Kindergarten students were identified as ready for enrichment based on the KY Brigance Assessment.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2020-2021 Regular Scheduled Meetings</u>		•
 <u>SBDM Committee Names and Contact Information</u>		•