

2018-19 Phase Two: The Needs Assessment for Schools_10162018_10:13

Phase Two: The Needs Assessment for Schools

Lone Jack School Center

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough 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?

Lone Jack School Center progressively reviews, analyzes, and applies data results for continuous improvement. MAP testing is given three times per year; Fall, Winter, and Spring. After each round of testing, school leadership and teachers examine data results to determine the number of students meeting grade level standards, identify students who improve, identify students who are performing below grade level and at what percentile, and define the targeted students, making a plan to progress these students. Data is tracked over time to show yearly growth. Results are tracked through www.teach.mapnwea.org, where multiple reports are available. Data is collected and tracked using a KASC worksheet and MagnaTag Data Board. PLC meetings are conducted in a specialized data room, among the teachers and leadership, on a consistent basis to track progress. MAP data is also tracked by the district personnel, who produces district results for all schools within the district. MAP data is correlated with KPREP scores based upon the KPREP Linking Study provided by NWEA. The school district plans two data work days into the school calendar per school year. During the two work days, district personnel, school leadership, and teachers review and analyze KPREP data results. Lone Jack School Center's leadership (principal and assistant principal) lead the data reviews. The teachers and leadership observe the current year's predictions and goals. Breakout sessions are organized according to content area analysis. Teachers are assigned to a group, based upon their specialized teaching criteria. Data is analyzed in each content area and grade level tested for proficiency, separate academic indicator, and growth, using scoring worksheets and formulas designed by the state and district. The process begins with a look at the data from previous years and a comparison with the most current data results. Calculation worksheets for Reading and Math and Separate Academic Indicator (Social Studies, Science, & Writing) are used to calculate the percentage of Novice, Apprentice, Proficient, and Distinguished and to determine the NAPD Calculation in each tested area and grade level (Reading, Math, Social Studies, Science, & Writing) for both elementary and middle school proficiency. With that analyzed data, the teams then calculate the total proficiency for Reading and Math combined. Growth data for both elementary and middle school is also analyzed and calculated in order to get a growth score. With the compilation of data, teachers investigate trends occurring over the course of years. They identify positive aspects that come from the data, areas of concern based on the data, compare groups of students, and things to think about for improvement. They also devise an action plan to identify cut-level students and create a continued success plan based upon the data they have reviewed. MAP data is analyzed for Kindergarten through second grades since the KPREP is not administered to these students. The work completed during the two data days is continuously reviewed during PLC meetings. Other sources of data that are reviewed, analyzed, and applied to show improvement is classroom assessment data (Unit Learning Checks) and SFA (Success for All) Member Center data (Reading). MAP and KPREP data is reported at the Site Based Decision Making Council meetings on a monthly basis, where student achievement is highlighted.

ATTACHMENTS

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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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Current Academic State: 40% of elementary students (grades 3-5) scored Proficient or Distinguished on KPREP Reading. This was a 15.27% decrease from 2016-2017 to 2017-2018. Compared to the district average of 53.3%, we are 13.3% below average. Compared to the state average of 54.6%, we are 14.6% below average. 50.9% of elementary students (grades 3-5) scored Proficient or Distinguished on KPREP Math This was a 1.8%% decrease from 2016-2017 to 2017-2018. Compared to the district average of 41.8%, we are above average by 9.1%. Compared to the state average of 48.9%, we are above average by 2%. Total Proficiency for Reading & Math combined in the elementary grades (grades 3-5) was 67.1% compared to the district average of 67.6% and the state average of 70.5%. 63.4% of middle school students (grades 6-8) scored Proficient or Distinguished on KPREP Reading. This was a 1.2% increase from 2016-2017 to 2017-2018. Compared to the district average of 65.8%, we are below average by 2.4%. Compared to the state average of 60%, we are above average by 3.4%. 43.3% of the middle school students (grades 6-8) scored Proficient or Distinguished on KPREP Math compared to the district average of 47.1% and the state average 47.1% as well. This was a 6.2%% increase from 2016- 2017 to 2017-2018. We are 3.8% below the district and state average. Total Proficiency for Reading and math combined in the middle school grades (grades 6-8) was 70.0% compared to the district average of 70.1% and the state average of 69.7%, which makes us comparable to both the district and state. In elementary Social Studies (5th grade) on the KPREP, we saw an 9.1% decrease in Proficiency from 59.1% in 2016-17 to 50% in 2017-18. Compared to the district average of 50.7%, we are 0.7% below average. Compared to the state average of 53%, we are 3% below average. In middle school Social Studies (8th grade) on KPREP, we saw a 14.5% increase in Proficiency from 45.5% in 2016-17 to 60% in 2017-18. We are 2.6% below the district average and 0.3% below the state average. In elementary Writing (5th grade) on KPREP, our students decreased 15.9% in Proficiency from 75% in 2016-17 to 59.1% in 2017-18. The district average is 60.4%, which reflects that we are 1.3% below average. The state average is 40.5%, which reflects that we are 18.6% above average. In middle school Writing (8th grade) on KPREP, our students increased 5.9% in Proficiency from 39.1% in 2016-17 to 45% in 2017-18. The district average of 54.8% reflects that we are 9.8% below average. The state average of 44.3% reflects that we are 0.7% above average. In elementary Science, our students scored 30% Proficiency on the KPREP assessment compared to the district average of 31.5% and the state average of 30.9%. In middle school Science, our students scored 11.1% Proficiency on the KPREP assessment compared to the district average of 26.1% and the state average of 25.8%. Overall, the elementary separate academic indicator (Social Studies, Science, and Writing) for Lone Jack School Center was 69.3% compared to the district average of 70.3% and the state average of 64.8%. Overall, the middle school separate academic indicator (Social Studies,

Science, and Writing) for Lone Jack School Center was 64.1% compared to the district average of 71.8% and the state average of 66.8%. Over a two year period from Fall 2016 to Fall 2018, we saw a 13% decrease in the number of students in 3rd grade, 70% decrease in the number of students in 4th grade, 48% decrease in the number of students in 5th grade, and a 16% decrease in the number of students in 8th grade, bench marking at grade level on the MAP Reading assessment. We saw a 21% increase in the number of students in 7th grade bench marking at grade level on the MAP Reading assessment. Over a two year period from Fall 2016 to Fall 2018, we saw a 11% decrease in the number of students in 3rd grade, 27% decrease in the number of students in 7th grade, and a 29% decrease in the number of students in 8th grade, bench marking at grade level on the MAP Math assessment. We saw a 17% increase in the number of students in 4th grade and a 31% increase in the number of students in 5th grade bench marking at grade level on the MAP Math assessment. Non-Academic Current State: Lone Jack School Center's student attendance rate was 91.31% for the 2017-18 school year-a decrease of 1.95% from the 2016-17 school year, in which it was 93.26%. The district average for 2016-17 was 92.31%, which was lower than the school's average. The district average for 2017-18 was 92.66%, which was higher than the school's average. Therefore, the school's student attendance rate is now lower than the district average. However, when student attendance rate is compared to the other seven schools within the district, Lone Jack School Center ranks 4th for both the 2016-17 and 2017-18 school year. Based upon SFA (Success for All) Member Center data, the percentage of Read and Respond Forms (Reading homework) being returned consistently decreased in years past. In 2015-16, the response rate was 82.6%. There was a 15.6% decrease from 2015-16 to the beginning of the 2017-18 school year. At the beginning of the 2017-18 school year, the response rate was 67%. By the ending of the 2017-18 school year, we saw an 11.4% increase in the response rate.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Half (52.17%) of the students in grade 3 scored at the Apprentice Level in elementary Reading on the KPREP assessment as opposed to only 26.09% scoring Proficiency. 70% of the students in grade 4 scored below Proficiency in elementary Reading as opposed to only 30% scoring Proficiency. When elementary (grades 3-5) Reading scores were combined, 60% of the students scored below Proficiency. The number of Novice for elementary (grades 3-5) Reading increased from 16.4% in 2016-17 to 21.82% in 2017-18. The number of Apprentice also increased from 27.9% in 2016-17 to 38.18% in 2017-18. Therefore, the number of Proficient decreased from 45.9% in 2016-17 to 29.09% in 2017-18. 56.52% of the students in grade 3 scored at the Apprentice Level in elementary Math on the KPREP assessment as opposed to 26.09% scoring Proficiency. Half (50%) of the students in grade 7 scored at the Apprentice Level in middle school Math. 60% of the students in grade 8 scored at the Apprentice Level in middle school Math as opposed to only 15% scoring Proficiency. When middle school (grades 6-8) Math scores were combined, 56.7% of the students scored below Proficiency. In Social Studies, 50% of the students in grade 5 (elementary) scored below Proficiency on the KPREP assessment. The number of grade 5 students scoring Distinguished decreased from 18.2% in 2016-17 to 4.5% in 2017-18. The number of grade 8 students scoring Distinguished decrease from 9.1% in 2016-17 to 0% in 2017-18. In elementary (grade 4) Science, 70% of the students scored below Proficiency on the KPREP assessment. In middle school (grade 7) Science, 88.9% of the students scored below Proficiency as opposed to only 11.1% scoring Proficiency. 40.9% of the students in elementary (grade 5) Writing scored at the Apprentice Level on the KPREP assessment. The number of grade 5 students scoring Apprentice increased from 20.8% in 2016-17 to 40.9% in 2017-18. The number of grade 5 students scoring Proficient decreased from 62.5% in 2016-17 to 40.9% in 2017-18. 55% of the students in middle school (grade 8) Writing scored below Proficiency. The number of grade 8 students scoring Novice increased from 4.3% in 2016-17 to 15% in 2017-18. On the Fall 2018 MAP assessment, 16% of grade 4 students and 20% of grade 5 students bench marked at the 50th percentile or above in Reading. When compared to the district average, grade 4 and grade 5 students are 35% below what other students across the district are scoring (district average: grade 4-51%, grade 5-55%). On the Fall 2018 MAP assessment for Math, 16% of grade 4 students bench marked at the 50th percentile or above. When compared to the district average (46%), grade 4 students are 30% below what other students across the district are scoring. On the Fall 2018 MAP assessment for Science, 40% of grade 5 students bench marked at the 50th percentile or above. When compared to the district average (67%), grade 5 students are scoring 27% below what other students across the district are scoring. On the Fall 2017 MAP assessment for Language, 11% of grade 4 students and 30% of grade 5 students bench marked at the 50th percentile or above. When compared to the district average, grade 4 students are scoring 42% below and grade 5 students are scoring 21% below what other students across the district are scoring. The school's student attendance rate of 91.31% is lower than the district average of 92.66%. Lone Jack School Center ranks 4th in the district out of eight schools in student attendance. This is a priority for concern. The district's goal for each school is 94% or above.

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Trends

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

The TELL survey communicates that the teacher population concludes that 25% of parents/guardians support teachers in their efforts to ensure student success. In 2013, 57.9% of teachers who took the TELL survey feel that parents/guardians support teachers, contributing to their success with students. In 2015, 43.7% of teachers who took the survey feel that parents/guardians support teachers. Parental support has continued to decrease over a number of years, with the most recent TELL survey revealing the most significant decrease with only 1/4 of the parent/guardian population supporting teachers in their efforts to ensure student success. Based upon SFA (Success for All) Member Center data, the percentage of Read and Respond Forms (Reading homework) being returned consistently decreased in years past. In 2015-16, the response rate was 82.6%. There was a 15.6% decrease from 2015-16 to the beginning of the 2017-18 school year. At the beginning of the 2017-18 school year, the response rate was 67%. By the ending of the 2017-18 school year, we saw an 11.4% increase in the response rate. The SFA Reading Program's goal is to have at least an 80% return rate on Reading homework per quarter, every eight weeks. SFA data shows that there is a trend that this goal isn't being met on a consistent basis. This data could be a correlation with the results we are observing from the TELL survey, which concludes that only 25% of parent/guardians support teachers in their efforts to ensure student success. This data could also play a significant role in the success of students' reading achievement. Analyzing the KPREP data from the previous two academic years, informs us that we have decreased the number of students scoring at the Novice level; however, a vast majority of our students are now scoring in the area of Apprentice, which has been reflective of a two year period. 52.17% of third grade students, 30% of fourth grade students, and 27.27% of fifth grade students scored at the Apprentice level in Reading for the 2017-18 school year. When combined for a final percentage, 38.18% of elementary (grades 3-5) students scored at the Apprentice level. When compared to the number of students scoring at or above Proficiency (40%), we see a need to move students from Apprentice to Proficient in elementary Reading with a primary focus on third grade. In elementary (grades 3-5) Math, 56.52% of third grade students, 10% of fourth grade students, and 27.27% of fifth grade students scored at the Apprentice level for the 2017-18 school year. When combined for a final percentage, 36.36% of elementary (grades 3-5) students scored at the Apprentice level on the 2017-18 KPREP assessment, which is a trend from the previous 2016-17 school year with 35.1% of students scoring at the Apprentice level as well. 38.18% of students scored at the Proficient level on the 2017-18 KPREP Math assessment, which reflects our need to move more students from Apprentice to Proficient; again with a primary focus on third grade. In Middle School (grades 6-8) Math, a trend continues to be recognized over a period of two academic years. 31.8% of sixth grade students, 50% of seventh grade students, and 60% of eighth grade students scored at the Apprentice level on the 2017-18 school year. When combined for a final percentage, 46.7% of Middle School (grades 6-8) students scored at the Apprentice level on the 2017-18 KPREP Math assessment. This percentage is higher than students combined scoring both Proficient and Distinguished (43.3%). Looking at the previous year's (2016-17) data, 54.8% of Middle School students scored at the Apprentice level. 45.5% of fifth grade (elementary) students scored at the Apprentice level on the Social Studies KPREP assessment for the 2017-18 school year. 40.9% of fifth grade students scored at the Apprentice level on the Social Studies KPREP assessment for the 2016-17 school year, reflecting that we need to move more students from Apprentice to Proficient. From 2016-17 school year to the 2017-18 school year, we saw a significant increase in the number of fifth grade students (elementary) scoring at the Apprentice level in Writing. 20.8% of students scored at the Apprentice level in 2016-17; whereas, 40.9% of students scored at the Apprentice level in 2017-18, which reflects that the the number of Proficiency decreased. Although the number of Apprentice decreased in Middle School (8th grade)

Writing from 2016-17 to 2017-18, 56.5% to 40%, the number of Novice increased from 4.3% (2016-17) to 15% (2017-18). Trending data shows that from Fall 2016 to Fall 2018, the percentage of fourth grade students performing below benchmark in Reading on the MAP assessment has progressively increased (Fall 2016: 9%, Fall 2017: 50%, and Fall 2018: 79%). The percentage of fifth grade students performing below benchmark in Reading has also increased (Fall 2016: 32%, Fall 2017: 52%, and Fall 2018: 80%). The percentage of sixth grade students performing below benchmark in Reading has consistently remained the same with little to no improvement (Fall 2016: 37%, Fall 2017: 30%, and Fall 2018: 37%). The percentage of eighth grade students performing below benchmark in Reading has increased at a slower rate than other grade levels, but enough to become a concern for the future (Fall 2016: 24%, Fall 2017: 35%, and Fall 2018: 40%). Trending data shows that from Fall 2016 to Fall 2018, the percentage of third grade students performing below benchmark in Math on the MAP assessment remained constant from Fall 2016 to Fall 2017 at 59%; however, from Fall 2017 to Fall 2018, it decreased to 48%, which showed an improvement. The percentage of fourth grade students also remained the same from Fall 2016 to Fall 2017 at 67%; however, from Fall 2017 to Fall 2018, it increased to 84%, which becomes a potential area of concern. The percentage of fifth grade students performing below benchmark follows the same trend as third and fourth grade students. From Fall 2016 to Fall 2017, 29% of fifth grade students were performing below benchmark in Math; however, the percentage increased to 60% from Fall 2017 to Fall 2018, which also becomes a potential area of concern. The percentage of sixth grade students performing below benchmark from Fall 2016 to Fall 2017 remained constant as well at 39%; however, increased a small percentage to 42% from Fall 2017 to Fall 2018, which is an area that will be addressed.

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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](#)

Since data reveals that our school is continuing to show progress and advance in our approaches, we will continue some of the same practices that we have implemented over the course of five years. We will use social media to keep parents informed of events, activities, curriculum, homework, reminders, etc. We will make every attempt to use it to inform parents of events, such as mid-terms and report cards being sent home, open house, and links to resources they can utilize at home to help their child be successful. More teachers will also attempt to use technology, such as Remind 101 or DoJo to keep parents informed. Academically, we will continue our practice of placing primary students in RTI/Academic Enrichment in areas of need based on MAP data. These classes will take place daily. As an addition to this practice, we are also strategically placing third, fourth, and fifth grade students in additional tutoring enrichment classes for both Reading and Math. We are using Simple Solutions resources that consistently and continuously reinforce and teach common core standards at each grade level. Using these resources, teachers can track progress over time. Simple Solutions has been purchased for all tested areas, including first through eighth grade Reading and Math, Kindergarten through eighth grade Language, fourth and seventh grade Science, and second through eighth grade Social Studies. These resources are being used as a supplement to the core instructional materials. Furthermore, instructional aides have been strategically placed with classes of concern and to provide additional support for individual students who are struggling to meet proficiency on both the KPREP and MAP assessments. A supplementary reading session (Corrective Reading) has been added to instruction for fifth grade students. An instructional aid has also been assigned to read with students who are not completing their nightly Read & Respond homework, which requires students to read for 20 minutes each night. A Read and Respond hallway display has been designed to promote and encourage students to complete their Reading homework each night. The display is themed around football with classes that reach 80% or better each week scoring a touchdown. The touchdowns are announced during morning messages on Mondays. At the end of the eight weeks (quarters for Reading), the class whose percentage is the best wins special prizes. Individual students who meet the goal also received small prizes. Instructors are assigned based on certification or areas of expertise. New teachers have been hired for second/third grade Math/Reading and fourth/fifth/sixth grade Math. Another teacher was moved into fourth and fifth grade Reading in order to better serve the students. During the Data Day workshops, teachers identified cut-level students, "naming and claiming" them to work individually with specialized instruction in order to help them show growth. Individual students, who are scoring in the lowest quartile (25% or below) on any area of MAP testing, is also being targeted. Intervention binders have been started and follow those specific students to different content area teachers. Teachers are implementing interventions on a four week basis. The data is then reviewed by the assistant principal, teachers, and special needs teachers to determine if the interventions are effective in helping the student improve. A decision is made on whether to continue the interventions, change the interventions, or discontinue the interventions. Students are getting more exposure to MobyMax in Reading, Math, and/or Language on a daily basis. Teachers will continue to drive instruction based upon standards

and data. Teachers will align the units they are teaching with the Common Core Standards. The Common Core Standards and curriculum from each content area will be shared with parents at Open House and through social media. The school schedule has been planned so that all students in Kindergarten through eighth grades will receive a 95-minute block in both Reading and Math. Teachers will work on writing quality answers to extended response questions, short answer questions, and on-demand prompts at least once per unit taught. Reading instruction includes a written response at least three to four times weekly. Special education teachers have planned their schedules based upon the needs of individual students, providing individualized instruction. One of the special education teachers also teaches a core Reading class to a group of her assigned students and a supplemental Reading Mastery class to students who are not bench marking on the the MAP assessment. Another special education teacher team teaches with the Math instructor in a class where 1/3 of his students are serviced. The teacher and students will collaborate to set MAP goals for all tested areas (Reading, Math, Science, and Language). The goals will be set based on individual performance on each round of MAP testing. Teachers and students will look at cut-level RIT goals and track their progress throughout the year. The goals will be set to show improvement. Student participation in setting the goals will make the students responsible for improvement. Attendance incentives are in place to increase our attendance rate. Examples include, a drawing for prizes (such as t-shirts) at the end of each week and a drawing for larger prizes (such as bicycles) at the end of each six weeks. Prizes are donated by local businesses, the school's Family Resource Youth Service Center, parents, etc. The school also implemented a new Awards Program during the 2017-18 school year, which was highly successful. Students are awarded BRAG TAGS for accomplishments in attendance, academic areas (Honor Roll, Principal's List, BUG: Bringing UP Grades, MAP Benchmarks, Accelerated Reader, etc.) Classrooms are participating in spelling out treats, such as cupcakes, cookies, ice cream, etc. in order to improve attendance. The district attendance coordinator, school attendance clerk, Family Resource Youth Service coordinator, and principal are also conducting phone calls and home visits for absentee problems. We celebrate and reward improvement and success through six weeks' celebrations, awards ceremonies, prizes, etc. Also to encourage students to be at school everyday and to demonstrate the importance of attendance, we have implemented teacher incentives for attendance as well. We feel that teacher attendance is as important as student attendance to let the students know that we care enough about their learning to be here everyday. The importance of consistent instruction is also reflected in teacher attendance. The teacher incentives are sponsored by the school's PTSA and local businesses.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

Novice reduction has increased in Middle School Reading, 18.2% to 13.3%, and in Elementary Math (grades 3-5), 14.3% to 12.73%. Proficiency increased in Middle School Math (grades 6-8) from 27.4% to 30% and in Middle School Social Studies (8th grade) from 36.4% to 60%. The percentage of students performing at the Distinguished level increased in several content areas: Middle School Reading (grades 6-8), 12.1% to 16.7%; Elementary Math (grades 3-5), 7% to 12.73%; Middle School Math (grades 6-8), 9.7% to 13.3%; Elementary Writing (grade 5), 12.5% to 18.2%; and Middle School Writing, 4.3% to 10%. The percentage of students performing at the Apprentice level decreased 54.5% to 35%. 59.09% of fifth grade students, 72.8% of sixth grade students, and 66.7% of seventh grade students scored Proficient/Distinguished on the 2017-18 KPREP Reading assessment. 70% of fourth grade students and 68.18% of fifth grade students scored Proficient/Distinguished on the 2017-18 KPREP Math assessment. 50% of fifth grade students and 60% of eighth grade students scored Proficient/Distinguished on the 2017-18 KPREP Social Studies assessment. 59.1% of fifth grade students scored Proficient/Distinguished on the 2017-18 KPREP Writing assessment. The elementary Proficiency indicator (Reading & Math) score was 6.6% points above the comprehensive school improvement cut scores. The middle school Proficiency (Reading & Math) indicator score was 12.6% points above the comprehensive school improvement cut scores. The elementary Separate Academic Indicator (Social Studies, Science, and Writing) score was 16.7% points above the comprehensive school improvement cut scores. The middle school Separate Academic Indicator (Social Studies, Science, and Writing) score was 9.1% points above the comprehensive school improvement cut scores. Growth (progress toward proficiency in reading and math) in the middle school was 3.3% points above the comprehensive school improvement cut scores. On the Fall 2018 MAP assessment, we have 65% of third grade students, 63% of sixth grade students, 75% of seventh grade students, and 64% of eighth grade students reaching Proficiency (50th percentile or above) in Reading. On the Fall 2018 MAP assessment, we have 75% of seventh grade students and 79% of eighth grade students reaching Proficiency (50th percentile or above) in Math. On the Fall 2018 MAP assessment, we have 83% of sixth grade students, 90% of seventh grade students, and 86% of eighth grade students reaching Proficiency (50th percentile or above) in Science. On the Fall 2018 MAP assessment, we have 71% of third grade students, 71% of sixth grade students, 80% of seventh grade students, and 71% of eighth grade students reaching Proficiency (50th percentile or above) in Language. The number of students performing below grade level in seventh grade Reading on the MAP assessment has decreased over a period of three years, from 50% to 29% performing below grade level. The number of students performing below grade level in seventh grade Math on the MAP assessment has also decreased over a period of two years, from 56% to 29% performing below grade level. The number of students performing below grade level in eighth grade Math on the MAP assessment has also decreased over a period of two years, from 50% to 21% performing below grade level.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 CSIP Sign-In Sheet	Needs Assessment PLC Meeting	' ,
 CSIP Sign-In Sheet 2	Needs Assessment PLC Meeting 2	' ,
 Needs Assessment	Agenda for Needs Assessment PLC Meeting	' ,
 Needs Assessment 2	Agenda for Needs Assessment PLC Meeting 2	' ,