



## 2023-2024 MMS Phase Two: The Needs Assessment for Schools

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## **2023-24 Phase Two: The Needs Assessment for Schools**

### **Understanding Continuous Improvement: The Needs Assessment for Schools**

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

#### **Protocol**

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

In determining our needs, we include several different teams to ensure all voices are heard and considered. SBDM and MTSS meet monthly, Leadership meets weekly. Data reviewed includes classroom assessment data, iReady data, KSA data, attendance data, behavior data, SEL screener data, and results from school-community survey data.

Our MMS SBDM meets monthly to discuss and review academic and social-emotional progress of students using various data sources such as iReady diagnostic data, KSA data, Reading Plus data, and other grade-level classroom data sources. We look at past activities/processes and their impact on students such as RTI strategies, assessment data reviews, etc. MMS SBDM Council members include the Principal, 3 teacher representatives to include a minority member, and 2 parent representatives. All meetings are open to the community.

The MMS Leadership Team meets weekly after school to discuss the progress of students and determine support needed to improve practice. This team consists of administrators, lead teachers, support personnel, interventionist, special education representatives, attendance clerk, YSC Director, LMS, and others. Decisions regarding when assessments will be given to students, grading practices, and week-to-week decisions are made by this team.

MMS MTSS Core team meets monthly to look at the three areas of RTI - academic, social-emotional, and behavioral. We discuss data in all areas and evaluate how our processes are working and develop next steps. This team reviews academic data (classroom level and grade level), behavioral data (demerits, referrals), and social-emotional (universal screeners, classroom level).

Agendas and minutes for all teams are kept and stored at the school and district level. These are also shared with all stakeholders upon request or on our website.

### Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

Unfortunately, we did not see improvement in any area except science with 2023 KSA scores. In combined reading and math, we maintained with either no growth or slight drops (from 60 to 58.6 for all students). Implementation of time within the school day for students to access their iReady pathways allowed us to maintain in the areas of reading and math for most groups of students. Implementation of standards mastery grading and assessment showed improved access to grade-level standards for most students. However, we have significant work to do with our Hispanic students and students with disabilities. One bright spot for us was in 7th grade science. We have taken a look at the specific practices employed by science teachers, including research-based instructional strategies, resources used, etc. and are working to incorporate those into the other content areas. One practice science teachers used in their PLCs last year included improving clarity for learning with students. Their use of learning intentions and success criteria and evaluating standards to ensure they are providing rigorous grade-level instruction for all students is one practice we are holding all teachers accountable for in this upcoming school year.

### Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.

- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Academic Trends - In reading and math we continue to remain stagnant - no significant declines or improvements. (from 60 in 2022 to 58.6 in 2023). Our Hispanic students and students with disabilities continue to show declines (-8.8 for Hispanic and -3.8 for students with IEPs).

Non-academic Trends - Behavior events have been on the decline each year and declined from the same time period last school year - 169 events during the first nine weeks of 2022 and 123 for the same period this school year. Attendance has improved slightly with an average of 93.2 for the start of 2023 compared to 92.7 for the same period last year.

### Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- 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 rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

#### Academic Current State:

- Our students are not showing adequate growth in the areas of reading and math. Our combined score for all students on KSA for 2023 is 58.6. This is slightly down from 60 the prior year.
- Combined reading and math score on KSA is 23.4 for students with disabilities. This is down from 27.2 from the prior year.
- Combined reading and math score on KSA is 31.7 for Hispanic students. This is down from 40.5 from the prior year.
- Current iReady data shows 39% of our students are 2 or more grade levels below in math; 43% are 2 or more grade levels below in reading.

### Non-Academic Current State:

- Student attendance rates have improved slightly at 93.2 for the start of 2023 compared to 92.7 for last year.
- We showed a slight drop in our quality of school climate and safety scores; however, we continue to be above the state average in these areas.

### Priorities/Concerns

5. Clearly and concisely identify the greatest 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- Our students are not showing adequate growth in the areas of reading and math. Our combined score for all students on KSA for 2023 is 58.6. This is slightly down from 60 the prior year.
- Combined reading and math score on KSA is 23.4 for students with disabilities. This is down from 27.2 from the prior year.
- Combined reading and math score on KSA is 31.7 for Hispanic students. This is down from 40.5 from the prior year.
- Current iReady data shows 39% of our students are 2 or more grade levels below in math; 43% are 2 or more grade levels below in reading.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

One bright spot for us was in 7th grade science where we successfully reduce the number of students scoring in the novice category by \_\_\_%

We have taken a look at the specific practices employed by science teachers, including research-based instructional strategies, resources used, etc. and are working to incorporate those into the other content areas. One practice science

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teachers used in their PLCs last year included improving clarity for learning with students. Their use of learning intentions and success criteria and evaluating standards to ensure they are providing rigorous grade-level instruction for all students is one practice we are holding all teachers accountable for in this upcoming school year.

### Evaluate the Teaching and Learning Environment

7 . Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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 Results](#)

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

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

Utilizing implementation data, perception data, and current policies and practices:


a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

#### **ATTACHMENTS**

##### **Attachment Name**

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 MMS Key Elements Template 2023

8. After analyzing the Key Elements of your teaching and learning environment, 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.

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



KCWP 1 - Design and Deploy Standards will be our focus.

Curriculum review and refinement – each content team will be working together in PLCs to review their current curriculum, compare with state standards and revise as needed. A standardized template will be used to ensure all important elements are included and accessible to all teachers, including co-teachers. Learning intentions and success criteria for priority standards will be developed and co-constructed

with students to improve clarity within the classroom. Instructional coaches (district and school level) will work with teachers in PLCs and outside resources (KDE, SESC, CKEC) will also be utilized.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 MMS Key Elements Template	Key Elements template with information	•
 MMS Key Elements Template 2023	Key elements template	• 7