



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 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.

McNabb utilizes a variety of teams and processes for on-going review and analysis of data. The McNabb SBDM Council regularly reviews district benchmark data, such as MAP, and discusses priority needs. MAP data is analyzed by staff and then presented and discussed for disaggregated groups (ethnicity, SES, ELL, special education, gender, and whole population). MAP benchmark data is used to inform and adjust instructional practice, set goals, and budget priorities. The SBDM Council also reviews state assessment data (KSA) and Mastery Connect. Perceptive survey data, such as Impact Kentucky Working Conditions survey is also reviewed by the SBDM Council. Student perceptive data from surveys, such as Olweus are also reviewed. The Council reviews student behavior and attendance data monthly in order to identify barriers to learning and achievement. Principal Lori Beth Mays serves as SBDM Chair. Teacher members are Amy Mattingly, Brandi Caudill, Jessica Hannon, and Josh Akers. Parent members are Lexie Hodge, Megan McCormick and Justin Cockrell. The SBDM Council meets monthly in regular sessions and special called sessions as needed. Meeting agendas and minutes document the work of the

SBDM Council. McNabb's School Data Planning Team is composed of Principal Lori Beth Mays, Assistant Principal Brian Linn, Assistant Principal John Preston, and Instructional Coaches Nancy Miller and Abigail Thomas. This team consults with the District Assessment Coordinator, Dawn Cockrell and the District Director of Curriculum, Instruction, and Assessment, Dr. Stacy Linn. The team meets formally twice per year as part of the district data planning team to determine the scope of work for the entire faculty. Twice annually, the entire faculty convenes to review KSA data, MAP data, and any other measures to identify priority focus students for RTI as well as Tier I interventions. Meeting agenda and meeting materials document the work of the team and faculty. Each week, department-level PLC groups convene to review and analyze common formative and summative data. The results are used to refine curricula and drive instructional decisions. The PLC groups are guided by Instructional Coaches and administrators.

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?

The 21-22 plan continued to focus on increasing proficiency in the area of reading and math for all students and had a more intentional focus on students within the special education populations. The activities included the structuring of a Power Hour or Resource Class that was teacher led utilizing school-wide curriculum. While we did see a slight increase in the demographic group of students with Disability, we did not see an overall increase for the general ed student in reading or math.

We must continue the work that led to an increase within our special education population, as it is crucial to ensure folders are reviewed. This allows us to ensure instruction matches the goals and service times are appropriate. We need to build on the need for research based programming and ensure implementation is taking place in both the Power Hour Setting and the Resource Classroom; improvements have already been made towards this area for the 23-24 school year. There was a change in the master schedule prior to the start of the 23-24 school year; new administration is hopeful to build a schedule for the 24-25 school year that allows priority scheduling for students needing special education, English Language instruction, intervention, and extension opportunities.

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.

Due to the continued implementation of our PBIS System and Kickboard Behavior System, we have continued to see a decrease in behavior referrals at McNabb. The number of behavioral referrals decreased from 461 events in 2021-22 to 433 events in 2022-23. It is interesting to note the number of students involved in behavioral referrals did increase from 232 students in 2021-22 to 260 students in 2022-23. The Staff Culture Team has created PBIS TRIBE rewards that occur every 2, 4.5, and 9-week intervals with semester and end-of-the-year rewards. These are on the living calendar and students are starting to understand that these are ongoing rewards with consistency.

Academically, our scores have continued to drop over the past three years. Our overall accountability index places us in the Orange category. While we did see an increase in overall score for students with disabilities, we did remain at TSI status this year. Things to celebrate included novice reduction for with On-Demand Writing. We went from 28% novice to 23% this past year. We also saw a slight increase in our EL students performance for Science, Social Studies, and Combined Writing.

The overall quality of school culture and climate rating did see a slight decrease over the past two years, with a significant decrease from our Hispanic and English Learner populations.

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.

The hiring of staff this summer was a change. This summer there were two principal positions and 18 certified staff members hired. The change in leadership and training of new staff members has created some new norms for instructional planning and PLC procedures.

Overall Indicator Rating: 46.9 - Orange

Reading and Math: 48.3 - Orange

Science/SS/Writing: 44.3 - Orange

Quality of School Climate Indicator: 60.8 - Orange

TSI: Special Education

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.

We feel a great sense of urgency to address the decline in our school as a whole. Our overall Reading score dropped 8.7 points and Math scores dropped 4.6. We also saw a 13.7 drop in the status score for Social Studies.

Along with changes in our instructional approach for tier one students, we must address the needs of our students with disabilities. It is crucial that we set goals to reduce the percent of Special Education students scoring novice. We currently have 77% of Special Education students scoring novice in Social Studies, 60% Reading, 60% Writing, 63% Math, and 53% in Science.

Another area for improvement is within our English Learners population. We must reduce novice from 63% of EL students scoring novice 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.

With a decline in so many areas it is hard to find strengths to note from the 22-23 KSA results; however, our teachers were able to see a small increase in the percent of students scoring at proficiency in the area of On-Demand Writing. This led to a 2.9 increase in the Combined Writing Total Score from the 21-22 school year. With an intentional focus on writing practice during the 22-23 school year, teachers were

able to reduce novice students from 28% to 23%. Teachers “owned” the instructional decisions they made to improve writing last school year and we will continue that work school-wide.

Our goal is that teachers will rediscover the impact THEY have on learning at McNabb. They were able to get a glimpse of this with the work put towards writing last year. We will continue to work together as department teams and a goal of “Collective Teacher Efficacy” leading the work in all departments.

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



23-24 School Key Elements

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.

McNabb will continue to seek improvement this year with KCWP 5: Design, Align, and Deliver Support. Administrators and instructional coaches will work closely with teachers through PLC and departmental meetings to ensure students are being exposed to grade level standards and best instructional practices. During

professional learning communities, teachers will also focus on KCWP 2: Design and Deliver Instruction. With several new teachers to the building, it is crucial that teachers have support on using the Montgomery County Schools Instructional Blueprint (Moco Method) to deliver instruction to students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 23-24 School Key Elements		• 7