

**Comprehensive Needs Assessment 2019-2020 School Report**

**School Name: Madison County Central**

**Madison County**

* IDEA- Special Education
* School and District Effectiveness
* Title I, Part A-Improving the Academic Achievement of the Disadvantaged
* Title I, Part A - Foster Care Program
* [Title I,](mailto:askdoe@gadoe.org) Part A - Parent Engagement Program
* Title I, Part C - Education of Migratory Children
* Title I, Part D- Programs for Neglected or Delinquent Children
* Title II, Part A- Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
* Title III- Language Instruction for English Learners and Immigrant Students
* Title IV, Part A- Student Support and Academic Enrichment
* Title IV, Part B - 21st Century Community Learning Centers
* Title V, Part B - Rural Education Initiative
* Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
* Planning and Preparation
* Coherent Instructional System
* Effective Leadership
* Professional Capacity
* Family and Community Engagement
* Supportive Learning Environment
* Problem Solving Process and Selecting Interventions
* Improvement Planning – Systems and Processes
* Planning - Budgeting
* Submitting the Comprehensive LEA Improvement Plan (CLIP)



* Identifying Need- Root Causes, Drawing Conclusions, and Prioritizing



# Madison County Central School

Comprehensive Needs Assessment

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| ***Team Lead*** | |
| *Name* | Kim Dixon |
| *Title* | Principal |
| *Email* | Kim.dixon@mcsbfl.us |
| *Phone* | 336-682-2030 |

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| ***Submission Log*** | |
| *Initial Submission* | May 13, 2019 |
| *Resubmission* | 6/4/19 |
| *Resubmission* |  |



# FLORIDA’S SYSTEMS OF CONTINUOUS IMPROVEMENT



### Systems to Improve (What to Improve)

**Coherent Instructional System:** The major system of the complex school organization that articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:

* *Planning for quality instruction -* The structure of the instructional system in which the school defines what students should “know” and “do”, and determine how their students will show they “know” the content and can “do” a skill or performance task
* *Delivering quality instruction –* The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content
* *Monitoring student progress-* The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it
* *Refining the instructional system -* The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress



**Effective Leadership:** A major system of the complex school organization that sets the direction for the district, ensures that the district staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:

* *Creating and maintaining a climate and culture conducive to learning*- the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities
* *Cultivating and distributing leadership* - the structure of the leadership system that develops others to accomplish the group’s purpose and encourages the development of leadership across the organization
* *Ensuring high quality instruction in all classrooms* - the structure of the leadership system that reduces the variability in the quality of instruction across all schools and all classrooms
* *Managing the district and its resources* - the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the district functions according to its mission
* *Driving improvement efforts* - the structure of the leadership systems that methodically, intentionally, and effectively improves the school’s major systems, structures, and processes

**Professional Capacity:** A major system of the complex district organization that develops a quality staff to reduce the variance of quality in instruction throughout the school. This system includes the processes related to:

* *Attracting staff* - the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the district and its schools to achieve its mission
* *Developing staff* –the structure of the professional capacity system that ensures the increasing quality of school staff’s knowledge and skills
* *Retaining staff* - the structure of the professional capacity system that ensures the quality staff is working in the context/ position that is most beneficial to student achievement
* *Ensuring staff collaboration* - the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all school sand in all classrooms

**Family and Community Engagement:** A major system of the complex school organization that develops quality links between school professionals and the parents and community the school is intended to serve. This system includes the processes related to:

* *Welcoming all families and the community* – The structure of the family and community engagement system that ensures families and the community are active participants in the life of the schools within the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in the schools within the school
* *Communicating effectively with all families and the community* - The structure of the family and community engagement system that ensures families/the community and school staff engage in regular, two-way, meaningful communication about student learning
* *Supporting student success* - the structure of the family and community engagement system that ensures families, communities, school staff, and as appropriate district staff, continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively
* *Empowering families*- the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success
* *Sharing leadership with families and the community* - the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs
* *Collaborating with the community* - the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation



**Supportive Learning Environment:** A major system of the complex school organization that ensures students’ school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:

* *Maintaining order and safety* - the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
* *Developing and monitoring a system of supports* - the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs
* *Ensuring a student learning community* - the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms

***Process to Improve (How to Improve)***

**Step 1: Identify Needs:** Consult many sources to determine what in the district needs improvement.

* Plan and prepare for the process
* Collect and analyze data
* Identify needs and conduct a root cause analysis

**Step 2: Select Interventions:** Research many sources to determine the solutions that have a good chance of meeting the identified district needs.

* Consider all the evidence for needed improvements
* Research possible interventions
* Determine if staff has the capacity to implement possible interventions

***Step 3: Plan Implementation:*** Develop a team and plan to implement the solutions that are most promising and can be carried out at the school.

* Identify roles and responsibilities of those implementing the intervention
* Develop a team that will deeply understand the intervention and of best ways to implement it
* Develop the implementation timeline
* Identify resources and supports needed for the implementation of the intervention
* Develop a set of information to be reviewed to track the implementation

***Step 4: Implement Plan:*** Carry out the plan to implement the promising solutions, making real-time adjustments where/when needed.

* Collect information to monitor the quality of supports being provided for the intervention
* Consider what additional information is needed to determine if intervention is working
* Assess the degree to which the implementation plan is being followed
* Identify ways to break down any barriers
* Build capacity of others to facilitate the improvement process now and in the future

***Step 5: Examine Progress:*** Determine whether the implementation of the promising solutions is meeting the originally identified needs of the school.

* Determine if the staff can formally study the effects of the intervention to share with others in the field
* Monitor implementation and progress against defined goals
* Define reasonable expectations for success
* Identify and track progress and performance
* Develop a plan for how knowledge about the intervention will be shared with others
* Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued



**PLANNING and PREPARATION**

# PLANNING and PREPARATION

## IDENTIFICATION of TEAM

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. Documentation of team member involvement must be maintained by the school.

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| ***Position/Role*** | ***Name*** |
| Principal | Kim Dixon |
| Assistant Principal | Rod Williams |
| Assistant Principal | Yolanda Davis |
| Assistant Principal | Kali Bass |
| MTSS/SIT/RTI | Kelli Minter |
| CIM | Paula Kauffman |
| CID | Dr. Linda Ward |
| Pre-Kindergarten Chair | Lawanda Jennings |
| Kindergarten Chair | Ceola Graham |
| First Grade Chair | Danielle Leslein |
| Second Grade Chair | Dee Smith |
| Third Grade Teacher Chair | Danielle Aultman |
| Fourth Grade Teacher Chair | Shaneika Pride |
| Fifth Grade Teacher Chair | Valerie Thomas |

## IDENTIFICATION of STAKEHOLDERS

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Stakeholders must be engaged in the process in order to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the school.

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| ***Position/Role*** | ***Included?*** |
| Instructional coaches | Kara Washington |
| Counselor | Scarlett Lacey |
| Parent liaison | Linton Hart |
| Health care providers | Annie Dyke |
| Social workers | Anita Scarborough |
| IHE leaders |  |
| Faith-based community leaders |  |
| Technology experts | Robert Rice |
| Media specialists/librarians | Heather Welch |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

An existing team was used to avoid duplication of effort and to capitalize on the collective experience and expertise of stakeholders in the school and community.

How did the team ensure that the selection of stakeholders created an inclusive group with varied perspectives?

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| ***Position/Role*** | ***Included?*** |
| Police | Joey Knight |
| Sixth Grade Teacher Chair | Janet Bailey |
| Seventh Grade Teacher Chair | Joi Moye |
| Eighth Grade Teacher Chair | Kimberly Graham |
| K – 5 Dean | Carol Griffin |
| Middle School Dean | Barbara Thomas |
| Staffing Specialist | Melinda Richie |
| Paraprofessional Liaison | Devin Thompson |
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The Comprehensive Needs Assessment Process requires active and meaningful engagement of all concerned stakeholders in a process to examine, identify, and diagnose the challenges that need to be addressed for improvement to occur. To achieve this goal, the team included diverse representation and clear guidelines were established for engagement and participation.

How will the team ensure that stakeholders are able to provide meaningful feedback throughout the needs assessment process?



**PLANNING and PREPARATION**

## PROJECT MANAGEMENT

* + 1. ***TIMELINE***

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| ***Planning and Preparation*** | |
| *Begin* | March 28, 2019 |
| *Complete* | May 10, 2019 |

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| ***Data Collection and Analysis*** | |
| *Begin* | March 28, 2019  May 10, 2019 |
| *Complete* |

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| ***Needs Identification / RCA*** | |
| *Begin* | March 28, 2019  May 10, 2019 |
| *Complete* |

* + 1. ***MANAGINGTHETEAM’SWORK***

The principal will serve as the chair of the team. She will coordinate all aspects of the school’s planning, serve as a liaison with the committee, the central office, and the school. The chair will identify subcommittee chairs and delegate responsibilities.

Who will be responsible for organizing and running meetings? How will the meetings be organized and run?

How frequently will the team meet? When will the team meet?

How will the team organize and coordinate the work that occurs between meetings?

The team will meet every Monday morning at 9:00 am in the principal’s conference room.

The team will include a data coordinator, facilitator, teacher representative(s), ESE representative(s), paraprofessional liaison, staff development representative, and parent representative.



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* 1. **DATA COLLECTION and ANALYSIS**
  2. **COHERENT INSTRUCTIONAL SYSTEM**

Analyze the school’s data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each School Performance Standard (SPS).

***COHERENT INSTRUCTIONAL SYSTEM DATA***

|  |  |  |
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| **SPS- Instruction:** Provides a supportive and well-managed environment conducive to learning | | |
| ***Exemplary*** | A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions. |  |
| ***Operational*** | A supportive and well-managed environment conducive to learning is evident in most classrooms. |  |
| ***Emerging*** | A supportive and well-managed environment conducive to learning is evident in some classrooms. | **X** |
| ***Not Evident*** | A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms. |  |
| ***Data Sources*** | 5 Essentials Survey data, formal observations and informal walkthroughs |  |
| ***Comments (optional)*** |  |  |

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| **SPS - Instruction:** Creates an academically challenging learning environment | | |
| ***Exemplary*** | Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced  effort, decision-making, and critical and creative thinking. |  |
| ***Operational*** | Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). |  |
| ***Emerging*** | Some teachers create an academically challenging learning environment. | **X** |
| ***Not Evident*** | Few, if any, teachers create an academically challenging learning environment. |  |
| ***Data Sources*** | 5 Essentials Survey data, formal observations and informal walkthroughs |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| **SPS - Instruction:** Establishes and communicates clear learning targets and success criteria aligned to curriculum standards | | |
| ***Exemplary*** | Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels. |  |
| ***Operational*** | Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student  work. |  |
| ***Emerging*** | Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. | **X** |
| ***Not Evident*** | Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards. |  |
| ***Data Sources*** | 5 Essentials Survey data, formal observations and informal walkthroughs |  |
| ***Comments (optional)*** |  |  |

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| **SPS- Instruction:** Uses research-based instructional practices that positively impact student learning | | |
| ***Exemplary*** | Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences,  reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching). |  |
| ***Operational*** | Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting,  summarizers, graphic representations, reciprocal teaching). |  |
| ***Emerging*** | Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning. | **X** |
| ***Not Evident*** | Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning. |  |
| ***Data Sources*** | 5 Essentials Survey data, formal observations and informal walkthroughs | |
| ***Comments (optional)*** |  | |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| **SPS - Instruction:** Differentiates instruction to meet specific learning needs of students | | |
| ***Exemplary*** | Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices. |  |
| ***Operational*** | Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). |  |
| ***Emerging*** | Some teachers differentiate instruction to meet the specific learning needs of students. | **X** |
| ***Not Evident*** | Few, if any, teachers differentiate instruction to meet the specific learning needs of students. |  |
| ***Data Sources*** | Formal observations and informal walkthroughs | |
| ***Comments (optional)*** |  | |

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| **SPS - Instruction:** Uses appropriate, current technology to enhance learning | | |
| ***Exemplary*** | The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity,  problem-solving). |  |
| ***Operational*** | Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving). | **X** |
| ***Emerging*** | Some staff members, students, or both use appropriate, current technology to enhance learning. |  |
| ***Not Evident*** | Few, if any, staff members or students use appropriate, current technology to enhance learning. |  |
| ***Data Sources*** | Formal observations and informal walkthroughs |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| **SPS - Instruction:** Provides feedback to students on their performance on the standards or learning targets | | |
| ***Exemplary*** | Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets. |  |
| ***Operational*** | Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. |  |
| ***Emerging*** | Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance. | **X** |
| ***Not Evident*** | Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable. |  |
| ***Data Sources*** | Formal observations and informal walkthroughs |  |
| ***Comments (optional)*** |  |  |

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| **SPS- Instruction:** Establishes a learning environment that empowers students to actively monitor their own progress | | |
| ***Exemplary*** | Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by  engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection. |  |
| ***Operational*** | Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. |  |
| ***Emerging*** | Some students use tools to actively monitor their own progress. | **X** |
| ***Not Evident*** | Few, if any, students use tools to actively monitor their own progress. |  |
| ***Data Sources*** | Formal observations and informal walkthroughs |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| **SPS - Instruction:** Provides timely, systematic, data-driven interventions | | |
| ***Exemplary*** | Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made. |  |
| ***Operational*** | Most students are provided timely, systematic, data-driven interventions to support their learning needs. |  |
| ***Emerging*** | Some students are provided extra assistance or needed support in a timely manner. | **X** |
| ***Not Evident*** | Few, if any, students are provided extra assistance or effective support in a timely manner. |  |
| ***Data Sources*** | Formal observations and informal walkthroughs |  |
| ***Comments (optional)*** |  |  |

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| **SPS- Curriculum:** Uses systematic, collaborative planning processes so that teachers can have a shared understanding of expectations for standards, curriculum, assessment, and instruction | | |
| ***Exemplary*** | A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction. |  |
| ***Operational*** | A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum,  assessment, and instruction. |  |
| ***Emerging*** | A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and  instruction. | **X** |
| ***Not Evident*** | A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction. |  |
| ***Data Sources*** | 5 Essentials Survey data, PLC minutes, formal observations and informal walkthroughs |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| **SPS - Curriculum:** Uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed | | |
| ***Exemplary*** | A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented extensively. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are consistently analyzed, and the curriculum  Documents are revised as needed in nearly all content areas or grade levels. |  |
| ***Operational*** | A process to review curriculum documents (e.g., curriculum maps, units, pacing guides, assessments, tasks, strategies, lessons) is implemented regularly. Collected data (e.g., performance data, student work, lesson and unit plans, formal and informal observations, learning walks, peer observations, action research) are analyzed, and the curriculum documents are revised as needed  in most content areas or grade levels, or both. |  |
| ***Emerging*** | A process to review curriculum documents is implemented occasionally.  Some teachers or groups of teachers within the school review curriculum documents to ensure alignment with the intent and rigor of the standards. | **X** |
| ***Not Evident*** | A process to review curriculum documents does not exist. Little, if any, review of curriculum documents takes place. |  |
| ***Data Sources*** | 5 Essentials Survey data, PLC minutes, formal observations and informal walkthroughs | |
| ***Comments (optional)*** |  | |

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| **SPS- Assessment:** Uses a balanced system of assessments including diagnostic, formative, and summative to monitor learning and inform instruction | | |
| ***Exemplary*** | A balanced system of assessments, including diagnostic, formative, and summative assessments, is used pervasively to monitor learning and to inform instruction. A balanced system of assessments includes, but is not limited to, constructed response, writing prompts, performance tasks, and culminating projects. |  |
| ***Operational*** | A balanced system of assessments, including diagnostic, formative, and summative assessments, is used routinely to monitor learning and to inform instruction. | **X** |
| ***Emerging*** | A system of assessments is used sporadically to monitor learning and to inform instruction. |  |
| ***Not Evident*** | A system of assessments is rarely, if ever, used to monitor learning and to inform instruction. |  |
| ***Data Sources*** | 5 Essentials Survey data, quarterly assessments, iReady data and common assessments |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| **SPS - Assessment :** Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices | | |
| ***Exemplary*** | Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices. |  |
| ***Operational*** | Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices. |  |
| ***Emerging*** | Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices. | **X** |
| ***Not Evident*** | Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices. |  |
| ***Data Sources*** | 5 Essentials Survey data, PLC minutes and assessment data | |
| ***Comments (optional)*** |  | |

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| **SPS- Assessment:** Implements a process to collaboratively analyze assessment results to adjust instruction | | |
| ***Exemplary*** | Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content  areas, grade levels, or both. |  |
| ***Operational*** | Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results. |  |
| ***Emerging*** | Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results. | **X** |
| ***Not Evident*** | A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results. |  |
| ***Data Sources*** | 5 Essentials Survey data, PLC minutes and lesson plans |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| **SPS- Assessment :** Implements grading practices that provide an accurate indication of student progress on the required standards | | |
| ***Exemplary*** | The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards. |  |
| ***Operational*** | The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards. |  |
| ***Emerging*** | The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards. | **X** |
| ***Not Evident*** | The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards. |  |
| ***Data Sources*** | Report cards, progress reports and iReady data | |
| ***Comments (optional)*** |  | |

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| **Teacher Keys Effectiveness System** |  |
| ***Standard*** | ***Score*** |
| **2. Instructional Planning:** The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. | **EM** |
| **3. Instructional Strategies:** The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students’  acquisition of key knowledge and skills. | **EM** |
| **4. Differentiated Instruction:** The teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences. | **EM** |
| **5. Assessment Strategies:** The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student  population. | **EM** |
| **6.AssessmentUses:** The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive  feedback to both students and parents. | **EM** |
| **8. Academically Challenging Environment:** The teacher creates a student-centered, academic environment in which teaching and learning occur at high  levels and students are self-directed learners. | **EM** |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| --- | --- |
| ***Additional data:*** What additional facts did the team identify that relate to a coherent instructional system? (Maybe informed by quantitative or qualitative sources.) | No additional facts were identified by the team. |
| What data sources were utilized to make the above determinations? | No additional data sources were used by the team. |

* + 1. ***COHERENT INSTRUCTIONAL SYSTEM GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Planning for quality instruction:*** What processes are in place to plan for quality instruction? Include processes to define both what students should “know” and “do”, as well as determine how students will demonstrate they “know” the content and can “do” a skill or performance task. Describe the effectiveness of the existing processes. | The processes in place to plan for quality instruction include the following:   * Establishing PLCs * Practicing standards-based instruction * Designing common assessments * Using data to drive instruction * Posting and explaining in child friendly language “I Can” and “I Will” statements that are aligned to the standards   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | Lesson plans, PLC minutes, common assessments, iReady data, I Can statements and I Will statements |

|  |  |
| --- | --- |
| ***Delivering quality instruction:*** What processes are in place to provide guidance to teachers in the delivery of quality instruction? Describe the effectiveness of existing processes. | The processes in place to deliver quality instruction include the following:   * Establishing PLCs * Practicing standards based instruction * Designing common assessments * Using data to drive instruction * Posting and explaining in child friendly language “I Can” and “I Will” statements that are aligned to the standards   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | Lesson plans, PLC minutes, common assessments, iReady data, I Can statements and I Will statements |



**DATA COLLECTION and ANALYSIS**

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| --- | --- |
| ***Monitoring student progress:*** What processes are in place to monitor student progress? Describe the effectiveness of existing processes. | The following processes are used to monitor student progress:   * Scheduled iReady progress monitoring assessments * Common assessments * Informal assessments * SIT /RTI process   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | iReady data, mid-term progress reports, report cards, common assessment data and SIT data |

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| --- | --- |
| ***Refining the instructional system:*** What processes are in place to monitor and improve the planning for and delivery of quality instruction and  the monitoring of student progress? Describe the effectiveness of existing processes. | The following processes are used to improve planning for the delivery of instruction and the monitoring of student progress:   * Establishing PLCs * Practicing standards- based instruction * Designing common assessments * Using data to drive instruction * Posting and explaining in child friendly language “I Can” and “I Will” statements that are aligned to the standards * Scheduled iReady progress monitoring assessments * Common assessments * Informal assessments * SIT /RTI process   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | Lesson plans, PLC minutes, common assessments, iReady data, I Can statements, I Will statements, iReady data, mid-term progress reports, report cards, common assessment data and SIT data |

* + 1. ***COHERENT INSTRUCTIONAL SYSTEM TRENDS AND PATTERNS***

|  |  |
| --- | --- |
| Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The coherent instructional system trends in place include the flowing:   * Establishing PLCs * Practicing standards- based instruction * Designing common assessments * Data chats / Using data to drive instruction * Posting and explaining in child friendly language “I Can” and “I Will” statements that are aligned to the standards * Scheduled iReady progress monitoring assessments * Common assessments * Informal assessments * SIT /RTI referral process * Informal walkthroughs by administrators with prompt feedback provided * Lesson plans due to assigned administrator by 8:00 on Monday * 45 minutes each week in reading and math for iReady |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* 1. **EFFECTIVE LEADERSHIP**

Analyze the school’s data and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each School Performance Standard (SPS).

* + 1. ***EFFECTIVE LEADERSHIP DATA***

|  |  |  |
| --- | --- | --- |
| **SPS - Leadership:** Builds and sustains relationships to foster the success of students and staff | | |
| ***Exemplary*** | Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders. |  |
| ***Operational*** | Administrators regularly build and sustain relationships to foster the success of students and staff. | X |
| ***Emerging*** | Administrators sometimes build relationships to foster the success of students and staff. |  |
| ***Not Evident*** | Administrators seldom, if ever, build relationships to foster the success of students and staff. |  |
| ***Data Sources*** | Conference notes, PLC minutes, Leadership Team Minutes and 5 Essentials Survey data |  |
| ***Comments (optional)*** |  |  |

|  |  |  |
| --- | --- | --- |
| **SPS- Leadership:** Initiates and manages change to improve staff performance and student learning | | |
| ***Exemplary*** | Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a  common vision. |  |
| ***Operational*** | Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results. | **X** |
| ***Emerging*** | Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both. |  |
| ***Not Evident*** | Administrators initiate few, if any, changes that impact staff performance and student learning. |  |
| ***Data Sources*** | PLC minutes, Administrator Meeting Minutes, Leadership Team Minutes, iReady data, and 5 Essentials Survey data |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

|  |  |  |
| --- | --- | --- |
| **SPS- Leadership:** Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices | | |
| ***Exemplary*** | The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for  curriculum, assessment, instruction, and professional learning. |  |
| ***Operational*** | The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. |  |
| ***Emerging*** | The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. | **X** |
| ***Not Evident*** | The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. |  |
| ***Data Sources*** | PLC minutes, Leadership Team minutes, 5 Essentials Survey data, iReady data, common assessment data, data chats, formal observations and informal walkthroughs | |
| ***Comments (optional)*** |  | |

|  |  |  |
| --- | --- | --- |
| **SPS- Leadership:** Uses processes to systematically analyze data to improve student achievement | | |
| ***Exemplary*** | Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception  data) to improve student achievement. |  |
| ***Operational*** | Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement. |  |
| ***Emerging*** | Some processes are in place and used occasionally to analyze data to improve student achievement. | **X** |
| ***Not Evident*** | Few, if any, processes are in place to analyze data to improve student achievement. |  |
| ***Data Sources*** | PLC minutes, Leadership Team minutes, 5 Essentials Survey data, iReady data, common assessment data, data chats, formal observations and informal walkthroughs |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |
| --- | --- | --- |
| **SPS- Leadership:** Builds leadership capacity through shared decision-making and problem-solving | | |
| ***Exemplary*** | Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to  gather input. |  |
| ***Operational*** | Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. |  |
| ***Emerging*** | Some structures exist for staff to engage in shared decision-making, problem-solving, or both. | **X** |
| ***Not Evident*** | Few, if any, structures exist for staff to engage in shared decision-making or problem-solving. |  |
| ***Data Sources*** | 5 Essentials Survey data, Literacy Team minutes and Leadership Team minutes |  |
| ***Comments (optional)*** |  |  |

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| --- | --- | --- |
| **SPS- Leadership:** Establishes and supports a data-driven school leadership team that is focused on student learning | | |
| ***Exemplary*** | A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan. |  |
| ***Operational*** | A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school  leadership team meets regularly and uses norms and protocols to work effectively and efficiently. | **X** |
| ***Emerging*** | The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning. |  |
| ***Not Evident*** | A school leadership team does not exist or does not have adequate stakeholder representation. |  |
| ***Data Sources*** | Administrator Meeting minutes and agendas, Leadership Team meeting minutes and agendas and 5 Essentials Survey data | |
| ***Comments (optional)*** |  | |



**DATA COLLECTION and ANALYSIS**

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| --- | --- | --- |
| **SPS - Leadership :** Monitors and evaluates the performance of teachers and other staff using multiple data sources | | |
| ***Exemplary*** | Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both. |  |
| ***Operational*** | Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance. | **X** |
| ***Emerging*** | Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance. |  |
| ***Not Evident*** | Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance. |  |
| ***Data Sources*** | Formal observations, informal walkthroughs, emails and 5 Essentials Survey Data | |
| ***Comments (optional)*** |  | |

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| --- | --- | --- |
| **SPS - Leadership:** Provides ongoing support to teachers and other staff | | |
| ***Exemplary*** | A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff. |  |
| ***Operational*** | Most support provided to teachers and other staff is targeted to individual needs. |  |
| ***Emerging*** | Some support provided to teachers and staff is targeted to individual needs. | **X** |
| ***Not Evident*** | Support to teachers and staff does not exist or is not targeted to individual needs. |  |
| ***Data Sources*** | Professional Development Plan and 5 Essentials Survey |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| --- | --- | --- |
| **SPS - Planning and Organization:** Shares a common vision/mission that defines school culture and guides the continuous improvement process | | |
| ***Exemplary*** | A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement. |  |
| ***Operational*** | A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process. |  |
| ***Emerging*** | A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process. | **X** |
| ***Not Evident*** | A common vision and mission have not been developed or updated or have been developed by a few staff members. |  |
| ***Data Sources*** | 5 Essentials Survey, vision and mission statements, PLC minutes, Administrator Meeting minutes and Leadership Team minutes | |
| ***Comments (optional)*** |  | |

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| --- | --- | --- |
| **SPS - Planning and Organization:** Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance | | |
| ***Exemplary*** | A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff. |  |
| ***Operational*** | A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance. | **X** |
| ***Emerging*** | A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance. |  |
| ***Not Evident*** | An up-to-date, data-driven school improvement plan focused on student performance is not in place. |  |
| ***Data Sources*** | School Improvement Plan, iReady data and FSA data | |
| ***Comments (optional)*** |  | |



**DATA COLLECTION and ANALYSIS**

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| --- | --- | --- |
| **SPS - Planning and Organization:** Monitors implementation of the school improvement plan and makes adjustments, as needed | | |
| ***Exemplary*** | The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and  perception data. |  |
| ***Operational*** | The goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.  Adjustments are made to the plan, as needed, based on the analysis of data. |  |
| ***Emerging*** | The goals and strategies of the school improvement plan are occasionally monitored by administrators. | **X** |
| ***Not Evident*** | The goals and strategies of the school improvement plan are rarely, if ever, monitored. |  |
| ***Data Sources*** | School Improvement Plan |  |
| ***Comments (optional)*** |  |  |

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| --- | --- | --- |
| **SPS - Planning and Organization:** Monitors the use of available resources to support continuous improvement | | |
| ***Exemplary*** | The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed  to make effective use of personnel, time, materials, and equipment. |  |
| ***Operational*** | The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored. | **X** |
| ***Emerging*** | The use of available resources to support continuous improvement is inconsistently monitored. |  |
| ***Not Evident*** | The use of available resources to support continuous improvement is rarely, if ever, monitored. |  |
| ***Data Sources*** | PLC minutes, Administrator meeting minutes, Leadership Team minutes, schedules and inventory of resources and materials |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| --- | --- | --- |
| **SPS - Planning and Organization:** Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness | | |
| ***Exemplary*** | Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed  and revised as needed. |  |
| ***Operational*** | Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed. | **X** |
| ***Emerging*** | Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school. |  |
| ***Not Evident*** | Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness. |  |
| ***Data Sources*** | PLC minutes, Administrator meeting minutes, Leadership Team minutes, schedules, Staff Handbook and staff emails | |
| ***Comments (optional)*** |  | |

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| --- | --- | --- |
| **SPS - Planning and Organization:** Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment | | |
| ***Exemplary*** | Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school- wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed. |  |
| ***Operational*** | Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school- wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe. | **X** |
| ***Emerging*** | Protocols are sometimes used to maintain the school campus and equipment.  The school and campus are partially clean, maintained, and inviting, but some safety issues exist. |  |
| ***Not Evident*** | Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist. |  |
| ***Data Sources*** | Staff Handbook, drill log books, schedules and custodial cleaning checklist | |
| ***Comments (optional)*** |  | |



**DATA COLLECTION and ANALYSIS**

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| --- | --- |
| **Teacher Keys Effectiveness System** |  |
| ***Standard*** | ***Score*** |
| **9. Professionalism:** The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the profession. | EM |

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| --- | --- |
| ***Additional data:*** What additional facts did the team identify that relate to effective leadership? (May be informed by quantitative or qualitative sources.) | No additional facts were recognized |
| What data sources were utilized to make the above determinations? | No additional data sources were utilized |

* + 1. ***EFFECTIVE LEADERSHIP GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Creating and maintaining a climate and culture conducive to learning:*** What school processes are in place to support and ensure schools allow both adults and children to put learning  at the center of their daily activities?  Describe the effectiveness of existing processes. | School processes that support a culture conducive to learning include the following:   * Bell –to- bell instruction * Addressing discipline concerns in a timely manner so students spend more time in the classroom which increases the instructional time * Family Engagement Nights which provide parents with the skills necessary to assist their students in the learning process * Establishment of PLCs * Optional professional development sessions   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | Sign-in sheets, agendas, lesson plans, meeting minutes, handouts for Parent Engagement Nights and Power Points and resources for staff developments |

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| ***Cultivating and distributing leadership:*** What processes are in place that support the development of leadership across the organization? Describe the effectiveness of existing processes. | School processes that support distributed leadership include the following:   * Implementation of a Literacy Team * Functioning Administrator Team that meets weekly * Functioning Leadership Team that meets weekly * Grade level chairs   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | Meeting minutes and agendas |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| ***Ensuring high quality instruction in all classrooms:*** What processes are in place to reduce the variability in the quality of instruction across all schools and in all classrooms? Describe the effectiveness of existing processes. | School processes that support quality instruction include the following:   * Informal walkthroughs with timely feedback * Coaching plans * Model lessons conducted by the instructional coaches or CIM specialist   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | Coaching plans and informal walkthrough write-ups |

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| ***Managing the school and its resources:*** What processes are in place to ensure that leaders use all resources in an effective and efficient manner that  is aligned to the school’s mission? Describe the effectiveness of existing processes. | School processes that support managing the school resources include the following:   * School Improvement Plan * Administrator Team Meetings * Leadership Team Meetings * SAC/PTO Meetings   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | School Improvement Plan, agendas and minutes from meetings |

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| --- | --- |
| ***Managing school improvement efforts:*** What processes are in place to support ongoing improvement of the school’s major systems, structures and processes? Describe the effectiveness of existing processes. | School processes that support ongoing improvement of the major systems include the following:   * Development of the School Improvement Plan * Administrator Team Meetings * Leadership Team Meetings * SAC/PTO Meetings * PLCs   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | School Improvement Plan, agendas and minutes from meetings |



**DATA COLLECTION and ANALYSIS**

|  |  |
| --- | --- |
| ***Providing quality professional learning:*** What professional learning is provided currently for leaders in the areas of instruction and operation?  In what evidence-based professional learning, that would both support continuous education and increase student achievement, have leaders expressed interest? Describe the effectiveness of existing professional learning. | Professional learning for leaders includes the following:   * Skyward Administrator Portal * ALICE/ School Safety * iReady Leadership Updates * K-2 Writing Strategies * NEFEC Connect Instructional Coaches * K-2 ELA Reading Strategies * Diversity for Beginning Teachers * 3-5 Writing Strategies * NEFEC Connect 8th Grade Science * 3-5 ELA Reading Strategies * Classroom Management Strategies * Performance Matters Data Analysis * 6-8 Writing Strategies * 6-8 ELA Reading Strategies * Classroom Environment * Selecting Standards Based Materials * Restorative Practices * Performance Matters Test Portal * Decoding Instruction for K-2 * Science Materials Digital Tools * Comprehension Strategies (selected teachers) * Student Engagement Strategies (selected teachers) * NEFEC Connect 4th Grade Math * Alternate assessment Training (selected teachers) * K-8 Vocabulary Strategies * K-8 Increasing Fluency * 3-8 Standards Based Instruction * Apex Virtual Curriculum Training * NEFEC Connect 8th Grade Science * Journey to Great Teaching * Effectively Using Classroom Libraries * CPALMS * Leveled Literacy Interventions * MTSS Process * Achieve 3000 Data Analysis * What Rigor Looks Like * Making Hands on Learning Effective * Essential Questions * Understanding Poverty   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey, FSA scores and iReady data |

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| --- | --- |
| ***Providing quality professional learning:*** What are the current identified professional learning needs for leaders? | Additional opportunities will be needed in the area of Balanced Literacy which include the following:   * Word Work (phonemic awareness, phonics and vocabulary) * Read Alouds (fluency, vocabulary, comprehension, and oral language) * Guided Reading (phonics, fluency, vocabulary and comprehension) * Shared Reading (fluency, vocabulary, comprehension and oral language) * Monitored Independent Reading (phonics, decoding, fluency, vocabulary and comprehension) * Vocabulary   Additional opportunities will be needed in the area of Balanced Writing Program which include the following:   * Shared Writing / Interactive Writing * Writer’s Workshop * Independent Writing * Intervention |
| What data sources were utilized to make the above determinations? | Information obtained from Beth Mims (consultant who worked with Madison Central during the 2018-2019 school year). |

* + 1. ***EFFECTIVE LEADERSHIP TRENDS AND PATTERNS***

|  |  |
| --- | --- |
| Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The effective leadership trends in place to support the identification of student, teacher and leader needs include the following:   * Implementation of a Literacy Team * Functioning Administrator Team that meets weekly * Functioning Leadership Team that meets weekly * Grade level chairs * PLCs   We continue to work toward improving the effectiveness of these processes at MCCS. |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* 1. **PROFESSIONAL CAPACITY**

Analyze the school’s data and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each School Performance Standard (SPS).

* + 1. ***PROFESSIONAL CAPACITY DATA***

|  |  |  |
| --- | --- | --- |
| **SPS- Leadership:** Builds leadership capacity through shared decision-making and problem- solving | | |
| ***Exemplary*** | Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to  gather input. |  |
| ***Operational*** | Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. |  |
| ***Emerging*** | Some structures exist for staff to engage in shared decision-making, problem-solving, or both. | **X** |
| ***Not Evident*** | Few, if any, structures exist for staff to engage in shared decision-making or problem-solving. |  |
| ***Data Sources*** | Administrator Meeting minutes, Literacy Team minutes, PLC minutes and 5 Essentials Survey data |  |
| ***Comments (optional)*** |  |  |

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| --- | --- | --- |
| **SPS – Professional Learning :** Aligns professional learning with needs identified through analysis of a variety of data | | |
| ***Exemplary*** | Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning. |  |
| ***Operational*** | Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader  effectiveness data, action research data, perception data from students, staff, and families). | **X** |
| ***Emerging*** | Professional learning needs are identified using limited sources of data. |  |
| ***Not Evident*** | Professional learning needs are identified using little or no data. |  |
| ***Data Sources*** | Professional Development Plan, formal observations, informal walkthroughs, student work samples and 5 Essentials Survey data |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| **SPS – Professional Learning:** Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance | | |
| ***Exemplary*** | Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes. |  |
| ***Operational*** | Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). | **X** |
| ***Emerging*** | Administrators and staff sometimes collaborate to improve individual and collective performance. |  |
| ***Not Evident*** | Administrators and staff rarely collaborate to improve individual and collective performance. |  |
| ***Data Sources*** | Administrator Meeting minutes, PLC minutes, Leadership Team minutes and 5 Essentials Survey data |  |
| ***Comments (optional)*** |  |  |

**SPS - Professional Learning:** Defines expectations for implementing professional learning

|  |  |  |
| --- | --- | --- |
| ***Exemplary*** | Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses. |  |
| ***Operational*** | Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning. | **X** |
| ***Emerging*** | Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning. |  |
| ***Not Evident*** | Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning. |  |
| ***Data Sources*** | Professional Development Plan and schedule of monitoring the implementation of the strategies in the classroom |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| --- | --- | --- |
| **SPS - Professional Learning:** Uses multiple professional learning designs to support the various learning needs of the staff | | |
| ***Exemplary*** | Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching. |  |
| ***Operational*** | Staff members actively participate in professional learning, most of which is job- embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching. |  |
| ***Emerging*** | Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs. | **X** |
| ***Not Evident*** | Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs. |  |
| ***Data Sources*** | Professional Development Plan and schedule of monitoring the implementation of the strategies in the classroom | |
| ***Comments (optional)*** |  | |

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| --- | --- | --- |
| **SPS - Professional Learning:** Allocates resources and establishes systems to support and sustain effective professional learning | | |
| ***Exemplary*** | Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning. |  |
| ***Operational*** | Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative  time, model classrooms) are in place to support and sustain professional learning. | **X** |
| ***Emerging*** | Some resources and systems are allocated to support and sustain professional learning. |  |
| ***Not Evident*** | Few, if any, resources and systems are provided to support and sustain professional learning. |  |
| ***Data Sources*** | Professional Development Plan, schedule of monitoring the implementation of the strategies in the classroom and professional development resources | |
| ***Comments (optional)*** |  | |



## DATA COLLECTION and ANALYSIS

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| --- | --- | --- |
| **SPS - Professional Learning:** Monitors and evaluates the impact of professional learning on staff practices and student learning | | |
| ***Exemplary*** | Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning. |  |
| ***Operational*** | Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely. |  |
| ***Emerging*** | Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically. | **X** |
| ***Not Evident*** | Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever. |  |
| ***Data Sources*** | Professional Development Plan and schedule of monitoring the implementation of the strategies in the classroom |  |
| ***Comments (optional)*** |  |  |

|  |  |
| --- | --- |
| **Teacher Keys Effectiveness System** |  |
| ***Standard Score*** | |
| **1.Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | **EM** |
| **9. Professionalism:** The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the  profession. | **EM** |
| **10. Communication:** The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | **EM** |

|  |  |  |
| --- | --- | --- |
| **Teacher Retention (%)** | | |
| ***2017-18 2018-19*** | | |
| *School*  *State Average* | NA\* | \* |
| 65% | 83% |

|  |  |  |
| --- | --- | --- |
| **Teachers Out-of-Field (%)** | | |
| ***2017-18 2018-19*** | | |
| *School*  *State Average* | NA\* | 8% |
| 8\* | N/A\* |

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| --- | --- | --- |
| **Teachers Teaching with Emergency or Temporary Certification (Counts)** | | |
| ***2017-18 2018-19*** | | |
| *School* | NA\* | 20% |

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| --- | --- | --- |
| **Inexperienced Teachers (Less than 4 Years) (%)** | | |
| ***2017-18 2018-19*** | | |
| *School*  *State Average* | NA\* | 55% |
| NA\* | NA\* |

* Indicates that information is not available to the administrator



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| ***Additional data:*** What additional facts did the team identify that relate to professional capacity? (May be informed by quantitative or qualitative sources.) | No additional facts were noted |
| What data sources were utilized to make the above determinations? | No additional data sources were utilized |

* + 1. ***PROFESSIONAL CAPACITY GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Attracting staff:*** What processes are in place to attract, identify, and retain effective teachers and leaders who are the best fit for the school? Describe the effectiveness of existing processes. | The processes that support teacher identification, recruitment and retention include the following:   * Job postings on various web sites * Attendance at job fairs * Effective mentor program * Administrative and coaching support   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | Job postings; job fair announcements through NEFEC, PAEC, and district websites; mentor program documentation and coaching plans |

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| ***Developing staff:*** What evidence-based processes are in place to ensure the increasing quality of the school staff’s knowledge and skills? Are existing processes effective in increasing  both staff ’s knowledge and skills and student achievement? | Processes that increase the quality of the staff’s knowledge and skills include the following:   * Informal walkthroughs with timely feedback * Coaching plans * Model lessons conducted by the instructional coaches or CIM specialist * Professional development opportunities provided   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | Walkthrough instrument, coaching plans, lesson plans, professional development calendar and agendas |

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| ***Retaining staff:*** What processes are in place to ensure that all school staff are working in the context/ position that is most beneficial to student achievement? Describe the effectiveness of existing processes. | Processes that support the appropriate placement of teachers include the following:   * Matching assignment with certification and prior experience   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | Staffing table and teaching certificates |



**DATA COLLECTION and ANALYSIS**

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| ***Staff collaboration:*** What processes are in place to ensure that effective collaboration is occurring across the school to advance student achievement? Describe the effectiveness of existing processes. | School processes that support effective collaboration include the following:   * Master schedule with established times for collaborative planning   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | Master schedule, collaborative planning minutes and sign-in sheets |

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| ***Providing quality professional learning:*** What professional learning is currently provided for teachers in the areas of content, pedagogy, supports and interventions, and leadership?  In what evidence-based professional learning, that would both support continuous education and increase student achievement, have teachers expressed interest? Describe the effectiveness of existing professional  learning. | Professional learnings are provided in all areas of identified need. We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | Informal walkthroughs, professional development reflections, and discussions with staff |

|  |  |
| --- | --- |
| ***Recruitment and retention concerns:*** Examine current and recent recruitment and retention data in the school by content areas, grade levels, and instructional support areas to pinpoint precise areas of concern. | The main areas of concern are the salary and the location of the school. The academic areas of concern are the math and science content areas. |
| What data sources were utilized to make the above determinations? | Teacher retention data and conversations with staff |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* + 1. ***PROFESSIONAL CAPACITY TRENDS AND PATTERNS***

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| Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The professional capacity trends for K-5 teachers include the following:   * Lack of understanding of what constitutes a balanced literacy model of instruction * Lack of understanding of how to implement a balanced literacy program * Lack of understanding of how to teach writing which includes shared / interactive writing, Writer’s Workshop, independent writing and intervention for writing * Lack of understanding of how to connect reading and writing across the curriculum |



**DATA COLLECTION and ANALYSIS**

* 1. **FAMILY and COMMUNITY ENGAGEMENT**

Analyze the school’s data and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data- informed self-rating for each School Performance Standard (SPS).

* + 1. ***FAMILY AND COMMUNITY ENGAGEMENT DATA***

|  |  |  |
| --- | --- | --- |
| **SPS - Family and Community Engagement:** Creates an environment that welcomes, encourages, and connects family and community members to the school | | |
| ***Exemplary*** | The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers. |  |
| ***Operational*** | The school has created an environment that welcomes, encourages, and connects family and community members to the school. |  |
| ***Emerging*** | The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school. | **X** |
| ***Not Evident*** | The school has not created an environment that welcomes, encourages, or connects family and community members to the school. |  |
| ***Data Sources*** | 5 Essentials Survey and parent reflection sheets from Parent Engagement Nights |  |
| ***Comments (optional)*** |  |  |

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| --- | --- | --- |
| **SPS - Family and Community Engagement:** Establishes structures that promote clear and open communication between the school and stakeholders | | |
| ***Exemplary*** | Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously  monitored for reliable and interactive communication. |  |
| ***Operational*** | Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. |  |
| ***Emerging*** | Some structures that promote clear and open communication between the school and stakeholders exist. | **X** |
| ***Not Evident*** | Few, if any, structures that promote clear and open communication between the school and stakeholders exist. |  |
| ***Data Sources*** | 5 Essentials Survey and Class Dojo |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| --- | --- | --- |
| **SPS - Family and Community Engagement:** Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students | | |
| ***Exemplary*** | A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well-being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making. |  |
| ***Operational*** | Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students. |  |
| ***Emerging*** | Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement. | **X** |
| ***Not Evident*** | Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success. |  |
| ***Data Sources*** | 5 Essentials Survey | |
| ***Comments (optional)*** |  | |

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| --- | --- | --- |
| **SPS - Family and Community Engagement:** Communicates academic expectations and current student achievement status to families | | |
| ***Exemplary*** | The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system). |  |
| ***Operational*** | The school staff communicates academic expectations and/or graduation status (e.g., four- year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g.,  progress reports, parent conferences, report cards, reading level reports, state test reports, school -  based assessment reports, online reporting system). | **X** |
| ***Emerging*** | The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided. |  |
| ***Not Evident*** | The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided. |  |
| ***Data Sources*** | School report cards, mid-term progress reports, Class Dojo, newsletters, iReady reports and FSA reports | |
| ***Comments (optional)*** |  | |



**DATA COLLECTION and ANALYSIS**

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| --- | --- | --- |
| **SPS - Family and Community Engagement:** Develops the capacity of families to use support strategies at home that will enhance academic achievement | | |
| ***Exemplary*** | The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement. |  |
| ***Operational*** | The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement. |  |
| ***Emerging*** | The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement. | **X** |
| ***Not Evident*** | The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement. |  |
| ***Data Sources*** | Flyers, newsletters, Facebook posts and sample of resources provided to parents and students | |
| ***Comments (optional)*** |  | |

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| --- | --- | --- |
| **SPS - Family and Community Engagement:** Connects families with agencies and resources in the community to meet the needs of students | | |
| ***Exemplary*** | Theschoolhasasystematicprocessinplacetoconnectfamilieswithanarrayofagenciesand resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students. |  |
| ***Operational*** | The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students. | **X** |
| ***Emerging*** | The school sometimes connects families to agencies and resources in the community to meet the needs of students. |  |
| ***Not Evident*** | The school does little to connect families with agencies and resources in the community to meet the needs of students. |  |
| ***Data Sources*** | Guidance counselor notes and contact logs | |
| ***Comments (optional)*** |  | |

|  |  |
| --- | --- |
| **Teacher Keys Effectiveness System** |  |
| ***Standard*** | ***Score*** |
| **10.Communication:** The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | **EM** |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| --- | --- | --- |
| **Parent and Family Engagement Meetings** | | |
|  | ***2017-18*** | ***2018-19*** |
| *Meeting 1* |  | 10/18/18 |
| *Meeting 2* |  | 10/22/18 |
| *Meeting 3* |  | 10/23/18 |
| *Meeting 4* |  | 10/30/18 |
| *Meeting 5* |  | 11/13/18 |
| *Meeting 6* |  | 2/26/19 |
| *Meeting 7* |  | 3/26/19 |
| *Meeting 8* |  | 4/23/19 |
| *Meeting 9* |  | 5/21/19 |

|  |  |
| --- | --- |
| ***Additional data:*** What additional facts did the team identify that relate to family and community engagement? (May be informed by quantitative or qualitative sources.) | No additional facts were identified |
| What data sources were utilized to make the above determinations? |  |

* + 1. ***FAMILY AND COMMUNITY ENGAGEMENT GUIDING QUESTIONS***

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| ***Welcoming all families and the community:*** What processes are in place to ensure that the school is making families and communities feel welcomed? Describe the effectiveness of the existing processes. | The following processes are in place to ensure a welcoming environment at MCCS:   * Painting of the lobby and other sections of the building * Adding plants and other inviting environmental pieces * Displaying bright and engaging bulletin boards * Displaying student work * Providing a welcoming greeting when visitors enter the building * Focusing on providing a clean facility for students, staff, parents and the community   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey |

|  |  |
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| ***Communicating effectively with all families and the communities:*** What are the processes for ensuring effective communication with families and communities in the school? Describe the effectiveness of existing processes. | The following processes are in place to ensure effective communication:   * Monthly newsletters from the the school * Two-way communication through Class Dojo * Skyward * Mid-term progress reports * Report cards * Phone calls * Emails   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey |



**DATA COLLECTION and ANALYSIS**

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| ***Supporting student success:*** What processes are in place to ensure the school is supporting student learning and healthy development both at home and at school?  Describe the effectiveness of existing processes. | The processes in place to support student learning and healthy development at home and school include the following:   * Family Engagement Nights * Health department sessions with students on making healthy choices   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey, sign-in sheets and reflection sheets |

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| ***Empowering families:*** What processes are in place at the school to ensure that families are empowered to be advocates for their own and other children? Describe the effectiveness of existing processes. | The processes in place to ensure families are empowered to advocate for their own and other children include the following:   * Monthly SAC / PTO meetings * Parent Conferences   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey and SAC/PTO agendas and minutes |

|  |  |
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| ***Sharing leadership with families and the community:*** What processes are in place to ensure that family and communities are equal partners in the decisions that affect children in their schools? Describe the effectiveness of existing processes. | The processes that are in place to ensure that family and communities are equal partners in the decisions that affect children include the following:   * Monthly SAC / PTO meetings   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey and SAC/PTO agendas and minutes |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| ***Collaborating with the community:*** What processes are in place to ensure the school effectively collaborates with community members to connect students, families and staff to expanded learning opportunities, community services, and civic participation? Describe the effectiveness of existing processes. | The processes that are in place to ensure that the school collaborates with community members includes the following:   * Monthly SAC / PTO meetings * Administrator’s relationship with local ministerial association * Community Partnership with Ace Hardware * Guidance counselor’s resources in the community with Health Department, Mental Health Services, Social Services, etc   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey, SAC/PTO agendas and minutes, and contact logs |

* + 1. ***FAMILY AND COMMUNITY ENGAGEMENT TRENDS AND PATTERNS***

The family and community engagement at MCCS continue to be a struggle; however, a different approach was being implemented during the second semester of the 2018-2019 school year with some positive results. The school is trying to think “outside of the box” and not be so traditional in its approach. More opportunities will be going into the communities were the students live instead of the students coming to the school.

Summarize the family and community engagement trends and patterns observed by the team while completing this section

of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?



**DATA COLLECTION and ANALYSIS**

* 1. **SUPPORTIVE LEARNING ENVIRONMENT**

Analyze the school’s data and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data- informed self-rating for each School Performance Standard(SPS). Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

* + 1. ***SUPPORTIVE LEARNING ENVIRONMENT DATA***

|  |  |  |
| --- | --- | --- |
| **SPS- Instruction:** Provides a supportive and well-managed environment conducive to learning | | |
| ***Exemplary*** | A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions. |  |
| ***Operational*** | A supportive and well-managed environment conducive to learning is evident in most classrooms. |  |
| ***Emerging*** | A supportive and well-managed environment conducive to learning is evident in some classrooms. | **X** |
| ***Not Evident*** | A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms. |  |
| ***Data Sources*** | Formal observations and informal walkthroughs |  |
| ***Comments (optional)*** |  |  |

|  |  |  |
| --- | --- | --- |
| **SPS Instruction:** Creates an academically challenging learning environment | | |
| ***Exemplary*** | Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced  effort, decision-making, and critical and creative thinking. |  |
| ***Operational*** | Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). |  |
| ***Emerging*** | Some teachers create an academically challenging learning environment. | **X** |
| ***Not Evident*** | Few, if any, teachers create an academically challenging learning environment. |  |
| ***Data Sources*** | Formal observations and informal walkthroughs |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| --- | --- | --- |
| **SPS- Instruction:** Establishes a learning environment that empowers students to actively monitor their own progress | | |
| ***Exemplary*** | Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by  engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection. |  |
| ***Operational*** | Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. |  |
| ***Emerging*** | Some students use tools to actively monitor their own progress. | **X** |
| ***Not Evident*** | Few, if any, students use tools to actively monitor their own progress. |  |
| ***Data Sources*** | Formal observations, informal walkthroughs, rubrics, checklists and exemplars |  |
| ***Comments (optional)*** |  |  |

|  |  |  |
| --- | --- | --- |
| **SPS - School Culture:** Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment | | |
| ***Exemplary*** | Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed. |  |
| ***Operational*** | Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented. | **X** |
| ***Emerging*** | Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school. |  |
| ***Not Evident*** | Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated. |  |
| ***Data Sources*** | Formal observations and informal walkthroughs |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

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| --- | --- | --- |
| **SPS - School Culture:** Establishes a culture of trust and respect that promotes positive interactions and a sense of community | | |
| ***Exemplary*** | Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive  commitment to promoting positive interactions and a sense of community is evident. |  |
| ***Operational*** | Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained  commitment to promoting positive interactions and a sense of community is evident. |  |
| ***Emerging*** | Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident. | **X** |
| ***Not Evident*** | Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community. |  |
| ***Data Sources*** | 5 Essentials Survey, formal observations, informal walkthroughs and office referrals | |
| ***Comments (optional)*** |  | |

|  |  |  |
| --- | --- | --- |
| **SPS - School Culture:** Establishes a culture that supports the college and career readiness of students | | |
| ***Exemplary*** | Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to  prepare students for success. |  |
| ***Operational*** | Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. |  |
| ***Emerging*** | Some evidence exists that the school supports the college and career readiness of students. | **X** |
| ***Not Evident*** | Little or no evidence exists that the school supports the college and career readiness of students. |  |
| ***Data Sources*** | Formal observations, informal walkthroughs and FSA scores |  |
| ***Comments (optional)*** |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

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| --- | --- | --- |
| **SPS - School Culture:** Supports the personal growth and development of students | | |
| ***Exemplary*** | The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize  the personal growth and development of nearly all students. |  |
| ***Operational*** | The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development  of students. | **X** |
| ***Emerging*** | The school staff sporadically supports the personal growth and development of students. |  |
| ***Not Evident*** | The school staff does little to support the personal growth and development of students. |  |
| ***Data Sources*** | 5 Essentials Survey and guidance counselor notes and logs |  |
| ***Comments (optional)*** |  |  |

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| --- | --- | --- |
| **SPS- School Culture:** Recognizes and celebrates achievements and accomplishments of students and staff | | |
| ***Exemplary*** | The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the  community and support the culture of the school. |  |
| ***Operational*** | The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff. | **X** |
| ***Emerging*** | The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff. |  |
| ***Not Evident*** | The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff. |  |
| ***Data Sources*** | 5 Essentials Survey, Quarter Award lists, PRIDE Celebration lists, Teacher Appreciation Week agenda and End-of-the-Year Awards lists |  |
| ***Comments (optional)*** |  |  |



**DATA COLLECTION and ANALYSIS**

|  |  |  |
| --- | --- | --- |
| **SPS - Planning and Organization:** Shares a common vision/mission that defines school culture and guides the continuous improvement process | | |
| ***Exemplary*** | A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently  demonstrate a sustained commitment to continuous improvement. |  |
| ***Operational*** | A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process. |  |
| ***Emerging*** | A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process. | **X** |
| ***Not Evident*** | A common vision and mission have not been developed or updated or have been developed by a few staff members. |  |
| ***Data Sources*** | 5 Essentials Survey, School Improvement Plan and School Vision and Mission | |
| ***Comments (optional)*** |  | |

|  |  |
| --- | --- |
| **Teacher Keys Effectiveness System** |  |
| ***Standard*** | ***Score*** |
| **1. Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences. | **EM** |
| **2. Instructional Planning:** The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students. | **EM** |
| **3. Instructional Strategies:** The teacher promotes student learning by using research-based instructional strategies relevant to the content area to engage students in active learning and to facilitate the students’ acquisition of key knowledge and skills. | **EM** |
| **4. Differentiated Instruction:** The teacher challenges and supports each student’s learning by providing appropriate content and developing skills which address individual learning differences. | **EM** |
| **5. Assessment Strategies:** The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population. | **OP** |
| **6.AssessmentUses:** The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents. | **EM** |
| **7. Positive Learning Environment:** The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all. | **EM** |
| **8. Academically Challenging Environment:** The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners. | **EM** |
| **9. Professionalism:** The teacher exhibits a commitment to professional ethics and the school’s mission, participates in professional growth opportunities to support student learning, and contributes to the  profession. | **EM** |
| **10.Communication:** The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning. | **EM** |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

\*\* Please see Skyward for ISS and OSS (No information available for previous years)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Discipline - Suspension (%)**  **In-School Suspension Out-of-School Suspension**  ***10 Days Greater than 10 Days Greater than or Fewer 10 Days or Fewer 10 Days*** | | | | | | | | |
|  | ***2017-18*** | ***2018-19*** | ***2017-18*** | ***2018-19*** | ***2017-18*** | ***2018-19*** | ***2017-18*** | ***2018-19*** |
| ***Racial/Ethnic Subgroups*** |  |  |  |  |  |  |  |  |
| *American Indian School* |  | 0% |  | 0% |  | 0% |  | 0% |
| *State* |  |  |  |  |  |  |  |  |
| *Asian/Pacific Islander School* |  | 0% |  | 0% |  | 0% |  | 0% |
| *State* |  |  |  |  |  |  |  |  |
| *Black School* |  | 18% |  | 14% |  | .5% |  | .1% |
| *State* |  |  |  |  |  |  |  |  |
| *Hispanic School* |  | .7% |  | .1% |  | 0% |  | 0% |
| *State* |  |  |  |  |  |  |  |  |
| *White School* |  | 4% |  | 2% |  | 0% |  | .4% |
| *State* |  |  |  |  |  |  |  |  |
| *Multi-Racial School* |  | .9% |  | .2% |  | 0% |  | .1% |
| *State* |  |  |  |  |  |  |  |  |
| *Minority\* School* |  | 19.6% |  | 14.3% |  | .5% |  | 1.1% |
|  |  |  |  |  |  |  |  |  |
| ***Other Subgroups*** |  |  |  |  |  |  |  |  |
| *Economically School* |  | 23.6% |  | 16.3% |  | .5% |  | 1.5% |
| *Disadvantaged State* |  |  |  |  |  |  |  |  |
| *English Language Learners School* |  | N/A |  | N/A |  | N/A |  | N/A |
| *State* |  |  |  |  |  |  |  |  |
| *Foster School* |  | N/A |  | N/A |  | N/A |  | N/A |
| *State* |  |  |  |  |  |  |  |  |
| *Homeless School* |  | N/A |  | N/A |  | N/A |  | N/A |
| *State* |  |  |  |  |  |  |  |  |
| *Migrant School* |  | N/A |  | N/A |  | N/A |  | N/A |
| *State* |  |  |  |  |  |  |  |  |
| *Students with Disabilities School* |  | N/A |  | N/A |  | N/A |  | N/A |
| *State* |  |  |  |  |  |  |  |  |



## DATA COLLECTION and ANALYSIS

\*\* See Skyward for additional information

|  |  |  |
| --- | --- | --- |
| **Teacher Days Absent (%)** | | |
| ***2017-18 2018-19*** | | |
| ***All Days Absent (Count)*** *School*  *Sick Leave School*  *State*  *Staff Development School*  *School*  *Vacation School*  *State* | N/A | 5.74% |
| N/A | 4.74% |
| N/A | N/A |
| N/A | 1% |
| N/A | N/A |
| N/A | 0% |
| N/A | N/A |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Attendance Rate (2018-19)\*** | | | | |
|  |  | ***Under 6*** | ***6-15*** | ***Over 15*** |
| ***All Students*** | *School*  *State* | 4% | 3% | 1% |
| N/A | N/A | N/A |
| ***Racial/Ethnic Subgroups*** | | | | |
| *American Indian* | *School*  *State* | N/A | N/A | N/A |
| N/A | N/A | N/A |
| *Asian/Pacific* | *School* | N/A | N/A | N/A |
| *Islander* | *State* | N/A | N/A | N/A |
| *Black* | *School*  *State* | 2.9% | 1.3% | .2% |
| N/A | N/A | N/A |
| *Hispanic* | *School*  *State* | .5% | .2% | 0% |
| N/A | N/A | N/A |
| *White* | *School*  *State* | 1.2% | .5% | .3% |
| N/A | N/A | N/A |
| *Multi-Racial* | *School*  *State* | .6% | .2% | .1% |
| N/A | N/A | N/A |
| *Minority\** | *School*  *State* | 4% | 1.7% | .3% |
| N/A | N/A | N/A |
| ***Other Subgroups*** |  | | | |
| *Economically* | *School* | 4% | 3% | 1% |
| *Disadvantaged* | *State* | N/A | N/A | N/A |
| *English Learners* | *School*  *State* | N/A | N/A | N/A |
| N/A | N/A | N/A |
| *Foster* | *School* | N/A | N/A | N/A |
| *Homeless* | *School* | N/A | N/A | N/A |
| *Migrant* | *School* | N/A | N/A | N/A |
| *Students with* | *School* | N/A | N/A | N/A |
| *Disability* | *State* | N/A | N/A | N/A |

\*The Minority student subgroup includes all racial/ethnic categories except White.



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |
| --- | --- |
| ***Small Student Subgroups:*** Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).  (Do not include percentages or other numeric values that might violate student privacy.) | At MCCS, we have the following subgroups:   1. Black / African American 2. Hispanic 3. Students with Disabilities 4. White   Therefore, we do not have the following subgroups:   1. American Indian 2. Asian / Pacific Islander |

|  |  |
| --- | --- |
| ***Additional data:*** What additional facts did the team identify that relate to  a supportive learning environment? (May be informed by quantitative or qualitative sources.) | Discipline and providing a supportive environment has been an issue at MCCS for many years. This year, with the addition of two deans, a new administrative team and a focus on restorative practices, the discipline referrals are down and the school environment is becoming more positive for students, staff and parents. |
| What data sources were utilized to make the above determinations? | Discipline referrals |

* + 1. ***SUPPORTIVE LEARNING ENVIRONMENT GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Maintaining order and safety:*** What processes are in place at the school to ensure order and safety are in place? Describe the effectiveness of the existing processes. | The processes that are in place to ensure order and safety are the following:   * Implemented safety plan that is practiced by students and staff * SRO stationed at MCCS * Gates and doors remained locked during school hours * Administrators and two deans to address discipline concerns * Nurses to address health concerns   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey, Safety Plan, office referrals, nurse’s logs, and SRO’s logs |



**DATA COLLECTION and ANALYSIS**

|  |  |
| --- | --- |
| ***Developing and monitoring a system of supports:*** What processes are in place to ensure the school has a supportive learning environment that provides comprehensive services to students to meet their unique, whole-child needs? Describe the effectiveness of the existing processes. | The processes in place to ensure the school has a supportive learning environment include the following:   * Comprehensive counseling program provided by two guidance counselors * Two student deans that support students’ academic, social, emotional and behavioral needs * Administrators assigned to work with particular grade spans to support their academic social, emotional and behavioral needs * Two counselors provided from the Apalachee Counseling Services * Staff member assigned as the SIT / MTSS chair * ESE Staffing Specialist * Homeless Liaison * Title I Home/School Liaison * Migrant Liaison * PBIS PRIDE Behavioral Celebrations on a monthly basis   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey, guidance counselor’s logs, administrator’s logs, discipline referrals, counselors’ logs, SIT agendas and minutes, IEPs, 504’s, Homeless Liaison’s logs, Title I’s logs, and Migrant’s logs |

|  |  |
| --- | --- |
| ***Ensuring a student learning community:*** What processes are in place to cultivate and maintain positive and healthy behavioral and academic norms? Describe the effectiveness of the existing processes. | The processes in place to cultivate and maintain positive and healthy behavioral and academic norms include the following:   * Comprehensive counseling program provided by two guidance counselors * Two student deans that support students’ academic, social, emotional and behavioral needs * Administrators assigned to work with particular grade spans to support their academic social, emotional and behavioral needs * Two counselors provided from the Apalachee Counseling Services * Staff member assigned as the SIT / MTSS chair * ESE Staffing Specialist * Homeless Liaison * Title I Home/School Liaison * Migrant Liaison * PBIS PRIDE Behavioral Celebrations on a monthly basis   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey, guidance counselor’s logs, administrator’s logs, discipline referrals, counselors’ logs, SIT agendas and minutes, IEPs, 504’s, Homeless Liaison’s logs, Title I’s logs, and Migrant’s logs |

|  |  |
| --- | --- |
| ***Personnel survey:*** Analyze school results from the 5 Essential Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team? | We are making gains, however; we need to continue make improvements with the school culture, communication, relationships with the community and staff, academic rigor, alignment with the standards and behavior. |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |
| --- | --- |
| ***Student survey:*** Analyze school results from <https://edstats.fldoe.org/SASPortal/main.do> What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team? | We are showing improvement in the following areas:   * School commitment * Quality of student discussion * Collaborative teachers   We need to continue to improve in the following areas:   * Teacher-Principal trust * Supportive environment |

|  |  |
| --- | --- |
| ***Parent surveys:*** Analyze schools results from the 5 Essential Survey. What are the key findings? What positives are evident in the results? What results are surprising or concerning to the team? | We are showing improvement in the following areas:   * Program coherence * Ambitious instruction * Involved families   We need to continue to improve in the following areas:   * Reflective dialogue * School connectedness * Academic engagement |

|  |  |
| --- | --- |
| ***Supports and interventions:*** What supports and interventions, including PBIS, MTSS and RTI, are in place to ensure all students have access to a supportive learning environment? | The processes in place to provide supports and interventions include the following:   * Comprehensive counseling program provided by two guidance counselors * Two student deans that support students’ academic, social, emotional and behavioral needs * Administrators assigned to work with particular grade spans to support their academic social, emotional and behavioral needs * Two counselors provided from the Apalachee Counseling Services * Staff member assigned as the SIT / MTSS chair * ESE Staffing Specialist * PBIS PRIDE Behavioral Celebrations on a monthly basis * SIT / MTSS Staffing Specialist * Master Schedule/ Intervention Time/Lesson Plans   We continue to work toward improving the effectiveness of these processes at MCCS. |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey, guidance counselor’s logs, administrator’s logs, discipline referrals, counselors’ logs, SIT agendas and minutes, IEPs ,504’s and Intervention lesson plans |



**DATA COLLECTION and ANALYSIS**

|  |  |
| --- | --- |
| ***Out-of-School Time:*** What processes are in place to provide students with engaging and enriching learning opportunities during out-of-school time (i.e. before school, after school, summer)? | The processes in place to provide students with engaging opportunities before, during, after school and in the summer include the following:   * Elective schedule for middle school students * Athletics * Cheerleading * Student Safety Patrol * After-school tutoring * Summer school * Boys and Girls Club * Boyz to Kings Mentoring Program * SWAT |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey and schedules |

* + 1. ***SUPPORTIVE LEARNING ENVIRONMENT TRENDS AND PATTERNS***

|  |  |
| --- | --- |
| Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | We continue to work toward improving the effectiveness of these processes at MCCS. The trend is improving with more electives and opportunities for choice, involvement, and leadership provided for the students, teachers and leaders during the 2019-20120 school year. Information from the 5 Essentials Survey and the Student’s Elective Form was used in making decisions for the 2019-2020 school year. |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* 1. **DEMOGRAPHIC and FINANCIAL**

Analyze the school’s data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs.

* + 1. ***DEMOGRAPHIC AND FINANCIAL DATA***

|  |  |  |
| --- | --- | --- |
| **Student Demographics (2018-19) (%)** | | |
|  | ***School*** | ***State*** |
| ***Racial/Ethnic Subgroups*** | | |
| *American Indian/Alaskan Native* | 0% | N/A |
| *Asian* | 0% | N/A |
| *Black* | 66.2% | N/A |
| *Hispanic* | 6.3% | N/A |
| *Multi-Racial* | 2.2% | N/A |
| *White* | 24.7% | N/A |
| *Minority\** | 75.3% | N/A |
| ***Other Subgroups*** | | |
| *Economically Disadvantaged* | 73.1% | N/A |
| *English Learners* | 2% | N/A |
| *Foster* | .3% | N/A |
| *Homeless* | 1.5% | N/A |
| *Migrant* | 1.2% | N/A |
| *Special Education* | 19% | N/A |

|  |  |  |
| --- | --- | --- |
| **Directly Certified (Includes SNAP, TANF, Homeless, Unaccompanied Youth, Foster, and Migrant)(%)** | | |
| ***2017-18 2018-19*** | | |
| *School*  *State Average* | N/A | 3% |
| N/A | N/A |

|  |  |  |
| --- | --- | --- |
| **Student Mobility Rate** | | |
| ***2017-18 2018-19*** | | |
| *School*  *State Average* | N/A | 1.7% |
| N/A | N/A |

|  |  |  |
| --- | --- | --- |
| **Program Enrollment (2018-19) (%)** | | |
| ***School State*** | | |
| *Early Intervention Remedial Education 6th-8th Remedial Education 9th-12th Alternative Education Vocational Education (9-12)*  *Gifted* | N/A | N/A |
| 64% | N/A |
| N/A | N/A |
| N/A | N/A |
| N/A | N/A |
| .2% | N/A |

|  |  |
| --- | --- |
| ***Small student subgroups:*** Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).  (Do not include percentages or other numeric values that might violate student privacy.) | At MCCS, we have the following subgroups:   1. Black / African American 2. Hispanic 3. Students with Disabilities 4. White   Therefore, we do not have the following subgroups:   1. American Indian 2. Asian / Pacific Islander |

\*The Minority student subgroup includes all racial/ethnic categories except White.



## DATA COLLECTION and ANALYSIS

|  |  |
| --- | --- |
| ***Additional data:*** What additional facts did the team identify that relate to demographic and financial data? (May be informed by quantitative or qualitative sources.) | No additional facts were used. |
| What data sources were utilized to make the above determinations? |  |

* + 1. ***DEMOGRAPHIC AND FINANCIAL GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Internal factors:*** What internal factors might have affected data and/or results of data? Examples may include: resource allocation, documentation and monitoring, technology and software, communication, internal controls, and personnel assignment/  performance. | The internal factors affecting the data are the following:   * Lack of rigor in K-2 classrooms * Discipline * Administrative and teacher turnover during the last ten years * Lack of consistent vision and direction during the last ten years * Too many resources purchased and not used effectively in the classroom * Lack of communication and relationship with the community since the school was opened * Lack of effective, monitored and sustained staff development which is focused around a long -range plan * Non-competitive salary |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey, FSA scores, formal observations, informal walkthroughs, discipline referrals and fixed asset list |

|  |  |
| --- | --- |
| ***External factors:*** What external factors might have affected data and/ or results of data? Examples may include: geographic location, population demographics (employment, education, median income), local/ state/national economy, natural disasters, and state and federal policy changes. | The external factors affecting the data are the following:   * Location to higher- paying districts * Rural district not attracting the best and the brightest teachers |
| What data sources were utilized to make the above determinations? | 5 Essentials Survey, job fairs, district web sites and state salary and employment data |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |
| --- | --- |
| ***Access to Programs:*** What processes exist to ensure students have access to programs addressing individualized learning needs (including EIP, REP, alternative education, vocational education, and gifted)? What challenges exist in providing students access to such programs when necessary? | The processes in place to ensure students have access to programs that address individualized needs include the following:   * SIT / MTSS process * 504s * IEPs * Gifted services provided to elementary and middle school students * Virtual Lab / Credit Recovery * EXCEL / Behavioral * CBI (Community Based Instruction) for elementary and middle school students |
| What data sources were utilized to make the above determinations? | 504s, IEPs, Virtual Lab logs, CBI lesson plans and access points and SIT/MTSS agendas and minutes |

|  |  |
| --- | --- |
| ***Demographic and Financial Challenges:*** What demographic and/ or financial challenges could affect improvement efforts within the  school? (Identifying these challenges may require collection and analysis of additional school data.) | The challenges that could affect the improvement efforts within the school include the following:   * Change in district leadership * Possible budget cuts / staff cuts |
| What data sources were utilized to make the above determinations? | School board agendas and minutes |

* + 1. ***DEMOGRAPHIC AND FINANCIAL TRENDS AND PATTERNS***

|  |  |
| --- | --- |
| Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The trend is due to uncertainty in the district due to the new appointment of a superintendent by the governor and possible budget and staff cuts. |



**DATA COLLECTION and ANALYSIS**

* 1. **STUDENTACHIEVEMENT**

Analyze the school’s data and answer the guiding questions to determine existing trends and patterns that support the identification of student achievement needs. The school is responsible for populating all blank data cells. Student subgroups with a count of less than 15 are denoted by “TFS” (too few students).

* + 1. ***STUDENT ACHIEVEMENT DATA***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **English Language Arts FSA** | | | | | | |
| ***Student Group*** | School State  ***Year*** |  |  |  |  |  |
| ***All Students*** | *2017-18*  *2018-19* | 31.7% | NA |  |  |  |
| 33.8% | 55.9% |  |  |  |
| ***Racial/Ethnic Subgroups*** | | | | | | |
| *American* | *2017-18* | N/A | NA |  |  |  |
| *Indian* | *2018-19* | NA | NA |  |  |  |
| *Asian/Pacific* | *2017-18* | N/A | NA |  |  |  |
| *Islander* | *2018-19* | NA | NA |  |  |  |
| *Black* | *2017-18*  *2018-19* | 23.2% | NA |  |  |  |
| 21.6% | NA |  |  |  |
| *Hispanic* | *2017-18*  *2018-19* | 43.9% | NA |  |  |  |
| 42.2% | NA |  |  |  |
| *White* | *2017-18*  *2018-19* | 46.8% | NA |  |  |  |
| 46.6% | NA |  |  |  |
| *Multi-Racial* | *2017-18*  *2018-19* | 0% | NA |  |  |  |
| 55% | NA |  |  |  |
| *Minority\** | *2017-18*  *2018-19* | 67.1% | | | | 67.1 |
| 40.8 |
| ***Other Subgroups*** |  | | | | | |
| *Economically* | *2017-18* | 27% | NA |  |  |  |
| *Disadvantaged* | *2018-19* | 27.2% | NA |  |  |  |
| *English* | *2017-18* | 33.3% | NA |  |  |  |
| *Learners* | *2018-19* | 10% | NA |  |  |  |
| *Foster* | *2017-18*  *2018-19* | N/A | NA |  |  |  |
| NA | NA |  |  |  |
| *Homeless* | *2017-18*  *2018-19* | N/A | NA |  |  |  |
| NA | NA |  |  |  |
| *Migrant* | *2017-18*  *2018-19* | N/A | NA |  |  |  |
| NA | NA |  |  |  |
| *Students with* | *2017-18* | 7.7% | NA |  |  |  |
| *Disabilities* | *2018-19* | 10.3% | NA |  |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**



## DATA COLLECTION and ANALYSIS



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Mathematics**  **FSA** | | | | | | |
| ***Student Group*** | ***Year***  School State |  |  |  |  |  |
|  |  |  |  |  |  |  |
| ***All Students*** | *2017-18*  *2018-19* | 30.6% | NA |  |  |  |
| 30.4% | 57.6% |  |  |  |
| ***Racial/Ethnic Subgroups*** | | | | | | |
| *American* | *2017-19* | N/A | NA |  |  |  |
| *Indian* | *2018-19* | NA | NA |  |  |  |
| *Asian/Pacific* | *2017-19* | N/A | NA |  |  |  |
| *Islander* | *2018-19* | NA | NA |  |  |  |
| *Black* | *2017-18*  *2018-19* | 22.5% | NA |  |  |  |
|  | NA |  |  |  |
| *Hispanic* | *2017-18*  *2018-19* | 44.2% | NA |  |  |  |
|  | NA |  |  |  |
| *White* | *2017-18*  *2018-19* | 45.3% | NA |  |  |  |
|  | NA |  |  |  |
| *Multi-Racial* | *2017-18*  *2018-19* | 0% | NA |  |  |  |
|  | NA |  |  |  |
| *Minority\** | *2017-18*  *2018-19* | 66.7% | | | | 66.7 |
| 68.5 |
| ***Other Subgroups*** |  | | | | | |
| *Economically* | *2017-18* | 26.4% | NA |  |  |  |
| *Disadvantaged* | *2018-19* | 48.3% | NA |  |  |  |
| *English* | *2017-18* | 38.9% | NA |  |  |  |
| *Learners* | *2018-19* | 32.2% | NA |  |  |  |
| *Foster* | *2017-18*  *2018-19* | N/A | NA |  |  |  |
| NA | NA |  |  |  |
| *Homeless* | *2017-18*  *2018-19* | N/A | NA |  |  |  |
| NA | NA |  |  |  |
| *Migrant* | *2017-18*  *2018-19* | N/A | NA |  |  |  |
| NA | NA |  |  |  |
| *Students with* | *2017-18* | 6.1% | NA |  |  |  |
| *Disabilities* | *2018-19* | 29.5% | NA |  |  |  |

\*The Minority student subgroup includes all racial/ethnic categories except White.



## DATA COLLECTION and ANALYSIS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ***Student Group*** | **Mathematics**  **Algebra I EOC**  ***Year*** | | | | |  |
|  |  | School | State |  |  |  |
| ***All Students*** | *2017-18*  *2018-19* | 86% | NA |  |  |  |
| 78.6% | NA |  |  |  |
| ***Racial/Ethnic Subgroups*** | | | | | | |
| *American* | *2017-18* | N/A | NA |  |  |  |
| *Indian* | *2018-19* | NA | NA |  |  |  |
| *Asian/Pacific* | *2017-18* | N/A | NA |  |  |  |
| *Islander* | *2018-19* | NA | NA |  |  |  |
| *Black* | *2017-18*  *2018-19* | 80% | NA |  |  |  |
| 73.3% | NA |  |  |  |
| *Hispanic* | *2017-18*  *2018-19* | 0% | NA |  |  |  |
| NA | NA |  |  |  |
| *White* | *2017-18*  *2018-19* | 85.7% | NA |  |  |  |
| 76.2% | NA |  |  |  |
| *Multi-Racial* | *2017-18*  *2018-19* | 0% | NA |  |  |  |
| NA | NA |  |  |  |
| *Minority\** | *2017-18*  *2018-19* | 80% |  |  |  | 80% |
| 82% |
| ***Other Subgroups*** | | | | | | |
| *Economically* | *2017-18* | 82.6% | NA |  |  |  |
| *Disadvantaged* | *2018-19* | 80.8% | 50.6% |  |  |  |
| *English* | *2017-18* | 0% | NA |  |  |  |
| *Learners* | *2018-19* | NA | 28% |  |  |  |
| *Foster* | *2017-18*  *2018-19* | N/A | NA |  |  |  |
| NA | NA |  |  |  |
| *Homeless* | *2017-18*  *2018-19* | N/A | NA |  |  |  |
| NA | NA |  |  |  |
| *Migrant* | *2017-18*  *2018-19* | N/A | NA |  |  |  |
| NA | NA |  |  |  |
| *Students with* | *2017-18* | 0% | NA |  |  |  |
| *Disabilities* | *2018-19* | 0% | 26.7% |  |  |  |

\*The Minority student subgroup includes all racial/ethnic categories except White.



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

DATA COLLECTION and ANALYSIS



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Science**  **EOC** | | | | | | |
| ***Student Group*** | ***Year*** |  |  |  |  |  |
|  |  | 5th grade | 8th Grade |  |  |  |
| ***All Students*** | *2017-18*  *2018-19* | 19.5% | 23% |  |  |  |
|  |  |  |  |  |
| ***Racial/Ethnic Subgroups*** | | | | | | |
| *American* | *2017-18* | N/A | N/A |  |  |  |
| *Indian* | *2018-19* |  |  |  |  |  |
| *Asian/Pacific* | *2017-18* | N/A | N/A |  |  |  |
| *Islander* | *2018-19* |  |  |  |  |  |
| *Black* | *2017-18*  *2018-19* | 11.5% | 12.1% |  |  |  |
|  |  |  |  |  |
| *Hispanic* | *2017-18*  *2018-19* | 0% | 27.3% |  |  |  |
|  |  |  |  |  |
| *White* | *2017-18*  *2018-19* | 38.9% | 42.3% |  |  |  |
|  |  |  |  |  |
| *Multi-Racial* | *2017-18*  *2018-19* | 0% | 0% |  |  |  |
|  |  |  |  |  |
| *Minority\** | *2017-18*  *2018-19* | 50.4% 54.4% | | | |  |
|  |
| ***Other Subgroups*** |  | | | | | |
| *Economically* | *2017-18* | 13.7% | 17.6% |  |  |  |
| *Disadvantaged* | *2018-19* |  |  |  |  |  |
| *English* | *2017-18* | 0% | 0% |  |  |  |
| *Learners* | *2018-19* |  |  |  |  |  |
| *Foster* | *2017-18*  *2018-19* | N/A | N/A |  |  |  |
|  |  |  |  |  |
| *Homeless* | *2017-18*  *2018-19* | N/A | N/A |  |  |  |
|  |  |  |  |  |
| *Migrant* | *2018-19*  *2015-16* | N/A | N/A |  |  |  |
|  |  |  |  |  |
| *Students with* | *2014-15* | 13.3% | 0% |  |  |  |
| *Disabilities* | *2015-16* |  |  |  |  |  |

\*The Minority student subgroup includes all racial/ethnic categories except White.



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**



## DATA COLLECTION and ANALYSIS



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Civics**  **EOC** | | | | | | |
| ***Student Group*** | ***Year*** |  |  |  |  |  |
|  |  | Civics |  |  |  |  |
| ***All Students*** | *2017-18*  *2018-19* | 67.4% |  |  |  |  |
|  |  |  |  |  |
| ***Racial/Ethnic Subgroups*** | | | | | | |
| *American* | *2017-18* | N/A |  |  |  |  |
| *Indian* | *2018-19* |  |  |  |  |  |
| *Asian/Pacific* | *2017-18* | N/A |  |  |  |  |
| *Islander* | *2018-19* |  |  |  |  |  |
| *Black* | *2017-18*  *2018-19* | 63.3% |  |  |  |  |
|  |  |  |  |  |
| *Hispanic* | *2017-18*  *2018-19* | 0% |  |  |  |  |
|  |  |  |  |  |
| *White* | *2017-18*  *2018-19* | 74.5% |  |  |  |  |
|  |  |  |  |  |
| *Multi-Racial* | *2017-18*  *2018-19* | 0% |  |  |  |  |
|  |  |  |  |  |
| *Minority\** | *2017-18*  *2018-19* | 63.3% | | | |  |
|  |
| ***Other Subgroups*** |  | | | | | |
| *Economically* | *2017-18* | 63.9% |  |  |  |  |
| *Disadvantaged* | *2018-19* |  |  |  |  |  |
| *English* | *2017-18* | 0% |  |  |  |  |
| *Learners* | *2018-19* |  |  |  |  |  |
| *Foster* | *2017-18*  *2018-19* | N/A |  |  |  |  |
|  |  |  |  |  |
| *Homeless* | *2017-18*  *2018-19* | N/A |  |  |  |  |
|  |  |  |  |  |
| *Migrant* | *2017-18*  *2018-19* | N/A |  |  |  |  |
|  |  |  |  |  |
| *Students with* | *2017-18* | 46.7% |  |  |  |  |
| *Disabilities* | *2018-19* |  |  |  |  |  |

\*The Minority student subgroup includes all racial/ethnic categories except White



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |
| --- | --- |
| ***Small student subgroups:*** Use local data to summarize key facts relating to student subgroups with populations too small to report (less than 15).  (Do not include percentages or other numeric values that might violate student privacy.) |  |

|  |  |
| --- | --- |
| ***Additional data:*** What additional facts did the team identify that relate to student achievement? (May be informed by quantitative or qualitative sources.)  Suggested additional sources include:   * ACT scores * Advanced Placement enrollment and outcomes * Hope Scholarship eligibility * International Baccalaureate enrollment and outcomes * Move on When Ready participation | No additional data was used |
| What data sources were utilized to make the above determinations? |  |

* + 1. ***STUDENT ACHIEVEMENT GUIDING QUESTIONS***

|  |  |
| --- | --- |
| ***Effective collaboration to support student achievement:*** What processes are in place to ensure that effective  collaboration is occurring at the school to advance student achievement? Are existing processes effective? | The processes in place to ensure effective collaboration include the following:   * Weekly administrative team meeting * Weekly leadership team meetings * Weekly PLC meetings * SAC / PTO meetings * Monthly staff meetings * Literacy Team meetings |
| What data sources were utilized to make the above determinations? | Meeting agendas and minutes |



**DATA COLLECTION and ANALYSIS**

|  |  |
| --- | --- |
| ***Supporting improved graduation outcomes:*** What processes are in place to support practices that will positively affect graduation outcomes? | The processes in place to support graduation outcomes include the following:   * Deans of students working with students to support students’ academic, behavioral, social and emotional needs * SIT / MTSS process * Virtual Lab / Credit Recovery * Guidance counselors providing classroom lessons, one-on-one and group sessions |
| What data sources were utilized to make the above determinations? | Behavioral referrals, SIT agendas and minutes, lesson plans and logs |

|  |  |
| --- | --- |
| ***Student subgroup gaps:*** What gaps exist in outcomes among student subgroups? | There are learning gaps among the subgroups which are focused on the lack of literacy skills A Literacy Intervention Program has been purchased through SIG funds and training has begun so that it can be implemented K-8 during the 2019-20120 school year. |
| What data sources were utilized to make the above determinations? | FSA scores and iReady data |

* + 1. ***STUDENT ACHIEVEMENT TRENDS AND PATTERNS***

|  |  |
| --- | --- |
| Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The student achievement data indicates that approximately 35% of the students at MCCS are proficient in reading and math. |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

* 1. **NEEDS IDENTIFICATION and ROOT CAUSE ANALYSIS**
  2. **TRENDS and PATTERNS**

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2, and 3.3.

|  |  |
| --- | --- |
| ***2.1 Coherent Instructional System:*** Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The coherent instructional system trends in place include the flowing:   * Functioning PLCs * Practicing standards based instruction * Designing common assessments * Data chats / Using data to drive instruction * Posting and explaining in child friendly language “I Can” and “I Will” statements that are aligned to the standards * Scheduled iReady progress monitoring assessments * Informal assessments * SIT /RTI referral process * Informal walkthroughs by administrators with prompt feedback provided * Lesson plans * 45 minutes each week in reading and math for iReady * Balanced Literacy Program in K-2 * Vocabulary development K-8 * Writing across the curriculum K-8 |

|  |  |
| --- | --- |
| ***2.2 Effective Leadership:*** Summarize the effective leadership trends and patterns observed by the team while completing this section of the report.  What are the important trends and patterns that will support the  identification of student, teacher, and leader needs? | The effective leadership trends in place to support the identification of student, teacher and leader needs include the following:   * Implementation of a Literacy Team * Functioning Administrator Team that meets weekly * Functioning Leadership Team that meets weekly * Grade level chairs * PLCs * Two deans of students * Curriculum Specialist * Instructional coach * RTI / MTSS Specialist |

|  |  |
| --- | --- |
| ***2.3 Professional Capacity:*** Summarize the professional capacity trends  and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The professional capacity trends for K-2 teachers include the following:   * Staff development on positive and developmentally appropriate classroom environments * Monitored implementation of appropriate classroom environments * Staff development in Balanced Literacy * Monitored implementation of Balanced Literacy * Staff development in vocabulary development * Monitored implementation of vocabulary development * Staff development on Eureka Math * Monitored implementation of Eureka Math   The professional capacity trends for 3-5 teachers include the following:   * Staff development on Eureka Math * Monitored implementation of Eureka Math * Staff development in vocabulary development * Monitored implementation of vocabulary development * Staff development on writing across the curriculum * Monitored implementation on writing across the curriculum   The professional capacity trends for 6-8 teachers include the following:   * Staff development on the new math curriculum * Monitored implementation of the new math curriculum * Staff development in vocabulary development * Monitored implementation of vocabulary development * Staff development on writing across the curriculum * Monitored implementation on writing across the curriculum |



## NEEDS IDENTIFICATION and ROOT CAUSE ANALYSIS

|  |  |
| --- | --- |
| ***2.4 Family and Community Engagement:*** Summarize the family and community engagement trends and patterns observed by the team  while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The family and community engagement at MCCS continues to be a struggle; however, a different hands-on approach with a focus on literacy was being implemented during the second semester of the 2018-2019 school year with some positive results. The school is trying to think “outside of the box” and not being as traditional in its approach as in the past. More opportunities for family engagement will be going into the communities where the families live instead of the students coming to the school. |

|  |  |
| --- | --- |
| ***2.5 Supportive Learning Environment:*** Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The staff continues to work toward improving the effectiveness of these processes at MCCS. The trend is improving with more electives and opportunities for choice, involvement, and leadership provided for the students, teachers, and leaders during the 2019-20120 school year. Information from the 5 Essentials Survey and the Student’s Elective Form was used in making decisions for the 2019-2020 school year. |

|  |  |
| --- | --- |
| ***2.6 Demographic and Financial:*** Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | Uncertainty in the district due to the new appointment of a superintendent by the governor and possible budget and staff cuts brings a sense of uncertainty to determining the financial trends. |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |
| --- | --- |
| ***2.7 Student Achievement:*** Summarize the student achievement trends  and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs? | The student achievement data indicates that approximately 35% of the students at MCCS are proficient in reading and math. Last year (2017-2018), Madison County Central School ended the year with a score of 52 which was a school grade of a “C” (2 points from a “B”). The previous year (2016-2017), the school grade was a “D.” According to the 2018-2019 midyear iReady data, MCCS, was a 42 which is a school grade of a “C.” This is approximately where the school scored midyear during the 2017-2018 school year. |

|  |  |
| --- | --- |
| Are there districtwide trends and patterns, as identified in the schools CNA 2018-2019 Reports, that will support the school’s identification of student, teacher, and leader needs? If so, list those trends and patterns here. | The districtwide trend of Madison County having one of the lowest paying salaries in the area definitely limits the quality of teacher that is attracted to the area and does not provide the administrators and district personnel much to work with when they go to job fairs trying to recruit new teachers. Also, the location of the district (rural county) is not as attractive to potential candidates. In addition, we continue to have difficulty attracting teachers in the math and science field. |



**NEEDS IDENTIFICATION and ROOT CAUSE ANALYSIS**

* 1. **IDENTIFICATION and PRIORITIZATION of OVERARCHING NEEDS**

Use the results of 3.1 to identify the overarching needs of the school. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Overarching Need*** | ***How severe is the need?*** | ***Is the need trending better or worse over time?*** | ***Can Root Causes Be Identified?*** | ***Additional Considerations*** | ***Priority Order*** |
| Fund 10 classroom teachers | high | A little better | Funding |  | # 1 |
| Fund 11 paraprofessionals to assist with instruction | high | A little better | Funding |  | # 2 |
| K-2 Balanced Literacy Staff Development, implementation and monitoring | high | A little better | Lack of Training |  | # 3 |
| Staff development, implementation and monitoring of Eureka Math for K-5 new math program for 6-8 | high | A little better | Lack of training |  | # 4 |
| K-8 staff development, implementation and monitoring on vocabulary development | high | A little better | Lack of training |  | #5 |
| K-8 staff development, implementation and monitoring on writing across the curriculum | high | A little better | Lack of training |  | # 6 |
| More before, during, and after school choices for students | high | A little better | Funding and scheduling |  | # 7 |
| Increased Family Engagement | high | A little better | Lack of Training |  | # 8 |
| Developmentally appropriate classrooms for learning in K-2 | high | A little better | Lack of Training |  | # 9 |
|  |  |  |  |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

## ROOT CAUSE ANALYSIS

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. After describing the RCA process, complete a table for each selected overarching need.

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The root cause analysis was determined from the following sources:

* Beth Mims (Literacy consultant used during the 2018-2019 school year)
* FSA historical data
* IReady historical data
* 5 Essentials Surveys historical data
* Formal observations
* Informal walkthroughs

Describe the root cause analysis process used by the team.

T



## NEEDS IDENTIFICATION and ROOT CAUSE ANALYSIS

|  |  |  |  |
| --- | --- | --- | --- |
| **Overarching Need #1** |  | | |
| ***This is a root This is cause and not something a contributing we can***  ***Root Causes to be Addressed cause or symptom affect*** | | | |
| Increased instructional support through the funding of 10 teachers and 11 paraprofessionals | | Yes | Yes |
|  | |  |  |
|  | |  |  |
|  | |  |  |
|  | |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Overarching Need #2** |  | | |
| ***This is a root This is cause and not something a contributing we can***  ***Root Causes to be Addressed cause or symptom affect*** | | | |
| Increased Family Engagement | | Yes | Yes |
|  | |  |  |
|  | |  |  |
|  | |  |  |
|  | |  |  |



**COMPREHENSIVE NEEDS ASSESSMENT SCHOOL REPORT**

|  |  |  |  |
| --- | --- | --- | --- |
| **Overarching Need #3** |  | | |
| ***This is a root This is cause and not something a contributing we can***  ***Root Causes to be Addressed cause or symptom affect*** | | | |
| Increased teacher / leader capacity through staff development and leadership opportunities | | Yes | Yes |
|  | |  |  |
|  | |  |  |
|  | |  |  |
|  | |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Overarching Need #4** |  | | |
| ***This is a root This is cause and not something a contributing we can***  ***Root Causes to be Addressed cause or symptom affect*** | | | |
| Implementation and monitoring of instruction that is aligned to the standards | | Yes | Yes |
|  | |  |  |
|  | |  |  |
|  | |  |  |
|  | |  |  |



**ADDITIONAL RESPONSES**

Use the space below to provide additional narrative regarding the LEA’s comprehensive needs assessment ( *optional*).