

MPV Title I Needs Assessment June 2020

The purpose of the needs assessment is to determine and address the needs or gaps between what is currently in place and what are our desired goals in our Title I plan. The needs assessment will focus on the following: student, teacher and community needs. After reviewing our plan components and concluding our areas of incompleteness and/or weaknesses, we will set goals to meet the identified needs and implement them into our plan.

Data Collection

Teacher Survey – Intervention programs, professional development

Parent Survey – School environment, instruction, teacher/admin/parent communication

Focus Group -- Leadership meetings twice a month focus on objectives that meet student, teacher and parent involvement needs.

Student Achievement (Istation & ACT Interim)

Attendance at school functions

Current Condition

Student

- Interventions
 - Literacy/Math Coach
 - Summer School
 - After School Tutoring
 - Technology Integration
 - School Improvement Consultant
 - Remediation Aides
 - Homeless
 - Curriculum Alignment
 - Differentiation (Upward & Beyond, Moby Max, Lesson Planning for GT)

Teacher

- Interventions
 - Literacy/Math Coach
 - RTI/Leadership
 - Technology Integration
 - School Improvement Consultant
 - Travel/Registration for Conferences/Training
 - Curriculum Alignment
 - Retention (Bonus, Prof Dev)

Community/Parent Involvement

- Interventions
 - Literacy/Math/STEM nights
 - Open House
 - Parent/Teacher Conferences
 - Social Media (FB, Website, Parent Notification)
 - Faith Based Community Collaboration in after school program
 - Community resources (art, music, etc) implemented in after school program

2018-19 Data Statement	2019-20 Data Statement						
<p>ACT Aspire Summative % Of Students in Readiness Range</p> <p>English- 71% Math- 40% Science- 37% Reading- 38% Writing- 45%</p>	<p>ACT Aspire Summative- NO ASSESSMENT DUE to COVID-19</p> <p>ACT Aspire Interim % of Students in Readiness Range</p> <table border="1" data-bbox="836 331 1534 571"> <thead> <tr> <th>Marvin</th> <th>Pleasant View</th> <th>High School</th> </tr> </thead> <tbody> <tr> <td>English 55% Math 31% Science 14% Reading 22%</td> <td>English 80% Math 40% Science 44% Reading 50%</td> <td>English 50% Math 18% Science 25% Reading 31%</td> </tr> </tbody> </table> <p>District % Readiness based on Interim Data</p> <p>English 62% Math 30% Science 28% Reading 34%</p>	Marvin	Pleasant View	High School	English 55% Math 31% Science 14% Reading 22%	English 80% Math 40% Science 44% Reading 50%	English 50% Math 18% Science 25% Reading 31%
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English 55% Math 31% Science 14% Reading 22%	English 80% Math 40% Science 44% Reading 50%	English 50% Math 18% Science 25% Reading 31%					
<p>Key Findings Due to COVID-19 closures, school districts were unable to administer summative assessments. It is difficult to compare Interim to Summative data given timelines when administered and time for instruction lost due to school closures and differences between length of assessments and types of questions asked.</p>							
<p>Surveys Parent/Student Time of day to best attend meetings – evening 61% Majority of parents agree that they have resources to help them assist their student’s choices about a career and/or college Suggestions for increasing parent attendance to school functions: More advanced notice, food, more advertising, social media notifications, game night, family nights, have at the High School Improvement can be made in increasing communication between teacher and parent Parents prefer to be contacted by via phone and text Continue to promote website, HAC and social media use Majority of parents feel that they are included in the decision making process of the school 85% parents surveyed have internet access – mostly through their phone After school tutoring suggestions for improvement included – more reading, core subjects, remediation Suggestions for improving parent attendance at school functions – Improved communication, parent participation</p>	<p>Surveys</p> <p>AMI Packet Distribution- less busy work more project learning some online great to see staff when picking up most felt it ran smoothly</p> <p>Method of Instruction- AMI Packets-48% Online Only-27% Blended- 25%</p> <p>Concerns of Students- are they behind COVID-19 virus adjusting to new schedule social distancing- safety at school</p> <p>Increasing Attendance @ School Functions Different hours to attend bc of work Advertisement- let know in advance Serve Food</p>						

in the event, activities to include field trips, baseball, football, art, band, soccer, music, arts & crafts

Time of day best to attend meeting

evening 56%

Majority of parents agree that they have resources to help them assist their student's choices about a career and/or college

Prior to Covid-19 how did teacher contact you

majority of parents stated they were contacted monthly

Parents prefer communication via text over other methods

95% of parents receive the automated phone calls/texts

45% of the parents access District website monthly

33% of the parents access District website weekly

Majority of parents do NOT access HAC

Majority of parents access Facebook page weekly

55% access access MPV App monthly or weekly

52% of parents believe the school district encourages parents in decision making processes

Internet Access-

81% of families have access to internet

Afterschool Tutoring-

How effective in meeting child's needs- 80% surveyed effective to strongly effective

Summer School Feedback-

Ag camps

cooking camps

physical activities and games

educational, art projects, basic math and reading skills, robotics, specialized camps to continue

** Parents don't know about app.*

** Need at open house instruction*

Key Findings

Continue to emphasize continued increased communication and between teachers and parents.
 Promote social media and HAC to further involve parents with ownership of the school district.
 Update our website to be more user friendly and informative.
 Schedule meetings/parent functions at varying times of the day, afternoon, and evening.
 Support parents/families with blended learning or off-site instructions.
 Parents expressed a desire to continue and expand camps for summer school.

Surveys
Teacher Survey
 88% of the teachers consider the computer lab remediation to be effective in elevating student achievement
 77% felt after school tutoring is effective in augmenting student achievement
 78% agree that RTI meetings are effective in determining students areas of needed improvement
 66% believe Accelerated Reader helps improve student reading levels
 77% felt that the intervention period is effective in increasing student achievement
 School Climate Data:
 75% of teachers believe they have the resources and materials they need to be effective in the classroom with kids
 88% of teachers surveyed see the value in using data to drive instruction

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Key Findings
 Due to students checking out individual Chromebooks this school year, the need for computer lab remediation has decreased.
 PLC weekly meetings this year have been successful given 88% of teachers value using data to drive instruction.
 Continue to focus on the use of technology as a tool for remediation and core instruction so continue to increase number of computers to ensure 1:1
 Continue communication between classroom teachers and after school tutors to determine student needs as well as content to be addressed during tutoring
 Evaluate teacher/student ratio to determine specific campus tutors for possible July remediation for students at risk

Leadership Team
 Prelim #s
Mulberry High School-
 Weighted Achievement 61.87%
 Value Added Growth- (Oct.) %
 SQSS- (Oct.) %
Goals: Continue to increase # of students growing in ELA and Math from INS to Close, Close to Ready, Ready to Exc

Leadership Team (School Plans)
Mulberry High School
Focus/Goals:
 To personalize education for all using data driven decision making
 To incorporate social and emotional learning curriculum

Focus on math performance and growth and focus on transition year with 9th grade

Identify gaps in curriculum and foundation math skills

Indicators: Growth Mind Set, Motivation, Social & Emotional Learning

Pleasant View School –

Weighted Achievement 72.7%

Value Added Growth- (Oct.)%

SQSS- (Oct.) %

Goals:

Continue to increase students reading on grade level

Improve math value added growth

Focus on nonfiction text and science

Indicators: Social & Emotional Learning, Develop weekly

lesson plans aligned to units of study, regularly

communicates with parents

Marvin Primary –

Weighted Achievement 56.84%

Value Added Growth- (Oct.)%

SQSS- (Oct.) %

Goals:

Continue to increase % of students reading on grade level

Focus on math curriculum and instruction to identify gaps

in foundational math skills

Improve the pacing of math curriculum taught

Continue moving all students in growth

Focus on nonfiction reading with science

Indicators: teachers maintain a record of student's

mastery of learning objectives, CFAs common formative

assessment

to integrate the Science of Reading in all content areas and embed open response writing tasks in all areas

Pleasant View School

Focus/Goals:

To focus on on personalized instruction using data driven decision making

To incorporate social and emotional learning curriculum

To implement with fidelity the Science of Reading and

incorporate Vocabulary instruction and writing tasks

Marvin Primary

Focus/Goals:

To focus on on personalized instruction using data driven decision making

To incorporate social and emotional learning curriculum

To implement with fidelity the Science of Reading Research and Writer's Workshop

Key Findings

Each building used data to drive instruction and identify targeted interventions for students. Marvin Primary and Pleasant View completed identifying all essential standards for Literacy and Math over the course of the year.

Heartbridge and the G.U.I.D.E were sources for social and emotional curriculum. All teachers have been through RISE training and/or SofR training. Those that were new will complete training this summer. Administrators will be trained as RISE Assessors to ensure continued implementation with fidelity.

McKinney-Vento (Homeless)

Homeless Liaison was paired with another person to support the program and ensure fidelity to state guidelines. With the additional support, the program was utilized in a capacity that better supported out students and families.

McKinney-Vento (Homeless)

Homeless Liaison will continue to support schools with the program and to ensure fidelity to state guidelines. Funds have been set aside to meet the needs of students identified as needed. Clothes Closet is available and all school supplies and breakfast/lunch provided for all students at no cost.

Key Findings

A new person will be appointed as the Homeless Liaison. She will continue to work in all three of our buildings which allows for us to grow the ability to target and meet the needs of the students and families identified needing support. Our new Homeless Liaison will be able to network with building the PV and HS counselor and community stakeholders as well. We are offering free lunch for families this summer as a continuation of the lunch service provided during school closure.

Recommendations for Programs Planning

School Improvement Plans have been updated and developed with a focus on Reading and Math to ensure all students are showing growth as well as monitoring that all students are reading at or above grade level. Identification of students not showing growth or meeting benchmark for grade level reading based on Diagnostic Assessments such as DIBELS and Istation, ACT Aspire Interim data and CFAs will receive tutoring and/or interventions to ensure progress towards personalized goals. Student Success Plans will continue to be utilized as a tool to set goals and monitor progress towards those goals.

There is still a continued focus on more effective communication between parents and school personnel. In order to achieve this goal, we will continue to emphasize more district wide use of our website, social media, and the home access center (HAC). Our IT director will update and work on revamping the District Website to be more user friendly and eye appealing. The focus will be to include all relevant information needed for better communication with parents and stakeholders. During open house, parents will meet with district leadership on individual campuses to be instructed on how to access various online tools to keep abreast of their student progress in a timely manner. Even though we have had an increased attendance percentage at various school activities there is still a great need for improved attendance at Title I planning and evaluation meetings. To better accommodate the parents ability to attend, we will conduct meetings in the evenings when possible. Majority of parents expressed the desired form of communication via phone calls and texts. This year we implemented Thrill Share which allows administrators to send out mass texts and phone calls to parents.

With the updated School Improvement Plans, we will continue to improve intervention and remediation by focusing on the quality of the time spent in intervention and remediation. We will continue to focus on data disaggregation, Mobymax implementation, use of technology, and a personalized focus on point in time remediation of targeted skills. We will continue to use results gleaned from the program surveys and will be used as an assessment tool to help evaluate Title I activities. After school tutoring will continue on each campus. Additional tutors were added through the NSL grant. Outside resources will still be used to supplement our activities as we did this year. RTI/Collaboration/School Improvement Leadership meeting will still be conducted in 2020-21. The District Leadership team focused on continued support of the prior year book study on What Great Teachers Do Differently by Todd Whitaker for effective implementation of PLCs at each campus. The District Leadership team will continue to conduct book studies as a form of professional development, Chrome books and computers will continue to be purchased in order to meet the demands of the classroom and increased numbers of students. We will continue to set aside Title I funds of \$1500 taking into account that the district supplies all students with needed school supplies; ensure that the homeless liaison attends the annual conference. The District will continue to employ a full time School Improvement Specialist/Federal Program Coordinator to ensure academic goals are being achieved. The new School Improvement Specialist will continue to work with building teachers and leadership teams to determine supplemental reading and math resources needed to increase student achievement.

The Ready For Learning Committee will develop a District Support Plan to ensure blended learning expectations are in place. Support will be provided for teachers, students, and families as we implement and prepare for face-to-face and remote learning.