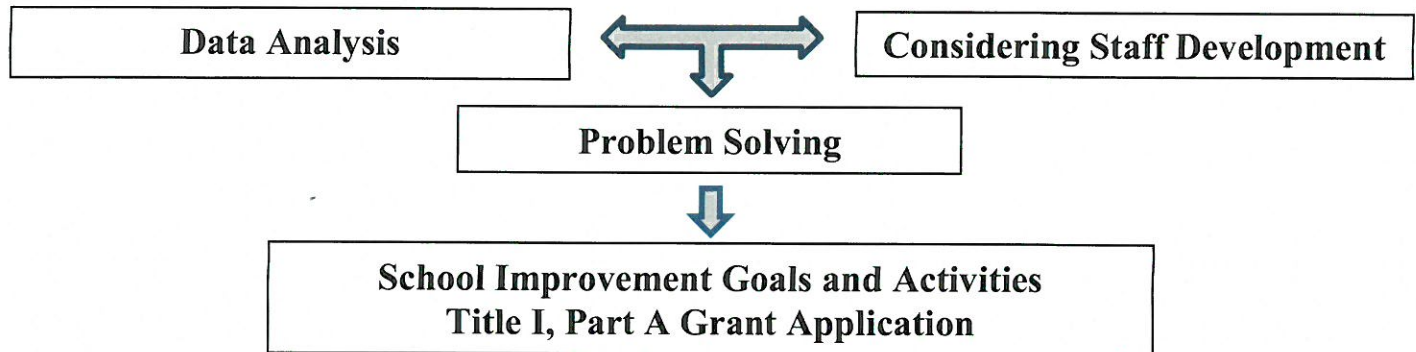


**Madison County
2018-2019
Title I, Part A Program
Comprehensive Needs Assessment
DUE MAY 30**



Phase I - Data Analysis

☐ **FSA Data / Progress monitoring Data**

☐ Analyze the most recent FSA data / Progress Monitoring data over 3-year period by subgroup (race/ethnicity; poverty; grade level). Identify patterns of growth or decline. Target the lowest indicators and/or areas not meeting proficiency. In looking at data for the past three years in the core subject areas, ELA, Math, Science and History, it appears that the lowest areas remain to be ELA and Math achievement. For instance, when we reviewed ELA Retake for the past three years achievement showed instability. In 2016, only 24% of the students who took the Fall Retakes received a passing score of 3, 4 or 5. In 2017, 8% of the students passed and in 2018 17% of the students passed with a 3, 4 or 5. They are still lagging behind the proficiency rate that is required. Title support is still needed to assist failing students who are not mastering content mainly in ELA and Math, but also science and history.

☐ Analyze all of the components/areas that comprise the school grade criteria over a 3-year period. Identify patterns of growth or decline. Target the lowest or declining criteria. School grade criteria can be found here: <http://www.fldoe.org/core/fileparse.php/5637/urlt/AccountReporTechMeeting2017.pdf>

In reviewing the components used to determine the school , the deficient areas/components that impact the school grade continue to be academic achievement in the areas of ELA, Math, Science and History. There has been an increase in graduation rate for the past two years. The school continues to benefit from Career and Technical support, and dual enrollment. More students are participating in the dual enrollment at the local college. Lack of transportation hinders more student from participating.

☐ Analyze results of the Title I Parent Involvement Survey (5 Essentials). Identify areas of weakness.

According to the results from the most current Title 1 Parent Involvement Survey, the following areas were deemed the weakest. Effective Leadership, collaborative teachers, involved families, supportive environment.

☐ Consider student demographics (attendance, mobility, behavior, migrant, homeless)

Although, attendance is over 90%, we still have attendance issues with some students due to a multiplicity of issues. We served many students who have been deemed homeless by criteria. The referrals rate is decreasing from previous years. We have had a decrease in numbers due some students attending local charter schools and parents relocating to other areas due to lack of employment.

☐ **Curriculum and Instruction**

1. The curriculum in the following disciplines is aligned to the Florida Standards:

x ☐ Reading x ☐ Math x ☐ Writing

Evidence: The school uses district adopted material for all subject areas and lessonplans are aligned accordingly.

2. The curriculum in the following discipline is aligned to the Next Generation Sunshine State Standards:

x ☐ Science x ☐ Social Studies

Evidence: Yes. Each subject area develops a curriculum map and follows it in planning instruction.

3. Local assessments are used by staff as formative data to analyze student progress and align instruction?

x ☐ Yes ☐ No

Evidence: Several technology tools are used for progress monitoring. Achieve 3000, Study Island, Khan Academy, and Teen Engagement. Teachers are able to track progress of students and get results from pre/post test and unit assessments.

4. Additional instruction is provided for students who have not mastered the curriculum?

X ☐ Currently in place and data shows student growth.

☐ Under development

☐ Under consideration

☐ Not in place

Evidence: Teachers used Achieve 3000, Study Island, Khan Academy, and Teen Engagement for support and supplemental instruction.

5. Schools are consistently using research-based instructional strategies to support student learning.

x ☐ The school is using, refining, and monitoring selected research-based instructional and management practices.

☐ The school is learning about selected research-based instructional and management practices but these practices are not consistently in use across all grade levels and/or subject areas.

☐ The school is considering the use of selected research-based instructional and management practices.

☐ The school is not using research-based instructional and management practices.

☐ **List management Practices (how 1-5 are supported in your school):** Teachers use research based technology programs for supplemental education. Also PBIS and the MTSS/RTI model is used.

☐ **Results** (Using the information in Phase I, list Hot Spots) *If needed, tab to add more rows.*

1.	We had difficulty finding highly qualified teachers this year, and had to think outside the box for filling instructional positions. We need more intense recruitment efforts from the district level. Lack of teaches impacted our ELA, Science and and History courses this year.
2.	
3.	

Phase II – Staff Development Considerations

Learning Communities

- **Collaboration**

- ☐ Educators seek new information, plan instruction and solve problems independently or with little collaboration with other educators.
- ☐ Educators are beginning to participate in collaborative activities regarding instruction, assessment, and problem solving.
- ☐ Several of the educators have formed collaborative teams for the purpose of thoughtful, explicit examination of practices and consequences and/or solving problems focused on students' learning.
- x☐ Practically all educators are part of school-based learning teams that meet weekly or bi-monthly to explicitly examine teaching practices and consequences and/or solving problems focused on students' learning.

Evidence: *We hold weekly administrative guidance meetings and weekl teams meetings. Teachers also meet with their team leaders weekly during common planning time.*

- **Teamwork**

- ☐ Educators plan instruction and prepare instructional materials and assessments independently or with little interaction with other educators.
- ☐ Educators are beginning to interact with other educators to plan instruction, prepare instructional materials and assessments.
- ☐ Several of the educators work together to plan instruction, prepare instructional materials and assessments.
- X☐ Practically all educators work with other educators to plan instruction, prepare instructional materials and assessments.

Evidence: We hold weekly administrative guidance meetings and weekl teams meetings. Teachers also meet with their team leaders weekly during common planning time. Also faculty meetings are held monthly. We are beginning to reinstitute PLC's and will need resources.

☐ **Results** (Using the information in Phase II, Learning Communities, list Hot Spots) *If needed, tab to add more rows.*

1.	<i>More collaboration between teachers, support facilitators, and paraprofessional staff is needed for greater results. More professional development for non-instructional staff is needed.</i>
2.	
3.	

Quality Teaching

- **Best Practice**

- ☐ Instruction is usually customary or conventional and not aligned with current best practice strategies (student-centered, experiential, authentic, constructivist, active, collaborative, and challenging).
- ☐ Only a few teachers instruct using best practice strategies or these strategies are implemented only occasionally by a number of teachers.

X ☐ Most teachers broadly engage in the use of best practice strategies (student-centered, experiential, authentic, constructivist, active, collaborative, and challenging) and across multiple subject areas.

Evidence: *With the support of ESE teachers being placed in the classrooms for inclusion support, teachers are able to provide small group instruction and one on one as needed. Paraprofessionals help to support this process. Staff may use pull-out approach as well.*

- **Mentoring/ Coaching?**

☐ Most teachers instruct without the benefit of observing other teachers teach and/or not receiving peer coaching on instructional practices.

X ☐ Many teachers encourage other teachers to observe them teach and/or coach their peers on instructional practices.

☐ Most teachers encourage other teachers to observe them teach and/or coach their peers on instructional practices.

Evidence: Mentoring for beginning teachers

☐ **Results** (Using the information in Phase II, Quality Teaching, list Hot Spots) *If needed, tab to add more rows.*

1.	Include more peer coaching and opportunities for teachers to observe each other by modeling for each other, video teaching sessions and reviewing it with master teachers and or administrators
2.	
3.	

Resources

- **Resource availability**

☐ Few instructional resources are available.

☐ Many instructional resources are available but they often overlap and/or conflict.

☐ Too many instructional resources are to be used resulting in less than quality implementation.

X ☐ Many instructional resources are available and are integrated and complimentary.

Evidence: Many instructional resources are available and are integrated. District adopted material and technological resources are available.

- **Evidence Based**

☐ Too few of the instructional resources are evidence researched based.

☐ Sufficient numbers of instructional resources are evidence based.

X ☐ Practically all instructional resources are evidence based.

Evidence: Researched based materials are used since the district appropriately adopts the books for each content area.

- **Technology Based Instruction Availability**

☐ The devices that are available are either in disrepair or will not work on the web-based resources that are available.

☐ Too few devices are available for students to access resources that are web-based.

X ☐ Sufficient numbers of devices are available for students to access resources that are web-based.

Evidence: One on one chrome books are available

☐ **Results** (Using the information in Phase II, Resources, list Hot Spots) *If needed, tab to add more rows.*

1.	Hotspots include students not always actively engaging in learning and participation due to lack of resources such as headphones, earbuds. Although we are a one on one school, we do not allow the students to take the chrome books home and often they are unable to complete homework or projects. We need to replace technology as needed for student access and usage.
2.	
3.	

Leadership

• Teacher Leadership

☐ Teachers are beginning to assume leadership roles by chairing committees, facilitating planning sessions and/or collaborative instructional activities, however, with little staff input.

☐ A number of teachers assume leadership roles (described above) and regularly gain input from other staff members.

X☒ Staff consistently provides input to teachers who assume these school leadership roles.

Evidence: Teachers are paid to serve as team leaders and also serve as sponsors of classes and clubs. We also have student led clubs such as NHS, Beta Club, FCA, HOSA, and FCCLA.

Principal Leadership

☐ Principals often lead committees, facilitate planning sessions or instructional activities with little teacher input.

☐ Principals assume leadership roles (described above) and regularly gain input from teachers.

X☒ Teachers consistently give input to principals as they serve in leadership roles leading committees, facilitating planning sessions or instructional activities.

Evidence: Principal, or Assistant Principal facilitate the team leadership and faculty meetings. Teachers often provide professional development to other staff. This is important so that we do not lose instructional time by allowing teachers to leave during the school day. This can be provided during planning, early release, or after school.

• Assistant Principal Leadership

☐ The assistant principal often leads committees, facilitate planning sessions or instructional activities with little teacher input.

☐ The assistant principals assume leadership roles (described above) and regularly gain input from teachers.

X☒ Teachers consistently give input to the assistant principal as they serve in leadership roles leading committees, facilitating planning sessions or instructional activities.

Evidence: Assistant Principal facilitate the team leadership and faculty meetings. Teachers often provide professional development to other staff. This is important so that we do not lose instructional time by allowing teachers to leave during the school day. This can be provided during planning, early release, or after school.

☐ **Results** (Using the information in Phase II, Leadership, list Hot Spots) *If needed, tab to add more rows.*

1.	Improve communication
2.	Implementation of team-building activities
3.	Increase Professional development opportunities

Family Engagement

- **Florida Standards/NGSS/ FCAT 2.0/ Florida Standards Assessments / Progress Monitoring**

☒ The school meets with almost every parent to help them understand Florida Standards, NGSSS (Science / Social Studies), FCAT 2.0 (Science), Florida Standards Assessments, Local Progress Monitoring Assessments and gives them strategies to monitor their children's progress.

☐ The school does not educate parents or does so on a limited basis about the Florida Standards, NGSSS (Science / Social Studies), FCAT 2.0 (Science), Florida Standards Assessments, Local Progress Monitoring Assessments and strategies in monitoring their children's progress.

Evidence: Yes. Each grade level is offered a parent conference face to face to every parent. Also a parent night is held for each grade level and a power point presentation is used to review all information that parents need to be aware of. Letters are sent to parents prior to testing to be sure that they understand all details about testing.

- **Fostering Family Engagement**

☒ Teachers implement 1 - 2 family engagement strategies a year (ex. Newsletter, after-hours family events, literacy training for parents, etc.)

☐ Teachers implement 3 or more family engagement strategies a year.

☒ Teachers successfully communicate with some of the parents of students in their class(es).

☐ Teachers successfully communicate with all, or almost all, of the parents of students in their class(es).

Evidence: Teachers and administrators maintain information that is shared on the school's facebook page, school website, newspaper, and is disseminated during parent nights. Teachers email parents and accept phone calls on a regular basis from parents. Teachers also will meet with parents to discuss any concerns they may have.

- **School Family Engagement**

☐ The school implements 1 - 3 family engagement activities a school year.

☒ The school implements 4 or more family engagement activities a school year.

☐ The school successfully communicates with some of the parents.

☐ The school successfully communicates with all, or almost all, of the parents.

Evidence: Teachers, administrators and guidance maintain information that is shared on the school's facebook page, school website, newspaper, and is disseminated during parent nights. Teachers, guidance counselor and administrators email parents and accept phone calls on a regular basis from parents. The school has an open door policy and will meet with parents to discuss any concerns they may have.

☐ **Results** (Using the information in Phase II, Family Engagement, list Hot Spots) *If needed, tab to add more rows.*

1.	Increase communication
2.	
3.	

Using data and staff development information in Phases I and II, consider the following instructional factors.

Mark the most appropriate: 4 = almost all the time; 3 = frequently; 2 = occasionally; 1 = rarely

Students are engaged in:

4	3X	2	1	appropriate text complexity and/or rigorous activities and work;
4	3X	2	1	appropriate independent, meaningful learning activities;
4	3x	2	1	real-world instructional activities;
4	3x	2	1	positive, supportive classroom interactions;
4	3x	2	1	sufficient teacher-student interaction, questioning, re-explaining, checking for understanding;
4	3x	2	1	sufficient practice, authentic application, and review activities;
4	3x	2	1	numerous opportunities to engage in constructive and meaningful interaction about subject matter with other students and the teacher(s);
4	3x	2	1	guided practice prior to independent practice;
4	3x	2	1	effective and positive classroom management procedures and routines;
4	3x	2	1	effective, flexible grouping practices (small/ large and group make-up changes);
4	3x	2	1	effective, varied and authentic assessment practices;
4	3x	2	1	activities that promote student inquiry and problem-solving.

☐ **Results** (Using the chart above, list Hot Spots) *If needed, tab to add more rows.*

1.	Increase best practices with instruction. Increase opportunities to bring speakers in to promote learning
2.	Allow students opportunities for project base learning and community based learning
3.	Offer after school tutoring, and opportunities for extending learning through virtual or real fieldtrips. Especially stem opportunities.

Phase III – Problem Solving

Narrow the focus to one or two contributing factors below and check those boxes. Use these factors/findings to help guide the development of your goals and activities. Descriptors below serve as a guide and are not all inclusive.

<u>Curriculum</u> <ul style="list-style-type: none"> Real-world outcomes Integrated Curriculum Curriculum Mapping Instructional Materials Learning Expectations 	<u>Instruction</u> <div style="text-align: right; border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; line-height: 20px;">X</div> <ul style="list-style-type: none"> Instructional Skill Level Academic Engagement Time Teaching informed by multiple types of assessments (rubrics, observational, performance, benchmarks, etc.) Instructional Activities / High Quality Teachers/ Staff
<u>Process</u> <div style="text-align: right; border: 1px solid black; width: 40px; height: 20px; margin: 0 auto; line-height: 20px;">X</div> <ul style="list-style-type: none"> On-going professional development Coaching/ Mentoring of staff / students Goals & Targets Agreed Upon Inquiry, problem solving focus Family Involvement Parent Training 	<u>Context</u> <div style="text-align: right; border: 1px solid black; width: 40px; height: 20px; margin: 0 auto;"></div> <ul style="list-style-type: none"> Trusting Environment Common Beliefs / Mission Authority to Act School Climate Student Learning Fragmentation Student Discipline Policy

Phase IV – Goals – List the Goals for School Year (Add Rows as Needed)

1.	<i>Example: Secure highly qualified teachers for instruction in critical areas of deficiency such as ELA, Math, Science and history. Continue the upward trend to increase proficiency and learning gains in all areas for students. Increase academic engagement and time on task for learning, bell to bell instruction and differentiated instruction. Continue on going professional development, coaching of teachers and increase parent involvement.</i>
2.	
3.	

Phase V – Activities – List Activities Planned to Accomplish Goals (Add Rows as Needed)

1.	<i>Example: Continue to use research-based interventions for all core academic subjects 9-12 grade. Planned activities that will involved parents and students, secure materials to enhance classroom learning and interest.</i>
2.	
3.	

Phase VI – Activities – List Items for which Title I Funds are Needed to Accomplish Goals (Add Rows as Needed)

1.	<i>Example: Afterschool tutoring; teacher stipends for training as needed, virtual fieldtrips.</i>
2.	<i>Additional paraprofessional support, mentors, and daytime certified teacher support to assist students in small groups</i>
3.	<i>Student consumables (books and materials)</i>