

**Alcorn School District
Comprehensive Needs Assessment
Self Assessment Survey - 2007-08 SY**

Please respond to all assessment statements by circling the choice that most closely represents your attitude regarding each statement's accuracy in describing your school.

Survey Question	<i>0 = No evidence of indicator of quality</i>	<i>1 = Low level for developing & implementing</i>	<i>2 = Evidence of progress – not fully operational</i>	<i>3 = Fully functioning & operational</i>	<i>4 = Exemplary level</i>
Curriculum					
1. The district has a quality Curriculum that is aligned with national and state standards.	0	1	2	3	4
2. The taught curriculum is closely aligned with the written curriculum and state/national standards.	0	1	2	3	4
3. The administration and staff evaluate and renew the curriculum on a regular basis.	0	1	2	3	4
Instructional Design					
4. The administration and staff align instruction with the goals and expectations of student learning	0	1	2	3	4
5. Teachers are familiar with and utilize management and instructional methods that support a safe/orderly environment.	0	1	2	3	4
6. The staff possesses the content knowledge and teaching skills necessary to design and deliver high-quality instruction.	0	1	2	3	4
7. Teachers use a variety of approaches to teaching, know underlying instructional theories, and understand relevant research.	0	1	2	3	4
8. Through the use of a variety of instructional strategies, teachers demonstrate a belief that all students can learn.	0	1	2	3	4
9. Teachers use strategies that demonstrate high expectations for all students.	0	1	2	3	4
10. Students are actively engaged in their own learning.	0	1	2	3	4
11. The district uses data-driven instructional decision making at both the classroom and school levels.	0	1	2	3	4

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12. Teachers engage in frequent and in-depth professional discussions about instruction and curriculum practices.	0	1	2	3	4
Student Assessment					
13. Student assessments focus on what students can actually do with the knowledge and skills they have acquired.	0	1	2	3	4
14. Teachers collect a comprehensive and representative sample of student achievement, e.g., interviews, observations, portfolios, projects, open-ended questions, demonstrations, and student-generated rubrics.	0	1	2	3	4
15. The expectations for student learning are clearly defined.	0	1	2	3	4
16. Teachers establish the purpose of student assessment.	0	1	2	3	4
17.. Teachers select the appropriate method of assessing taught material.	0	1	2	3	4
18. Teachers develop fair student assessments and avoid bias and distortion in their assessments.	0	1	2	3	4
Educational Agenda					
19. The district develops a shared vision, beliefs, and mission.	0	1	2	3	4
20. Strategies for facilitating planning and staff learning during the school day exist.	0	1	2	3	4
21. The administration and staff develop measurable goals for improvement that are focused on student learning.	0	1	2	3	4
Leadership for District & School Improvement					
22. The administration and staff develop a schoolwide plan for improvement.	0	1	2	3	4
23. Consensus decision making is used to increase staff ownership.	0	1	2	3	4

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24. Administration supports the work necessary to accomplish school improvement goals.	0	1	2	3	4
25. The administration and staff monitor progress in improving student achievement and instructional effectiveness.	0	1	2	3	4
Community-building					
26. The staff is organized into study groups to learn about the change process and/or about particular innovations.	0	1	2	3	4
27. A portion of the staff's workweek is devoted to joint learning and work.	0	1	2	3	4
28. The district extends the school community by developing collaborative networks, e.g. parents, community leaders, etc.	0	1	2	3	4
Culture of Continuous Improvement and Learning					
29. The district builds skills and capacity for improvement through comprehensive and ongoing professional development.	0	1	2	3	4
30. Staff discussions, study, and staff input precede decisions concerning what professional development activities will occur.	0	1	2	3	4
31. There is widespread support for professional development among administration, teachers, parents, school board members, and other influential members of the community.	0	1	2	3	4
32. The principles of adult learning permeate professional development activities.	0	1	2	3	4

**Alcorn School District
Comprehensive Needs Assessment
Self Assessment Survey**

2007-08 SY Results

Score	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %
0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0
2	3	0	14	3	6	0	6	11	8
3	61	69	56	82	68	56	63	66	62
4	36	31	31	15	26	44	31	23	29
Question	1	2	3	4	5	6	7	8	9

Score	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %
0	0	0	0	0	0	0	0	0	0
1	3	3	0	3	3	0	0	3	0
2	24	30	21	22	19	0	0	6	7
3	65	58	64	69	69	88	84	77	73
4	9	9	15	6	9	12	16	14	20
Question	10	11	12	13	14	15	16	17	18

Score	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %
0	0	0	0	0	10	0	0	0	3
1	0	0	0	0	6	0	0	6	0
2	13	10	29	27	39	29	21	25	24
3	63	65	61	50	35	49	65	53	56
4	25	13	16	23	10	23	15	17	18
Question	19	20	21	22	23	24	25	26	27

Score	Tot. %	Tot. %	Tot. %	Tot. %	Tot. %
0	0	0	3	3	0
1	0	9	26	9	12
2	39	12	26	24	26
3	48	67	38	53	56
4	12	12	6	12	6
Question	28	29	30	31	32

All percentages ROUNDED

Comprehensive Needs Assessment Summary 2007-08

Areas of Strength

**Question 1: The district has a quality curriculum that is aligned with national/state standards.
Survey Average Rating Score: 3.3**

Evidence

- ✓ Test scores indicate curriculum is in line.
- ✓ MS Frameworks have embedded the national standards.
- ✓ The district has an electronic curriculum and pacing guide published to the Alcorn website.

Question 2: The taught curriculum is closely aligned with the written curriculum and state/national standards.

Survey Average Rating Score: 3.0

Evidence

- ✓ MS Frameworks have embedded the national standards.
- ✓ Teachers' lesson plans have state competencies/objectives listed
- ✓ All teachers have a copy of the MS Frameworks for each subject area, as well as reading, writing, and mathematics interventions and strategies.

Question 6: The staff possesses the content knowledge and teaching skills necessary to design and deliver high-quality instruction.

Survey Average Rating Score: 3.4

Evidence

- ✓ Experienced staff.
- ✓ Teachers are teaching in their fields of expertise – 100% highly qualified teachers.
- ✓ Teachers are dedicated.
- ✓ A high percentage of teachers have advanced degrees and more than 10 years experience.

Question 9: Teachers use strategies that demonstrate high expectations for all students.

Survey Average Rating Score: 3.2

Evidence

- ✓ Teaching methods are designed that assist students acquire content/skills.
- ✓ Use of multiple rewards and recognition, e.g. Enrichment activities, Accelerated Reading rewards; Bonus Work; Special projects for student achievement; Awards Day.
- ✓ Blooms hierarchy of learning is used and teachers emphasize higher levels in their classrooms.

Question 16: Teachers establish the purpose of student assessment.

Survey Average Rating Score: 3.2

Evidence

- ✓ Objectives are clearly stated by teachers.
- ✓ Teachers use state objectives and curriculum guides.
- ✓ Assessments show teachers that students are learning material being taught.

Question 28: The district extends the school community by developing collaborative networks, e.g. parents, community leaders, etc.

Survey Average Rating Score: 3.0

- ✓ District and schools ensure parents and community are involved in the school through newsletter, surveys, school news Open Houses, Science Fairs, Reading Fairs, REACH positive discipline; PTOs/Booster Clubs; Parent Academies, etc.

Area of Strength & Limitation

Question 4: The administration and staff align instruction with the goals and expectations of student learning.

Survey Average Rating Score: 3.1

Evidence

- ✓ Daily lesson plans show alignment.
- ✓ Classroom observation and teacher plan books are used to keep abreast of student progress.
- ✓ Teachers accommodate all students (visual, auditory, etc.) so they can achieve according to their individual learning style.
- ✓ Administration and staff work together to improve test scores. We have high expectations and set goals to meet them.
- ✓ Teachers study and analyze test scores and utilize different methods to decrease the percentage of students in the lower quartile.

Question 4: While considered a strength due to the 3.1 average score, comments indicate the item is also a limitation

Evidence

- ✓ Students in Basic and Minimal categories on MCT need additional remediation and special tutoring
- ✓ Students in Advanced category on MCT need enrichment activities and opportunities for research.
- ✓ Consistency in grading could be improved.

Question 5: Teachers are familiar with and utilize management and instructional methods that support a safe/orderly environment.

Survey Average Rating Score: 3.2

Evidence

- ✓ Classroom management is an ongoing goal
- ✓ Efforts are made to maintain order by separating discipline problems
- ✓ Communication between grades is very open and effective.

NOTE: While survey results indicate Item 5, in general terms, represents a strength, surveys of students and community indicate a need for additional measures to increase safety and orderliness of school environments.

- ✓ Several schools have crowded and potentially dangerous traffic patterns as students arrive at and depart from school.
Bus Management – In some cases, elementary students need better supervision prior to high school students boarding.
- ✓ Insecure Entrances – Doors allow access to individuals; individuals can gain access to classrooms without first visiting school office.
- ✓ Some schools have areas of hallway without monitoring cameras.
- ✓ Tornado/fire drills – Need more organized drills

Areas of Limitation

Question 23: Consensus decision making is used to increase staff ownership.

Survey Average Rating Score: 2.9

Evidence

- ✓ Hasty decisions are made at times.
- ✓ Teachers follow the directions of administration and school board rather than being willing to use consensus.
- ✓ Sometimes, teachers do not use consistent discipline/expectations, nor consistency in enforcement practices.

Question 24: School Administrators supports the work necessary to accomplish school improvement goals.

Survey Average Rating Score: 2.9

Evidence

- ✓ Communication between teachers and school administrators could, at times, be better.
- ✓ Teachers are pulled from instructional time to complete paperwork requirements at some schools.
- ✓ School administrators need to be more stringent on staff attendance

Question 20: Strategies for facilitating planning and staff learning during the school day exist.

Survey Average Rating Score: 2.6

Evidence

- ✓ Teachers have little time to participate in subject-area meetings at the school or district level.
- ✓ Work days are not provided to teachers to prepare for the next year.
- ✓ No ongoing evaluation time for grade level and subject area teachers
- ✓ No joint planning time for some teachers at some schools
- ✓ Little to no set-aside time for parent conferences

Question 21: The administration and staff develop measurable goals for improvement that are focused on student learning.

Survey Average Rating Score: 2.5

Evidence

- ✓ Limited time available for teachers to give students one-to-one attention and instruction
- ✓ Program development and school improvement is emphasized; however, follow-up for program action steps is at times limited.
- ✓ Need interventionists on staff to provide Tier III Interventions

Question 27: A portion of the staff's workweek is devoted to joint learning and work.

Survey Average Rating Score: 2.5

Evidence

- ✓ Teachers feel pressure to be in class due to lack of availability of persons to substitute or money to employ substitutes.
- ✓ Substitutes express that students do not treat them with respect at times.
- ✓ Some teachers do not have joint planning time.
- ✓ Difficult for some teachers to find time to participate in Teacher Support Team meetings

Question 25: The administration and staff monitor progress in improving student achievement and instructional effectiveness.

Survey Average Rating Score: 2.4

Evidence

- ✓ In the past have abandoned programs before determining effectiveness/lack of effectiveness
- ✓ Monitoring of progress is limited at times
- ✓ Limited time for teachers to share and discuss successes or need for changes in action steps.
- ✓ Principals need to more closely monitor instructional effectiveness.

Comprehensive Needs Assessment Summary 2007-08 Checklist for School Safety

AREA: School Climate	Average Rating Score	AREA: School Climate	Average Rating Score
Question 1	1.5	Question 7	4.1
Question 2	2.0	Question 8	1.6
Question 3	1.3	Question 9	1.5
Question 4	1.1	Question 10	1.7
Question 5	4.4	Question 11	1.6
Question 6	2.2		
AREA: Discipline	Average Rating Score	AREA: Discipline	Average Rating Score
Question 1	1.2	Question 9	1.2
Question 2	1.1	Question 10	1.5
Question 3	4.1	Question 11	1.3
Question 4	1.8	Question 12	1.6
Question 5	2.0	Question 13	2.9
Question 6	1.2	Question 14	2.7
Question 7	1.2	Question 15	1.5
AREA: Policies/Planning	Average Rating Score	AREA: Policies/Planning	Average Rating Score
Question 1	3.9	Question 8	2.3
Question 2	3.8	Question 9	3.0
Question 3	1.2	Question 10	2.9
Question 4	1.2	Question 11	4.0
Question 5	1.3	Question 12	2.9
Question 6	2.9	Question 13	3.2
Question 7	2.5		
AREA: Prevention/Intervention	Average Rating Score	AREA:Leadership/ Prof. Development	Average Rating Score
Question 1	3.8	Question 1	1.6
Question 2	4.2	Question 2	1.5
Question 3	2.2	Question 3	1.7
Question 4	3.9	Question 4	4.0
Question 5	4.5	Question 5	1.9
		Question 6	4.0
		Question 7	2.1
		Question 8	1.5

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 Comprehensive Needs Assessment Summary
 Checklist for School Safety

AREA: Communications	Average Rating Score	AREA: Facilities	Average Rating Score
Question 1	1.8	Question 1	3.0
Question 2	1.7	Question 2	3.9
Question 3	2.9	Question 3	3.8
Question 4	2.0	Question 4	3.5
Question 5	2.4	Question 5	4.2
Question 6	3.5		
Question 7	3.5		
AREA: Transportation	Average Rating Score	AREA: Transportation	Average Rating Score
Question 1	1.5	Question 6	4.0
Question 2	2.0	Question 7	2.0
Question 3	1.4	Question 8	3.1
Question 4	3.0	Question 9	1.7
Question 5	3.6	Question 10	3.5

Comprehensive Needs Assessment Summary

Checklist for School Safety – 2007-08 SY

Priority Improvement Issues

School Climate

#5. Teachers, staff, and administrators listen to the views and opinions of students.

#7 Teachers and administrators express high expectations for all students.

Discipline

#3 Disciplinary actions on the school campus, at school-sponsored events, and on school transportation are fairly and consistently enforced.

Policies & Planning

#11 Someone is assigned to greet and screen school visitors.

Prevention & Intervention Strategies

#2 Teachers, administrators, and staff members are trained by law enforcement or other knowledgeable persons to respond to intruders, violent or potentially violent students, and to prevent crimes, such as assault and burglaries.

#5 Relevant job placement, apprenticeship, and/or job training programs are in place.

Leadership and Professional Development

#4 Teachers, administrators, and staff are trained in conflict resolution methods.

#6 Substitutes and school volunteers receive adequate training for classroom and other responsibilities, including emergency and crisis situations.

Communications

None

Facilities

#5 A procedure is in place for rapid action to fix broken or damaged equipment, facilities, etc.

Transportation

#6 The school has developed procedures to reduce hazards in areas that students travel through to get to and from school – including routes followed by those students walking to campus.

