



2022-2023
K – 12 Comprehensive Needs
Assessment

This CNA was created in the Spring of 2022 in preparation for the upcoming school year.

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Comprehensive Needs Assessment Process

The comprehensive needs assessment is a culmination of multiple types of data that is collected over time. **Manistee Area Public Schools** uses the most recent three years of data as the benchmark to conduct trend data comparisons on an annual basis. Data will be collected, results will be analyzed and summarized, and conclusions will be drawn for identifying successes/challenges and strategies to improve all areas.

The system used to design, implement, and evaluate the comprehensive needs assessment is the continuous improvement process. The team that completes this work is the District Guiding Coalition and they meet a minimum of four times a year. Dates are established at the beginning of each school year. Sign-in sheets, agenda, minutes, and all relevant resources and materials are kept on file in the Curriculum Director's office. Agendas and minutes are shared with stakeholders.

Stakeholder Involvement

The stakeholders involved in the comprehensive needs assessment include members from a diverse group of experiences, background and expertise to include leadership, instruction, assessment, state and federal programs, and the continuous school improvement process.

Representative groups include:

- School Administrators
- Certified Staff
- Support Staff
- Student(s)
- Parent

At some point throughout the school year, each of the stakeholder groups participate in the comprehensive needs assessment process by being on the district or school level improvement teams, designing and completing surveys, participating at school/district events, providing feedback regarding programs and processes, analyzing and summarizing data, etc...

Conclusions and Recommendations

Once the data is reviewed by the stakeholder groups, conclusions are drawn and plans are made to improve areas of challenge, both at the district and school levels. Areas included but not limited to formal recommendations include:

- Student needs
- Staffing needs
- Parent needs
- Curriculum needs
- Professional development needs
- Communication needs
- Facility/Technology needs
- Transportation/Food Service/Health Care needs
- Other needs as determined by the data

Data Collection

The comprehensive needs assessment is conducted annually. Prior to the formal analysis of the multiple types of data, the following data points are collected.

- 1. Demographic Data**
 - a. Student
 - b. Staff
 - c. Community
- 2. Perception Data**
 - a. Student
 - b. Parents
 - c. Staff
- 3. Programs and Process Data**
 - a. District
 - b. Building
- 4. Student Achievement Data**
 - a. Aggregate State Data
 - b. Sub-Group State Data
 - c. Local Data

School/District Vision

MISSION: Chips lead by providing an inclusive, high-quality, diverse educational experience that inspires and fulfills the goals of all learners at every stage of their journey.

Support of the Mission: Opportunities will be provided for students to become individuals who can accomplish tasks which society expects of its members and to establish and pursue worthwhile goals. The Board of Education believes that the mission of the district is being accomplished when there is valid evidence that its sequential educational services are making it possible for students to use the knowledge, skills and understanding necessary to function as responsible producers and consumers in a global society

School/District Mission

VISION: Leading a connected Manistee learning community, which supports the educational journey of each individual student, delivering the Chippewa Edge. **OUR PROMISE:** We provide every student with the knowledge and values to become productive and successful citizens of our world. With innovation, dedication, and integrity, we create a learning environment that inspires every student and educator to reach their highest potential.

School/District Belief Statements

We believe all students can learn.

Working together enables us to attain our desired outcomes.

We are committed to an atmosphere of mutual respect and trust.

We focus on goals that drive achievement.

All decisions we make are based upon impact to effect learning.

We believe that all students belong to all of us.

Demographic Data

Community

Our community is home to the Ramsdell Regional Center for the Arts and the Vogue Theater which provide a robust arts culture. We have many area churches representing all denominations and several parks and recreational opportunities including beaches, channels, and harbors. Our most current population record shows that we have over 6,000 residents within our city limits and even more within our school district boundaries. That number has been declining slightly over the last 10 years. The median resident age is 44 years old. The estimated household income is approximately \$47,000 which is significantly below the state average in median income. Major industries and businesses include Munson HealthCare, Social Services, Martin Marietta, Morton Salt, and PCA among others. Our community has 2 non-public schools supporting approximately 200 students and an alternative education school for high school students. School of choice does impact the number of students that enroll at Manistee Area Public Schools. Like many communities in Michigan, Manistee faces the challenges of an aging population, loss of jobs, and lower birth rates. The Manistee community is about 87% white/caucasian 3% Native American, 4% Hispanic with several other minority groups making up the rest.

District

Manistee Area Public Schools (MAPS) is a rural K-12 school district in northwestern lower Michigan. 7 years ago MAPS consolidated from 5 buildings to 4 and this school year we consolidated to 3. MAPS, like many schools in Michigan, is experiencing declining enrollment. We are currently in the midst of a bond project to continue our consolidating efforts and to update our elementary facilities. All of our Preschool through 5th grade students will soon be housed in one updated building. Manistee Area Public Schools has been awarded an "Apple Excellence" status based on extensive professional development and implementation of one-to-one learning with iPads and MacBooks. Manistee High School maintains strong connections for dual-enrollment, career tech, and Advanced Placement courses. Rigorous courses meeting a variety of learning styles and interests have developed over the last five years. A wide course selection in fine, visual, and performing arts round out MMHS student's education. Classrooms support breakfast in the classroom each day, and nutrition services have increased healthy food options for all our students. Recent curriculum alignment using resources such as math recovery, Bridges in Mathematics, College Preparatory Mathematics, The Collaborative Classroom, and The Caring School Community offer continuous and supportive instructional resources. Over the next 3 years Manistee is hoping to continue implementing a true PLC process to create a continuous cycle of inquiry.

Student

The district has approximately 1250 students, Kindergarten through 12th grade. 54% of the students are considered to be economically disadvantaged. 15% are students with disabilities, <2% are students that are limited English proficient. <1% of the students are migrant students and 2% of the students are homeless. 13% of the students are of a minority ethnic background. We have 50% boys / 50% girls. <1% of our students are in foster care and <1% are active duty

families. Our student attendance has been inconsistent and lower than 95%. The actual percentages are listed below.

| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| 93.28% | 91.16% | 91.55% | 92.6%* | 93.27%* | N/A Yet |

*COVID-19 Pandemic

The number of chronically absent students has also been an ongoing area of concern for our district. The attendance % for those identified as chronically absent is significantly lower than the 10% threshold.

| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| 83.6% | 80.5% | 81.3 | 80.8%* | 83.2%* | N/A Yet |

Staff

The MAPS staff consists of 70 teachers including: 2 interventionists, 1 Math coach, 1 ELA coach, 1 Behavior Coach, 1 Psychologist, 1 Social Worker, 1 Behavior Specialist, and 5.5 special education teachers. There are also 25 paraprofessionals, 39 additional support staff (food service, transportation, secretaries etc...), 3 Building Principals, 1 Assistant Principal, 1 Dean of Students, 1 Technology Director, 1 Curriculum Director, 1 Business Manager, 1 Superintendent and 3 additional central office support staff. All instructional paraprofessionals are highly qualified. Our Superintendent is in his 8th year at MAPS and our Curriculum Director is going on her 5th year. Our staff averages a **93% attendance rate**. We also have a great partnership with our local CMH and Northwest Michigan Health Services Inc. Together we employ 2 SafeNet employees, 1 Behavioral Health Therapist, 1 Community Health Worker, 1 Family Nurse Practitioner, and a receptionist at our Health Clinic.

Strengths

One major strength at MAPS is our staff and student support. We have a variety of staff members to support students and staff with academic needs, behavioral needs, medical and mental health needs. Staff resources (outside of classroom teachers and paraprofessional staff) include, special education teachers, interventionists, content coaches, behavior coaches, therapists, nurse practitioner, community health worker, Curriculum Director, SafeNet Workers (counselors) and a well rounded team of assistant principals and building principals.

Challenges

One huge challenge in our district is student attendance. We have lower attendance rates than we'd like to see and a large number of chronically absent students. The data we've collected for the 2019-2020 and 2020-2021 school year reflects virtual students. Since then, our number of students learning virtual has been less than 20.

Recommendations

MAPS will continue to refine their attendance and truancy policies. We will clarify the difference between attendance and truancy, ensure consistency across the district with attendance codes, create a flow chart for our processes so all stakeholders know and understand our policy, and collaborate with the county truancy officer. MMHS will also engage in an Early Warning Systems process to identify students early, connect them with appropriate interventions, and monitor their progress.

Perception Data

[Jefferson Parent Perception Results](#)

[Kennedy Parent Perception Results](#)

[MMHS Parent Perception Results](#)

[MAPS Staff Perception Results](#)

[MAPS Student Perception Results](#)

Successes

Students: Students believe that their teachers want them to learn, that their access to technology helps them learn, and that their teachers communicate the rules and expectations at school.

Parents: Families believe that most of our campuses are clean and well maintained, that our teachers expect quality work from our students, and that the assigned homework is appropriate to prepare their children for the next grade level.

Staff: Staff believe that our instructional staff have a good understanding of the state standards in the areas they teach, that our curriculum is aligned with state standards, and they strongly believe that ALL students can learn.

Challenges

Students: Students do not feel rewarded when they do a good job at school, they don't believe their homework helps them learn, and they don't believe they are learning things at school that they will use in the future.

Parents: Parents do not feel that their opinions are considered when important decisions are made, they don't necessarily believe that extra support is given to students when needed, and they have not felt welcome in all of our buildings. (We recognize that COVID played a huge factor in our families not feeling welcome. We were not able to allow visitors in the building during much of the pandemic.)

Staff: Staff believe that student discipline problems are not managed well, that the school could use a better system to obtain a variety of perspectives and viewpoints when making decisions.

Recommendations

Students: MAPS will work on recognizing students for a job well done. This does not have to be with actual awards but rather, it is about helping students feel that they've done a great job for working hard and giving their best effort. Teachers will focus on providing praise when warranted and noticing all of the efforts students give. Teaching staff will also continue to review the chosen Essential Standards for leverage, endurance, and relevancy and communicate the purpose of these standards so that students understand the value and how they will help them achieve at high levels.

Parents: MAPS will be more intentional about including a variety of stakeholder input in our decision making processes. We will specifically be sure to include parents when appropriate. We also need to be better communicators about the supports we are able to provide for students including academic, behavioral, medical, and mental health.

Staff: MAPS will continue to focus on a preventative model for supporting student behaviors. We will also look to add some professional development opportunities for all staff (school leaders included) to better understand student needs and possible solutions. We will better leverage our Behavioral Health team to support the whole child and adopt SEL curriculum 6th-12th grade. Our district will continue to utilize our District Guiding Coalition to make decisions but will do a better job of trying to ensure more stakeholders have an opportunity to communicate to the coalition members before decisions are made.

Program/Process Data

PLC Continuum Rubric

The process data point that we use is the PLC Continuum Rubric. We are a Professional Learning Community and as we continue to monitor our implementation process, we utilize this tool to assess our progress.

[PLC Continuum Rubric Trend Data](#)

Strengths

Communicating Effectively Indicators 1 and 2

Laying the Foundation Indicators 2, 3, and 4

Building a Collaborative Culture Through High Performing Teams Indicators 1 and 2

Using School Improvement Goals to Build Team Goals Indicator 1

Clarifying what Students Must Learn Indicator 1

Implementing the PLC Process Districtwide Indicator 1

Challenges

Providing Students w/ Systematic Interventions/Extensions Indicator 1

Selecting and Retaining New Instructional Staff Members Indicator 1

Recommendations

Our District Guiding Coalition created the following SMART Goal based on our data:

By June 30, 2023, teachers will have common formative assessments created along with common success criteria and a data review process will be in place. This will be measured by moving from the *Implementing* to the *Developing* column of *Turning Data Into Information* and the first indicator under *Monitoring Each Student's Learning* on our PLC Continuum rubric.

The strategies and timeline are linked here: [DGC SMART Goal](#)

Achievement Data

Aggregate State Data

ELA M-STEP/PSAT - % Advanced or Proficient

| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| 43.0% | 37.4% | 41.6% | N/A* | 35.7% | 41.9% |

*COVID-19 Pandemic

(data breakdown: total number of students at or above proficiency divided by the total number of test-takers as noted in Mi School Data)

Math M-STEP/PSAT - % Advanced or Proficient

| 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-----------|-----------|-----------|-----------|-----------|-----------|
| 42.7% | 38.8% | 45.4% | N/A* | 34.7% | 38.7% |

*COVID-19 Pandemic

(data breakdown: total number of students at or above proficiency divided by the total number of test-takers as noted in Mi School Data)

Subgroup State Data

ELA M-STEP - % Advanced or Proficient

| SubGroup | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|----------------------------------|-----------|-----------|-----------|-----------|
| Male | 30% | N/A* | 30% | 35% |
| Female | 48% | N/A* | 40% | 43% |
| American Indian/Alaskan Native | 21% | N/A* | ** | 20% |
| Asian | ** | N/A* | ** | ** |
| Black or African American | 18% | N/A* | ** | ** |
| Native Hawaiian or Other Pacific | ** | N/A* | ** | ** |
| Two or More Races | 25% | N/A* | 25% | 42% |
| White | 40% | N/A* | 35% | 39% |

| | | | | |
|-------------------|-----|------|-----|-----|
| Disadvantaged | 29% | N/A* | 26% | 29% |
| Non-Disadvantaged | 60% | N/A* | 51% | 56% |
| EL | ** | N/A* | ** | ** |
| Foster Care | ** | N/A* | ** | ** |
| Homeless | 17% | N/A* | ** | ** |
| Migrant | ** | N/A* | ** | ** |
| Military | ** | N/A* | ** | ** |
| SWD | 20% | N/A* | 15% | 18% |

* COVID-19 Pandemic

**Subgroup less than 10, not reported

(data breakdown: taken from the assessment summary reports in Illuminate. Data may be slightly different than Mi School Data as it does not include PSAT.)

Math M-STEP - % Advanced or Proficient

| SubGroup | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|----------------------------------|------------------|------------------|------------------|------------------|
| Male | 44% | N/A* | 40% | 42% |
| Female | 50% | N/A* | 34% | 34% |
| American Indian/Alaskan Native | 21% | N/A* | ** | 20% |
| Asian | ** | N/A* | ** | ** |
| Black or African American | 45% | N/A* | ** | ** |
| Native Hawaiian or Other Pacific | ** | N/A* | ** | ** |
| Two or More Races | 38% | N/A* | 25% | 45% |
| White | 48% | N/A* | 38% | 39 |
| Disadvantaged | 36% | N/A* | 24% | 27% |
| Non-Disadvantaged | 72% | N/A* | 59% | 57% |

| | | | | |
|-------------|-----|------|-----|-----|
| EL | ** | N/A* | ** | ** |
| Foster Care | ** | N/A* | ** | ** |
| Homeless | 22% | N/A* | ** | ** |
| Migrant | ** | N/A* | ** | ** |
| Military | ** | N/A* | ** | ** |
| SWD | 27% | N/A* | 24% | 25% |

* COVID-19 Pandemic

**Subgroup less than 10, not reported

(data breakdown: taken from the assessment summary reports in Illuminate. Data may be slightly different than Mi School Data as it does not include PSAT.)

Local Data

NWEA Reading K-10 Spring - % At or Above Average

| 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-----------|-----------|-----------|-----------|
| 60% | N/A* | 56% | 54% |

*COVID-19 Pandemic

(data breakdown: taken from the assessment summary reports in Illuminate)

NWEA Math K-10 Spring - % At or Above Average

| 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|-----------|-----------|-----------|-----------|
| 64% | N/A* | 56% | 59% |

*COVID-19 Pandemic

(data breakdown: taken from the assessment summary reports in Illuminate)

Strengths

- Our overall M-STEP data increased in both ELA and Math from the previous year. We also increased the percentage of proficient students in every sub-group category with the exception of our Non-disadvantaged students in Math.
- We continue to decrease the gap between our disadvantaged population and our non-disadvantaged population on the Math M-STEP assessment for the past 3 testing years.
- Our NWEA Math data reflected an increase for the number of students at or above average compared to the previous year.

Challenges

- Though our numbers are improving, we still only have 41.9% of students proficient in ELA and only 38.7% proficient in Math on our M-STEP and PSAT data.
- Though the gap is decreasing for ELA, there is still a large gap between our disadvantaged and our non-disadvantaged populations for both ELA and Math.
- Our NWEA ELA data decreased compared to the previous year.

Recommendations

- Continue the work of our PLC and formative assessment. Understanding where students are with their learning and where teachers are with their practice, will be key to helping students achieve mastery. This includes professional development and collaborative team time to implement our learning.
- Establish a high quality system of intervention to provide timely and targeted support to each student that needs it.
- Engage in professional learning on understanding students that live in poverty and how to support them in the classroom.