



2021-22 Phase Two: The Needs Assessment for Schools_10222021_13:00

2021-22 Phase Two: The Needs Assessment for Schools

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2021-22 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Principal met with each teacher individually to go over their students fall I-ready data and last years KPREP results. Each math and reading teacher received a decile chart spreadsheet for each of their classes. We will track data throughout the year on this sheet to monitor growth of each student through the percentiles. Each teacher along with admin team will meet with students to set goals for them on future I-ready and KPREP tests. PLCs will meet monthly and will continuously monitor student data as well and work on intervention plans for students in need.

Trends

2. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Math P/D % decreased from 39.5% in 18-19 to 32.3% in 20-21 Reading P/D % decreased from 60% in 18-19 to 47.9% in 20-21 Sci P/D decreased from 35.1% in 18-19 to 22.4% in 20-21

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Math P/D % decreased from 39.5% in 18-19 to 32.3% in 20-21 Reading P/D % decreased from 60% in 18-19 to 47.9% in 20-21 Sci P/D decreased from 35.1% in 18-19 to 22.4% in 20-21

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

We have two priorities this year. We are prioritizing growth in both Math and Reading at all grade levels. Our P/D %'s need to be moved back on an upward trend. Students are more behind than ever with the lack of normal teacher instruction during a covid marred school year.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Reviewing our current I-ready data (baseline year)... 7th grade Math scored 21% on grade level, compared to a district average of 18% OGL 6th grade Reading scored 35% on grade level, compared to a district average of 31% OGL 7th grade Reading scored 35% on grade level, compared to a district average of 32% OGL

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in


order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

KCWP 5: Design, Align and Deliver Support -Modification to curriculum and instructional practices not reflected by data for struggling students and students with IEPs. -Systems or processes to ensure appropriate academic interventions are taking place to meet needs of all students. -Improvement of processes to ensure behavioral interventions are taking place with all students.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|-------------|--------------------|
|  key elements grid | x | . |