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2023-2024 Phase Two: The Needs Assessment for Schools

Bluegrass Middle School
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2023-24 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.

The process used at Bluegrass Middle School for reviewing, analyzing, and applying data results happens in a variety of ways and involves a number individuals serving in a variety of roles at the school. As a community we review, analyze, and apply both i-Ready and KSA data in reading, writing, and Math - as well as KSA data in social studies and science. Through our departmental and grade-level teams we review the overall data to develop a plan of action for areas of improvement and to celebrate our successes. After looking at the data as a whole school we also analyze data by grade level and with individual teachers looking at their class data. We review the data in bi-monthly PLCs. The attachment below shows an outline of the PLC structure and the PLC protocols that we utilize.

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Additionally, SBDM members and parents are invited to review those plans to look at individual department data, subset data, and the STUDER survey data. The following are involved in the second phase of data review

- Jackie Bradley - SPED Department Chair & SBDM Teacher Representative
- Stephanie Biggs - Science Department Chair & SBDM Teacher Representative
- Amanda Rowlett - ELA Department Chair & 8th Grade Team Lead
- Phillip Fuller - Social Studies Department Chair & 7th Grade Team Lead
- Lisa Owens - Math Department Chair
- Joshua Mitchell - Related Arts Department Chair
- Ryan Ramsey - SBDM Teacher Representative

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

After reviewing our CSIP from the previous year, we realized there were several systems that needed to be tweaked and areas in which we needed a significant overhaul. In many cases, we had the structures in place (data tracking, regularly held PLCs, grade-level team meetings, admin meetings, and faculty meetings).

However, we found the structure of those meetings wasn't clearly defined; therefore, we weren't accomplishing what was needed in order to move our instruction forward. We now have clearly defined those structures and the roles of each person that contributes. This will enable us to continue to make meetings productive and to ensure that the goals of the school are easily met.

Trends

3. 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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The number of behavior referrals decreased from 2200 in 21/22 to 861 in 22/23. We look to see that number be similar this year.

From 21/22 we saw an increase in reading and math proficiency. Both of these areas saw significant growth. In 22/23 we have worked to significantly close the gap

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for our students of color and are no longer designated a TSI school for their performance.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
  • We saw an increase from 49% to 58.6 in combined reading and mathematics proficiency in the 22/23 school year.
  • We have removed the TSI designation for African American students as a school based on our KSA data.
  • This is the first year that we will see a fully implemented Problem Based/ Project Based experience for students in 6-8th grades.
  • 45% of our students are proficient in Reading, 30% are proficient in Math.
  • We remain relatively similar in Science and Social Studies with 19% and 24% of our students at proficiency respectively.

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

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One area of concern is that 36% of our students are writing at a proficient/ distinguished level.

We will work to decrease 30% novice rate to 25% and decrease 25% apprentice to 20% while increasing proficiency in Reading

Similarly in Math we want to decrease the number of novice by 10% to 30%

We must also work to address the areas of concern that have our students who are designated as SPED achieving at a higher level in all areas.

Strengths/Leverages

6. 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.

Reading proficiency has increased from 21/22

Math proficiency has increased from 21/22

QSSC has increased as well.

We are fully implementing Project/Problem based learning in all three grade-levels so we anticipate this as a strength.

Evaluate the Teaching and Learning Environment

7 . 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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**

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ATTACHMENTS

Attachment Name

📄 KCWP

8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

> After analyzing the Key Elements of the teaching and learning environment at Bluegrass Middle School, the practices where the school will focus its resources and efforts upon in order to produce desired changes are increasing engagement, higher-level questioning, reading/math intervention, reading/math enrichment, and utilizing data to guide instruction.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 KCWP		• 7
🔗 PLC Protocols for Data Analysis		•