2023-2024 Phase Two: The Needs Assessment for Schools_10172023_18:08

2023-2024 Phase Two: The Needs Assessment for Schools

Central Hardin High School
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2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10172023_18:08 - Generated on 12/18/2023

Central Hardin High School

Table of Contents

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10172023_18:08 - Generated on 12/18/2023

Central Hardin High School

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.

> PLC leader meetings and faculty meetings of big/picture test results. Break into PLC's and analyze data specific to the curriculum. Planning, Curriculum, Learning Environment (SBDM committees) and Title 1 committee make policy, procedure and curriculum changes based upon the data. All committee reports and decisions are approved by SBDM. Parents and community members are informed at the SBDM training.

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?

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10172023_18:08 - Generated on 12/18/2023

Central Hardin High School

PLC's met bi-monthly to review data and adjust curriculum. They continued to develop standards based assessments and activities as well as align curriculum. As data was analyzed, adjustments were made. We will continue this process and focus on targeting our disability groups in the areas of reading and math.

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.

Students with disabilities remains our significant area for improvement. This group consistently performs below proficiency in reading and math. Our most current data indicates that this group is also a significant concern in the are of being academic and/or career ready. We will continue to focus on reading and math as this will also have a direct impact on improving career and academic success. We will continue to use the writing plan/policy we have implemented to sustain our previous writing success.

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.

Overall our rating was yellow, 70.9 The Proficient/Distinguished scores of the content areas: Reading 68.2%, Math 58%, Science, 39% Social Studies 61%, and Combined Writing 70.9

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.

> Non Academic- For school year 2022-2023, there were a total of 1653 events from 575 students. Of those 533 were for insubordination. A large number of the insubordination write-ups were for not reporting to the required teacher during FLEX.

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.

> Non Academic- For school year 2021-2022, there were a total of 1653 events from 575 students. Of those 533 were for insubordination. A large number of the insubordination write-ups were for not reporting to the required teacher during FLEX.

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:

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10172023_18:08 - Generated on 12/18/2023

Central Hardin High School

a. Complete the Key Elements Template.

● **b. Upload your completed template in the attachment area directly below.**
ATTACHMENTS

Attachment Name

📄 CHHS

📄 CHHS Key Elements Chart
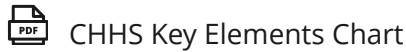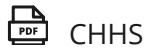
8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

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.

Design and Delivery Instruction #2 Walkthroughs, lesson plans, processes used to select materials and programs, teachers post learning targets, students and teachers work together to set learning.

Review, Analyze and Apply Data #4 Scheduled time for PLC, PLC minutes/agendas, PLC Leader meetings, KSI/MTSS committee meetings, Planning Committee

Design, Align and Deliver Support #5 PBIS, data from multiple assessments, PLC work, PLC leader meetings, professional development, SBDM, SBDM sub committees and YSC.

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10172023_18:08 - Generated on 12/18/2023

Central Hardin High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CHHS		• 7
📄 CHHS Key Elements Chart	CHHS Key Elements Chart	• 7