



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Schools

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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 school improvement committee, made up of administrators, counselors, and the transition readiness coach, meet on multiple occasions to analyze assessment and survey data to determine potential goals for school improvement. Goals are then forwarded to instructional leads for each department to review the data. The instructional leads work with administration on activities for ensuring goals are met. Goals are activities sent to the school's SBDM (parents, principal, and teachers) for final approval at the school level. Meetings are documented with recorded minutes.

We also have three other committees-- Family Involvement, Staff Involvement, and Student Involvement. These committees are overseen by an assistant principal and goals are created there for school-wide improvement in their respective category. We also come up with plans to carry out some of the goals with many teachers taking on an active role for school improvement.

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?

One of our goals was to improve writing and for each teacher to teach three writing pieces this year (one per trimester). Teachers attended a Professional Development session at the beginning of the year to make sure they understood the school-wide protocol for teaching writing. Teachers were also made aware of a prompt bank on Google Drive. As teachers taught the writing process and gave students the writing prompts, our English teachers were available to push into classrooms to help. After the writing piece, each teacher added student work to a shared Google Drive for analysis and reflection. This was successful as our writing goal increased 3.2 points from the year before.

Our post-secondary readiness goal was met as well, and this continues to grow. With the help of our transition coach, math and reading interventionists, career and technical teachers and pathway offerings, and a school-wide focus on PSR, our scores have continued to rise. We had purposeful conversations with students in groups and intentional one-on-one conversations with juniors and seniors. The district also made it a district-wide focus and said they would interview any senior not PSR. Luckily, we only had one senior in late May who had not reached it and obtained college readiness the next week. Our score went up 10.8 points in this category.

In addition to writing and math, the math goals and strategies proved successful, as indicated by a .1 gain. While, we would like this category to continue to rise, there at least is consistency and growth.

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.

Our transition readiness has been a focal area and part of our CSIP for the previous two years. The trend shows that our efforts have been effective because the Post Secondary Readiness rate went from 68.6 in 2020-21 to 82.1 in 21-22 and then to 93.4 in 22-23. The one-on-one scheduling, efforts of our transition readiness coach, district-wide focus, intentional conversations with juniors and seniors, and planning/scheduling from our CTE departments have attributed to this upward trend.

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.

Current Academic State: Reading-67.5; Math-58.1; Science- 35.6; Soc. Studies- 58.8; Combined Writing- 67.5.

Non-Academic Current State: Studer survey results showed that overall our staff feels supportive, as only two categories were average and all the others were above average.

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.

The amount of students scoring Novice in the KSA assessment in Reading (29%), Math (28%), Science (42%), and Social Studies (36%) continues to be a target area that we would like to decrease across all content 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.

The biggest strengths in our current data are our post secondary readiness scores. This has continued to increase over the course of the previous three years, making significant gains each year. Post secondary readiness has jumped from 55% in 2020, to 68.6% in 2021, 82.1% in 2022, and now is 93.4 for 2023.

Our reading scores also increased from 21-22 to 67.5 during the 22-23 school year.

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.**

ATTACHMENTS

Attachment Name

 School Key Elements John Hardin High School


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

KCWP 3-- We need to do a better job using assessment data to provide better diagnostic and formative assessments.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements John Hardin High School	Completed Key Elements for JHHS.	• 7