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2023-2024 Phase Two: The Needs Assessment for Schools

College View Campus
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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.

Full Staff meetings are held once a month to discuss behavior data on all students. Elementary, Middle, and High School Professional Learning Committee meetings are held at least once a month to discuss instructional strategies, project-based learning activities, thematic focus across curriculums, along with individual needs of our diverse student population. Administrative Team meetings (Principal, Assistant Principal, and Counselor) are ongoing throughout the year to discuss patterns and alternative methods for working with our diverse population and additional support of our teaching staff as they work with our students. Ongoing Counseling meetings (School counselor, Licensed Therapists, Counseling Interns, and Student Behavior/ Transition Specialist) are held to discuss students' responses to programming and the fidelity of implemented resources.

Review of Previous Plan

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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?

> The reading and math scores of both elementary, middle, and high school students exceeded goals of 20% for elementary and 15% for middle and high school. Elementary growth averaged 23.7%, and middle and high school growth averaged 43% last year. The implementation of the new PBL and PrBL instructional models is increasing student engagement, but with the addition of new staff, the instructional strategies are still in the development stages. Increased student engagement is noted with the reduction of classroom referrals on the phase side, where PrBL and PBL strategies are able to be regularly implemented and used.

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 are still recovering from lost instruction and social development due to the pandemic, trend data regarding behaviors are higher than behaviors prior to the pandemic and therefore still inconsistent with prior models. As teachers continue to embrace the new instructional model and students become more comfortable with attending school in a more controlled setting than one experienced at home, we anticipate a continued decline in the number of behavior infractions at other county schools resulting in a decrease in the number of Hardin County Elementary, Middle, and High School students needing additional behavior support at our facility.

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%.

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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.

> Due to the transient nature of students assigned to our school, the averages of students below grade level remain consistent with prior years, averaging over 60% of our current population of students are reading below grade level and need additional academic support to overcome the gap that continues to grow each year. The average for mathematics is around 70% of our current population of students performing below grade level and require additional support to strengthen foundational skills.

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.

> Low reading and math levels due to inconsistent instruction because of behavior incidents removing students from class necessitate additional academic support to decrease achievement gaps currently existing for most of our enrolled students in mathematics and reading. A significant number of new hires demand additional training as there is still a need to create more cultural awareness among staff to promote a more inclusive learning environment. We also need to look for opportunities for our diverse students to engage in their learning, increasing their ability to self-advocate. This is the premise behind the intense push on the new instructional model creating more hands-on learning opportunities for our most at-risk students.

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.

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Our academic coach constantly works to identify target students performing two or more years below grade level in mathematics and reading. Our highly transient population requires our academic coach to constantly evaluate new students on their reading and math readiness. A significant strength is her ability to identify the foundations that are lacking in our highly transient student population that is consistently averaging more than 60% of our student enrollment is two years or below in their reading ability, and 70% of our current student enrollment is two years or below in the math ability. The academic coach continues to create academic interventions explicitly targeted at students who have missed core content instruction due to behavioral issues and begin to close the gaps plaguing their academic success, leading to increased instances of inappropriate behavior tied to the frustration centered around not understanding grade-level content.

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

📄 CV Key School Elements for 23_24

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.

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1.Conduct a mid-year survey to determine if our efforts align with the goals associated with this growth area, noting what we did well and what we still need to work on

2.Meet with PBIS committee to further develop processes to increase student achievement and strengthen staff Social Emotional Wellness (SEW)

3.Develop and host morale/cultural events to strengthen CV Team, building trust through fellowship

4.Mid-Year Graduation

5.Have Emotional/Wellness reflection questions introduced at the BOY and then asked during each PLC meeting

6.Train, implement, and support the New Tech Learning model

7.Follow-up with staff after we shared the results of the Spring 2023 Employee Engagement Survey

8. Develop and send out regular newsletters highlighting the PBL/PrBL strategies observed along with our current focus strategy.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
CV Key School Elements for 23_24		• 7