



2024-2025 Phase Two: The Needs Assessment for Schools_10152024_11:52

2024-2025 Phase Two: The Needs Assessment for Schools

East Hardin Middle School
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2024-2025 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 they will address 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 as you conducted 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 were documented.

East Hardin teachers and administrators review data on a monthly basis through team and content PLCs. During the PLCs, teachers and administrators will analyze iReady and KSA data. In addition, formative and summative assessments will be reviewed and discussed.

Teachers also meet with their content areas on a regular basis to review vertical alignment and state standards.

After reviewing iReady/KSA data, teachers and administrators meet with students individually to discuss goals. All data is disseminated to East Hardin Site Based Decision Making Council, which consists of the principal, teachers and parents.

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?

East Hardin administration and teachers continue to reflect and revise our CSIP goals. Our data indicates that students are improving in the areas of reading and math. We continue to work on classroom strategies, such as NTN modules, to meet the needs of our students.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

After analyzing the data trends from previous two academic years, reading and math are still our focus at East Hardin. For the 23-24 school year, our overall school rating was "green" on the state testing (KSA). We were 10% in the state overall index; top 10% in the state in science, social studies and combined writing; top 15% in the state in combined reading and math; top 15% in the state climate and safety.

In addition to our academic success, we saw a decrease in office referrals. In the 22-23 school year, we had a total of 420 office referrals. In the 23-24 school year, we had a total of 322 office referrals. In other words, Our number of behavior infractions decreased by 98.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

For the 23-24 school year, our overall school rating was "green" on the state testing (KSA). We were 10% in the state overall index; top 10% in the state in science, social studies and combined writing; top 15% in the state in combined reading and math; top 15% in the state climate and safety.

In addition to our academic success, we saw a decrease in office referrals. In the 22-23 school year, we had a total of 420 office referrals. In the 23-24 school year, we had a total of 322 office referrals. In other words, Our number of behavior infractions decreased by 98.

We are considered to be a "green" school in the overall state index and for the state climate and safety results.

We are considered to be a "blue" school (highest ranking) in the state in science, social studies, combined writing, reading and math.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

In the area of reading for all East Hardin students, 17% of students scored novice; 24% scored apprentice; 31% were proficient and 27% were distinguished. For our students with disabilities, 42% scored novice; 33% were apprentice; 14% were proficient and 10% were distinguished.

In the area of math for all East Hardin students, 19% of students scored novice; 27% were apprentice; 38% were proficient and 16% were distinguished. For our students with disabilities, 31% scored novice; 49% were apprentice; 16% were proficient and 4% were distinguished.

Our goal is to reduce the number of novice and apprentice for all students, specifically for our students with disabilities.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Overall, East Hardin's score was 75.8% on state testing for the 23-24 school year.

That was an increase of 1.1% from the 22-23 school year. East Hardin is in the top 10% in the state overall index.

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 Processes

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



Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

KCWP 5: Design, Align and Deliver Support-We will focus on specific academic and behavior interventions for students.

Attachment Summary

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