



2024-2025 Phase Two: The Needs Assessment for Schools_10212024_12:24

2024-2025 Phase Two: The Needs Assessment for Schools

John Hardin High 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.

The school improvement committee, made up of administrators, counselors, and the transition readiness coach, meet on multiple occasions before and after assessments. These meetings help to draft a plan based off of the previous assessment's reflection to see where our students were successful and where improvement is needed. After assessments, we immediately reflect. Then, upon receiving the results, we meet to analyze assessment and survey data to determine potential goals for school improvement. Many times goals are created with the instructional leads from each department responsible. If goals are created without the instructional lead present, the goals are 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-- Staff Involvement, Student Involvement, and Alumni Committee (new this year). Each of 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?

Math saw a 4% increase of proficient/distinguished scores compared to the 2022-2023 school year as well. The math department continues to use common assessments on a program called Edulastic that provides teachers with immediate data trends for them to target students.

Another area that we really focused on last school year was targeting our lowest performing students during iReady and CERT to provide additional help. For our 9th graders who performed at a 5th grade or below on iReady, we provided support for them with our reading interventionist. For our 10th and 11th graders who performed lower on CERT, our English teachers remediated with them based off of CERT quizzes and activities. Although, our novice numbers stayed the exact same, we were able to see movement from apprentice to proficient with a 5% jump from the prior year. This shows that intentional work with these students is helping them improve in both Reading and Social Studies.

Another activity that we have consistently completed over the last few years is our writing folders. We ask each teacher to teach three writing pieces each year (one per trimester). If teachers are new to the building, they 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 each teacher's individual folder on a shared Google Drive for analysis and reflection. This was successful as our writing goal increased again this year by 6.8 points from the year before.

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.

-Our graduation rate has maintained the exact same score of 96.3 for the last three years.

-Two years ago, we started a monthly initiative with "Above the Line" nominations and celebrate both students and staff for being "Above the Line" along with continuing our motto of "Family, Respect, and Success." Our Quality of School Climate Survey has gone up four points since the 21-22 school year.

-Our science score is the only area we have not seen growth over the last two year and it has decreased by 4.6 over the last two years. Science scores across our area and the state remain low compared to other areas. This is an area of focus for us.

-The area we ranked the highest "color score" in was Post Secondary Readiness. We attribute this consistent growth over the last two years to intentional one-on-one scheduling with each student, caseload meetings with special education teachers to monitor all of our students with IEPs and 504 plans, and the district-wide focus on PSR with the help of our transition coach and transition facilitator.

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.

Current Academic State: Reading-71.0; Math-63.2; Science- 31.9; Soc. Studies- 66.9; Combined Writing- 74.3.

Non-Academic Current State: Studer survey results showed that overall our staff is satisfied with the working environment. Some positives that stand out are that 96% agree that information is communicated effectively and 86% feel that they receive positive recognition for the work that they do. Outside of staff, we had the highest Quality of School Climate survey in the area with a 3.8 point growth. This survey is completed by our families and students.

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.

Science will be a targeted area for us because that is the only area we did not show growth.

The amount of students scoring Novice in the KSA assessment in Reading (22%), Math (25%), Science (42%), and Social Studies (34%) continues to be a target area that we would like to decrease across all content areas.

We would also like to show growth in distinguished areas by having more students move from proficient to distinguished across all areas.

Maintaining all of our scores and finding ways to continue to show growth will be a priority. Our last year's KSA data shows that we are moving in the right direction in all areas except one, so we would like to continue that growth. Right now, it is difficult to maintain the way that the current system is set up with growth points, so we want to make sure that we are continuing to improve after having two very strong years.

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.

Our biggest strength is Social Studies improving from 51.3 to 66.9 over a two year period.

Our next two biggest strengths were reading and writing. We saw almost 10 point gains in both of those areas over the course of two school years.

Currently, we are reflecting on those gains to try to find out exactly what was done to see that much growth in those three areas-- Social Studies, Reading, and Writing-- to see a big gain in math and a growth in science.

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



School Key Elements John Hardin High School 24



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 3-- We will continue to focus on the use of assessment data to provide better diagnostic and formative assessments.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements John Hardin High School 2024	This is the Key Elements chart for JHHS for 2024.	.
 School Key Elements John Hardin High School 24	This is the Key Elements chart.	• 7