



2022-23 Phase Two: The Needs Assessment for Schools_11172022_13:51

2022-23 Phase Two: The Needs Assessment for Schools

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2022-23 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.

JIS desires to move to a true data-driven culture where data collection and analysis forms the foundation for what happens next at both the school campus and classroom level. Data is used by the District Leadership Team to determine the instructional and curricular focus for the school. The principals of each campus also use professional development sessions and PLC's to lead staff through data reviews and to formulate next steps. Summary statements are formulated based on the findings and then discussions around causes and contributing factors are discussed. Next, a review of resources or strategies is conducted to determine if we have or need to acquire resources to meet the need established. Short and long term goals are established to guide the work moving forward.

Data reviewed by both district and school teams include perception data (staff, parent, and student surveys,) assessment data (MAP, STAR, state testing data, formative assessment and learning checks,) walkthrough and observation data, as well as attendance and behavior data. Data and information collected by FRYSC and

GEAR UP is also included when making decisions for each campus. Minutes and agendas are documented on the Google drive of the District Leadership Team. Team members include Supt. Johnson, Sherry Wright, Rondall Baker, Brian Bentley, Doug Barnett, Candi Richardson, Amanda Anderson, Anita Bolt, and Wendy Rutherford.

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?

Last year's plan was initially focused on getting students back into post-pandemic structures with goals around teachers using instructional strategies to help recover from learning loss. It has been an overwhelming and daunting task as there were still many periods of time where virtual instructional days were utilized. As such, last year's plan was a little over ambitious. Goals for proficiency, specific academic indicator, and Gap were not met, despite our efforts to create a more rigorous academic environment. Our biggest challenge has been to get our students back into a routine, following rules and procedures, and gaining control of the learning environment. We spent the summer training a PBIS team and have focused heavily on successful implementation of that initiative as our 22/23 year has begun.

We have replaced some teachers with new ones which have already proven to be an asset. All new teachers, including those with less than 3 years' experience, are involved in monthly meetings with district and KVEC staff. Our school level PLC's look different for each grade level and are designed to be data-driven and focused on improving our use of data to inform instruction and implementing evidence-based instructional strategies. Many of the strategies and activities in the previous plan will be carried over into the new plan as they are still not fully implemented or are still in the development stage of understanding. Our Tier I instruction is not consistently based on evidence-based practices across the board.

Due to the significant learning loss and gaps we continue to identify in our students, we also know we have to increase the effectiveness of our MTSS and RTI. Currently we are using an embedded approach where teachers are providing remediation within their classes, which includes both small group and program-based instruction. We also know the current curriculum maps and pacing guides need much work. That is a primary goal for upcoming PLC and committee work this spring and summer.

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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Third grade Reading had a novice reduction of 30% from the 20/21 SY to the 21/22 SY. The number of Apprentice students increased by 15%, with Proficient increasing by 14% and Distinguished remaining relatively unchanged.

Third grade Math had an increase in Novice of 21% from the 20/21 SY to the 21/22 SY.. Apprentice decreased by 11% and Proficient decreased by 10% and there were no Distinguished scores either year.

Fourth Grade Reading had an increase in Novice by 8%, a 6% increase in Apprentice, and a decrease in Proficient by 14% from the 20/21 SY to the 21/22 SY.. There were no Distinguished scores for either year.

Fourth grade Math had an increase in Novice by 8%, a decrease in Apprentice by 6%, a decrease in Proficient by 2% from the 20/21 SY to the 21/22 SY.. There were no Distinguished scores either year.

Fourth grade Science had an increase in Novice by 4%, a decrease in Apprentice by 2%, a decrease in Proficient by 2% from the 20/21 SY to the 21/22 SY. There were no Distinguished scores either year.

Fifth Grade Reading had a decrease in Novice of 14%, an increase in Apprentice by 9%, an increase in Proficient, and a decrease in Distinguished by 3% from the 20/21 SY to the 21/22 SY.

Fifth grade Math had an increase in Novice by 6%, a reduction in Apprentice by 18%, an increase in Proficient by 12% from the 20/21 SY to the 21/22 SY. There were no Distinguished scores either year.

Fifth grade Social Studies was not tested in 20/21.

Fifth grade Combined Writing had a 3% increase in Novice, a 3% decrease in Proficient and a 3% decrease in Proficient from the 20/21 SY to the 21/22 SY. There were no Distinguished scores either year.

Sixth grade Reading had a 8% increase in Novice, a 9% decrease in Apprentice, a 11% increase in Proficient and a 6% increase in Distinguished from the 20/21 SY to the 21/22 SY.

Sixth grade Math had a 2% reduction in Novice, a 18% reduction in Apprentice, a 17% increase in Proficient and a 3% increase in Distinguished from the 20/21 SY to the 21/22 SY..

Seventh grade Reading had a 8% increase in Novice, a 2% reduction in Apprentice, a 8% increase in Proficient and a 14% reduction in Distinguished from the 20/21 SY to the 21/22 SY.

Seventh grade Math had a 21% increase in Novice, a 29% decrease in Apprentice and a 1% increase in Proficient from the 20/21 SY to the 21/22 SY.. There were no Distinguished scores either year.

Seventh grade Science had a 41% increase in Novice, a 31% decrease in Apprentice, and a 9% decrease in Proficient from the 20/21 SY to the 21/22 SY. There were no Distinguished scores either year.

Eighth grade Reading had a 15% increase in Novice, a 22% decrease in Apprentice, a 7% increase in Proficient and a 1% decrease in Distinguished.

Eighth grade Math had a 5% increase in Novice, a 7% decrease in Apprentice, 2% increase in Proficient from the 20/21 SY to the 21/22 SY. There were no Distinguished scores either year.

Students were not tested in eighth grade Social Studies during the 20.21 SY.

Eighth grade Combined Writing had a 18% increase in Novice, a 19% decrease in Apprentice, a 3% increase in Proficient, and a 2% decrease in Distinguished scores from the 20/21 SY to the 21/22 SY.

Tenth grade Reading had a 9% decrease in Novice, a 1% increase in Apprentice, a 7% increase in Proficient, and a 4% increase in Distinguished scores from the 20/21 SY to the 21/22 SY.

Tenth grade Math had a 21% decrease in Novice, a 9% increase in Apprentice, a 7% increase in Proficient, and a 5% increase in Distinguished from the 20/21 SY to the 21/22 SY..

Eleventh grade Science had a 10% decrease in Novice, a 1% increase in Apprentice, a 15% decrease in Proficient, and a 3% increase in Distinguished from the 20/21 SY to the 21/22 SY.

Eleventh grade Social Studies were not tested in the 20/21 SY.

Eleventh grade Combined Writing had a 5% increase in Novice, a 6% increase in Apprentice, a 5% decrease in Proficient, and a 5% decrease in Distinguished scores from the 20/21 SY to the 21/22 SY.

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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Academic state:

- 82% of elementary SWD scored N/A in reading.
- 79% of middle school SWD scored N/A in reading.
- 91% of middle school SWD scored N/A in math.
- 86% of high school SWD scored N/A in math.

Nonacademic state:

- 82% of students are economically disadvantaged
- Attendance for 21/22 was 87.05%.
- 3.7% of students have behavior events.
- 47% of teachers have 5 years or less experience with an average of all teacher experience being 8.5 years.
- 15% teacher turnover rate.
- 60% teachers report a favorable school climate.

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.

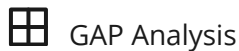
Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- 78% of all elementary students scored N/A on KSA in reading while 82% of SWD scored N/A.

- 75% of all middle school students scored N/A on KSA in reading while 79% of SWD scored N/A.
- 85% of all middle school students scored N/A on KSA in math while 91% of SWD scored N/A.
- 66% of all high school students scored N/A on KSA in math while 86% of SWD scored N/A.

ATTACHMENTS

Attachment Name



GAP Analysis

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.

- Strengths of the school include recent process improvement in the fidelity of academic reading RtI interventions. Using Dr. Jan Richardson's framework for *Guided Reading*, elementary instructional coaches are supporting teachers in the deployment of the five key concepts of effective reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension). To provide a secondary layer of prevention from academic failure, students identified for tier 2 support are receiving increased frequency of the key concepts as based on individual student performance data. In addition, students in grades K-3 in need of tier 2 support are receiving carefully selected elements of Foundations, an evidence-based, multi-sensory phonics and spelling program.

Funding from Save the Children will support the school in addressing academic math RtI interventions. Presently primary and intermediate grade-level KAS data reveals a lack of distinguished performance as well as an increase in novice performance in early grade levels, revealing likely deficiencies in student understanding in the critical areas of counting/cardinality, operations/algebraic thinking, number and operations in Base Ten, geometry, and measurement and data.

High school students receive opportunities to take the ACT at 10th and 11th grades. As a measure to support post-secondary readiness, 8th and 9th grade students are provided

with ACT practice testing. It is anticipated that opportunities for ACT exam participation will be extended as well.

A revision process is underway to amplify professional learning communities to better support teachers with curriculum deployment and adjustments, analysis of data sources, and monitor student achievement towards standards mastery. Furthermore, extended school services will be provided to students needing additional support beyond the scheduled school day in reading and math.

Third grade Reading had a novice reduction of 30% from the 20/21 SY to the 21/22 SY. The number of Apprentice students increased by 15%, with Proficient increasing by 14%.

- Fifth Grade Reading had a decrease in Novice of 14%, an increase in Apprentice by 9%, an increase in Proficient, and a decrease in Distinguished by 3% from the 20/21 SY to the 21/22 SY.
- Sixth grade Math had a 2% reduction in Novice, a 18% reduction in Apprentice, a 17% increase in Proficient and a 3% increase in Distinguished from the 20/21 SY to the 21/22 SY.
- Tenth grade Math had a 21% decrease in Novice, a 9% increase in Apprentice, a 7% increase in Proficient, and a 5% increase in Distinguished from the 20/21 SY to the 21/22 SY.
- Eleventh grade Science had a 10% decrease in Novice, a 1% increase in Apprentice, a 15% decrease in Proficient, and a 3% increase in Distinguished from the 20/21 SY to the 21/22 SY.

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

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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 below.

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 School Improvement Plan (CSIP) diagnostic and template.

Our emphasis will be on KCWP 1 & 2.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 21-22 Key Elements		•
 GAP Analysis		• 5