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2022-23 Phase Two: The Needs Assessment for Schools

Corbin Middle School
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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.

Individual student KSA data was shared with each teacher. For example, 8th Grade Math teachers received all student scores and they analyzed the grade results as a whole with the Data Wise Questions:

A. What do you notice about the overall scores?

B. Which scores look most noticeably different from the population being studied?

C. What evidence did we collect during the year that is consistent with the evidence required on the assessment?

D. What single factor contributed to the apparent successes/needs as indicated by the scores?

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After grade level content teams analyzed their scores, a faculty meeting was organized for departments to share their results and complete the attached Needs Assessment document.

Needs Assessments were collected by Administrators to synthesize the overall current state of the school.

Previous years' MAP data and current Fall MAP data for 2022 is analyzed as well in order to form curriculum decisions. Departments then meet throughout the year on work days and 1/2 days to adjust curriculum maps and analyze summative/ formative assessments.

- SBDM Council meets every month - Data Analysis - December, January, February, and March
- School Leadership/Teacher leader - Meets 1X per week to discuss instructional strategies and revisit the CSIP
- Grade Level Content Teachers = 3X per week
- Team Meetings - 2X per week
- Trauma Team Meeting - 1X per week to discuss student, behavior and academic performance

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?

Corbin Middle School's CSIP last year was effective in that we are in the top 15 in the state of Kentucky. We experienced exponential growth in reading in all grades, 8th-grade math, science, and social studies. For that reason, many of our strategies were comiled to informing this year's CSIP.

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.

Non Academic Trends:

- The number of write-ups is decreasing, and there is some consistency now. 21-22 had 560 behavior events, when in 18-19 there had been 1,253.
- Enrollment is increasing, with 658 in 22-23, and 620 in 21-22 and then 625 in 20-21.

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- MAP: Whole School - Predicts Novice/Apprentice Performance in Math and Reading
- MAP: Whole School - Not an accurate predictor of Novice, Apprentice, Proficient in Reading
- Novice Students are concentrated in the Disability and Free/Reduced Sub Groups
- Disability enrollment increased every year

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.

Non-Academic Current State:

- The total staff absences from the previous year was 747.88.

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.

Non Academic:

- Attendance is a priority this year, after a Covid year. Teacher and student attendance is a priority. The total staff absences from the previous year was 747.88.

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Academic:

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.

Non Academic:

- The number of write-ups is decreasing, and there is some consistency now. 21-22 had 560 behavior events when in 18-19 there had been 1,253.
- SEL Curriculum: WIN Learning and Second Steps Anti-Bullying Curriculum
- Student Support Meetings (Bi-Weekly)
- Chromebooks: One-to-One Initiative
- Amplify Language Arts Curriculum for Vertical Alignment
- Daily Schedule: RTI Tiers 1,2, and 3
- Planning: Content Partner Planning and Team Planning
- PD WorkDays: Curriculum Planning
- School Wide Writing initiative
- PASS Program implemented this 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
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.
Attached

ATTACHMENTS

Attachment Name

Corbin Middle School Improvement Plan

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Attachment Summary

Attachment Name	Description	Associated Item(s)
Corbin Middle School Improvement Plan	2022-23 CSIP	• 7