2019-20 Belfry Middle School: The Needs Assessment for Schools

2019-20 Phase Two: The Needs Assessment for Schools

Belfry Middle School
Keith May
PO Box 500
170 Hwy 319
Belfry, Kentucky, 41514
United States of America

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Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

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 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Stakeholders involved in the process include BMS Administration, the ILT, PLC's, and the SBDM Council. The ILT, PLC's, and the SBDM Council meet monthly, but more frequently when needed. The meetings are documented through agendas, minutes and sign-in documents. The ILT meets to review and analyze the data and identify priority areas. The data is shared and reviewed first in a school-wide staff meeting, and then discussed in detail in grade-level and content area PLCs. While GAP data is the main focus when analyzing assessment data, areas of growth are also recognized and celebrated. During PLC meetings, staff members use the data to identify at-risk students, areas of growth, and deficiencies. They develop instructional, as well as noninstructional, practices to address the needs of all students, while targeting those with specific concerns. Lead teachers in each PLC organizes, takes attendance, and develops the agendas. The principal shares the assessment data during SBDM monthly meetings.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
-Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

•The 2018-19 data shows an increase in Reading, Math, Social Studies and Science scores from the previous year; with a slight decline in On-Demand Writing. Reading scores increased 4% (from 60.9% to 64.9%), Math increased 8% (from 46.6% to 54.6%), Social Studies increased 5.8% (from 59.7% to 65.5%) and Science increased 2.5% (from 25% to 27.5%). On Demand Writing shows a slight decline in scores -2.3% (43.3% to 41%) However, On Demand remains above both the District (37.8%) and State (31.9%) percentages. •GAP between the Economically Disadvantaged students (54.7%) and the Non-Economically Disadvantaged (68.4%) is (13.7%), therefore an area of concern. •The number of students scoring apprentice in On Demand writing (51.8%) and Science (55.8%) remain high. Although the number of students scoring Novice in both subjects declined from the previous year, this remains an area of concern.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.
NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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

Celebration: The 2018-19 Star rating for Belfry Middle School is four stars. Overall proficiency for BMS was 79.3%, Separate Academic 70.8%, and Growth 53.2%. These results show an increase in all areas from the 2017-18 results. Proficiency increased by 4.9%, up from 74.4%. Separate Academic increased by 4.1%, up from 66.7. Growth increased by 42.5%, up from 10.7. Concern: We have a high number of students who scored apprentice in on-demand writing (51.8%), and Science (55.8%). While the number of students scoring novice declined in both areas from the previous year (11.9 to 7.2% on-demand) and (21.4% to 16.7% Science) both still remain areas of concern.•83.4 % of Students with Disabilities (IEP) scored below proficiency in Science.•100% of Students with Disabilities (IEP) scored below proficiency in On Demand Writing.•Data indicates a percentage gap of (13.7%) in the scores of Economically Disadvantaged 54.7%, students and the Non-Economically Disadvantaged 68.4%, therefore an area of concern. •75% of BMS students demonstrated growth in Reading. •71.2% of BMS students demonstrated growth in Math.•Nonacademic data from the two previous years indicates an increase in the daily average attendance rate, from (94.1%) 2017-18 to (94.8%) 2018-19.•Nonacademic data from the two previous years indicates a decline in the number of students who were chronically tardy, (20.4%) 2017-18 to (15.9%) 2018-19.•Data from the two previous years indicates a growth in the number of parents who contributed volunteer hours, up from 15 in 2017-18 to 575 in 208-19.

Trends

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

•Data from the two previous years shows a gap in the scores of the students with disabilities (IEPs) and the students with no disabilities in Reading and Math. Reading students with disabilities 2017-18 (53.7%) Proficient/DistinguishedReading students without disabilities 2017-18 (62%) Proficient DistinguishedA gap of 4.3%Reading students with disabilities 2018-19 (60.8%) Proficient/DistinguishedReading students without disabilities 2018-19 (65%) Proficient DistinguishedA gap of 5.3%Math students with disabilities 2017-18 (45.5%) Proficient/ DistinguishedMath students without disabilities 2017-18 (53.7%) Proficient DistinguishedA gap of 8.2%%Math students with disabilities 2018-19 (45.1%) Proficient/DistinguishedMath students without disabilities 2018-19 (56%) Proficient DistinguishedA gap of 10.9%•Data indicates a percentage gap of (13.7%) in the scores of Economically Disadvantaged 54.7%, students and the Non-Economically Disadvantaged 68.4%•Data from the two previous years indicates a high percentage of students scored apprentice in on-demand writing (51.8%), and Science (55.8%) for 2018-19. on-demand writing (44.8%), and Science (53.6%) for 2017-18on-demand writing (51.8%), and Science (No data available for Science) for 2016-17Note: While the number of students scoring novice decreased in both areas from the previous year (11.9 to 7.2% on-demand) and (21.4% to 16.7% Science) both still remain areas of concern.•Nonacademic data from the two previous years indicates an increase in the number of students with behavior events, (10.1%) in 2017-18 to (17.4%) in 2018-19.•Nonacademic data from the two previous years indicates the number of students who qualify for Free and Reduced lunch increased from (52.4%) 2017-18 to (63.1%) 2018-19.

Potential Source of Problem

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 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

BMS will address our areas of need by focusing on KCWP 2: Design and Deliver Instruction, with a focus on the following Activities: 1.a. Establish a system for congruency between standards, learning targets, and assessment measures.1.a.2. System for alignment implementation will be evidenced by the PLC, ILT minutes and walkthrough data (learning target, formative assessment). 1.b.1. High fidelity instruction and delivery of standards monitored by PLC minutes, Data Notebooks, Walkthrough Data (Engagement, Questioning, Learning Targets, Formative Assessments)1.c Develop and implement vertical curriculum mapping to include transition points (5th/9th grade) to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.1.d.1. Curricular delivery monitored by Teacher Data Notebook, Walkthrough Data, and PLC minutes.1.d.2. Assessment measures to provide all pertinent information needs for students monitored by Aligned Formative and Summative assessments.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

•75% of BMS students demonstrated growth in Reading. •71.2% of BMS students demonstrated growth in Math.•Nonacademic data from the two previous years indicates an increase in the daily average attendance rate, from (94.1%) 2017-18 to (94.8%) 2018-19.•Nonacademic data from the two previous years indicates a decline in the number of students who were chronically tardy, (20.4%) 2017-18 to (15.9%) 2018-19.•Data from the two previous years indicates a growth in the number of parents who contributed volunteer hours, up from 15 in 2017-18 to 575 in 208-19.

Attachment Summary

Attachment Name	Description	Associated Item(s)
BMS CSIP 1920 Needs Assessment Data Review	Pike County Needs Assessment Document for organizing KPREP, MAP, etc. data.	•