



2021-22 Phase Two: The Needs Assessment for
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2021-22 Phase Two: The Needs Assessment for Schools

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2021-22 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.

Our leadership team, administrative team, and all of our professional learning committees all review data results and determine next steps for improvement. Students, parents, and the community are invited to offer feedback and enlist ideas. School counselor enter data into school report card worksheet and overall summary trend worksheet. Develop state rankings for each assessment from data sets in school report card. We have weekly PLC meetings with each content area. We have monthly meetings for the administrative team, leadership/department leaders team, support staff team, MTSS team, and site base council. An agenda is kept for each meeting with attendance and notes. School report card was reviewed

during these meetings to determine priority needs and next steps for school improvement.

ATTACHMENTS

Attachment Name



Leadership Meeting Agenda



PLC Agenda

Trends

2. 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 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

From 2019 to 2021, the middle school saw an increase of 30.1% in the number of students scoring proficient/distinguished in writing. The high school saw an increase of 24.3% in the number of students scoring proficient/distinguished in writing. From 2019-2021, in Science there was a 3.9% increase in the number of middle school students scoring proficient/distinguished and a 0.5% increase in the number of high school students scoring proficient/distinguished. From 2019 to 2021, the middle school saw an increase in the number of students scoring novice in both reading and math. The high school saw an increase in the number of students scoring novice in math but a decrease in the number of students scoring novice in reading. The middle and high school saw a decrease in the number of students scoring proficient/distinguished in both reading and math.

Current State

3. 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 KPREP 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 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Academic State: Per School Report Card -Composite average ACT score was 16.6. -Graduation Rate was 92.1% which was higher than the goal. -Transition ready percentage was 68.4%. -In the middle school in reading, 50% of females scored proficient/distinguished where as 23.7% of males scored proficient/distinguished. In Math, 20.2% of females scored proficient/distinguished where as only 0.5% of males scored proficient/distinguished. -In the high school in reading 33.3% of females scored proficient/distinguished where as 34.7% of males scored proficient/distinguished. In math, 0.5% females scored proficient/distinguished and 22.2% of males scored proficient/distinguished. Non-Academic: -Perception data indicates 48% of middle school students and 41.1% of high school students disagree that internet bullying is a problem for students at school. -100% of teachers at Breathitt High School participate in PLC teams and engage in book studies for professional learning.

ATTACHMENTS

Attachment Name

 BHS Positive Behavior Intervention System

Priorities/Concerns

4. 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 (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.

-51.2% of males and 26.9% of females in the middle school scored novice in reading. -37.5% of females and 0.5% of males in the middle school scored novice in math. -39.3% of students in high school scored novice in reading and math. -42.7%

of 7th grade students and 22.8% of 11th grade students scored novice in science.
-Average ACT English score was 15.1. -

ATTACHMENTS

Attachment Name



BHS Students Targeted for Assistance to Reach Success



Focused Reading and Math Education



Success Academy

Strengths/Leverages

5. 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.

The number of students scoring proficient/distinguished in writing has increased by 30.1% in the middle school and increased by 24.3% in high school from 2019 to 2021. The Wit and Wisdom Curriculum/Engage New York Curriculum has been implemented with fidelity as well as a common writing template/format and timeline in grades 7-12. Teachers engage in a common planning time PLC each week and present data to determine next steps to improve student learning. The common writing template is used in cross curricular subject matter, especially Social Studies. Science has been focusing on writing as well during claim, evidence, and reasoning responses. The use of PLC data presentations as well as sharing common resources and language among grades 7-12 may be utilized to improve reading and math.

ATTACHMENTS

Attachment Name



PLC Template



Program Descriptions

Evaluate the Teaching and Learning Environment

6. 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.

- 1.) Provide professional learning experiences around evidence-based engagement strategies in a blended learning environment.
- 2.) Implement the PLC process for monitoring the use of evidence-based instructional strategies and their impact on Reading and Math achievement.
- 3.) Implement the PLC process for monitoring the evidence based instructional strategies aligned with CTE program standards.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BHS Positive Behavior Intervention System	This brochure explains our PBIS system.	• 3
 BHS Students Targeted for Assistance to Reach Success	The brochure explains our process for naming and claiming students to provide support to help ensure student success.	• 4
 Focused Reading and Math Education		• 4
 Leadership Meeting Agenda		• 1
 PLC Agenda		• 1
 PLC Template		• 5
 Program Descriptions		• 5
 School Key Elements Template		•
 Success Academy		• 4