



2023-2024 DCMS Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Schools

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2023-24 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.

The curriculum coordinator and principal meet to initially review assessment data.

Once that is complete, the school's TLIM academic committee meets monthly to review the data and recommendations of the administrators: Stacey Rose, Teacher; Jennifer Madison, FRYSC Director, Kandice Kilcoyne, Teacher; Kate Livchak, Teacher; Jeanie Smith, Teacher; Aleecia Gary, Teacher; Renee Hale, Library Media Specialist; Ben Jones, Assistant Principal; Emily Duryea, Intervention/GT Coordinator; Brittany Hogue, Instructional Coach; Brittany Richie, Parent. Once the committee has agreed upon "next-steps" for the school, they present recommendations to the School-Based Decision Making council who will finalize the improvement plan for the school. The SBDM Council is made up of three teachers, two parents, and the principal. Meetings are documented in our TLIM minutes.

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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?

We used data driven PLCs to focus on student needs. We had a goal of increasing the number of 8th graders on KSA writing on Demand to reach 81.9% proficient/distinguished compared to the 77% proficient/distinguished from the previous year.

We met that goal by 81.9% of our students reaching proficiency. We had a goal of our KSA Social Studies scores to be rated Green or Blue. Our other academic indicators scores (which included social studies) were rated blue. We reduced our reading novice and apprentice scores. We went from 15% to 9% students scoring

novice in reading and from 21% to 19% scoring apprentice in reading. While we did not meet our goal of decreasing the number of students scoring apprentice in math, we did decrease the number of novice from 21% to 16%. The goal for science was the increase the number of proficient/distinguished students. We went from 36% to 38.7% of our students scoring proficient/distinguished.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

In the 2020-2021 school year, we had 165 office referrals. In 2021-2022, the number of behavior referrals increased to 482. This was attributed to returning to a semi-normal schedule after COVID. In the 2022-2023 school year, we increased behavior referrals from 482 to 496. This continues to be an area of improvement.

Our goal this year is to reduce our office referrals by 10% to 447 through PBIS rewards and behavior refreshers.

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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Based on the 2022-2023 KSA data, our school ranked Very High (Blue). We were ranked Very High (Blue) in reading & math, and Very High (Blue) in science, social studies, and writing. We were ranked High (Blue) for English Learner Progress and

Medium (Yellow) for Quality of School Climate. Every area indicated increase except Quality of School Climate which we maintained.

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.

In reading, 22% of our EL students scored proficient or above compared to 73% of all students. In math, 26% of our EL students scored proficient or above compared to 56% of all students. In reading, 20% of our students with disabilities scored proficient or above compared to 73% of all students. In math, 20% of students with disabilities scored proficient or above compared to 56% of all students. Although we celebrate the increase in our reading and math levels for students with disabilities and within our EL population, there is still an achievement gap and continues to be an area of improvement.

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.

Our reading scores increased from 65% Proficient/Distinguished to 71.4% Proficient/Distinguished. Writing has increased from 77% Proficient/Distinguished to 78.2% Proficient/Distinguished. Science has increased from 36% Proficient/Distinguished to 38.7% Proficient/Distinguished.

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](#)

[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



DCMS School Key Elements


8. 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 District Improvement Plan (CSIP) diagnostic and template.

See attached Key Elements Template

Attachment Summary

Attachment Name	Description	Associated Item(s)
 DCMS School Key Elements		• 7