WEHS 2024-2025 Phase Two: The Needs Assessment for Schools

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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 they will address 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 as you conducted 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 were documented.

The comprehensive school improvement plan, which includes plans for improving the school accountability data, is approved by the SBDM Council each year. All meetings are documented, minutes are submitted the following month for approval, and minutes are shared publicly shortly after.

The 2024-25 Leadership Team is made up of the following participants: Jonathan Vincent, Principal; Caley Ruth, Assistant Principal; Eric Keeling, Assistant Principal; Patrick White, Dean of Students; Angie Anderson, Counselor; Shayna Tyree, Counselor; Amber Barrick, Counselor; Natalie Croney, Curriculum Coordinator; Kate Hendrix, Interventionist and Building Assessment Coordinator (BAC); Melanie Keeling, College/Career Transition (CCTR) Coach; Melissa Marr, Instructional Coach; Nicole Lee, Media Clerk. The WEHS Leadership Team meets bi-monthly. Topics included instructional data, differentiation for both intervention and enrichment, instructional practices, and opportunities for improvement. We discuss upcoming activities, schedules, methods of providing extra support for students and teachers,

curriculum, and instruction. We work to uphold and further elevate a positive school culture.

The Instructional Team (made up of the instructional coach, curriculum coordinator, interventionist/BAC, and assistant principal for instruction) meet weekly to review grades, common assessment data, attendance, and overall student and teacher performance. The Instructional Team identifies gaps in instruction, intervention and enrichment opportunities, peer-to-peer support opportunities among the faculty, and growth areas. The Instructional Team goes on to implement any changes that improve overall academic performance.

CTE teachers work with the leadership team, CCTR coach, guidance department, and interventionist/BAC to ensure that students are in a pathway and that students understand how to complete their pathways and qualify for industry certification.

The Instructional Team for 2022-2023 included the following participants: Amy Ground, the curriculum coordinator, the instructional coach, and the interventionist/BAC. The instructional team met weekly to discuss student progress and analyze individual data and school needs. The team provided support for students and families by reviewing failing grades, communicating with caregivers, and meeting with struggling students. This team also met with teachers and discussed instructional strategies to enhance student success.

WEHS has department head meetings monthly to discuss academic performance, instructional practices, departmental instructional focuses, and plans for classroom interventions and enrichment. Department heads communicated with their departments, and follow-up meetings occur to improve instructional practices. The Department Head Teacher Leader Team members for the 2024-25 year are as follows: Jennifer Mantlo- Social Studies; Christy Browning-English; Tanner Hall-Math; Jessica Sanford-Science; Megan Atchley - CTE; Tara Hamilton-Related Arts; Todd Gentry-Special Education; and Richard Bruno - ROTC. The principal, assistant principals, dean of students, curriculum coordinator, and interventionist are also present at department head meetings.

Content-level PLCs occur bi-monthly. During these meetings, teachers analyze student data, cross-referenced curriculum, and plan individualized instruction for students. In PLCs, teachers also analyze common assessment data to decide what instructional needs exist within a department and as a school.

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?

Our CSIP goals focused on ensuring that our students had what they needed to perform at grade level. One of the measures that we used to gauge success was standardized tests (ACT, KSA, etc.).

During the school year, we used programs like TruScore to help teachers and students target specific growth areas that would help students grasp classroom material more readily as well as perform proficiently on state standardized assessments.

With regard to school climate and culture, our goal was to increase engagement and to provide the social and emotional learning (SEL) supports that our students needed. We used an SEL series curated by our guidance department to respond to student needs. Surveys show that our students established healthier peer-to-peer student relationships (which was one of our goals). Students and parents continue to trust our teachers, and we use these positive relationships to help bridge in social gaps students may experience.

Based on our overall school scores, these efforts, while beneficial, should continue to be refined. We will continue to be intentional about using highly effective instructional materials with fidelity as we build a culture of learning that supports well-rounded students. Our focus continues to be increasing learning through mastering the feedback loop, and providing cognitively engaging, rigorous instruction while supporting the social and emotional learning needs of the student body.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.

• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Academic Needs

Students decreased their proficiency in the following, and with intentional shifts, both areas can show significant decreases in novice scores on KSA testing as well as significant increases in proficiency on the KSA:

- Science experienced an increase in novice scores and is working to increase the number of proficient and distinguished scores.
- Math experienced a nine percent decrease in proficient and distinguished scores for an overall 31%. The Kentucky Department of Education (KDE) goal for 23-24 was 46.3%.
- Reading scores had a two percent decrease in proficient and distinguished scores for an overall 45%. The KDE goal for 23-24 was 57.3%

- Science scores had a 12% decrease in proficiency. The KDE goal for 23-24 was 40.7%.
- Social Studies had a seven percent decrease in proficiency for an overall 40%. The KDE goal for 23-24 was 32.6%.
- The Combined Writing score increased by two percent in proficiency for an overall 50%. The KDE goal for 23-24 was 57.9%

Cultural and Behavioral Needs

The Quality of School Climate & Safety status increased from 57.7 in 2022-23 to 62.1 in 2023-24.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The percentage of novice reading scores decreased among the our academic gap groups:

- There was a 4% reduction among African American students.
- There was a 5% reduction among Hispanic students.
- Among economically disadvantaged students the novice percentage remained the same; however, the proficient and distinguished scores increased by 5%.

The percentage of novice math scores increased among our academic gap groups:

- There was a 4% increase among African American students.
- There was a 13% increase among Hispanic students.
- There was a 10% increase among economically disadvantaged students.

Though the social studies scores declined by 7% overall, they continue to be ahead of projected growth by 7.4%.

The percentage of novice scores in combined writing decreased among our gap groups:

- There was an 11% decrease in novice scores among Hispanic students.
- There was a 6% decrease in novice scores among economically disadvantaged students.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

The greatest areas of concern as indicated by the Kentucky Summative Assessment (KSA) are the overall math scores (39% novice) and the overall science scores (0% proficient or distinguished).

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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 math program has a unified curriculum for Algebra One that is developing sustained retention among students during their formative assessments. The students are also receiving specific math tutoring during our enrichment period. These efforts should allow us to see an increase in proficiency and a decrease in those who score novice.

Science educators are receiving training on engagement and using story lines in an effort to address any science knowledge deficits that exist. The students are also receiving specific science tutoring during our enrichment period. These efforts should allow us to see an increase in proficiency and a decrease in those who score novice.

Overall, all areas have adopted high-quality instructional resources that we will use with fidelity to ensure equitable access to rigorous instruction.

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 Processes
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

WEHS 23-24 Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

The three areas of focus will be Design and Deploy Standards (KCWP 1), Design and Deliver Instruction (KCWP2), and Design and Deliver Assessment Literacy (KCWP 3). WEHS will focus on effective data analysis in order to strengthen our PLCs and advance feedback provided to and by students. We will also increase inquiry-based instruction to deepen engagement and learning. Focused attention will be placed on cooperative learning and cognitive engagement to ensure that students experience more learning retention and transfer.

Attachment Summary

Attachment Name	Description	Associated Item(s)
WEHS 23-24 Key Elements		• 7