



2020-21 Phase Two: The Needs Assessment for Schools BCMS

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2020-21 Phase Two: The Needs Assessment for Schools

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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Kentucky Performance Rating for Educational Progress (K-PREP) for spring 2020 was waived due to the COVID-19 Pandemic. In the past, the following process occurred and will be resumed in the future. Teacher leaders first looked at the data to analyze and look for trends, areas where there was high growth, and areas where there was low growth. The PD/Curriculum committee and GAP committee were then brought in to address and further analyze the data. This PD/Curriculum committee was composed of 6-8 teachers, 2 parents, and one community member with no children in the school system. The GAP committee was composed of 6-8 teachers. The school leadership team compiled the input into the current plan. Following determination of priority needs, teachers, the PD/Curriculum Committee and the SBDM council reviewed the plan for further input and suggestions. These committees developed goals and strategies that were presented to the entire school leadership, as well as the School-Based Decision Making Council for review, revision, and approval. Each part of the plan was presented to the steering committee for revision. When that step was accomplished, the revised plan was presented to the faculty and staff for comment and change. The final document was submitted to the SBDM Council for review and adoption. The SBDM committees meet monthly to ensure that the strategies are being implemented. The progress of the plan will be discussed at faculty meetings. The principal will report on the progress of the plan to the Breckinridge County Board of Education. Copies of the CSIP will be issued to all faculty, staff, and other committee members. Copies will be placed in the school office. The monthly newsletter will inform parents and community members of the availability of these documents for viewing. The CSIP will also be located on the school website. The SBDM and PD/Curriculum Committee meet monthly. The leadership team and team leaders meet bimonthly. Each committee meeting has minutes taken and those are shared with each member, the principal, the SBDM and district leadership at the BOE.

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Kentucky Performance Rating for Educational Progress (K-PREP) for spring 2020 was waived due to the COVID-19 Pandemic. Current K-PREP data is unavailable. The most recent data from K-PREP 2019 indicates the following: Our Reading, Math, Science, and Writing scores are higher than the state average on KPREP. Our Proficiency index score is 83.1 which is in the high range. Our Reading index score is 83.3 which is in the high range and 7 points higher than last year. Our Math index score is 82.9 which is also in the high range and 2 points higher than last year. Our Separate Academic Indicator score is 67.3 which is in the medium range. Writing has seen improvements from 30% P/D in 2015 to 50% P/D in 2017 on KPREP. Our special education subpopulation still has a significant gap which caused us to be lowered from a 4 star school to a 3 star school. Growth Score - 52.4 is in the medium range. Our Free/Reduced-Price Meals students performed in the high range in Proficiency (77.8), Reading (77.5), and Math (78.1) Teachers: We have 36 teachers; 5 are NBCT and 40% have a Rank I. All teachers are certified in the area they teach. The number of behavior referrals has increased each year based on IC data and internal reports.

Priorities/Concerns

. Clearly and concisely identify 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.

Kentucky Performance Rating for Educational Progress (K-PREP) for spring 2020 was waived due to the COVID-19 Pandemic. Current K-PREP data is unavailable. The most recent data from K-PREP 2019 indicates the following: Disability-with IEP Population (Total): Proficiency score - 46.2 - Reading indicator score 45.5 - 18 novice, 26 apprentice, 10 proficient, and 2 distinguished; Math indicator score 46.9 - 12 novice, 36 apprentice, 7 proficient, and 1 distinguished. Separate Academic Indicator - 41 Very Low - Science indicator score 38.9 - 5 novice, 12 apprentice, 1 proficient; Social Studies indicator score 50 - 5 novice, 9 apprentice, 5 proficient; Writing indicator score 34.2 - 7 novice, 11 apprentice, 1 proficient. Growth Indicator - 46.4 Very Low Our Separate Academic Indicator score dropped from 71.8 to 67.3. Writing dropped from 50% proficient/distinguished to 40.9% proficient/distinguished, which caused a 10 point drop in our indicator score for writing - 79 to a 69. Our Social Studies indicator score dropped from an 83.1 to 78.4. Free/Reduced-Price Meals student performance on KPREP: Separate Academic Indicator - 67.3; Science (60.9) - 25 novice, 72 apprentice, 23 proficient, and 2 distinguished; Social Studies (71.5) - 8 novice, 61 apprentice, 49 proficient, and 9 distinguished; Writing (69.1) - 15 novice, 73 apprentice, 32 proficient, and 7 distinguished. Student behavior is a concern, with an increase in the number of discipline referrals. Our counselors have introduced our TAB (Take A Break) room this year to give scholars an area in our building to de-escalate and to help them self-regulate. We are hoping that this new strategy will improve discipline.

Trends

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

Kentucky Performance Rating for Educational Progress (K-PREP) for spring 2020 was waived due to the COVID-19 Pandemic. Current K-PREP data is unavailable. The most recent data from K-PREP 2018 & 2019 indicates the following: The performance of our disability-with IEP population is a major concern. They have underperformed when compared to all other students in our school and in the state. 11% of our students are Novice readers. This is a decrease in our percentage of novice readers as compared to years past. We have worked to increase student engagement in the classroom to help decrease the number of office referrals and student discipline problems, and have instituted strategies to focus on student mental health as a way to help students self-regulate.

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](#)

Kentucky Performance Rating for Educational Progress (K-PREP) for spring 2020 was waived due to the COVID-19 Pandemic. Current K-PREP data is unavailable. The most recent data indicates the following: All students read for 10-15 minutes during College and Career Readiness class (CCR). Students identified as Novice readers will be pulled to participate in small group reading circles to increase exposure and motivation to read. All grade levels will utilize GoMath to provide targets, bell ringers, tests, retests, and extensions. Also, one math unit will be taught during CCR to help ensure the coverage of all content. All grade levels will utilize IXL for reading and math diagnostic testing and skill improvements. Data Cards are implemented with all students. Formal meetings will occur with students where discussion about assessment data (MAP, IXL, KPREP), ILPs, and college and career planning will take place each semester. Feedback meetings will be used to set goals in these areas. This will also be a topic during mentor meetings. Kagan Strategies will be used to encourage student-student discussion and questioning. Focus on our non-negotiables: QCEs, Common assessments, Curriculum maps/pacing guides, Attend PLC meetings to analyze data and adhere to PLC norms, Learning targets, Bell-ringer or Warm-up, Posting grades weekly, and Parent contacts with failing students. IXL and Credit Recovery will be utilized as intervention strategies for struggling students. A data room allows teachers an opportunity to visually see where students are. This room will be where PLC meetings will take place. PLC meetings will focus on Gap students and their progression. The special education department will identify and target students for novice reduction. All students will be in collaboration and those that need the most intervention services will also receive resource services during their CCR. The special education department will have biweekly PLCs to discuss trends and strategies to improve student performance. Daytime ESS teachers will be focused on reducing the number of students at the novice performance level. Name and claim binders and credit

recovery lists will be kept at each grade level. Reading and writing plans will be developed in Related Arts, Social Studies, and Science classes. Leaders will implement opportunities for reading and writing in the Related Arts curriculum. Teachers will create a list of the 30 most important vocabulary words in their subject area to emphasize throughout the year.

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%.

Kentucky Performance Rating for Educational Progress (K-PREP) for spring 2020 was waived due to the COVID-19 Pandemic. Current K-PREP data is unavailable. The most recent data indicates the following: BCMS is a high performing school. We have outperformed the state on KPREP in all areas except Social Studies. Proficiency - in the high range; Math - in the high range; Reading - in the high range. Separate Academic Indicator in the medium range.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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