



CCHS 2022-23 Phase Two: The Needs Assessment for Schools DUE NOV. 1

2022-23 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 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.

Continuous Improvement Team: The District Continuous Improvement Team is comprised of Superintendent, Chief Officers, District Administrators, School Administrators, and the Superintendent Advisory Council. School and District Administrators participate in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Collaborative Planning is held twice yearly with each site-based administrator.

Each PLC cycle, teachers and administrators meet to analyze student common assessment data. PLC's are content and grade specific. Teachers complete a "Data Protocol Spreadsheet" and identify students that need intervention via the MTSS process and students in need of enrichment. Teachers also complete a data tracking sheet that allows them to track individual student growth on common assessments, ACT, and MAP.

In the summer, the CCHS leadership team, comprised of the administrators, counselors, department heads, and athletic director look at end of the year testing data in order to determine teacher schedules, student needs, and the instructional plan moving forward for the school year. Each month, stakeholders for each assessment (ODW, SSA, Social Studies, Reading, and math) meet to analyze the current reality with common assessment scores and ACT results and document conversations via the School Priority Plan.

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?

In order to monitor progress towards goals documented in the CSIP and the Priority Plan, standing monthly meetings are held to "stoplight" the strategic actions and adjustments / next steps. Anything that is important enough to be included in the priority plan is important enough to be monitored.

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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Reading:

Novice currently lower than 2017-18 (12%) - Data shows we are scoring better than before COVID

Novice 7% lower than state

P&D 3% higher than state

SpEd population P&D equal to All Students

Math:

All Students Increase 10.3% in P&D in 2021-22

All Students Decrease Novice 1.7% in 2021-22

Gap Between All Students and African American 11% in P&D

African American Increased by 10% PD from 2017-18

No Subgroup below 20% Novice

Science:

1% Behind State in Novice

2% Behind State on P&D

Focus on SpEd and African American: Greatest Opportunity for Gain

Females scored 2% lower in Proficient than Males

Social Studies:

P&D discrepancy between Females and Males

Females and White Students Scoring NAPD relatively the same

Sped & State % almost the same

Gap between African American and White Novice is 21%

GAP between Novice and P&D is substantial when looking at the state averages

African American is 6% higher than SpEd P&D

No demographic area lower than 20% Novice

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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

2021-22 KSY Reading - 46% P&D - 25% N; 2021-22 KSA Reading SpEd Data - 47% PD - 27% N

2021-22 KSA Math - 30% P&D - 37% Novice; 2021-22 KREP Math SpEd Data - 22% P&D - 39% N

2021-22 KSA SSA - 12% P&D - 44% N; 2021-22 KSA SSA SpED - 4% P&D - 70% N

2021-22 KSA Social Studies - 30% P&D - 44% N; 2021-22 SSA Social Studies SpED - 27% P&D - 48% N

2021-22 KSA On-Demand - 49% P&D - 16% N; 2021-22 KSA Editing & Mechanics - 45% P&D - 29% N

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.

CCHS MTSS Plan for Reading - Area of Weakness 46% of students met the reading benchmark in reading Strategic Improvement Plan via CCHS Priority Plan Identification of Tier 2 & 3 via Strategic MAP testing School-wide Integration of Tier 1 Strategies Focus on the STUDY, DO, ACT, PLAN in PLCs Universal Language of School-wide Literacy "Name & Claim" with identified AA Males Behavior, Academic, Mentoring, Goal Setting Focus Integrate a Coaching Model w. Leadership Team to increase instructional capacity Incorporate resources from Teacher Induction Personnel to incorporate a new teacher plan complete with peer observations

CCHS MTSS Plan for Math - Largest Area of Weakness 30% of students met the math benchmark on the Strategic Improvement Plan via CCHS Priority Plan Identification of Tier 2 & 3 via Strategic MAP testing Focus on the STUDY, DO, ACT, PLAN in PLCs Utilize the KPREP BluePrint to structure geometry courses to include the spiraling of other mathematical conceptual categories Algebra Functions Number & Quantity Statistics and Probability "Name & Claim" with identified AA Males Behavior, Academic, Mentoring, Goal Setting Focus Integrate a Coaching Model w. Leadership Team to increase instructional capacity Incorporate resources from Teacher Induction Personnel to incorporate a new teacher plan complete with peer observations Resource math classes utilize KPREP BluePrint to structure geometry courses to include the spiraling of other mathematical conceptual categories Utilize the KPREP Blueprint to draft formative / summative assessments Focus on Vocabulary Strategies / Terminology List Identification of Tier 2 and 3 students according to the Mastery Prep Data and ACT (focus on 10th & 11th graders) Provide specialized services for students (i.e., BOOST, individualize feedback and support) Weekly ACT expectations in math, English, Social Studies (reading), and Science

courses Outline most often missed topics; develop plan to incorporate / spiral into core content classes School-wide focus on literacy

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.

CCHS has created the 2022-2023 SY Priority Plan (attached) that is the guiding the academic and non-academic focus in the building. This document is a fluid, working document. The following is a listing of the "priorities" for the school: Student Achievement, High Quality Employees, Parents & Community, Resources and Facilities, and Operational Efficiency. Stakeholders in each one of these priority areas have been identified. Each month, there is a meeting over these priority areas with the respective team of stakeholders. The Priority Plan is utilized as the agenda for each one of these meetings. Stakeholders look at current systems in place with action plans, goals for the 2021-22 SY, progress monitoring, the current reality, and any adjustments or next steps that need to be included in the plan. The CCHS Leadership Team is utilizing this document as a way to monitor progress towards becoming a GREEN School.

Strengths:

KSA On-Demand Writing - 49% PD; 16% N

Graduation Rate of +95%

Post Secondary Readiness +65%

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

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.

See attachments The following evidence is referenced in the "2022-23 CCHS School Key Elements Template" below: 2022-23 SY CCHS PLC Instructional Plan STUDY-DO-ACT-PLAN Model MTSS Tracking Document Post-Secondary Readiness Tracking Document PBIS Behavioral Tracking Document Individual Subject Area Common Assessment Data Tracking Document School-wide and PGES Weekly Observational Tool.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>2022-23 CCHS Priority Plan / Scorecard</u>		.
 2022-23 CCHS School Key Elements		.