



## 2021-22 PHASE TWO CCHS: The Needs Assessment DUE NOV. 1

2021-22 Phase Two: The Needs Assessment for Schools

**Christian County High School**  
**Matthew Boehman**  
220 Glass Ave  
Hopkinsville, Kentucky, 42240  
United States of America

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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.

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.

### 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.
- African American Males continue to score poorly on standardized tests in reading, science, and math. The average composite score on the ACT for an African American was a 14.8 while the white counterparts scored an average of 18.4.
- Based on in-class observations, teachers need to incorporate more engagement strategies and text dependent questions.
- On-Demand Writing Scores are above the state average at 72.6% P&D (as opposed to the state average of 52% P&D).

### **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.

Example of Non-Academic Current State: - Parent perception from Studer Survey (2.98) -- I regularly receive feedback from school staff on how well my child is learning - Parent perception from Studer Survey (2.91) -- I receive positive phone calls, emails, or notes about my child from the school. - 157 Parent/Guardians currently signed up for REMIND Communication Service - 96% of students have been issued a Chromebook (missing devices are due to no OLR or outstanding technology fees) - Implementation of new minor system - Instructional and behavioral procedures are in place 7th-12th - All students subscribed to a "Class of 20\_\_" Canvas LMS Page Examples of Current Academic State: - 2020-21 KSA Reading

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- 36.1% P&D; 38.2% N - 2020-21 KSA Reading - SpEd Data - 9.3% P&D; 61.1% N - 2020-21 KSA Math - 19.7% P&D; 38.7% N - 2020-21 KSA Math - SpEd Data - 13.5% P&D; 46.2% N - 2020-21 KSA Science - 26.8% P&D; 32.3% N - 2020-21 KSA Writing On-Demand - 72.6% P&D; 9.3% N - 2020-21 Junior ACT Results Overall Composite 15.98 Overall English 15.38 Overall Math 15.95 Overall Reading 16.26 Overall Science 16.20 AA Composite 14.79 AA English 13.97 AA Math 14.75 AA Reading 14.73 AA Science

## 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.

CCHS MTSS Plan for Reading 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 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

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.

CCHS has created the 2021-2022 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 Five Star School.

## 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.

See attachments

### **ATTACHMENTS**

#### **Attachment Name**

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-  2021-2022 CCHS Priority Plan Scorecard
  
-  2021-2022 CCHS School Key Elements Template

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021-2022 CCHS Priority Plan Scorecard		• 6
 2021-2022 CCHS School Key Elements Template		• 6