



22-23 Phase Two: The Needs Assessment for Schools

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.

The teachers and staff at CMS have made major strides in the area of reviewing, analyzing and applying data results to foster school improvement. After a very difficult year back in school after the school closure, the principal and administrative team determined it necessary to review both quantitative and qualitative data and conduct a complete "reset". Mike Jones (principal), Anne Piatt (Associate Principal), Ryan Taylor (Admin Dean), Evin Shockey (Academic Specialist), Leigh Ann Williams (School-based Instructional Support), and all department members review KSA, MAP, and school content data throughout the school year.

During the 22-23 school year, the teachers and administration have 3 work sessions with a consultant from NWEA in an effort to make MAP data more relevant for families and students. After working with Dr. Billy Snow, we have changed our PLC focus by conducting student task analysis where teachers and other staff provide feedback to the presenting teacher around standard, teacher clarity, and if the reviewed work is considered to be proficient. The task analysis is documented in a Google form where teachers provide feedback and reflect on their own

practice. Teachers have provided feedback that the process is purposeful and having an impact on instruction in a positive way. Administrators meet with grade level teams each week, discussing students of concern, behavior data, eOS data, failures, and walkthroughs. The data directly impacts instruction as well as the work around school culture and climate. The CSIP planning committee meets throughout the school year to review progress towards the school-wide goals. make the meetings more meaningful and connect directly with instructional planning meetings.

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?

Although we did not show progress in our KSA data, we did have some successes as far as implementation of some of the strategies and activities during a very trying year. In full transparency, it was difficult at times to get into a flow with some of the activities and strategies due to high number of staff and student absences due to Covid isolation and _____. We worked with Solution Tree during the 21-22 school year and had a focus on essential standards, learning intentions and success criteria and how they can all be used to improve instruction. We had a few pockets who struggled, but overall we saw a significant improvement according to our walkthrough data. Our administrators minus a few exceptions averaged 10 instructional walkthroughs per week which led to teacher feedback and reflection and more focused and intentional instruction. All content teachers implemented a guaranteed and viable curriculum. All teachers were given ample time to teach the standards and all were given curriculum resources to help assist in planning and teaching. The following shows the resources that each content area used: Math- *Envisions*, Language Arts- *Collections*, Science- *Amplify*, & Social Studies- *Savaas*.

These curriculum resources along with district support gave our teachers a better chance to teach the students the required learning standards. We do have areas for continued improvement in the area of data analysis and how to use the data to inform our instruction. We will continue to tweak our PLC and data practices to allow teachers time to have purposeful work time and learning around improving instruction.

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.

The number of behavior referrals for the first quarter of 20-21 was nearly non-existent due to students engaging in school online. The first quarter of the 22-23 school year shows an increase in overall office discipline referrals of 103 from the 21-22 quarter 1. We see an increase in the number of students who fall into the Tier III category (6 or more ODR's) in 22-23 than in the past.

The number of students who scored novice in reading in 2022 was 344 while in 2021 the number was 239.

The number of students who scored novice in math in 2022 was 397 while in 2021 the number was 237.

The number of students who scored novice in science in 2022 was 146 while in 2021 the number was 74.

The number of students who scored novice in social studies in 2022 was 141.

The number of students who scored novice in writing in 2022 was 99 while in 2021 the number was 40.

The following subgroups continue to see a high number of students scoring in the novice range in Reading; African American (154), Hispanic (88), Students with disabilities (76), English Learners (84), Economically Disadvantaged (293).

The following subgroups continue to see a high number of students scoring in the novice range in Math; African American (127), Hispanic (66), Students with disabilities (64), English Learners (66), Economically Disadvantaged (340).

According to the Quality School Climate Survey results, fifty-percent of students thought school rules were fair. Fifty-two percent of students thought that the school is an encouraging place. Twenty-two percent of students feel that bullying is not a problem. Eighty-eight percent of students know that they can ask a teacher for help on homework. Eighty three percent of student state that teachers make them feel welcome in class.

According to the TELL survey results the following 3 areas were reasons for concern were around managing student behavior, school climate, and emotional well-being and belonging.

All of the areas mentioned above are areas for concern and improvement. Our administrative team has our staff focusing on the ABC's which includes Academic, Behavior, and Climate/Culture improvement.

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.

Current Academic State:

The following data is our current state as it relates to Kentucky Summative Assessment.

The number of students who scored novice in reading in 2022 was 344. The number of students who scored proficient in reading in 2022 was 165.

The number of students who scored novice in math in 2022 was 397. The number of students who scored proficient in math in 2022 was 137.

The number of students who scored novice in science in 2022 was 146. The number of students who scored proficient in science in 2022 was 26.

The number of students who scored novice in social studies in 2022 was 141. The number of students who scored proficient in social studies in 2022 was 43.

The number of students who scored novice in writing in 2022 was 99. The number of students who scored proficient in writing in 2022 was 39.

Current Non-Academic State:

The overall number of behavior referrals for the first quarter is _____. The number of students who fall into the Tier III range for behavior referrals for the first quarter is _____.

The perception data from the the TELL survey indicated that managing student behavior, school climate, and emotional well-being and belonging. Teachers indicate that they do not feel comfortable handling disruptive classrooms. Twenty-one percent of teachers responded favorably that administrators support their classroom management efforts. Twenty-three percent of teachers indicated that the overall work environment is positive. Teachers and staff indicated that their emotional well-being was not good due to their work.

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.

Crawford is considered TSI in 5 areas including African American, Hispanic, EL, Students with Disabilities, and Economically disadvantaged. With these classifications and the corresponding data we are taking a wholistic approach to school improvement.

The following subgroups continue to see a high number of students scoring in the novice range in Reading; African American (154), Hispanic (88), Students with disabilities (76), English Learners (84), Economically Disadvantaged (293).

The following subgroups continue to see a high number of students scoring in the novice range in Math; African American (127), Hispanic (66), Students with disabilities (64), English Learners (66), Economically Disadvantaged (340).

Overall, the number of students who scored novice in writing in 2022 was 99 which is an increase of 59 from 2021.

Reading, math, and writing are all areas of concern and will be a heavy focus for school improvement. Science and social studies novice scores are also a cause for concern and will also be addressed in our PLC work and throughout instruction.

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.

The high level of novice scores indicated in our data in all groups and subgroups suggest that we need to address Tier I. Although this is an area of concern, it is also a leverage point.

We have indicated some leverage points when comparing our fall MAP data to the 2022 KSA scores. In reading we see an 8% reduction in novice scores among all students. In math we see a nearly 8% reduction in math novice scores on Fall MAP. Fall math MAP scores show that African American students have a total novice reduction of nearly 9%. While not as significant, in Fall reading MAP, African American students show a 3% reduction in novice.

Our goals focus will be to cut novice scores overall as well as in all identified TSI groups.

In reading, we are implementing new strategies to be used in all classrooms that teach students how to interact with text. We are also working with support to develop a more efficient instructional model for the educational enhancement reading courses. Lastly, we have implemented a new PLC protocol that allows teachers to review and give feedback on student work measuring the task against the standard.

In math, our PLC protocol allows teachers to review and give feedback on student work measuring the task against the standard.

We are leveraging a tool that will be used in all classrooms teaching students how to respond to text in writing.

We are taking a team approach towards school improvement that includes school level leadership and support as well as district level leadership and support. An action plan will help us focus on the non-negotiables we have instructionally.

All of the strategies that we are implementing that address some of our sub-groups and contents will impact all student populations positively.

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.
Please see attachment for evidence.

ATTACHMENTS

Attachment Name

 22-23 KCWP

Attachment Summary

Attachment Name	Description	Associated Item(s)
 22-23 KCWP		• 7