



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

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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?

2019-2020 KPREP data was presented to the entire staff at a faculty meeting. Benchmark data is accessible to staff following the testing cycle. Personalized learning data is available to staff and shared at PLC data meetings with instructional coach monthly. For formative assessment and common summative assessment teachers meet within their professional learning communities twice a month. Instructional state testing, personalized learning, and benchmark data is shared with the SBDM monthly or as released after testing windows. Data is also shared at monthly principal meeting with middle school level colleagues. Our administration team meets weekly and the leadership department heads meets monthly. After each assessment cycle meetings are held to review the data and establish next steps for areas of improvement/opportunity. Practices are put in place and monitored during meetings and PLCs. Minutes from all meetings are via Google docs.

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.

2019-2020 On 2018/2019 KPREP : In reading 17.9% of our students with disabilities scored proficient/distinguished. This is an increase from 2017/18, however it is below the state average of 27% ; In math 14.9% of our students with disabilities scored proficient/distinguished. This is an increase from 2017/18 however it is below the state average of 18%.

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.

2019-2020 Eighty-two percent (82%) of students with disability(IEP) perform below proficiency on the KPREP test in reading. Eighty-five percent (85%) of students with disability (IEP) perform below proficiency on the KPREP test in math. This is group is our priority group this year.

Trends

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

2019-2020 In an effort to complete our 3 year plan approved by the SBDM council, OMS will use Summit as a school-wide curriculum and pedagogy practices. This will impact the deployment of standards and delivery of instruction. All teachers will receive training and support in utilizing the Summit resources for instruction. Focus for this year is focusing on increasing rigor and effective instructional practices. We will use professional learning communities to analyze data and make instructional decisions for students.

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](#)

2019-2020 We have developed PLCs around analyzing student assessment data and instructional practices. These PLCs are using STAR, CASE, CERT, as both a diagnostic and predictor as it relates to the state assessment. We have improved our professional development opportunities for all staff members. All 4 core content areas teachers, Special Education teachers, are attending state sponsored conferences. Teachers have completed the 4 day PBL training with the Buck Institute. Northern Kentucky Fishbowl Professional Development will continue for our science teachers. Extensive school-wide technology professional development has been offered to help teachers become Google certified. All teachers facilitate personalized learning as a result of our partnership with Summit Schools for our curriculum


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%.

2019-2020 We have created an intervention protocol during the school day for Tier II and Tier III students. We have improved our ESS programs to directly target students within the Gap groups or those identified as scoring Novice as well as bubble students.

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|-------------|--------------------|
|  Needs Assessment | | . |