# 2018-2019 SHMS Phase Two: The Needs Assessment for Schools

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## Understanding Continuous Improvement: The Needs Assessment

**Rationale:** 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 (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 (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/district, 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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

## Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/ district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data is reviewed frequently throughout the school year during Professional Learning Communities (PLCs). Teachers bring formative and summative assessment data from classrooms to review during weekly, content specific PLCs. Reading classrooms use CARS to monitor student process utilizing student data notebooks. Math classrooms are incorporating CAMS and implementing student data notebooks as well. PLC meeting notes indicate the data reviewed and the best practice methods that are shared and discussed to improve student achievement on these assessments. Data from MAP and common assessments is also reviewed and analyzed throughout the year by the school Leadership Team, PLCs, and individual teachers. MAP will be given in the fall, winter, and spring. After each assessment is given, the data is analyzed and organized into spreadsheets, charts, graphs, etc. by the Leadership Team. It is then reviewed and analyzed in PLCs so that teachers can develop a plan to apply the data in their classrooms. This data is also used by teachers to drive instruction in classrooms, to target low-achieving students, to use for student goal setting, and to show student growth. The Student Support Team (SST) also identifies struggling learners to refer for KSI interventions based on this data. Data from state assessments are given to teachers to disaggregate and to target novice and apprentice students. Professional development time is spent reviewing and analyzing the data as well through content specific PLCs. During this PD time, teachers identify struggling students, create a plan to target those students, and apply the data to drive their instruction to increase student achievement. The Principal’s Advisory Committee (PAC) meets monthly to review, analyze, and apply data results from all of the above mentioned assessments. Information concerning this data is disseminated through the PAC as well. Suggestions and decisions concerning curriculum, instruction, interventions, formative and summative assessments, best practices, etc. that would improve student achievement are made through these meetings. Meeting notes are kept for each PAC meeting.

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## 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:**
-32% of gap students scored proficient on KPREP Reading.
-We saw a 10% increase among gap students in Reading from 2017 to 2018.
-34% of our students scored proficient in math compared to the state average of 47%.

**Example of Non-Academic Current State:**
-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Academic: Reading KPREP: 66% of students scored proficient and distinguished in reading in 2018. We saw a .9% reduction in the number of students scoring novice in reading from 2017 to 2018. There was a .3% decrease in the number of students scoring novice and apprentice in reading from 2017 to 2018. We saw a 3.9% increase in the number of students scoring distinguished in reading from 2017 to 2018. Our average scale score in each grade level for reading was above the state average. 56.1% of SpEd students scored proficient and distinguished in reading in 2018. We saw a 8.7% increase in the number of SpEd students scoring novice and apprentice in 2018. 60.5% of FRL students scored proficient and distinguished in reading in 2018. There was a 2.4% increase in the number of FRL students scoring novice and apprentice in 2018. Math KPREP: 46.6% of students scored proficient and distinguished in math in 2018. We saw a 3.2% reduction in the number of students scoring novice in math from 2017 to 2018; however, there was a 7.5% increase in the number of students scoring apprentice in math from 2017-2018. There was a 4.2% decrease in the number of students scoring proficient and distinguished in math from 2017 to 2018. Our average scale score in 8th grade math was above the state average. 49.1% of SpEd students scored proficient and distinguished in math in 2018. We saw a 6.1% reduction in the number of SpEd students scoring novice in math from 2017 to 2018; however, there was a 16.3% increase in the number of SpEd students scoring apprentice in math from 2017-2018. 41.1% of FRL students scored proficient and distinguished in math in 2018. There was a 3.6% reduction in the number of FRL students scoring novice in math from 2017 to 2018; however, there was a 11.3% increase in the number of FRL students scoring apprentice in math from 2017-2018. Social Studies KPREP: 61.2% of students scored proficient and distinguished in social studies in 2018. We saw an 11.7% increase in the number of students scoring proficient from 2017 to 2018. There was a 3.4% reduction in the number of students scoring novice and apprentice in social studies from 2017 to 2018. 50% of SpEd students scored proficient and distinguished in social studies in 2018. We saw a 6.1% reduction in the number of SpEd students scoring novice in social studies from 2017 to 2018 and saw a 16.7% increase in the number of SpEd students scoring proficient in social studies from 2017-2018. There was a 5.6% increase in the number of SpEd students scoring proficient and distinguished in social studies from 2017 to 2018. 56.3% of FRL students scored proficient and distinguished in social studies in 2018. There was a 1.7% increase in the number of FRL students scoring novice in social studies from 2017 to 2018; however, there was a 3.9% increase in the number of FRL students scoring proficient in social studies from 2017 to 2018. On Demand Writing KPREP: 40.3% of students scored proficient and distinguished on ODW in 2018. We saw a 3.5% increase in the number of students scoring proficient on ODW from 2017 to 2018; however, there was a 4.1% increase in the number of students scoring novice and apprentice on ODW from 2017-2018. 25% of SpEd students scored

proficient and distinguished on ODW in 2018. There was a 2.8% decrease in the number of SpEd students scoring novice on ODW from 2017 to 2018; however, we saw a 8.3% decrease in the number of SpEd students scoring proficient and distinguished on ODW from 2017 to 2018. 33.3% of FRL students scored proficient and distinguished on ODW in 2018. We saw a 5.1% decrease in the number of FRL students scoring proficient and distinguished on ODW from 2017 to 2018. Science KPREP: 29.8% of students scored proficient and distinguished in science in 2018. 42.1% of SpEd students scored proficient and distinguished in science in 2018. 24.7% of FRL students scored proficient and distinguished in science in 2018. Non-Academic: Faculty & staff attendance rate increased from 90% in 2016-2017 to 94.6% in 2017-2018. The number of behavior referrals increased from 427 in 2016-2017 to 579 in 2017-2018.

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## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

**Example:** 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Academic: Reading We saw a 3.5% decrease in the number of overall students scoring proficient in reading from 2017 to 2018. There was an 8.7% decrease in the number of SpEd students and a 2.4% decrease in the number of FRL students scoring proficient and distinguished in reading from 2017 to 2018. Math There was a 4.2% decrease in the number of students scoring proficient and distinguished in math from 2017 to 2018. We saw a 16.3% increase in the number of SpEd students scoring apprentice in math from 2017-2018. There was an 11.3% increase in the number of FRL students scoring apprentice in math from 2017-2018. Soc. St. There was a .9% decrease in the number of FRL students scoring proficient and distinguished in social studies from 2017 to 2018. On Demand Writing There was a 4.1% increase in the number of students scoring novice and apprentice on ODW from 2017-2018. We saw a 8.3% decrease in the number of SpEd students scoring proficient and distinguished on ODW from 2017 to 2018. We saw a 5.1% decrease in the number of FRL students scoring proficient and distinguished on ODW from 2017 to 2018. Science 60.3% of students scored apprentice in science in 2018. 52.6% of SpEd students scored apprentice in science in 2018. 62.3% of FRL students scored apprentice in science in 2018. Non-Academic: Behavior 35.6% increase in behavior referrals

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## Trends

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

Math, science, and ODW continues to be areas for improvement. The percentage of students scoring apprentice in all three areas is high: math = 46.1%, science = 60.3%, and ODW = 51.1%. Continuing to reduce novice and apprentice scores and focusing on student growth in these areas are of high priority. SHMS continues to implement strategies to increase parent and community involvement. Parent participation is minimal within the school, especially in school decision making.

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## 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

Formative assessment techniques to guide and evaluate teaching continue to be a focus. The formative assessment process is fluid throughout our school. The formative assessment process is supported with guided planning, PLCs, PAC, and walk-throughs. Formative assessment techniques that are utilized and focused on within our school building include writing and teaching learning targets, utilizing exemplars, differentiating instruction, utilizing questioning and discussion during instruction, providing effective feedback, integrating ongoing formative assessment in the form of bell ringers and exit slips, and engaging students in self-reflection through the use of data notebooks. Teachers meet in District Wide PDs to evaluate and update pacing guides for each content area. Content teachers follow these pacing guides to plan instruction. Teachers continue to dissect the standards to create student friendly learning targets that are taught so students know what is expected of them in order to better self-assess. Criteria for success is often included to better facilitate the self-assessment process. Growth will be an area of focus for SHMS this year. Student data notebooks continue to be used so that students can self-assess, set goals, and track growth throughout the school year. Teachers utilize a variety of instructional strategies and delivery modes in each classroom. We will continue to focus on providing a variety of differentiated instructional strategies to meet the needs of all students. Integrating technology, such as Chromebooks, Google Drive, Google Classroom, Study Island, Exact Path, MobyMax, etc., will continue to be a focus to support student learning as well. Content specific PLCs will meet weekly to share formative assessment strategies and and to analyze data. Teachers work collaboratively and openly share ideas and constructive criticism that meaningfully impact teaching and learning. Each teacher within our building will continue to be assigned a guided planning partner from the Leadership Team. Guided planning partners support teachers by reviewing lesson plans, giving feedback, and asking essential questions to help guide the teacher in planning, reflecting and assessing. The Leadership Team is frequently in classrooms monitoring instruction and walk-through documentation is kept, with feedback being provided to teachers on what the observer witnessed in the classroom. We will utilizing digital data walls to assist with monitoring student achievement. Teachers will continue to apply the process of Name & Claim to target low achieving students. On the digital data walls, novice and apprentice students are identified and teachers will target, or claim these students, and track their progress throughout the year. Teachers will monitor, encourage, and support these students to help increase student achievement and promote student growth. We will continue to focus on parent support opportunities. SHMS is committed to increasing parent and community support for our students and our school. We are also committed to providing parents with the information and resources they need in order to ensure the success of their child and our school. SHMS will continue to provide a variety of community and parent activities. We will continue to provide information to parents and the community through various means and modes of communication, such as All Calls, Remind, Infinite Campus, Facebook, newsletters, school sign, etc. Incentives for student and teacher attendance will also be a focus this year and PBIS strategies and rewards will be evaluated in order to address the increase in student behavior referrals.

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## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

**Example**: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Academic: Reading: 66% of students scored proficient and distinguished in reading in 2018, with a .9% reduction in students scoring novice and a 3.9% increase in students scoring distinguished from 2017 to 2018. Math: novice reduction with a 3.2% decrease in the number of students scoring novice in math from 2017 to 2018 (6.1% reduction in SpEd students scoring novice and 3.6% reduction in FRL students scoring novice) Social Studies: 61.2% of students scored proficient and distinguished in social studies in 2018, with a 3.4% reduction in students scoring novice and apprentice from 2017 to 2018 and a 5.6% reduction in the number of SpEd students scoring novice and apprentice from 2017 to 2018. On Demand Writing: 3.5% increase in the number of students scoring proficient on ODW from 2017 to 2018, with a 8.9% increase in the number of SpEd students scoring proficient and a 2.8% decrease in the number of SpEd students scoring novice. Science: 9.9% of students scored novice in science in 2018, with 5.3% of SpEd students scoring novice. Non-Academic: Teacher attendance has increased 4.6%.

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# ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
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