

**WMS Nov. 1, 2018 Phase Two: The Needs Assessment for
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Phase Two: The Needs Assessment for Schools

Woodland Middle School
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Phase Two: The Needs Assessment for Schools

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?

KPREP data was shared with all staff on October 3, 2018 and a brief data analysis was completed. Further data analysis was completed on October 18, 2018 during a 3 hour professional development session, during which strategies were proposed to address areas of concern. The KPREP data was shared with the SBDM Council during the October regular meeting, on October 11, 2018. KPREP Data and school improvement strategies were shared with Woodland Middle School parents at the PTSA general meeting on October 18, 2018. Continuing work with data analysis and improvement strategies will take place during weekly PLC meetings with all teachers and during Department Lead Teacher meetings monthly. All meetings are documented with agendas, minutes, and sign in sheets.

ATTACHMENTS

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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.
- 11.3% increase in Novice among students with disabilities in Reading from 2017 to 2018. -11.9% increase in Novice among students with disabilities in Math from 2017 to 2018. -3.8% decrease in Novice among students with disabilities in Social Studies from 2017 to 2018. -Growth for all students in math was 9.6 as compared to the state average of 8.0.

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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.

- 88.9% of students with disabilities scored below proficiency on KPREP in reading as opposed to 41.8% of all students. - 89.8% of students with disabilities scored below proficiency on KPREP in math as opposed to 54.6% of all students. -94.3% of students with disabilities scored below proficiency on KPREP in writing as opposed to 56.8% of all students. -28% of African American students scored proficient or distinguished in reading compared to 58.1% of all students. -24% of African American students scored proficient or distinguished in math compared to 45.4% of all students.

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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?

Students with disabilities and students who fall into the African American category continue to perform below their peers academically, and are significant areas for improvement.

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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](#)

KCWP 2: Design and Deliver Instruction • What systems of collaboration are in place in order to meet the Tier I educational needs of all students? How is learning monitored before, during, and after instruction? (Explicit Instruction) How does the teacher ensure cognitive engagement versus passive or active engagement? What strategies and programs are implemented in classrooms/schools and how do you measure their effectiveness on student achievement? KCWP 5: Design, Align, and Deliver Support What system or processes are in place to ensure appropriate academic interventions are taking place to meet the needs of all students? What data is monitored and evaluated to ensure high levels of teacher effectiveness and student learning? How do stakeholders determine which best practice strategies (e.g., interventionist, Read 180, ALEKS, modifications to schedules) will meet the identified needs of the students? KCWP 6: Establishing Learning Culture and Environment • How do behavior systems support an environment where everyone feels safe and wants to learn? What processes are in place to promote depth of educator capacity (will and skill) within school? What processes are in place to ensure all educators are successful? What processes are in place to communicate with parents in order to address barriers to learning?

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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%.

The percentage of proficient and distinguished students in reading has increased from 56% in 2017 to 58.2% in 2018. The percentage of proficient and distinguished students in social studies has increased from 59.4% in 2017 to 63.9% in 2018. The percentage of proficient and distinguished students in writing has increased from 39.3% in 2017 to 43.2% in 2018.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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