



2022-23 Phase Two: The Needs Assessment for  
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## **2022-23 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.

McNabb utilizes a variety of teams and processes for on-going review and analysis of data. The McNabb SBDM Council regularly reviews district benchmark data, such as MAP, and discusses priority needs. MAP data are presented and discussed for disaggregated groups (ethnicity, SES, ELL, special education, gender, and whole population). MAP benchmark data are used to inform and adjust instructional practice and budget priorities. The SBDM Council also reviews state assessment data (KPREP) and school-level PSAT data. Perceptive survey data, such as Impact Kentucky Working Conditions survey is also reviewed by the SBDM Council. Student perceptive data from surveys, such as Olweus are also reviewed. The Council reviews student behavior and attendance data monthly in order to identify barriers to learning and achievement. Principal Brandy Holley serves as SBDM Chair. Teacher members are Amy Mattingly, Brandi Caudill, and Josh Akers. Parent members are Aleisha Poole and Justin Cockrell. The SBDM Council meets monthly in regular session and special called sessions as needed. Meeting agendas and minutes document the work of the SBDM Council. McNabb's School Data Planning

Team is comprised of Principal Brandy Holley, teachers Caitlin Sadler and Kayla Hepler, and Instructional Coach Nancy Miller. The team meets formally twice per year as part of the district data planning team to determine the scope of work for the entire faculty. Twice annually, the entire faculty convenes to review KPREP data, MAP data, and any other measures to identify priority focus students for RTI as well as Tier I interventions. Meeting agenda and meeting materials document the work of the team and faculty. Each week, department-level PLC groups convene to review and analyze common formative and summative data. The results are used to refine curricula and drive instructional decisions. The PLC groups are guided by Instructional Coaches and administrators.

### 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?

The 20-21 plan was to focus on students in special populations. Although we feel that covid greatly impacted these students, more than many of our other students, we recognize that our focus has to be more intentional and research based. We must implement research based activities into our Power Hour/Resource classes. Those are currently teacher led utilizing school wide curriculum and it needs to be a more intentionally focused, research based program that is specifically created to intervene with students.

We will continue to do folder reviews to make sure that students goals match their disability and that their service times are appropriate.

We will continue to focus on our general population goals for proficiency in reading, writing and math.

### 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.

Due to the recent implementation of our PBIS System and Kickboard Behavior system, we have seen a significant decrease in behavior referrals over the past year.

Academically, our scores have dropped overall over the past two years. Our overall accountability index places us in the Yellow category. Our science scores are actually

above the state average at 27% P/D although those are dismal scores. Science is an issue across the state.

In the areas of reading and math, we have decreased to an overall 52.5 % in reading and 36.3% in math.

Our novice in the area of Special education has warranted us in TSI status.

Culturally things haven't changed in our building, other than the pandemic which has impacted all students across the nation.

#### 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.

Overall Indicator Rating: 58.3 Yellow-Medium

Reading and Math: 61.7 Yellow-Medium

Science/SS/Writing: 54.3 Yellow -Medium

Quality of School Climate Indicator: 64.4 Yellow-Medium

TSI: Special Education

38% of staff felt as though they received quality feedback and coaching. This is a growth goal for the administrative team.

### 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.

Clearly, the TSI label for Special Education is concerning. The low number of students in special populations performing at proficiency is an area of concern.

Science scores are also a concern, however when looking at the state scores, we are actually at the top of the state. This is a concern for the state.

Another concern is that we focus so heavily on our students that are at risk, that we feel we aren't spending enough time on our students scoring in the proficient and distinguished area in regards to growth.

### 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.

Coming off of covid, it is challenging to find strengths.

Our attendance rate has increased and that directly correlates with student achievement. Discipline referrals have decreased by 11% so far this year.

### 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](#)

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## 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.

McNabb will continue its' focus on KCWP 5: Design, Align and Deliver Support. Specifically, we will focus on our students with disabilities. We have been identified as a TSI school in this area. We will ensure that students are making continuous improvement in reading and math; align CSIP to ensure resources to support math best practice; system in place to ensure full implementation of Laying the Foundation math lessons and vertical articulation of LTF implementation. Additionally, we will continue to focus on KCWP 2: Design and Deliver Instruction. Specifically, systems of collaboration in order to meet the needs of all students, and especially to ensure specially designed instruction is fully in place to meet the needs of students with disabilities.; processes to ensure students understand learning expectations; processes to monitor student learning before, during, and after instruction; and processes to ensure student mastery of content.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 McNabb Key Elements		.