

Phase II: The Needs Assessment School Diagnostic

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Warren East Middle School
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Last Modified: 10/31/2018
Status: Open

TABLE OF CONTENTS

| | |
|------------------------------------------------------------------|---|
| Understanding Continuous Improvement: The Needs Assessment | 3 |
| ATTACHMENT SUMMARY..... | 6 |

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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 shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The entire faculty at Warren East Middle School carefully analyzes data throughout the year to measure our progress towards meeting the needs of all students. We complete data analysis on District Common Assessments, STAR data, Lexile data, Discovery Education benchmark assessment data, K-PREP data, and formative assessments. The results of this data are used in designing our Comprehensive School Improvement Plan. Teachers are divided into three committees that are responsible for the three areas of focus for the school improvement plan. Based on the analysis of all the data listed above, the school improvement plan is written. This plan from the previous year is discussed and items that are still areas of focus are updated and kept. Items that have been completed or need adjustments are discussed and changes are made accordingly. A thorough data analysis of numerous data sources is looked at carefully and activities and strategies are added as needed. Specific instructional strategies added to the school plan are research-based, best practice strategies. Throughout the year, we monitor the progress toward each goal. Each goal, strategy, and activity planned are shared with the entire faculty before the plan goes into effect. Teachers are asked for input before final changes are made and the plan is submitted. All teachers and all administrators are invited to participate in the three committees - Academic Action Team, Culture and Equity Committee, and Community Outreach Committee which create the school improvement plan. The academic action team is led by Stephanie Dennehy, the Curriculum Coordinator at WEMS, the Culture and Equity Committee is headed by Matthew Adamson, the Assistant Principal at WEMS, and the Community Outreach Committee is headed by LeeAnn Shearon, the librarian at WEMS. Each team meets regularly throughout the school year, at least 5 times per year. Agendas are kept for each meeting. The agenda and notes are shared with SBDM Council regularly. In addition, the entire faculty is kept up-to-date on what is discussed in each committee meeting through notes, faculty meetings, team meetings, or emails. Each team also includes several teachers and administrators. A list is provided below: Academic Action Team - Stephanie Dennehy, David Cloyd, Melissa Wassom, Marnie Beckham, Shannon Gibson, Sharon Collins, Robert Whitlock, Vetricia Anthony, Jessica Cline
Culture and Equity Action Team - Matthew Adamson, Marnie Beckham, Caley Ruth, Angela Murray, Sandra Light, Cassie Kinman, Sheila Neal, Sara Deel, Amber Byrns, Shannon Gibson
Community Outreach Action Team - LeeAnn Shearon, Jason Hunt, Ben Mohon, Jennifer Hairston, Mallory Hyman, Amber Byrns, Tia Sommerville, Sharon Collins, Janetta Gray, Cassie Kinman, Stephanie Ghee, Phil Goodwin, Jennifer Moore

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 non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 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 2016 schools year – a decrease from 92% in 2015.
- The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

53% of all students scored proficient or distinguished on KPREP Testing for reading during the 2016-17 school year. 42% of all students scored proficient or distinguished on KPREP Testing for mathematics during the 2016-17 school year. 28.5% of all students scored proficient or distinguished on KPREP Testing for writing during the 2016-17 school year. 58.2% of all students scored proficient or distinguished on KPREP Testing for Social Studies during the 2016-17 school year.

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

57 percent of all students scored below proficiency on KPREP testing in mathematics. 20 percent of all students scored novice in on KPREP testing in reading. 70 percent of all students scored below proficiency on KPREP testing in On-demand writing.

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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?

Based on trend data from the previous two academic years, Warren East Middle School has a high percentage of novices in reading and mathematics. We also have a low percentage of students scoring proficient in the areas of Mathematics and On-Demand Writing. We have also experienced a significant increase in behavior office referrals during the past two years.

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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 school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

Warren East Middle School went through the instructional rounds process at the beginning of the school year in order to identify a problem of practice and get feedback on what are the next steps for working toward improving the quality of instruction in all classrooms. Teachers will work in Professional Learning Communities to establish a focus and plan of action for what the group will be working on based on feedback from instructional rounds and analysis of student data. Two days of professional development this school year has been focused on strategies for responding to disruptive students and building positive relationships with students. The administration is continuing to have follow up discussions with teachers over effective classroom management strategies during PLC Meetings. Teachers will continue to engage in learning labs, share research based instructional practices, and analyze sources of data to inform instructional practices throughout the school year. The Culture & Equity Committee at Warren East Middle School is establishing behavior systems that is designed to support an environment where everyone feels safe and wants to learn. We are establishing consistent routines and procedures that contribute to an effective learning environment. We have also established an Flex Friday schedule in which students are provided a mentor teacher to encourage the feeling that all students have an adult in the building that they go to when they need support.

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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%.

Warren East Middle School students continue to perform above the state average on 8th grade mathematics. The attendance rate at Warren East Middle School also continues to be above the state average.

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------|
|  CSIP Committee 2018-2019 | Attached is a list of the CSIP committees and all the faculty, staff, and parents on each committee | |
|  WEMS School Report Card | The attached document is a School Report Card Summary for the 2017-18 school year. | |