

Phase Two: The Needs Assessment for Schools_BCMS 2018-2019

Phase Two: The Needs Assessment for Schools

Bourbon County 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?

The staff works together during a faculty meeting to break down the data and look at gaps, trends, successes, concerns, etc. This is done in groups and then the groups share with the entire staff. This data is also reviewed during PLC's and next steps for teaching and learning are planned and discussed. A leadership team meets once per trimester. The BCMS council meets once per month and the "state of student learning" is discussed at each meeting. PLC meetings are documented via Google Docs with "minutes" for each meeting as to what was discussed. SBDM meetings

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.
- see attached data sheet

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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.

Students with disabilities and ELL students continue to score lower than "all" students. BCMS is a TSI school due to the data regarding students with disabilities and ELL 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?

The trends over the last several years have been that the BCMS reading and math data are generally above the state average with novice scoring percentages decreasing. However, students with special needs and ELL students continue to not perform at the level of their peers.

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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](#)

Design and Deliver instruction- specifically related to planning lessons to meet the needs of students with special needs and ELL students.

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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%.
see attached data sheet

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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