



2022-23 Phase Two: WVMS The Needs Assessment for Schools

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Walton-Verona Middle School

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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.

School Leadership Team Members - Eric Morwessel, Troy Ridener, Brianna Miller, Amber Hedges, Jennifer Csolkovits, Phil Amstutz, Stacey Ross, Laurie Angel, Beth Bennett, Amy Clancy, Brack Herald. SBDM Council -- Amy Clancy, Amber Amstutz, Tori Schlimm, Amanda Hamilton, Amy Vassale, Eric Morwessel PLCs - Grade Level PLCs; Content PLCs. Administrative Team - Eric Morwessel, Principal; Troy Ridener, Asst. Principal; Brianna Miller, School Counselor; Amber Hedges School Counselor. SBDM Council meets bi-monthly; School Leadership Team meets at least quarterly; PLCs meet weekly; Administrative Team meets at least weekly.

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?

Workshop Model Classroom with Kagan Strategies is working in our building. Students are taking ownership of the learning in class settings with these instructional strategies implemented. Work with our special education population is ongoing; while we have not yet observed the achievement and growth we want, this is year 3 of implementation and we expect to see this improve over the course of this school year.

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.

Student achievement on MAP from Fall 2021 - Fall 2022 shows significant growth in grades 6, 7, and 8 in reading and math while 5th grade students were very close in meeting the intense growth goals. Students in grades 7 and 8 nearly doubled the expected growth for a year. We are entering year three for our school-wide PBIS expectations and discipline referrals were at 413 for the year. It is difficult to compare 2021-22 data with previous years due to COVID but in comparison to 2018-2019 (last full school year prior to COVID), referrals were up by 67 in 21-22. Part of that is the addressing of certain behaviors based on our PBIS Matrix as we were teaching students appropriate behaviors. We will get a better comparison with our end-of-year 2022-23 discipline data.

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.

Information from Student Survey on Spring 2022 Kentucky Summative Assessment:

- 97% of students reported that their teachers expect them to do their best.
- 96% of students reported that adults make sure that students are safe at school.
- 95% of students reported that when they need help they can ask a teacher and will get help.
- 95% of students reported that adults at school respect the differences in students.
- 94% of students reported that they feel safe in their classrooms.
- 94% of students reported that their school is a caring place.
- 94% of students reported that their teachers make them feel welcome at school.
- 92% of students reported that at least 1 adult will listen to them when they have something to say.
- 50% of students reported that bully is not a problem at school.
- 57% of students reported that internet bullying is not a problem at school.
- 53% of students reported feeling comfortable stating their opinion in class.
- 56% of students reported students respect each others differences.

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.

Overall, students in grades 5-8 who receive special education services:

- Kentucky Summative Assessment - 20% Proficient/Distinguished in Reading
- Kentucky Summative Assessment -- 11% Proficient/Distinguished in Math

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.

8th Grade Combined Writing -- 74% Proficient/Distinguished on Kentucky Summative Assessment (KSA).

5th Grade Combined Writing -- 61% Proficient/Distinguished on KSA.

Overall Combined Writing -- 68% Proficient/Distinguished on KSA.

7th Grade Science -- 46% Proficient/Distinguished on KSA (increase of 14.5% from Spring 2021 KSA)

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](#)

[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.

Special Education Population in areas of Reading and Math Proficiency

Attachment Summary

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