



2021-22 Phase Two: The Needs Assessment for
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2021-22 Phase Two: The Needs Assessment for Schools

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2021-22 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.

Reviewing, analyzing and applying data results are completed with Data Teams for each content. This year we were able to analyze KPREP data from the previous spring as well as MAP data from Fall of 2021. PLC's are used weekly for classroom data, KPREP data, and MAP data. A school improvement committee and culture committee have been developed to look at all data. Meetings are set upon the data being current and documented with agendas and data posters are used. Data is desegregated through a process then observations are made. After making observations, teachers create "Hypotheses of Practice" or HOP's which focus on what we did or did not do as a school or content team. These HOP's are then used

to create strategies and pinpoint areas of concern with research based instructional strategies to increase student learning and success. Attached is a Caverna Independent Schools Board of Education presentation, which is based on data desegregated by teachers at Caverna Middle School. Included in the presentation are the aforementioned observations and HOP's.

ATTACHMENTS

Attachment Name



Caverna Ind. School Board Presentation

Trends

2. 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 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our academic area of concern is currently getting students accustomed to in-person instruction and increasing the rigor in our content. We have seen a sharp decline in all areas on KPREP when compared to the 2018-19 school year when we received a 4-Star ranking by KDE. Reading went from 68.8% P/D in 2019 to 34.3% P/D for the 2020-21 school year. We also saw a decrease in Math Proficient and Distinguished scores. In 2019, 45% of CMS students scored Proficient or Distinguished on KPREP Math. In 2021, only 8.5% of students scored Proficient and Distinguished in KPREP math. In On Demand Writing, there was only a slight drop from the 37% Proficient or Distinguished score in 2019 to the 35% Proficient/Distinguished we saw on the 2021 test. Also in Science we saw a slight increase from 10% Proficient and Distinguished in 2019 to 12% in 2021. The number of behavior referrals decreased from 105 in 2019-20 to 76 in 2020-21 school year.

ATTACHMENTS

Attachment Name



Caverna Ind Board meeting Presentation Fall 2019

Current State

3. 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 KPREP 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 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

91% of students scored Novice or Apprentice in Math on the KPREP test administered in the Spring of 2021. 8.5% of students scored Proficient or Distinguished in Math on the KPREP test administered in the spring. 65.4% of CMS students scored Novice or Apprentice in Reading on the KPREP test administered in the spring of 2021. 34.7% of CMS students scored Proficient or Distinguished in Reading on the KPREP test administered in the spring of 2021. 65% of CMS students scored Novice or Apprentice on the On Demand portion of the KPREP test in the spring of 2021. 35% of CMS students scored Proficient or Distinguished in the On Demand portion of the KPREP in the spring of 2021. 85% of CMS students scored Novice or Apprentice on the Science portion of the KPREP test administered in the spring of 2021. 15% of CMS students scored Proficient or Distinguished on the Science portion of the KPREP test administered in the Spring of 2021.

Priorities/Concerns

4. 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 (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

As reported in the previous question and displayed in the Caverna Board Meeting Presentation slides, our Math scores on KPREP saw the sharpest decline and fell

well below state average with only 8.5% of students scoring Proficient or Distinguished. All teachers at CMS meet in weekly PLC's where they breakdown data to help students with mastery of standards. We are in the process of revising curriculum maps to pull out the rigor standards and targets to help student and teachers slow down and go deeply into the learning. Although we saw a decline in all areas on KPREP from the last time we administered the test in Spring of 2019, our current greatest area of weakness is in Math. 6th grade Reading scores went from 72% P/D in 2019 to 28% P/D in 2021. 6th Grade Math went from 54% P/D in 2019 to only 7% P/D in 2021. Our 7th grade trends seem to fall in the same way with 28% P/D in 2019 to 13% in 2021 in Math. 7th Grade reading went from 58% P/D in 2019 to 28% in 2021. Our 8th Graders last year in 2021, had only 5% score P/D in Math while in 2019 we had 54% of 8th graders score P/D. In 2021, 46% of 8th Graders at CMS scored P/D, while in 2019 we had 83% score P/D. While our P/D scores went down our Novice scores were significantly increased in all areas. 6th Grade Math went from 6% Novice in 2019 to 55% in 2021. 6th Grade reading went from 11% Novice in 2019 to 45% in 2021. 7th Grade Math went from 7% Novice in 2019 to 43% in 2021. 7th Grade reading went from 8% Novice in 2019 to 58% in 2021. 8th Grade Math went from 6% Novice in 2019 to 50% in 2021. 7th Grade reading went from 9% Novice in 2019 to 33% in 2021.

Strengths/Leverages

5. 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.

Our biggest strength, according to recent district walk-through data, is our positive relationships created among our students. At CMS we use Positive Behavior Interventions and Support (PBIS) which has in the past paid big dividends both behaviorally and academically. This year we have also been trained and are in the process of implementing Capturing Kids Hearts (CKH) which is a culture building process to engage students in positive interactions with peers and adults. Having students back in our building so that we can build relationships and foster good habits will payoff as we move forward. Academically, our strength was ELA according to 2020-21 KPREP data. Although we saw a significant drop in that area from our last time taking the KPREP in 2019, it was closer to state average than math. 6th grade Reading scores went from 72% P/D in 2019 to 28% P/D in 2021. 6th

Grade Math went from 54% P/D in 2019 to only 7% P/D in 2021. Our 7th grade trends seem to fall in the same way with 28% P/D in 2019 to 13% in 2021 in Math. 7th Grade reading went from 58% P/D in 2019 to 28% in 2021. Our 8th Graders last year in 2021, had only 5% score P/D in Math while in 2019 we had 54% of 8th graders score P/D. In 2021, 46% of 8th Graders at CMS scored P/D, while in 2019 we had 83% score P/D. While our P/D scores went down our Novice scores were significantly increased in all areas. 6th Grade Math went from 6% Novice in 2019 to 55% in 2021. 6th Grade reading went from 11% Novice in 2019 to 45% in 2021. 7th Grade Math went from 7% Novice in 2019 to 43% in 2021. 7th Grade reading went from 8% Novice in 2019 to 58% in 2021. 8th Grade Math went from 6% Novice in 2019 to 50% in 2021. 7th Grade reading went from 9% Novice in 2019 to 33% in 2021. Caverna Independent is also in the process of revisiting curriculum maps to help pull out rigor standards and alleviate any gaps brought on by the COVID-19 Global Pandemic. This process is going on in every building including here at CMS. As we move forward this process will insure students and teachers will dig deeply in to the content and begin the process of helping students get back into the learning we expect.

Evaluate the Teaching and Learning Environment

6. 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.

Our focus this year will be the revision process of our curriculum maps. We have hired a curriculum coach to lead this process as teachers revise current maps to plan for more rigor in their instruction and to vertically curriculum maps to alleviate any gasps in instruction. We will also focus on Capturing Kids Hearts (CKH) to make sure we are intentional with relationship building and positive behavior through out our building. We will continue to utilize PBIS as we move forward in endeavors to improve student learning in our building.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <p>Caverna Ind Board meeting Presentation Fall 2019</p>		<ul style="list-style-type: none"> • 2
 <p>Caverna Ind. School Board Presentation</p>	<p>This presentation was done for the October Board meeting at Caverna Independent Central office on 10/14/21.</p>	<ul style="list-style-type: none"> • 1
 <p>CMS 2021-22 Key Elements</p>		<ul style="list-style-type: none"> •