

**2017-2018 SMS Phase II: The Needs Assessment School
Diagnostic_10262017_14:20**

Phase II: The Needs Assessment School Diagnostic

Henderson County South Middle School

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Target Completion Date: 11/01/2017

Last Modified: 11/01/2017

Status: Open

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Phase II: The Needs Assessment School Diagnostic

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?

South Middle School SBDM Council, Leadership Team, and shareholder groups meet to review, analyze, and apply data results on an on-going basis. SBDM Council members are Ryan Reusch, Principal; Rusty Bargo, Teacher; Alex Miller, Teacher; Brooke Cox, Parent; and Elladah Hadjisavva, Parent. SBDM Council meets monthly and minutes are kept. Records of minutes and agendas are kept on file at South Middle School in the main office. The administrative leadership team members are Ryan Reusch, Principal; Kim Marshall, Assistant Principal; Don Swanson, School Manager; Denisa Townsend, Instructional Coach; Tracey Belfield, Special Ed Building Coach; Austin Durham, Guidance Counselor; and Stacey Lynam, Guidance Counselor. This team meets weekly and minutes are kept electronically. The teacher leader team members include those on the administrative leadership team plus all department chairs and team leaders. This team meets monthly and minutes are recorded electronically. The RTI team consists of Kim Marshall, Tracy Belfield, Denisa Townsend, and Lani Rudisill, School Psychologist. This team meets monthly with minutes kept electronically. All certified staff meet weekly in team meetings during planning periods or before school. Content area grade level groups meet every other week for data team meetings during planning periods. Minutes are kept electronically. Data is presented to our parents in organized after school functions. Sign-in sheets are kept as well as electronic copies of presentations. District meetings are held on periodic basis for the purpose of reviewing, analyzing, and applying results. These include review of KPREP and MAP data, use of funds, improvement planning for academics, behavior, and attendance. Minutes/notes are kept electronically.

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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.

Current Academic State data was taken directly from 2016-17 KPREP Performance reports. - South Middle School % P/D was above the state % P/D in all areas (Reading, math, social studies, on-demand writing, and language mechanics -Reading 63.1 % scored P/D compared to state average of 56.9% (KPREP) -Math 74.2% scored P/D compared to state average of 47% (KPREP) -Social Studies 64.8% scored P/D compared to state average of 60.5% (KPREP) -Writing On-Demand 51.3% scored P/D compared to state average of 37.2% (KPREP) -Language Mechanics 57.8% scored PD compared to state average of 48% (KPREP) -Reading %P/D has increased consistently over the last 5 years from 56.1% in 2013 to 63.1% in 2017 (KPREP); however, delivery target for reading of 67.1 in 2016-17 was not met. -Math %P/D has increased consistently over the last 5 years from 58.0% in 2013 to 74.2% in 2017 and the delivery target was met making SMS a top ten performing school in math. -Non duplicated GAP Group %P/D in Reading was 63.3% in 2017 up from 63.2% in 2016 and up from 2013 scores of 47.6% (KPREP) -Non duplicated Gap Group %P/D in math was 75.1% in 2017 up from 73.7% in 2016 and up from 2013 scores of 44.8% (KPREP) -7th grade students scoring on/above grade level in reading as measured by MAP improved from 68% Fall 2016 to 70% Spring 2017 -8th grade students scoring on/above grade level in reading as measured by MAP improved from 69% Fall 2016 to 77% Spring 2017 -7th grade students scoring on/above grade level in math as measured by MAP improved from 75% Fall 2016 to 76% Spring 2017 -8th grade students scoring on/above grade level in math as measured by MAP improved from 71% Fall 2016 to 75% Spring 2017 Non-Academic Current State: -100% of staff responded to the 2017 Tell KY Survey -The 2017 TELL KY survey results indicated 93.9% of teachers agreed, "Overall, my school is a good place to work and learn," as compared with 88.4% state middle schools and 90.7% Henderson Co. -The 2017 TELL KY survey results indicated 100% of teachers agreed with the following statements: "Teachers have sufficient access to appropriate instructional materials." "Teachers provide parents/guardians with useful information about student learning." "Teachers are held to high professional standards for delivering instruction." "Local assessment data are available to inform their instruction." "Teachers use assessment data to inform their instruction." "Teachers work in professional learning communities to develop and align instructional practices." "The curriculum taught in this school is aligned with Kentucky Academic Standards." -The TELL KY survey results showed a drop from 86.7% in 2015 to 51% in 2017 in response to "Class sizes are reasonable such that teachers have the time available to meet the needs of all students." -The TELL KY survey results showed a drop from 91.9% in 2015 to 46.8% in 2017 in response to "Students at this school follow rules of conduct." -The TELL KY survey results showed a drop from 95% in 2015 to 60% in 2017 in response to "School administrators support teachers' efforts to maintain discipline in the classroom." -The TELL KY survey results showed a drop from 93.3% in 2015 to 63% in 2017 in response to "The school leadership makes a sustained effort to address teacher concerns about managing student conduct." -Year end SWIS data for the 2016-17 school year showed an increase of discipline referrals per 100 students from 274 in 2015-16 to 436 in 2016-17. This included an increase in major and minor referrals. -2016-17 Year End SWIS data showed the highest percentage of discipline for major and minor behaviors were in the areas of Defiance (40% overall; 32% major; 54% minor) and Disruption (19% overall; 12% major; 25% minor) -2016-17 Year End SWIS data showed the highest referral per 100 students per day by grade were in the 6th grade for all referrals (major and minor). -Aug. 1, 2017-Nov. 1, 2017 SWIS data shows the grade with the

highest number of referrals is 7th grade with 54.41% of total discipline referrals; then 6th with 24.28, and 8th with 21.31%

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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.

-84% of Disability-with IEP students scored below proficiency on KPREP test in reading (23.4% Apprentice; 60.6% Novice) -77.4% of Disability-with IEP students scored below proficiency on KPREP test in math (57.4% Apprentice; 20% Novice) -76.9% of Disability-with IEP students scored below proficiency on KPREP test in social studies (42.3% Apprentice; 34.6% Novice) -96.2% of Disability-with IEP students scored below proficiency on KPREP test in writing (50% Apprentice; 46.2% Novice) -82.7% of Disability-with IEP students scored below proficiency on KPREP test in language mechanics (10.3% Apprentice; 72.4% Novice) -As evidenced by the data included in the "Current Academic and Current Non-Academic" areas above, student behavior (increase in incidents of defiance/disruption) , discipline and how administration responds to managing student behavior --particularly the area of "School Administrators support teachers' efforts to maintain discipline in the classroom" is a concern.

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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 analysis of data trends from the 2015-16 and 2016-17 school year indicate areas in need of improvement include: -%Proficient of students with Disability-with IEP in all academic areas -% of discipline referrals in areas of defiance/disruption with a significant focus on grade 7 -% of staff who indicate improvement in area of "School Administrators support teachers' efforts to maintain discipline in the classroom."

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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](#)

Processes, practices, or conditions SMS will focus its resources and efforts upon to produce desired changes include Strategy 1-Deployment of Standards: Monitoring systems in place to ensure the curriculum is taught at a high level of fidelity. Strategy 2-Delivery of Instruction: Maintaining and monitoring protocol for ensuring Tier 1 and Tier 2 instructional needs are met and next steps for improvement are identified. Establishing protocols to ensure students take responsibility for their own learning. Ensuring cognitive engagement vs. passive or active engagement. Measuring/analyzing effectiveness of classroom strategies and programs on student achievement. Strategy 5: Design, Align, and Deliver Support Processes with Sub-group Focus Establish processes that ensure behavioral interventions are taking place and monitored to meet the needs of all students. Monitor processes in place to ensure appropriate academic interventions are taking place to meet the needs of all students. Monitor and evaluate data to ensure high levels of teacher effectiveness and student learning.

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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%.

Reading % P/D has increased the last 5 years from 56.1% to its current rate of 63.1% Math % P/D has increased the last 5 years from 58% to its current rate of 74.2%.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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