

## The Needs Assessment for Schools 2018-2019

Phase Two: The Needs Assessment for Schools

### **Sheldon Clark High 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 following processes have been utilized to review, analyze, and apply the 2017-2018 accountability data results: Faculty Meeting (Bi-weekly)- On 9-27-18, Mrs. Williams met with the Sheldon Clark Faculty to discuss, review, interpret, and analyze the 2017-2018 accountability data results. Teachers used the following questions to guide their interpretation of the data: • What question are you trying to answer? • What does the data tell us? • What does the data not tell us? • What are the causes for celebration/concerns? • What conclusions can be drawn? An agenda and sign-in sheet were documented. At the 10-24-18 faculty meeting, draft copies of the Needs Assessment was distributed for faculty review, recommendations and additions. SBDM Meetings (Monthly)- During the October 2018 meeting, SBDM members consulted and analyzed the data questions that were answered in the faculty meetings. Mrs. Williams reviewed the 30-60-90 plans with the site base members, with a focus on the Needs Assessment Diagnostic and CSIP. An agenda and minutes were documented from the meeting. School Leadership Meeting (Bi-weekly)- These meetings include the participation of the following people: principal, assistant principal, director of student advocacy, 2 counselors, the principal of the ATC, and several central office personnel (superintendent, instructional supervisor, special education director). The leadership team meets every other week to monitor/evaluate/ update/revise 30- 60-90 day plans (School Culture, Curriculum & Instruction, Data-Driven DecisionMaking), which are directly tied to the CSIP. Two of the individual 30-60-90 plans focus on Data Driven Decision-Making & Curriculum/ Instruction, which is based upon the 2017-2018 accountability and assessment results. On September 28, 2018, the Leadership Team met to outline processes/practices/conditions within the individual 30-60-90 plans that relate to school improvement in the area of priorities and concerns. These plans are shared with the school-wide committees, stakeholders, and SDBM members for monitoring and evaluation purposes. October District Board of Education Meeting (October 8, 2018)- The principal of Sheldon Clark High School and Martin County Area Technology Center shared the results of the 2017-2018 accountability data along with the data question responses with the board of education members and Superintendent. Kentucky Literacy Intervention Project (KLIP) & Literacy Team- On October 15, 2018 the Literacy Team at SCHS attended a KLIP follow-up training, where the 2017-2018 accountability results were utilized to guide the 30-60-90 plan for the Literacy Team. The Literacy team analyzed data questions in relation to the results, and discussed an action plan to address the needs of the students regarding literacy/reading. Upcoming Quarterly Stakeholder Meeting (Fall/Winter 2018)- At the upcoming Stakeholder Meeting, Mrs. Williams will share and analyze the 2017-2018 accountability results with all stakeholders (parents, community members, faculty and staff, and students will be invited). Those in attendance will be encouraged to review the data and provide insightful feedback in regards to student achievement. An agenda, sign-in sheet, and minutes of the meeting will be documented.

### **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.

According to the 2017-2018 ACT results, Sheldon Clark had an overall composite average of 17.5, which is slightly below our 2016-2017 composite of 18.7, with an average score of 16.5 in English, 17.4 in Math, and 18 in Reading. The following percentage of students met reading, math, and English benchmarks for the 2017-2018 school year: • Reading- 33.9% (lower than the 49.2% in 2016-2017) • Math- 25% (lower than the 31.7% in 2016-2017) • English- 33.9% (lower than the 42.5% in 2016-2017) 22.3% of all students who took the 2017-2018 ACT met the ACT benchmarks in reading, math, and English, which is below the number of students who met the 2016-2017 ACT benchmarks of 48% (These scores reflect the results of the state mandated ACT in March).

According to the 2017-2018 Accountability Results, Sheldon Clark received a proficiency indicator of 49.1% for all students. The results are as follows: - The reading index for all students was a 52.5, while the math index was a 45.6. Sheldon Clark decreased in the percentage of students scoring in the proficient and distinguished range in both reading and math. - Only 35% of all students scored in the proficient and distinguished range in the area of reading, while only 24.8% of all students scored proficient or distinguished in the area of math. - 29.6% of the free and reduced population scored in the proficient and distinguished range in reading, and 19.5% of the free and reduced population scored in the proficient and distinguished range in math. -16.7% of the students with disabilities scored in the proficient and distinguished range in reading, while 3.6% of the students with disabilities scored in the proficient and distinguished range in math. In the area of science, 20.3% of students scored in the proficient or distinguished range (Based on ACT). The average composite on the science portion of the 2017-2018 ACT was 17.5, a decrease from the 2016-2017 school year science composite of 19.2. In the area of writing, 39% of students scored in the proficient or distinguished range (decrease from the 2016-2017 school year of 64.5%).

According to the 2017-2018 accountability results, Sheldon Clark had a 54.4% Transition Readiness rate. This is a slight decrease from our 2016-2017 school year College & Career Readiness (CCR) rate of 68.1% and a slight decrease from our 2015-2016 school year (71.4%) rate. Several attributes contribute to this decrease including: .5 was not awarded for students being both academic and career ready, CCR requirements were altered mid-school year, KOSSA requirements changed, and the added requirement of passing the NOCTI exam for Nurse Aide students. Sheldon Clark's 2017-2018 graduation rate was a 96.4%, which was slightly below our 2016-2017 graduation rate of 98.3%. This rate is still higher than our 2015-2016 graduation rate of 92%. Non-Academic Data Number of Students failing a core-content course at the end of the first 9 weeks (October 12, 2018), for each grade level (some students may be failing more than one course) 9th- 27 students 10th- 44 students 11th- 14 students 12th- 4 students Yearly Student Attendance as of 10/10/18: 2018-2019- 91.86 2017-2018- 93.56 2016-2017- 92.78 Currently, we are down 1.7% from last year. Student Attendance- Twenty-five students have met with the

attendance clerk and DPP to discuss attendance and grades. Discipline Data Review as of 10/10/18: The average daily rate (ADR) of office referrals for the month of September 2018 is 3.57. There were a total of 68 events involving 58 students for the month of September. The average daily rate (ADR) of office referrals for the month of August 2018 is 1.2. There were a total of 16 events involving 22 students for the month of August. Discipline Referrals month of August (On August 29, 2018; Referrals have decreased by 34 incidents as compared to August 2017): 9th Grade- 4 Incidents 10th Grade- 5 incidents 11th Grade- 3 incidents 12th Grade- 1 incident Discipline Referrals month of September (Referrals have increased by 11 as compared to September 2017): 9th Grade- 36 incidents 10th- 10 incidents 11th- 7 incidents 12th- 8 incidents Teacher Attendance- Sheldon Clark has 33 teachers. As of October 17, 2018, teacher attendance was as follows. Please note that these percentages do not include an unfilled JKG position, nor does it include Administrator Attendance. • August 2018- 97.75% attendance (This includes 0 school related absences.) • September 2018- 93% attendance (This includes 0 school related absences.) • October 1- October 17, 2018- 92.13% attendance (This includes 0 related absences.)

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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.

Based on the 2017-2018 accountability results, the following areas are priorities/concerns: ACT SCORES- SCHS had a 17.5 overall composite on the ACT, which is 1.2 lower than last school year. Only 25% of our students met the mathematics benchmark, 33.9% of our students met the English benchmark, and 33.9% of our students met the reading benchmark. Our ACT scores tell us that there is a need for improvement in math, reading, and English. GAP SCORES (Free & Reduced Lunch/Students with Disabilities)- Only 42% of the students who qualify for free and reduced lunch and 17.1% of students who receive special education services received a proficient or distinguished in reading/math. These scores indicate the need for improvement in the area of reading and math. Writing- In the area of writing, 39% of students scored in the proficient or distinguished range (decrease from the 2016-2017 school year of 64.5%). This percentage indicates the need for improvement in the area of 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?

After reviewing data from the past three academic years, the following trends remain significant areas for improvement: (See Attachment)

### **ATTACHMENTS**

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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](#)

As last school year, our primary focus this school year will continue being the Design and Deliver Instruction Key Core Work Process. Students must receive intentional instruction at its highest quality. Strengths found within the school continue to be: - Common planning and PLC time for teachers -Teacher Support with Professional Development and Professional Learning based upon individual Professional Growth Plans and CSIP needs. Simple K-12 available to teachers to personalize professional learning based upon individual professional growth plans. -Teacher Mentor and Support for new teachers, including Teach for America Support - Administrative Review/Feedback of Lesson Plans - Frequent walk-throughs, instructional feedback and coaching with craft conversations -Year one and two teachers meet monthly with district Instructional Coach- In addition to administration she conducts weekly walkthroughs and/or observations providing feedback. They currently are doing a book study on Harry Wong's First Day of Class. -All first year teachers participate in Skype sessions or Twitter chats as part of the New Teacher Cadre at Kentucky Valley Educational Cooperative (KVEC). -Collaboration with PBIS Coach -Participation in School-Wide Committees Action steps to produce the desired changes based upon the processes, practices, and conditions above include: - Provide professional learning for teachers, with a focus on vertical alignment with middle school. - Departments will take ownership of student achievement data. Teachers will ensure they create formative assessments practices that allow students to understand where they are going, where they currently are, and how they can close the gap. Mrs. M Williams (Principal) and Mrs. P Williams (Special Education Counselor) will be meeting with teachers during PLC time to drill deeper in the data and develop strategic plan for improvement. - Restructure RTI to provide students with the opportunity to improve reading, math, and English skills. Students will now earn a grade and credit for RedZone. A rubric has been created and implemented in the RedZone class. - Students with disabilities will be receiving Tier 1 and Tier II instruction with special education teachers for both reading and math. - Reading strategies will be embedded in all content areas through the Striving Readers Grant. Each department area will select and implement a different literacy strategy to include in each unit plan. - Remind App- To increase parent involvement, the parent involvement committee has implemented the use of the Remind App. This is an app that parents can download on their phones to receive notifications/reminders from their child's teachers/principal. School Facebook is also utilized to provide timely communication to both students and parents.

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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%.

-Graduation Rate has increased from 89.8% (2014-2015) to its current rate of 96.4%. -According to the 2017-2018 accountability results, Sheldon Clark had a 54.4% Transition Readiness rate. This is a slight decrease from our 2016-2017 school year College & Career Readiness (CCR) rate of 68.1% and a slight decrease from our 2015-2016 school year (71.4%) rate. Several factors contributed to this decrease including: 0.5 was not awarded for students being both academic and career ready, CCR requirements were altered mid school year, KOSSA requirements changed, and the requirement of passing the NOCTI exam for Nurse Aide students. -The number of discipline referrals and in-class discipline referrals in August and September of the 2018-2019 school year have significantly decreased or stayed nearly the same compared to the referrals made in August/September the last two school years. (see attached table on three year comparison by month of behavior referrals).

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Faculty Presentation	Presentation of Accountability Results and Data Questions	
 October Board Presentation	Board Presentation	
 Trends (3 year)	Academic & Behavior	