



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.

When we receive the data from our state assessment staff begin working to dissect the data. We work with our central office DAC - Angela Allen to calculate all parts of our scores. Staff members calculate the percentages of N, A, P, and D in every area, look at our GAP groups, add the new year of data to our previous years data to look at trends in order to see how we have improved or regressed and to help us see where we are going and what changes we need to make to get there. We discuss our areas for improvements as well as our celebration points. We identify students who were within 5 points of the next performance levels and then of course we look at our novice students and begin creating plans to move these students to

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proficiency. We look at those students who are proficient and make plans to move them to distinguished. When we create our plans, we then create a plan for monitoring and making sure the plans are implemented. We are using the last KPREP assessments as well as winter MAP data. The shareholders were selected by their roles in our school. We wanted to be sure that all areas of our school were represented. We have to go along with our principal and assistant principal the following: Our school counselor, librarian, primary teachers, intermediate teachers and middle school teachers. We also have our Youth Service Center director, special needs teacher as well as two SBDM teacher members, our attendance clerk as well as a parent. Several of the members are parents as well as have other roles in the building. The principal and assistant principal discuss with each stakeholder to explain why they were selected and how we want a committee that will well represent all areas of our school community. The meetings will be held at various times to meet all needs. We will have meetings after school as well as some meetings during the day and via email. The assistant principal will record the minutes of the meeting as well as create timelines to ensure all actions are implemented and monitored for effectiveness. The principal will check minutes of meetings and monitor actions to ensure implementation. The meetings will begin with all actions that have taken place since the meeting prior. Jennifer Blankenship – Principal, Susan Brock - Assistant Principal, Kara Davis – Counselor, Heather Cornett- Librarian, Myra Miracle - Attendance Clerk, Lesa Straup - Youth Service Center Coordinator, Becky Williamson - Special Education Teacher, Katrina Goodnight - Intermediate Teacher/SBDM member Jessica Winkler – Parent, Thomas Heck – Middle School Teacher, Amy Woolum – Primary Teacher, Rebecca Yeary – Middle School Teacher, Cole Philpot – Middle School Teacher, Belinda Brock – Intermediate Teacher, Jennifer Charles – Primary Teacher, Mindy Graves – Middle School Teacher, Tina Lambdin – Middle School Teacher, Clay Carroll – Middle School Teacher, Brittany Baker – Middle School Teacher

## 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.

Elementary reading is a significant area for improvement; specifically 3rd and 4th grade reading. Looking at the data over the last 3 academic years (no KPREP data in

2020 because of COVID) it shows an increase of 19.2% students scoring novice - 2019 23.8% and 2021 44.2% The % of students scoring at proficiency is decreasing 2019 47.3% and 2021 36%. 4th Grade science is a significant area for improvement as well. There are no distinguished and 78.2% of students are scoring n/a, with only 21.7 scoring proficient. Looking at 2019 there were only 2.6% Distinguished.

## 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.

Our current academic state: - 3rd grade KPREP reading: 25.6% of students scoring at proficient/distinguished, The % of proficient went down from 46.4% to 25.6%, Over half of the students scored Novice -55.8% an increase of Novice from 2019 of 23.7% -4th grade KPREP reading: 67.4% of students are scoring at N/A an increase from 2019 of 9.4%, 41.3% of students scoring proficient/distinguished 5th grade KPREP reading: 50% of students are scoring at N/A, 3% more students are scoring at n/a compared to 2019 In elementary reading 36% of students scored at P/D in the 2021 school year, which is a decrease from 2019 by 11.4%. More students are scoring at N/A. Elementary Writing students were at 29.2% P/D, a decrease of 28.2% from 2019, most students are scoring N/A Elementary Science were at 21.7% p/d, a decrease of 1.4% from 2019. There were no Distinguished students and n/a was at 78.2%. In reading the females scored 56% N, while the males scored 69% N. A 13% gap. 2021 Winter MAP scores showed the K-8 Economically Disadvantaged students in reading at 39% on grade level while the Non Academically Disadvantaged students were 72% on grade level. 6th Grade Reading – 40.5% N, a 32.5% increase from 2019, P/D – 40.5% a decrease of 35.5% from 2019 7th Grade Reading – • P/D - 42.2% a decrease of 22.6 from 2019, N – 32.2% an increase of 27.2% from 2019. 8th Grade Reading – • P/D – 68.1% a decrease of 20 from 2019, N – 8.5% an increase of

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3.4 from 2019. 50.3% of middle school students were P/D in reading. A decrease of 20 from 2019. Middle school Writing had 83% P/D an increase of 1.6 from 2019. Middle school Science had 22% p/d, an increase of 2 points from 2019, n – 37.2 an increase of 27.3 from 2019. 3rd Grade Math – 32.6% p/d, 20.9% novice 4th Grade math – 26.1% N, an increase of 10.7 from 2019, 30.4% P/D, a decrease of 23.4 from 2019. 5th Grade math - 34% N, 16 increase from 2019, 22% P/D, 22 decrease from 2019. 6th grade Math - 16% Novice, an increase of 10 from 2019, 45.9% P/D, a decrease of 24.1 from 2019 7th grade math - 37.3% N an increase of 29.8 from 2019, 30.5% P/D, a decrease of 24.5 from 2019 8th grade math - 23.4% N an increase of 16.6 from 2019, 48.9% P/D, a decrease of 17.2 from 2019 Non Academic State - Our free and reduced is 73%. Our staff attendance for 2020/2021 was 73%. Our SPED percentage is 17.2%, GT is 8% and our homeless percentage is 10%. Our student participation rate was 95%.

### 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.

3rd grade reading has 55.8% of students scoring at Novice. 74.4% scoring at N/A and only 25.6% scoring at proficiency level. 4th grade reading has 34.8% of students scoring at Novice. 67.4% are scoring at N/A and only 32.6% of students are scoring at proficiency level. 4th grade science has no distinguished and 78.2% are scoring at N/A. 21.7% are scoring proficient. 2021 Winter MAP scores showed the K-8 Economically Disadvantaged students in reading at 39% on grade level while the Non Academically Disadvantaged students were 72% on grade level.

### 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 k-8 school is top in our county. Elementary reading (although is still an area of concern) is top in the county. Middle school writing increased 1.6 from 81.4 in 2019 to 83 in 2021.

## 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 school will focus on Design and Deliver Instruction.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements	School Key Elements	•