

**2017-2018 McLean County Phase II: The Needs Assessment District
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Phase II: The Needs Assessment District Diagnostic

McLean County
283 Main St
Calhoun, Kentucky, 42327
United States of America

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Phase II: The Needs Assessment District 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?

In McLean County, data is reviewed by each school faculty, each sbdm council, the board of education, and the district planning team. The school calendar provides each school one full day in the fall to review, analyze, and apply data. On this day each school team completed an analysis of multiple data sources and worked to determine the current state and root causes. After each school works with their individual school data, the board of education reviews current data. The district then compiles a planning team, including at least one board member, to analyze multiple sources of data further. The district planning team will meet a minimum of twice during the fall semester for data analysis and improvement planning. The team will meet at least once in the spring to review progress toward each goal. Goals for improvement planning will be shared with the board of education and updates on progress towards the goals will be shared in the spring. Each meeting is documented with signature forms and working documents or agendas.

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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: As McLean County Public School District analyzes data, we want to determine areas of success and areas that are in need of improvement. As a district, we analyze data from student performance on the spring KPREP assessment, CCR data and Graduation Data as reported in the School Report Card. 55.6% of elementary students are proficient or greater in reading. This is a decrease of 6.8% from 15/16. 50.5% of middle school students scored proficient or greater in reading. 58.5% of high school students are proficient or greater in reading. (English 10 EOC) This is a 0.7% increase. 11.6% of elementary students are performing at the novice level in reading. 23% of middle school students are performing at the novice level in reading. 54.3% of IEP students in middle school scored at the novice level in reading. 23.7% of high school students are performing at the novice level in reading on the English 10 EOC Exam. 81.8% of IEP students that took the English 10 EOC performed at the novice level. 51.2% of elementary students are proficient or greater in math. This is a 4.5% decrease from 15/16. 41.5% of middle school students are proficient or greater in math. 50.5% of high school students are proficient or greater in math. (Algebra 2 EOC) This is a 30.5% increase. 11.9% of elementary students are performing at the novice level in math. 16.2% of middle school students are performing at the novice level in math. 10.5% of high school students are performing at the novice level in math, on the Algebra 2 EOC Exam. This was a reduction of Novice scores by 33%. 40% of elementary students are proficient or greater in on-demand writing. 42.7% of middle school students are proficient or greater in on-demand writing. 62.2% of high school students are proficient or greater in on-demand writing. 20% of elementary students are performing at the novice level on on-demand writing. 10.9% of middle school students are performing at the novice level on on-demand writing. 18.3% of high school students are performing at the novice level on on-demand writing. 42.2% of high school students are proficient or greater in science. (Biology EOC) 63.8% of high school students are proficient or greater in social studies. (US History EOC) 18.3% of high school students are performing at the novice level on the Biology EOC Exam. 23.1% of high school students are performing at the novice level on the US History EOC Exam. 15% of free and reduced elementary students scored at the novice level in reading. 17.2% of elementary students with disabilities scored at the novice level in math. 54.3% of middle school students with disabilities scored at the novice level in reading. 41.3% of middle school students with disabilities scored at the novice level in math. 77% of graduating seniors were college and/or career ready. McLean County High School had a 4 year co-hort graduation rate of 92.2%. Current Non-Academic State: Infinite Campus shows an increase of 53 students that missed 10% or more of instructional time over the last 3. 2014/2015 =195 students, 2015/2016 =215 students, and 2016/2017=253 students. Infinite Campus shows that the number of behavior events for middle and high school have increased by 411 events over the last 3 years. Infinite campus shows 343 students as chronically absent for the 2016/2017 academic year.

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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.

54% of students in grades 6-8, with IEP's performed at the novice level on the KPREP reading test as opposed to just 17% of non-IEP students. 81% of students in English 10 with IEP's performed at the novice level on the English 10 EOC assessment as opposed to 18% of non-IEP students. 49% of elementary students scored below proficient on the math KPREP assessment. 59% of middle school students scored below proficient on the math KPREP assessment. 41% of middle school IEP students scored novice on the math KPREP assessment

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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 number of students missing 10% of instructional time is an area for improvement. The percent of IEP students and free/reduced lunch status students scoring at the novice level in math and reading are areas for improvement. The percent of students scoring below proficient in reading and math is an area for improvement.

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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

All schools in McLean County will focus on the Key Core Work Process #2: Delivery of Instruction. With a focus on the following practices: Having a protocol in place for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified? Teachers monitor the learning before, during, and after instruction? (Explicit Instruction) Having processes in place to ensure your students have an understanding of learning expectations (e.g., learning targets, goal setting, purpose) and know the criteria for success?

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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%.

High School On-demand writing scores increased from 42% proficient or above to 62%. The 4 year cohort graduation rate has increased from 89.6% to 92.2% in the past 3 years.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2017-2018 Phase III: Goal Builder for Districts_11012017_12:17

Phase III: Goal Builder for Districts

McLean County
283 Main St
Calhoun, Kentucky, 42327
United States of America

Target Completion Date: 12/31/2018
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Status: Open

Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

Rationale: The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

Goal: Long-term target based on Kentucky Board of Education Goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the school/district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.
For high school: Proficiency, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

Goal 1: By 2019, McLean County Schools will increase the combined (reading and math) percentage of proficient/distinguished students to 73.5% (elementary), 75.7% (middle school), and 72.7% (High School).

Goal 4: Increase the averaged combined reading and math growth in grades 3-5 from 58.5% to 65.4% and grades 6-8 from 48% to 60.9% by 2020.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: By 2018, McLean County Schools will increase the reading percentage of proficient/distinguished students to 70.7% (elementary), 72.8% (middle school), and 72.2% (High School).</p>	<p>KCWP#2: Teacher ensure cognitive engagement versus passive or active engagement?</p>	<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. - Professional Learning Activities: New Teacher program, Technology opportunities, Math Coach, Summit Learning trainings, Language Arts, Professional Learning Days, and Genius Hour</p>	<p>Data will be collected on cognitive engagement through walkthrough observations and shared with faculty monthly.</p>		
<p>Objective 2: By 2018, McLean County Schools will increase the math percentage of proficient/distinguished students to 65.5%</p>	<p>KCWP #2 Teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target?</p>	<p>Plan for and implement active student engagement strategies. - Guided planning (with administrators, math coach, GRREC coaches), co-planning, and professional learning communities.</p>	<p>Principal will monitor lesson plans weekly for engaging instructional strategies.</p>		
		<p>Plan strategically in the selection of high yield instructional strategy usage within lessons.</p>	<p>Principals will monitor lesson plans weekly for engaging instructional strategies.</p>		
		<p>Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure congruency is present between standards, learning targets, and assessment measures.</p>	<p>Teacher teams will keep student data on mastery using a google tool and this data will be reviewed monthly.</p>		

Goal 2: Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated) to 68.8% (Elementary), 70.5% (Middle School), and 68.1% (High School) by 2019.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase the average reading proficiency rates for all students in the Gap Group (non-duplicated) to 65.3% (Elementary), 67.7% (Middle School), and 65.3% (High School) by 2018.</p> <p>Objective 2: Increase the average math proficiency rates for all students in the Gap Group (non-duplicated) to 59.8% (Elementary), 61.2% (Middle School), and 58.1% (High School) by 2018.</p>	<p>KCWP#2 Having a protocol in place for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified.</p>	<p>Develop a clearly defined RTI school/district-wide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.</p> <p>Revise master schedule to include a specific time for immediate interventions on grade level essential standards.</p> <p>Development of Essential Standards list and monitoring process for each grade level.</p> <p>RTI certified teachers in all buildings through title 1 and ESS.</p> <p>Class sizes will be reduced if possible to allow for smaller groups of Tier 1 and Tier 2 Instruction</p>	<p>Teacher teams will keep student data on mastery using a google tool and this data will be reviewed monthly.</p>		
	<p>KCWP#2 Teachers monitoring the learning before, during, and after instruction.</p>	<p>Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations</p> <p>Development of monitoring tool using google tools</p>	<p>Principals will monitor google tools weekly for documentation of intervention movement</p>		
		<p>Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.</p> <p>Professional Learning on google tools for formative assessments and instructional strategies for when students fail to master standards.</p>	<p>Formative assessment data will be collected and analyzed using google tools. Principals or math coach will provide feedback and</p>		

Goal 2: Increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated) to 68.8% (Elementary), 70.5% (Middle School), and 68.1% (High School) by 2019.

	<p>KCWP #6 processes are in place to communicate with parents in order to address barriers to learning</p>	<p>Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc</p>	<p>support as needed. Success will be measured based on family/parent surveys from school, FRYSC and Title I</p>	
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Goal 3: Increase the Graduation Rate from 92.2% to 94.6 % by 2020, as measured by the 4-year Cohort Graduation Rate.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the Graduation Rate from 92.2% to 93 % by 2018, as measured by the 4-year Cohort Graduation Rate.	KCWP #6 processes are in place to communicate with parents in order to address barriers to learning	Ensure that all available resources are deployed to assist students in need, i.e. FRYSC, DPP, Cabinet for Family and Children, etc	Attendance and behavior events will be monitored in IC.		
	KCWP #6 behavior systems support an environment where everyone feels safe and wants to learn?	Classroom policies and procedures align with the school's Code of Conduct. Counselor and FRYSC will be utilized when students need assistance with social skills and emotional or physical needs that are barriers to learning.	Behavior events will be monitored in IC.		
		Expectations of students are clearly defined, and that group norms have been established within the classroom.	Walkthrough data focused on student expectations will be reviewed.		
	KCWP #6 Processes are in place to communicate with students in order to address barriers to learning?	Ensure that student conferencing occurs on a regular basis and such discussions support a culture for learning. Encourage student opportunity in self-monitoring behavior, including progress monitoring of goals.	Mentoring frequency data will be reviewed. Mentoring and goal setting frequency data will be reviewed bi-weekly.		

Goal 5: Increase the percentage of students College and Career Ready (CCR) from 77.0% to 86.2% by 2019.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
<p>Objective 1: Increase the percentage of students College and Career Ready (CCR) from 77.0% to 81.6% by 2018.</p>	<p>KCWP#2 Having a protocol in place for ensuring Tier I and Tier II instructional needs are met and next steps for improvement are identified.</p>	<p>Develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.</p>	<p>Formative assessment data will be analyzed bi-weekly.</p>		
	<p>KCWP #2 teachers determine the most appropriate and effective high yield strategies in order to ensure congruency to the intent of the learning target?</p>	<p>Vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. - GRREC Professional Development Day to guide teacher groups through the identification process of essential standards.</p>	<p>Principal or math coach will monitor lesson plans for congruency to the intent of the learning target.</p>		
	<p>KCWP#2 Systems in place to ensure students take responsibility for their own learning</p>	<p>Ensure students understand the success criteria within each learning target.</p>	<p>Lesson plans and walkthrough data will be reviewed.</p>		