

Planning Tool NEEDS ASSESSMENT Template (LEA & School Plans)

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PLANNING TEAM

Please identify all planning team members, including title.

Melanie Ride-Bacon, Principal, Science Hill High School
Dr. Selene Hardin, Testing Coordinator
Todd Barnett, Assistant Principal
Jack Leonard, Gap Closure Specialist
Anne Godfrey, PTSA President

SUMMARY OF ACCOMPLISHMENTS and WHAT'S WORKING

Summarize your accomplishments and what is working for students and why.

For SY 2013-2014:

- Science Hill High School earned "Reward" school status in the area of performance in the State of Tennessee. Reward status represents performance ranking the top 5% of all schools in the state based on school wide achievement.
- Ranked in the top 3 schools in the State in Algebra 2 (2nd) and English 1 (3rd)
- Ranked # 1 in the First Tennessee Region in Algebra 1, Algebra 2, English 1, English 2, English 3, and Biology.
- Exceeded gap closure targets in B/H/NA vs. all in the areas of Algebra 2 and English 3.
- Exceeded gap closure targets in Economically Disadvantaged vs. Non-ED in the areas of Algebra 2 and English 2.

Reasons why:

- Consistent teacher communication and collaboration among Algebra 1 and Algebra 2 staff.
- Staff attention to differentiated instruction in a variety of settings (individual tutoring, after school group tutoring, test preparation sessions) to develop and increase understanding.
- School-wide initiative to make academic achievement in the tested areas a focus. Evidence includes professional development targeting academic writing across the curriculum, reading for understanding and connecting non-traditional classes such as Construction Core and Algebra 1 via our IMPaCT (Improving Mathematical Proficiency and Comprehension through Technology) program.

ACCOUNTABILITY DATA

Districts should reference the accountability data on the secure website for analysis.

(http://tn.gov/education/districts/lea_operations.shtml)

Accountability Achievement Targets – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

We will continue to focus on closing the gap in our sub-group populations while maintaining a high level of achievement among all students in our tested areas.

Our greatest challenges for SY 2014-2015 will come in the form of reversing the trend of decreasing achievement as students progress through the English curriculum. While we continue to lead the region and be among the leaders in the state in achievement, we will be challenged to overcome a growing achievement gap in the area of Students with Disabilities in English 3. Possible underlying reasons include reading comprehension deficits, pacing, and alignment of curriculum.

Accountability Gap Targets – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

We have exceeded our gap closure targets in Algebra 2 and English 3 in our B/H/NA vs. All subgroup category. Also, we have exceeded our gap closure targets in English 2 and English 3 in our Economically Disadvantaged vs. Non -ED category. Success in this area can be attributed, in part, to our gap closure specialist and Reading Specialist during SY 2013-2014.

Challenges remain in identifying strategies to address deficiencies in Algebra1 and English 3 related to closing the gap among our Students with Disabilities population.

ACADEMIC DATA

High School Subjects

English II – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

English II – Of the 550 English II students tested, 77.4% scored proficient or advanced. This included proficiency scores of 91.7% for Asian, 53.5% for Black, 63.2% for Economically disadvantaged, 59.4% for Hispanic, 31.3% for Students with Disabilities, and 82.8% for white populations. TVAAS scores indicated students met the Standard for Academic Growth at the -1.0 level. When compared to previous years, the lowest quintile changed from -23.5 to -1.8 which showed significant improvement. Students in the fifth quintile posed the most challenge for growth (-7.4) during the 2014 year. Strategies including pre-post assessment and differentiated instruction to continue improvement will be implemented.

Algebra I – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Algebra 1 – Of the 565 Algebra 1 students tested, 83.5% scored proficient or advanced on the EOC. This included proficiency scores of 100% for Asian, 68% for Black, 76.5% for Economically Disadvantaged, 62.5% for ELL, 76.2% for Hispanic, 100% for Native American, 39.3% for Students with Disabilities, and 86.2% for White. TVAAS scores indicated students met the Standard of Academic Growth at the -.05 level. The second and third quintile groups exceeded the Standard for Academic Growth, the fourth quintile met the Standard for Academic Growth and the first and fifth quintiles did not meet the standards. Strategies including pre-post assessment, differentiation, and blended learning will be implemented to continue achievement and TVAAS growth.

Other HS Subjects – (English I, III / Algebra II / Biology I / US History) – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

English 1, English III, Algebra II, Biology 1, and US History

Of the students taking English 1 EOC assessments, 87.3% scored Proficient or Advanced which represented a growth of 4.6 over the 2012-2013 school year. English III scores reflected 63.4% proficient or advanced with a growth of -6.1 from the previous school year. Algebra II EOC results were 78.9% proficient or advanced scores with growth 3.4 higher than the 2012-2013 school year. Biology I scores reflected 83.4% with proficient or advanced scores and -.2 growth from the previous school year. US History I results were 97.5% proficient or advanced with a growth score of -.8 from the 2012-2013 school year. Overall gaps have decreased by 13.2 with the largest closure in Economic Disadvantaged population for Algebra II followed by Economically Disadvantaged for English II, Black/Hispanic/Native American in Algebra II and English III. Strategies for increasing attendance, providing differentiated instruction, and keeping track of individual assessments will continue to be the focus for continued improvement in achievement and growth.

Progress/Growth Data

TVAAS – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Please see Other HS Subjects.

COLLEGE/CAREER READINESS

Explore/Plan/ACT – Analyze your data and provide a summary of progress and challenges, identifying underlying reasons for each.

Explore/Plan/ACT-

Three year trend data for ACT show the district composite as 22.1, 2.3-2.6 high than state scores. The percentage of students meeting all four college readiness benchmarks is 33% while the state rate is 19%. Students taking Algebra 1, 2, Geometry, Trig, and Calculus prior to taking the ACT was 26.2 or 5% high than the state average. The percentage of students taking biology, chemistry, and physics prior to taking the ACT was 25.8 or 2.3% higher than the state average. ACT classes are being held during flex time at SHHS. In addition, higher order thinking strategies and problem solving techniques in general education classes lead to high ACT scores.

Explore/Plan

In reviewing matched scores of students taking the Explore in 2011-12 and Plan in 2013-2014 significant increases in the area of reading were noted. Scores increased from 45% making the benchmark on Explore to 54% making the college ready benchmark on Plan. Increases were noted in English (81% to 83%), Math (56% to 57%), and a slight decrease in science (53% to 53%). Techniques that encompass higher order thinking skills and problem solving lead to higher scores on the Plan and Explore tests.

Graduation Rate – Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Graduation Rate – The graduation rate for the 2013-2014 report card was 91.7%. This included a rate of 100% for Asian students, 92.8% for Black students, 84.3% for economically disadvantaged students, 62.5% for English Language Learners, 83.3% for Hispanic students, 74.7% for students with disabilities, and 92% for white students. While the overall graduation rate exceeded 90% and was above the state percentage of 86.3% we continue to follow and develop individual plans that encourage greater success for our economically disadvantaged, ELL, Hispanic, and SWD populations.

SCHOOL CLIMATE and CULTURE

School Safety – Evaluate and summarize.

Click here to enter text.

Discipline – Evaluate and summarize disciplinary actions, suspensions, expulsions, etc. (by subgroups including racial/ethnic, ED, SWD, EL, male/female).

Click here to enter text.

TELL (or Other) Survey – Evaluate and summarize.

Click here to enter text.

Parent & Student Surveys – Evaluate and summarize.

Click here to enter text.

Other – Summarize other factors impacting climate and culture.

Click here to enter text.

ADDITIONAL AREAS

RTI² / Student Interventions & Supports – How are timely interventions and student services provided to support individual needs?

Click here to enter text.

Professional Development – Describe your PD plan and how it focuses on improving instruction.

The professional development plan for SY 2014-2015 is built around staff communication and collaboration. For each instructional meeting, our staff breaks down into 3-4 small groups and rotates among 3-4 mini-sessions of instruction on a variety of topics. Topics are presented by our staff. For example, during the October instructional meeting, our staff presented information covering Academic Writing Across the Curriculum, Strategies for ESL students and, Communication among staff. Moving forward, we will be addressing Low Performing Students, Applied Technology, Working with At-Risk Students, CTE effects on core instruction, and a variety of other topics.

The over-arching goal of our PD plan for SY 2014-2015 is to allow our teachers to develop and implement a “Best Practices” program within our school. Our belief is that we have a large number of intelligent, highly motivated, and talented staff members who can share some of their most successful techniques and strategies. Our expected result is our staff will learn from each other, incorporate proven, effective strategies, and develop a willingness to share and communicate more effectively among departments.

Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.

Click here to enter text.

Parent and Community Involvement – Describe strengths and challenges around parent and community involvement.

Parent and Community Involvement at Science Hill High School is centered around efforts designed to make parents more comfortable when engaging and being engaged by our staff both on campus and in the community. To that end, Science Hill High School hosts an annual “Meet and Greet” where parents and community members can freely engage with our staff. We also hold two Parent Teacher Conference meetings (usually in September and February). These meetings are by appointment and allow parents to discuss their students’ academic progress. Additionally, we have an active PTSA organization and a variety of group/team specific booster clubs which provide support in terms of financial and human capital.

Strengths include strong and active participation among groups related to most extra-curricular activities such as booster clubs, and a willingness of our staff to interact with community stakeholders.

We remain challenged to reach disengaged groups such as members of the Hispanic community, our Economically disadvantaged community, and African-American community.

Communicating Assessment Results – How do you analyze and communicate assessment results to stakeholders?

Analysis of assessment results take place primarily through:

- Departmental data meetings.
- Administrative data meetings.
- Regular dissemination of data through in-service/instructional meetings.

Assessment results are communicated in a variety of ways at Science Hill. These include:

- Parent access to our PowerSchool Parent Portal where they can access their child's progress at any time.
- Identified mid-term and nine week marking sessions on the calendar, with an evening of pre-scheduled Parent Teacher Conference events after 1st and 3rd mid-term periods.
- Teachers conducting one on one conferencing sessions with students in which both past performance and predicted performance are identified and discussed.
- Celebrations of both staff and student success at various times throughout the school year via a variety avenues such as press releases, website postings, etc...
- Posting of our yearly School Improvement Plan on our school website.

Technology – Describe strengths and challenges around technology.

Some of the strengths of the technology program at Science Hill include:

- Committed and knowledgeable staff willing to help keep technology operating at peak efficiency.
- Implementation of a BYOD program, allowing students to use their personal devices within certain parameters.
- Regular opportunities to gain and improve proficiency through school and system wide professional development.

Challenge of our technology program include:

- Number of computers available at peak times such as testing.

PRIORITIZED LIST OF NEEDS

List, in priority order, your areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.

1. Full-time reading specialist who would work primarily with low-performing students developing critical reading skills.
2. Full-time mathematics specialist who would work primarily with identified low-performing students in Algebra 1, Geometry and Algebra 2.
3. Additional Algebra 2 staff so that the content could be taught over a full school year, as opposed to the current block schedule.