

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

- The administrative team including Principal, Assistant principals, counselors, and instructional coaches meet weekly to review data and trends in the building
- Departments (Science, Math, English, Social Studies, and Special education) meet every two weeks to review data and share best practices.
- Common subject teachers meet every two weeks for planning purposes and review common assessment data to inform instruction.
- Grade level house teacher meetings are every two weeks to review student non-academic data (Behavior, attendance, and SEL supports)
- School-wide PLC days are scheduled throughout the school year for the faculty to review data as a whole.
- SBDM Council meets every month to review relevant data and supports that are in the building.
- Meetings with district personnel are as needed.
- Meetings are documented through agenda's and minutes taken

Trends

2. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

In reviewing the last two years of data on the local, state, and national scale, we see that our math student achievement has declined. This is because, throughout the pandemic learning, students have had access to online materials through text to read. They have not had access to qualified math educators to help fill the gaps in learning math.

We have also seen a rise in the social-emotional needs of students. When students have been learning virtually, the school structure was not in place—the hidden curriculum to assimilate students to life after high school was not there. Instead, students were able to isolate themselves, learn through screens and only interact with those they chose to.

Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

2021 EES District ACT Results

District/Lloyd*

State Average

Composite	17.2/17.3	18.0
English	16.3/16.5	17.1
Reading	17.7/18.0	18.5
Math	16.5/16.6	17.7
Science	17.6/17.8	18.3

2021 EES ACT Benchmark Results

Kentucky has identified the following “benchmark” scores for college readiness:
English--18; Math 19, Reading--20; Science--24

% Students Meeting Kentucky ACT Benchmarks

	EES	STATE
English	37.6%	42.3%
Reading	35.5%	39.9%
Math	19.9%	29.9%

2021 Graduation Rate--Lloyd Memorial and Bartlett Education Center

	Lloyd	District*	State
4-Year Cohort	97.2%	95.9%	90.0%
5-Year Cohort	95.8%	95.1%	92.3%

Combined 4/5 Year Cohort 96.5%--highest rate in last four years

Advanced Courses Offered

TABLE

COURSE TITLE	SUBJECT	COURSE ENROLLMENT	COURSE COMPLETERS	NUMBER TESTED	STUDENTS WITH QUALIFYING SCORE
AP Environmental Science	Science	10	9	8	4
AP Literature And Composition	English/Language Arts	22	20	19	4
AP World History	Social Studies	18	*	*	*
Advanced Placement	All Enrollments	50	47	29	8

Dual Credit

Dual Credit Courses Offered ⓘ

TABLE

SUBJECT	COURSE ENROLLMENT	COURSE COMPLETERS	STUDENTS WITH QUALIFYING GRADE
All Enrollments	373	333	292
Arts & Humanities	29	*	21
Health Science	17	10	9
Industrial Education	24	18	14
Marketing Education	14	*	11
Natural Sciences	23	14	11
Oral Communications	42	36	30
Quantitative Reasoning	65	61	56
Social And Behavioral Sciences	91	88	85
World Languages	*	*	*
Written Communications	67	62	54

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

In recovering from the trauma of the last year, the priority will be the health and wellness of our students. Roughly 54% (352 out of 650) of the student body was virtual for the 20-21 school year. In the current 21-22 school year, 98% of all students are in full-time in-person instruction. The acclimation to an entire school year and the demands of in-person vs. virtual learning will be the first hurdle to overcome.

The second area to overcome is the academic deficiencies that are present through the loss of instructional time. The drop in overall ACT scores to a 17.2 composite, down from an 18.6 composite in 19-20.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

In overcoming the challenges of the 20-21 school year, we have retained most of our staff through the pandemic. In having this experienced staff prepared to work with our students, we will be able to overcome the challenges through a long game approach.

In re-building, our house structure utilizes a schedule that allows students to have a trusted adult in the building that incorporates SEL skills into each morning, which will help to give our students the skills they will need to be successful.

The flexibility of our staff to allow students to take advantage of every opportunity for dual credit in academic and technical programs will be essential in enabling our students to make connections outside of the classroom. In these connections, students will be more engaged in learning the skills necessary to succeed post-high school.

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.

KCWP 1: Design and Deploy Standards

What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?

Annual SBDM review of the curriculum, instructional best practices, and review of data associated therein.

Ad Hoc committees to review the aforementioned data and practices.

MTSS structure at each school.

Pedagogical/Assessment Review Process involving all District/School Administrators.

KDE Phases (4) of the annual CSIP processes.

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KCWP 2: Design and Deliver Instruction

What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?

Annual SBDM review of the curriculum, instructional best practices, and review of data associated with. Ad Hoc committees to review the aforementioned data and practices. District Pedagogical/Assessment Review Process involving all District/School Administrators. KDE Phases (4) of the annual CSIP/CDIP processes.
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KCWP 3: Design and Deliver Assessment Literacy

What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?

Participation in norm referenced assessment through NWEA platform using MAPs. Continued walkthrough and certified evaluations are also used to monitor, provide feedback, and help craft effective assessments for student learning. District Pedagogical/Assessment Review Process involving all District/School Administrators. KDE Phases (4) of the annual CSIP/CDIP processes.
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KCWP 4: Review, Analyze and Apply Data

What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?

Participation in norm referenced assessment through NWEA platform using MAPs. Continued walkthrough and certified evaluations are also used to monitor, provide feedback, and help craft effective assessments for student learning.

District MTSS structure at each school.
District Pedagogical/Assessment Review Process involving all District/School Administrators.
KDE Phases (4) of the annual CSIP/CDIP processes.

KCWP 5: Design, Align and Deliver Support

What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?

Ad Hoc committees to review MAPs data. Grade level PLCs to discuss grade level common assessments as well as MAPs data. ATMs to review individual data and make instructional choices for individual student growth.
District MTSS structure at each school.
District Pedagogical/Assessment Review Process involving all District/School Administrators.
KDE Phases (4) of the annual CSIP processes.

KCWP 6: Establishing Learning Culture and Environment

What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?

Evidence based SEL practices, interventions, and programs at each school (*Restorative Practice* grant implementation).
PBIS structure in place at each school.
MTSS structure

After analyzing the Key Elements of your teaching and learning environment, **which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes.** **KCWP 2: Design and Deliver Instruction**