



2020-21 Phase Two: The Needs Assessment for Schools Primary

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Trigg County Primary School
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2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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, 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

To review, analyze, and apply data results, we involve a variety of stakeholders. This information is shared and discussed during faculty meetings as well as during weekly PLC conversations related to their specific team/content. All data is analyzed and results are brought to be discussed with administration during PLC time. Small groups such as the SBDM and the leadership team in the building have met several times to look at overall trends in data. SBDM is given an update at least once a month related to data results. This information is shared with parents through conferences, letters home, norm-referenced assessment results, classroom formative data, etc. Most meetings are documented through google docs as all teams have a folder to keep their meeting notes together. Other information is documented through email and/or Remind messages to verify parent communication. We have also implemented Coffee and Conversations in the past two years, which is an opportunity for parents and community members to come in and discuss various items with the principal and assistant principal; however, this cannot happen during the current school year due to COVID restrictions.

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:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

See attached needs assessment document 2020-2021

ATTACHMENTS

Attachment Name

Priorities/Concerns

. Clearly and concisely identify 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.

Overall, our main concern at this point is how to best meet the needs of students that have not been in a school setting since March and did not return in person until the end of September. We have noticed that several students had scores that were much higher in the spring of last year and realize that we are going to have to back up and address standards that have not been covered to best meet the needs of our students.

Trends

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

ELA has consistently been an area for the primary school to focus on based on the scores over the past few years. We do understand that we are dealing with a pandemic at this point and a large loss of in person instructional time as we begin this school year. We have placed a school wide focus on reading and how to incorporate research based practices effectively in every classroom. We are providing PD, coaching/mentoring as needed, modeling, observation data, PLC conversations, analysis of assessments, etc. to ensure our instruction is strong and effective for all students to increase their performance related to literacy. This year, we have continued our implementation of a new reading series in addition to an online curriculum that was purchased district wide to help meet our diverse needs. Both will place a strong emphasis on research based practices and provide a much needed resource for fidelity of instruction from class to class.

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](#)

Delivery of instruction: Review, analyze, and apply data results


Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Math scores in first and second grade were higher with the first benchmark than expected at 61% and 68% of students reaching that level. Kindergarten scores are higher than expected at 53% meeting benchmark, even after missing a large portion of the beginning of the school year. Our Impact Survey results were great. All areas for the primary school were higher than the district average and the state average. 96% of our teachers are happy to be here and happy with the leadership provided, autonomy given, support, etc. Office referrals are down for this point in the year as well. We try to work on daily relationship building with all students, especially those that struggle with behavioral decisions, to keep those referrals at a minimum.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2020-2021 Needs Assessment		.