

2019-20 Phase Two: The Needs Assessment for Schools_10112019_10:45

2019-20 Phase Two: The Needs Assessment for Schools

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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/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. 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/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data is collected and analyzed first by administrators. Teachers are responsible for reviewing and analyzing MAP, KPREP, and classroom assessments. Once the data has been collected, Principal, Will Lefevers conducts multiple PLCs with small groups of teachers to discuss data findings that include concerns and celebrations. Trends are identified across years, content areas, and grade levels. Teachers take this information and create an individual action plan and identify strategies or changes in their instruction that will be implemented to improve student achievement. Additionally, students are identified for targeted interventions and monitored for growth. Mr. Lefevers participates in regular meetings with District Administration and visits with Elgin Coach-Angela Bray and Principal Mentor- Bill Jones. Excel spreadsheets are used to organize, analyze, and monitor individual, classroom, grade level, and content area assessment data, in order to make informed decisions about school-wide instruction. The CSIP planning committee consists of Ann Stepp- Assistant Principal, Brooke Sanders- Primary teacher, Amanda Elliott- Intermediate teacher, Julie Goodin- Middle Grades teacher, Jason Stewart- Middle Grades teacher, Whitney Caldwell- Guidance Counselor, Brian Williamson- Special Education teacher, Sheila Carmical- Librarian/SFA Facilitator, Chasity Brummett- Attendance Clerk, and Russell Greene- parent. A variety of stakeholders makeup our team and will have an opportunity to provide valuable input as we evaluate and analyze data as well as determine the actions we will take towards improving our school. The roles of our stakeholders are diverse and consist of an administrator, 8 certified teachers, an attendance clerk to address attendance concerns and truancy, a guidance counselor to discuss behavior and mental health referrals, a librarian/SFA facilitator to discuss the SFA reading program and implementation of Accelerated Reader, 4 SBDM members (teachers & parent), and 6 of the 10 CSIP committee members have students enrolled in our school. The planning team will meet once monthly. Special called meetings will be held on an as needed basis. Each month, the SBDM agenda will contain an item to address the review, updates, and approval of the CSIP. Meetings will be documented by sign-in sheets, agendas, and/or meeting notes.

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 (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (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 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

Current Academic State: Our Elementary (3rd-5th grade) reading proficiency index is 72.4 a decrease of 3.3 points from 2018 (75.7). The largest decrease is at the 3rd grade level, which had a 15.9 points decline when compared to last year 68.6 (2018) to 52.7 (2019). In the Middle Grades (6th-8th grade), the overall reading proficiency index is 91.7 increasing from 77.2 (2018) to 91.7 (2019). All grades 6th-8th increased 13 points or more with 7th grade reading at a proficiency index of 100.75. Elementary math (3rd-5th grade) proficiency index is 58.2, a decrease of 8.4 points from 2018 (66.6). The largest decrease is at the 5th grade level, which had a 15.5 points decrease when compared to last year's scores 76.9 (2018) to 69.81 (2019). Third grade scores decreased and the proficiency index is 42.8 with 5 out of 28 students scoring at the Proficient/Distinguished level. The middle grades overall proficiency index increased from 67.1 (2018) to 69.81 (2019). There is a decrease at the 8th grade level with a large majority of students scoring apprentice (18 out of 33). The 6th and 7th grade math scores increased with proficiency indexes of 73.75 and 77.27. Our Separate Academic Indicator proficiency indexes shows a decrease in 4th grade Science, 5th grade Social Studies, and 5th grade On-Demand Writing. The total index is 63.9. In the Middle Grades, 7th grade Science increased 10.82 points from 56.6 (2018) to 67.42 (2019). Eighth grade Social Studies increased to 82.57, while On-Demand Writing in 8th grade decreased 6 points to 62.87. The overall index did increase (70.95).

Non-Academic State: Staff attendance for the 2018-19 school year is 96.86. According to Infinite Campus data, at the present time, 18% of the student population is identified as chronically absent. Twelve percent of the student population receives mental health counseling through Comp Care. Eighty percent of our students qualify for Free/Reduced Lunch. Nineteen percent of our K-8 student population receives special education services.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

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.

Third grade KPREP scores continue to be an area of concern. The KPREP math proficiency index is 42.8. There are 10 students (36%) performing at the novice level, 46% are apprentice, and only 18% scoring proficient or distinguished. The KPREP reading proficiency index for the 3rd grade is 52.7. Again, 36% of students are novice, 28% apprentice, and 36% proficient or distinguished. Another concern is Math at the 5th and 8th grade. The overall proficiency index for 8th grade is 57.57. The majority of students are scoring in the apprentice range (55%). The overall score for 5th grade is 61.4, which decreased 15.5 points from last year's scores. Twenty-six percent of our students scored novice, 34% apprentice, 24% proficient, and 17% distinguished. Furthermore, On-Demand Writing scores for 5th & 8th grade have decreased with a large number of students scoring novice/apprentice (5th grade 51% & 8th grade 66%). Although the 4th grade science proficiency index was the highest in the county (61.71), the scores decreased 14 points from last year (75.7)

Trends

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

Third grade KPREP scores continue to decrease annually in both reading and math. The 6th grade scores in MAP show a large number of students (approximately 15) who are not benchmarking in reading and math as well as Language. This trend is significant because of both behavioral and academic concern as these students continue to struggle year after year. Kindergarten and first grade MAP scores for reading and math have been trending high as students are meeting and exceeding benchmark goals. However, as students move to 2nd and then 3rd grade, the percentage of students benchmarking declines. We have a high percentage of students scoring Apprentice over a few years in all content areas.

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](#)

Our school will focus its resources and efforts upon KCWP 2: Design and Deliver Instruction. School and district leadership will monitor our math and reading programs through observations and data analysis to ensure the curriculum is taught at a high level of fidelity. Elgin Reading Coach- Angela Bray will work with 3rd grade teachers to ensure our instructional programs are being taught with rigor. A math leadership team is in place at the district level and pacing is being addressed as well as monitoring chapter assessment averages through math snapshots. Implementation of CPA pedagogy will continue to be our school-wide goal in all math classes. Teachers received professional development during the summer for both the reading and math programs, and teachers continue to receive support from school administration, district curriculum coaches, and program specialists.

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%.

Middle Grades Reading proficiency index increased to 91.27. The index increased 14.07 points from last year. The 6th grade reading index increased 14.2 points for a total of 87.5, the 7th grade reading index increased 13.25 points for a total of 100.75, and the 8th grade reading index increased 13.9 points for a total of 86.4. Out of a student population of 106 students, only 8 students scored novice and 75% of our 6th-8th grade students scored proficient or distinguished. The 4th grade proficiency reading index increased 4.7 points for a total index of 82.57. Middle Grades Math at the 6th and 7th grade level has continued to increase. Sixth grade scores increased 3.65 points to a total index of 73.75 and the 7th grade increased 8.87 points to a total index of 77.27. Seventh grade Science scores increased 10.82 points for a total index of 67.42. Eighth grade Social Studies scores increased 4.47 points for a total index of 82.57.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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