

2019-20 Phase Two: The Needs Assessment for Schools_10142019_15:11

2019-20 Phase Two: The Needs Assessment for Schools

Botts Elementary School
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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?

Our process for reviewing, analyzing, and applying data results is as follows: Our school leadership team and SBDM Council reviews the state accountability data and compares it to our local assessments (iReady and CASE 21). The data is taken to all teachers through faculty meetings and PLCs by the principal and district instructional coach, and plans are made for next steps in classroom instruction. SBDM Councils meet once per month and minutes are documented through eMeeting. The school leadership team meets on a monthly basis and minutes are documented in Google Drive. PLCs meet weekly and minutes are documented in Google Drive.

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.

KPREP: Math- 56% of students in third grade scored proficient/distinguished, 25.9% of students in fourth grade scored proficient/distinguished, 61.8% of students in fifth grade scored proficient/distinguished; Reading- 62.5% of students in third grade scored proficient/distinguished, 32.2% of students in fourth grade scored proficient/distinguished, 70.8% of fifth grade scored proficient/distinguished; Science- 9% of students scored proficient; social studies- 61.2% scored proficient/distinguished; On Demand Writing- 27.5% scored proficient/distinguished.

ATTACHMENTS

Attachment Name



KPREP 1



KPREp 2

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.

Last year's fourth grade (current fifth grade) had lower proficiency scores in reading and math; low proficiency scores in science; though novice has been reduced, still significant number of students scoring at the novice level in reading, math, writing, and science.

Trends

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

Though Botts Elementary was recognized as one of the most improved schools in the state and was almost a four star school, there are areas for improvement. Some areas for improvement were our fourth grade reading, math, and science scores. These students are currently fifth graders. We have held vertical discussions, as mentioned above, and we are also targeting students with lower scores on KPREP and I-Ready for RTI and interventions with our ESS Daytime Waiver tutor. Also, common curriculum pacing timelines have been developed in science and teachers are following these now. Also, students who are attending the 21st Century Program are receiving instruction that has been planned and aligned to i-Ready. These lessons are planned by Jennifer Roberts, our instructional coach. Students who scored one and two grade levels behind on i-Ready and who are in the bottom 15% of last year's KPREP data have been identified for Tier 2 instruction.

ATTACHMENTS

Attachment Name



Quarterly Report

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 leadership team and SBDM council have worked through the needs assessment process and self-assessed using the KCWP. We will continue to focus on proficiency in reading and math through multi-tiered support systems (MTSS), our work with common curriculum and assessment, PLCs, and a concerted effort on improvement with job-embedded professional learning and continuous improvement planning based upon our lowest areas identified on the ELEOT walkthrough. This year, our focus from ELEOT is identified as progress monitoring.

ATTACHMENTS

Attachment Name



KCWP 1



KCWP 2

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%.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCWP 1		•
 KCWP 2		•
 KPREP 1		•
 KPRep 2		•
 Quarterly Report		•