

2018-2019 Phase Two: The Needs Assessment for Schools_09242018_10:34

Phase Two: The Needs Assessment for Schools

Bell Central School Center

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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough 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 school has a "data day" when we receive the data from our state assessment. Before we have our staff work on the data we work with our central office DAC - Angela Allen to calculate our achievement, gap, growth and overall learner's score. On data day we calculate the percentages of N, A, P, and D in every area, look at our GAP groups, add the new year of data to our previous years data to look at trends in order to see how we have improved or regressed and to help us see where we are going and what changes we need to make to get there. We discuss our areas for improvements as well as our celebration points. We identify students who were within 5 points of the next performance levels and then of course we look at our novice students and begin creating plans to move these students to proficiency. We look at those students who are proficient and make plans to move them to distinguished. When we create our plans we then create a plan for monitoring and making sure the plans are implemented. The shareholders were selected by their roles in our school. We wanted to be sure that all areas of our school were represented. We have to go along with our principal and assistant principal the following: Our school counselor, librarian, primary teacher, intermediate teacher, middle school teacher, who are different subjects . We also have our Youth Service Center director, special needs teacher as well as two SBDM teacher members, our attendance clerk as well as a parent. Several of the members are parents as well as have other roles in the building. The principal and assistant principal discuss with each stakeholder to explain why they were selected and how we wanted a committee that would well represent all areas of our school community. The meetings will be held at various times to meet all needs. We will have meetings after school and. The assistant principal will record the minutes of the meeting as well as create timelines to insure all actions are implemented and monitored for effectiveness. The principal will check minutes of meetings and monitor actions to ensure implementation. The meetings will begin with all actions that have taken place since the meeting prior. Jennifer Blankenship - Principal Susan Brock - Assistant Principal Kara Davis - Counselor Heather Cornett- Librarian Myra Miracle - Attendance Clerk Lesa Straup - Youth Service Center Coordinator Trina Fuson - Special Education Teacher/SBDM member Katrina Goodnight - Intermediate Teacher/ SBDM member Deanna Farmer - Kindergarten Teacher Jessica Winkler - Parent Thomas Heck – Middle School Teacher Amy Woolum – Primary Teacher Alice Elkins – Primary Teacher

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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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

Our current academic state: 3rd grade KPREP reading: • 54% of students scoring at N/A • In disability group 77% of students are scoring at N/A (35% N and 42% A) • Reading scores here came up from 53.4 in 2017 to 59.4 in 2018 4th grade KPREP reading: • 59% of students are scoring at N/A • In disability group 55% of students are scoring at N/A • There was a decrease of 23.6 in scores compared to 2017 5th grade KPREP reading: • 28% of students are scoring at N/A • In disability group 28% of students are scoring at N/A • There was a 12.7% increase from 2017 to 2018. In elementary reading 50% of students scored at P/D in the 2018 school year. In Separate Academic Indicators on the 2018 KPREP – • Social Studies students were at 73% P/D and 3.7 % N. • Writing students were at 69% P/D and 9.4% N. • Both of these areas saw an increase from 2017. Elementary reading saw an increase of .7%. In elementary reading the disability gap group had 60% of students scoring below proficiency compared to 47% of non gap students. 6th Grade Reading – • N – 9.7% • P/D – 68.2 • Disability group had 57% A and 42% P. 7th Grade Reading – • P/D - 82% • N – 3.8% • Disability group had 25% N and 75% P/D 8th Grade Reading – • P/D – 76.9% • N – 3.8% • Disability group had 50% A and 50% P 75% of middle school students were P/D in reading. Middle school separate academic indicators on KPREP- • Social studies had 1.9% N and 86% P/D. • Writing had 0% N and 86% P/D. 3rd Grade Math • 21.4% Novice • 33.2% P/D • Disability group had 60% N, 20% P 4th Grade math • 19% N • 47% P/D • Disability group had 25% N and 25% P. 5th Grade math • 18% N • 49% P/D • Disability group had 100% N Elementary math decreased in 3rd, 4th and 5th grades from the 2017 school year. 6th grade Math • 7.3% Novice • 63% P/D • Disability group had 0% N and 66% P/D • Decrease of 14% from 2017 to 80.9 7th grade math • 5.3% N • 71.3% P/D • Disability group 12% N, 74% P/D • Increase of 10.7 from 2017 to 87.8 8th grade math • 9.6% N • 59.5% P/D • Disability group 0% N, 100% P/D • Decrease of 20.6 to 78.2 from 2017. Non academic state:

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

3rd grade reading has over 30% of students scoring at Novice. 54.7% scoring at N/A and 44% scoring at proficiency level. 4th grade reading has 30% of students scoring at Novice. 60% are scoring at N/A and 40% of students are scoring at proficiency level. These areas have the most number of Novice and least number of P/D. 3rd grade math has 21.4% of Novice and 33% of students scoring at proficiency. 3rd grade math has decreased 6.7% from 2017. Looking at the disability gap group and comparing our elementary reading to our middle school reading 22% of our non-gap group is scoring below proficiency compared to 47% of our non gap group in elementary.

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Trends

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

Elementary reading is a significant area for improvement. Looking at the data over the last 2 academic years it shows an increase in the % of students scoring novice - 2016 15.3%, 2017 20.2% and 2018 25%. The % of students scoring at proficiency is decreasing 2016 61.8%, 2017 52.5% and 2018 50%.

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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](#)

The school will focus its resources and efforts upon the deployment of standards in elementary reading. Our current reading program allows us no way of tracking who's teaching what standards when and to whom with the changing of classes based on the child's reading group. We will create a plan to ensure the appropriate core content is being taught to the correct group of students.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

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

Our strengths are our separate academic indicators. In Separate Academic Indicators on the 2018 KPREP for elementary – • Social Studies students were at 73% P/D and 3.7 % N. • Writing students were at 69% P/D and 9.4% N. • Both of these areas saw an increase from 2017. In Separate Academic Indicators on the 2018 KPREP for middle school – Middle school separate academic indicators on KPREP- • Social studies had 1.9% N and 86% P/D. • Writing had 0% N and 86% P/D. Our middle school SAI is at 100% and our middle school proficiency score in reading and math is 88.2.

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
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