

2019-20 Phase Two: The Needs Assessment for Schools_10222019_05:07

2019-20 Phase Two: The Needs Assessment for Schools

Yellow Creek School Center

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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?

Christel Hoskins- Assistant Principal
Lea Fultz- Primary Teacher
Hope Carroll- Primary Teacher
Tasha Barnett- Intermediate Teacher
Eva Brock- Middle Teacher
Theresa Napier- Special Education Teacher
Brooke Miracle- Parent
Bonnie West- School Guidance Counselor
Nacole Middleton- Attendance Clerk
Patricia West- Family Resource Youth Service Center

The CSIP Planning Team consists of 5 certified teachers, 1 parent, 2 classified staff and 2 administrators. Stakeholders were selected based on a variety of reasons. First, one teacher from each grade band was selected (K-1, 2-3, 4-6, 7-8) and a special education teacher in order to provide each hallway with a voice on the planning team. This year, we also included our School Guidance Counselor and our Attendance Clerk to give added opinion on behavior and attendance. We added our Family Resource Youth Service Center Coordinator to add opinion on Home to School Connections. Second, three are former SBDM members, which provide our planning team with information on current school policies as well as other school issues. Third, two of our members are also members of the PBIS team and can offer ideas to support school culture. Finally, our parent is new to our school and can offer new ideas. The assistant principal also serves on the team as the chair. The planning team has a regularly set monthly meeting. Special called meetings are also held on an as-needed basis. There is a standing agenda item on each monthly SBDM agenda for review, updates and approval of the CSIP. This will allow for monthly progress monitoring. Meetings are documented through agendas, sign-in sheets and through the minutes of the SBDM meetings. The CSIP Planning Team meetings dates are also listed in the weekly Sunday email as to allow all staff members the opportunity to attend and provide input at any meeting. Data is collected, reviewed and analyzed in various ways. Teachers collect, review and analyze data from MAP, K-PREP, CERT, STAR Reading, RTA Reading and classroom assessments. Administrators meet with teachers to discuss these pieces of data as well as for the school overall. This is displayed in the Conference Room and is accessed during PLC meetings. Administrators also gather and analyze the data through EXCEL spreadsheets for the school overall as well as individual classrooms. This data is used to determine trends across content areas, grade levels and types of assessments. Administrators have regular meetings with District and Elgin Coach to assist in feedback on the data analysis to determine instructional decisions for the school. During PLCs and faculty meetings, teachers meet in grade level and content area teams to analyze data in multiple ways and culminates in determining celebration of positive points and development of teacher and school action plans to address any concerns that arise as a result of the data analysis. Various outside visitors (PowerTeaching Math, SFA Reading, Elgin, District Personnel) observe classrooms and provide feedback to teachers based on classroom observational data as well as coaching plans that are developed with classroom data in mind. Data is also collected in various ways in addition to the regular classroom. SFA Reading teachers input reading data into Member Center and this data is used to re-group reading students every 9 weeks. Math teachers submit chapter assessment data to the assistant principal and this data is used in district math leadership team meetings to make district decisions based on teacher and school need. Last year, we added a supplemental program, Simple Solutions, to our Rtl block. This was provided by private grant funds, which also requires that data be maintained and analyzed to determine if the grant is successful and if it will be re-funded. Data is documented in various ways including: CSIP Planning Team meeting agendas, sign-in sheets, PLCs, data walls in the conference room, school calendar-Data Days, and SBDM meeting minutes.

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:MAP Data:-Each content area decreased overall from Spring 16/17 to Spring 18/19 -Reading-Decreased 5% overall from Spring 17/18 to Spring 18/19; Seven grade levels were above the 50th Percentile in Spring 18/19-Math-Increased 3% overall from Spring 17/18 to Spring 18/19; Four grade levels improved from Fall to Spring in 18/19-Language- Decreased 11% overall from Spring 17/18 to Spring 18/19; -Science-Decreased 1% overall from Spring 17/18 to Spring 18/19; Four out of five grade levels above 50th Percentile in Science, yet three out of five grade levels decreased. K-PREP Data:-Reading increased in Proficient/ Distinguished at Elementary & Middle levels-Math increased in Proficient/Distinguished at Elementary level-Writing decreased in Proficient/Distinguished at Elementary & Middle levels- Social Studies increased in percent of Proficient/Distinguished at Middle level-Science decreased in Proficient/Distinguished at Elementary & Middle levels; Only 7.8% Proficient and 0% Distinguished at Middle level-All content areas had between 10-20% Novice at Elementary level-All content areas had between 10-16% Novice at Middle level, except Social Studies (5.4%)-High Percentage of Apprentice in Math, Social Studies, Science and Writing

Current Non-Academic State:Behavior:-Incidents(Events) increased from 147 events in 16/17 to 160 events in 18/19- Number of students involved in behavior-related incidents (events) increased from 68 students in 16/17 to 95 students in 18/19Student Attendance: Student attendance is increased from 92.8% in 16/17 to 93.2% in 18/19Free/Reduced Lunch Percentage: Free/Reduced Lunch Percentage has increased from 87.7% in 16/17 to 88.5% in 18/19Homeless Percentage: The Homeless Percentage has decreased from 21.7% in 16/17 to 16.8% in 18/19G/T Percentage: The Gifted & Talented Percentage has decreased from 5% in 16/17 to 4.2% in 18/19Students With Disabilities: The Students With Disabilities Percentage has increased from 15.2% in 16/17 to 21.3% in 18/19Teacher Perception Data eProve Survey results:

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.

MAP Data:-MAP OVERALL-Decrease overall in % of students on grade level in every content area from Spring 16/17 to Spring 18/19 -Reading-52% on grade level; Only 4th grade and 8th grade improved in the past 2 years. Overall decrease of 6% from 16/17-18/19-Math- 43% on grade level; Only 5th grade has improved in the past 2 years; Only 2 grade levels (Kindergarten & 1st grade) out of 9 were above 50% on grade level. Overall decrease of 9% from 16/17-18/19-Language-47% on grade level; Every grade level has declined in the past 2 years; Only 2 grade levels (3rd & 8th grade) out of 7 grade levels were above 50% in Spring 18/19. Overall decrease of 16% from 16/17-18/19-Science- 58% on grade level; Therefore, basically no growth in two years, remained around 58-59%; K-PREP Data:-High Percentage of students scoring Apprentice remains in all content areas in all grade levels. -Reading-Increase in students scoring Novice at Elementary level.-Math-Below 50% of students scoring Proficient/Distinguished in Math at Elementary (39.6%) & Middle (33.7%) levels; High percent of students scoring Apprentice at both Elementary & Middle levels.-Social Studies-High percentage of Apprentice -Science-Low percent of students scoring Proficient/Distinguished at Elementary (23.9%) & Middle (7.8%) levels; 0% of students scoring Distinguished at Middle level.

Trends

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

Academic Trends:-Scores overall have plateaued and many are not meeting expectations-High percentage of students scoring Apprentice over several years in all content areas-More than 10% of students scoring Novice in all areas and at all grade levels except Middle Social Studies-Low percent of students scoring Proficient/Distinguished on K-PREP in math and science
Non-Academic Trends:Attendance-High percentage of students that are either absent or considered chronically absent
Cultural-High percentage (21.3%) of population of Students with Disabilities; Low percentage (4.2%) of population of Gifted and Talented; High percentage (88.5%) of Free and Reduced Lunch; High percentage (16.8%) of students considered Homeless
Behavior-Increase in number of behavior incidents/events and number of students with behavior incidents

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](#)

KCWP1: Design and Deploy Standards:- The Kentucky Academic Standards ensure that all districts and schools have access to the same outline of expectations. The Kentucky Academic Standards are in Kentucky statute as what is to be taught. It is imperative that schools and districts continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success. The Career Technical Education Pathways are specific requirements for completion of college and career readiness. Standards and curriculum are fundamental to each and every student.

Process:-Ensure monitoring measures are in place to support high fidelity in teaching to the standards, by way of peer observations, formal and informal observations, classroom data/running records, and standards mastery checks -Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery. -Construct student-friendly learning targets-Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.-Utilize resources to assist teachers with readjusting the curriculum (content and pacing) to meet student needs based on assessment results (formative and summative)

Practice: -Collaborate with teachers to determine the best course of action when readjusting the curriculum and monitoring pacing to meet student needs including pacing guides, time strategies and coaching visits. **Condition:** Ensure that effective communication guides instructional planning, student grouping, etc.

KCWP 2: Design and Deliver Instruction: -Ensure their instructional program is intentional and of the highest quality. Tier I should be highly effective, culturally responsive, evidence-based core instruction, provided to all students in the classroom. Implementation of evidence-based curriculum and/or strategies with fidelity is essential for both academic and behavioral instruction. Improve RtI process and classroom assessment data analysis through PLCs. **Process:** -Develop a clearly defined RTI school/districtwide process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks.- Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.**Practice:** -Develop assignments and activities reflect the learning targets students have had the opportunity to learn.**Condition:** -Ensure that all users of assessment data use information to benefit student learning.

KCWP 3: Design and Deliver Assessment Literacy:-Improve student achievement**Process:-**Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.**Practice:-**Use classroom assessments to inform teacher's instructional decisions.-Evaluate the quality of test items, test tasks, and scoring rubrics.**Condition:-**Ensure that all users of assessment data use information to benefit student learning.

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%.

Academic Strengths: K-PREP-Elementary and Middle levels achieved 3 Star status, which is equivalent to state average K-PREP-Elementary Grades Reading -55.8% scored Proficient/Distinguished (state average-54.6%) K-PREP-Middle Grades Reading -70.7% scored Proficient/Distinguished (state average-59.6%) K-PREP-Elementary Writing On-Demand-57.9% scored Proficient/Distinguished (state average-46.6%) K-PREP Middle Writing On-Demand-46.4% scored Proficient/Distinguished (state average-31.9%) K-PREP Elementary Social Studies-Increased 15.3% K-PREP Middle Social Studies-Increased 4.1% to 57.1% and nearing the state average (58.8%) Implementation of new Grant Resources: Save the Children, Read to Achieve, GEAR UP Academic Interventionists, Charge, Project Lead the Way High Quality Professional Development Opportunities: Kagan, Charge, Project Lead the Way Non-Academic Strengths: Student attendance increased by 0.4% High percentage of students participate in after school activities with success at both the local and state level. Decrease in Behavior Incidents during first 3 months of school due to Implementation of Positive Behavior Intervention System (PBIS) Implementation of new Grant Resources: GEAR UP College & Career Navigators, Check and Connect Mentoring Program, Too Good for Drugs

Attachment Summary

Attachment Name	Description	Associated Item(s)
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