



# KDE Needs Assessment

Hillard Collins Elementary School

Boone County

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## **Introduction**

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

## **Data Analysis**

**What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?  
What does the data/information not tell you?**

The questions we are trying to answer with our data are: What areas are our students showing increased achievement?, What area(s) do we need to focus on to increase academic achievement? How can we increase all students learning, including those students in the Non-Duplicated Gap Group, to reduce the achievement gap at Collins?

These questions were key areas for our data analysis process this year. SBDM,, Teachers, and administration worked together to analyze the results using the Kentucky Association of School Councils' "Studying you Scores" packet. Individual teachers also worked on disaggregating their students' scores to look for students falling into the bubble groups and what areas they need to address to meet the instructional gaps as identified using the K-PREP Performance Level Descriptors.

K-PREP Data shows:

Data indicates our school declined overall from 57.3 in 2014 to 55.2 in 2015 bringing us from the 28th percentile to the 21st percentile in the state. Our greatest student achievement came in the area of Social Studies. We also increased our overall Program Review scores from 23.0 to 29.8.

2015 K-PREP data indicates we dropped the achievement scores in the areas of Language Mechanics, Math, Reading and Writing. We also have higher percentages of students in the Non-Duplicated Gap Group scoring lower than those students not in the gap group. Data also indicates our students are not keeping up with the growth percentiles of the district or state. This information allows us to conclude we are academically growing the students in most content areas, but not at a rate high enough to meet those of their peers at the district or state level.

What the state is defining as the GAP group is the majority of students enrolled at Collins.

\*This is important then to realize that we have to look carefully and address the total population score because it is most reflective of the majority of our students.

Looking at individual students scores we have many students into bubble groups, which indicates the students could reach the next highest level if there was a focus to help the students secure the information they do not have secure looking at the K-PREP Performance Level Descriptors. It would increase our academic scores moving Novice to Apprentice, however the greatest move that has to take place is Apprentice to the Proficient/Distinguished levels in all content areas.

Novice Reduction strategies have been added to our plan this year to include additional professional development in the areas of differentiation of instruction in the classroom for all content areas. Content vocabulary development focus for the students in all content areas. Two separate book studies for the staff on Best Practices and strategies for what great teachers do from the book, "What Great Teachers Do Differently." Data analysis results and next steps based on the data will be the focus of PLC's at grade levels. The Special Education teachers will implement a research based reading resource K-5th grade to meet the needs of students on their caseloads.

The data shows us that we need to have specific interventions and extensions in place to address our students' instructional needs.

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This is also indicated upon data analysis of the STAR Reading, STAR Math, and STAR Early Literacy benchmark assessments and progress monitoring conducted throughout the school year. Advisory Team meetings are conducted every 6-8 weeks to review student progress and make the needed adjustments to individual students' instruction in the classroom and provide research based instructional strategies.

## **Areas of Strengths**

**What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?**

Our greatest content area of strength based on the K-PREP scores is Social Studies. All of the achievement scores remain below the state and district points.

To sustain the growth in the area of Social Studies instruction will focus more on the investigative process and move away from the memorization of facts.

Professional Development is being offered around the new ELA program which focuses on higher level questioning, differentiation, language mechanics, and writing. Advisory Team Meetings (ATM) are taking place every 6-8 weeks to look at the students reading development and implementation of research based strategies to assist in filling in achievement gaps or providing extension to the instruction.

## **Opportunities for Improvement**

### **What were areas in need of improvement? What plans are you making to improve the areas of need?**

Collins has several areas in need of improvement. We are working on prioritizing what areas of need are the greatest and meeting the needs of the greatest areas first. We have identified the following needs in order from highest to lowest:

1. Development of reading strategies for all students. This will help students grow academically in all areas and assist the Gap group in continuing to close the achievement gap.
2. Horizontally and vertically align the content area of reading for consistency of instruction over the time students are at Collins through the implementation of the Ready Gen program.
3. Closing the achievement gap with our Non-duplicated Gap group of students, while realizing the majority of our students are identified in this group instructional professional development needs to be working on reaching all students' academic needs. This comes through using data to make appropriate decisions on what the next step are for individual students.
4. Increase the rigor of our instructional practices to meet or exceed the growth and academic achievement of peers at the state and district levels.
5. Strengthen our questioning techniques in higher level questioning.
6. Increase and strengthen instructional strategies to meet all students needs.
7. Mathematical practice standards and best practices will be developed with the teachers to incorporate into a math series. The implementation of a new math resource vertically aligned K-5th grades will follow this development.

## Conclusion

**Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?**

Short Term Goals-

Reading:

1. Provide professional development to all certified teachers on implementing guided reading strategies through the Ready Gen program in the classroom.
2. Use data to make informed decisions on students instructional needs.

Reading Long-Term Goal:

1. Vertically and horizontally align the reading curriculum and instructional materials implemented in the classrooms.

Writing -

1. Writing across all content areas in the form of reflection-

Writing to Learn, Writing to Demonstrate Learning and Real

World Writing

2. Common writing format filtered in K-5th grades through the Ready Gen program
3. Opportunities for students to write across content areas
4. Common language for all grade level usage

GAP:

1. Training for teachers to look at data to make informed decisions based on the specific needs of the students.
2. Advisory Team Meetings set up for all grade levels, including special education, to review progress of students at least 4 times a year. Make instructional changes as needed based on data presented.
3. Implementation of WIDA, Can Do Descriptors and WIDA Writing Rubric
4. Para educators also offered training given to the teachers.

Special Education -

1. IEP goals and content alignment needs to be more congruent  
(Example - use of leveled readers )
2. Implementation of instructional resources at the special education level specific to their needs. Reading resources to be explored and implemented
3. Collaboration of teachers to support the implementation of grade level specific content and skill needs of the Individual child

Curriculum Alignment, Use of Common Core Units

1. Addition of teacher input into unit at district level looked at closely
2. Level of use of by all staff
3. Level of use of assessment data to drive instruction
4. Clarity that lessons fit the standards and that the standards aren't altered to fit the lesson

Assessment

1. Formative assessment is frequent and used to drive instruction

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2. Formative assessment feedback to the students to drive further instruction and mastery of learning
3. Student self- reflection and evaluation to be a part of the process
4. Assessment being used/created fit the standards and measure the students' success and mastery of the standards