



2020-21 Phase Two: The Needs Assessment for
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2020-21 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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

2019-2020 Data analysis begins at the building level with all administrative team members reviewing data as it comes to us from K-PREP. We analyze data provided to determine content areas and gap groups we need to improve. When permitted, share the data with all faculty for an overall snapshot. Grade levels then receive their data on last year's students and they disaggregate the data to look for trends of success and areas of weakness. All SBDM members are provided detailed scores from K-PREP. SBDM members are also informed of formative assessment through the use of STAR, to review growth in the areas of reading and math. These assessments are given 3 times a year. Both reviews are documented through the SBDM meeting minutes. At the building level for formative assessments throughout the school year we also review student data with all grade levels teachers every 6-8 weeks through the Advisory Team process used with the Response to Intervention protocol set up. Based on this work the level of intervention for students scoring in the bottom 20th percentile are tracked and monitored for growth. These meetings are documented by keeping a continuous running document of each of the students entered in to RTI. Review of benchmark scores are also taking place at grade level meetings.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

2019-2020 31% of our school is scoring proficient in the area of Reading. 29% of our school is scoring proficient in the area of Math. 22.8% of our school is scoring proficient in the area of Writing. 24.2% of our school is scoring proficient in the area of Social Studies. 16.3% of our school is scoring proficient in the area of Science.

Trends

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

2019-2020 To continue the work on reducing the novice percentages for all students. Continue to work reducing the Gap within all subgroups.

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

2019-2020 KCWP2: Design and Deliver Instruction

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%.

2019-2020 Overall percent P/D in the area of Reading increased for the sub-populations of African American (17.1 to 23.2), and students with Disability-with IEP (6.5 to 7.4). Overall percent P/D increased in Math from 26.2 to 29. The following sub-categories also increased; White (27.5 to 35.3), English Learners (10.2 to 15.5), F/R (25.2 to 27.6), and Disability - with IEP (6.5 to 10.3).

