

2019-20 Phase Two: The Needs Assessment for Schools_10102019_17:01

2019-20 Phase Two: The Needs Assessment for Schools

A M Yealey Elementary School
Renee Turner
10 Yealey Dr
Florence, Kentucky, 41042
United States of America

- Yes
- No
- N/A

6. If the school is implementing a snowflake program, the plan is appropriate and appropriate and direct activities limited to the implementation of improvement activities in a program and improvement as notified in Section 5174(b)

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If the school is implementing a high level's component by providing professional development (e.g. for example, teacher coaching) into the work with the program's...

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?

When K-Prep data is received, the leadership team looks at the data at a school level, grade level, classroom teacher level, and student level for all content areas. The results are shared with the school and with SBDM. Using our Leader In Me protocol for goal setting we use the results of the state assessments and the MRA survey results to determine our needs and make our goals at the school level, grade level, classroom level, and student level. SBDM meets monthly as well as our Leader In Me action teams.

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.

MRA Results: Student Leadership and Student Led Achievement are the "needs" with scores in the needs improvement range. All other areas were in the effective or moderately effective range. K-Prep Results: Reading 51.5%, Math 43.2%, Writing 25.0%, Soc Stud 27.3%, Science 29.7% with a significant gap in students with special needs scoring 15% in reading and 10% in math. Staff survey results show all ratings in the effective or moderately effective range with staff social/emotional teaching readiness being the highest.

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.

Student Leadership = 64 needs improvement
Student Led Achievement = 64 needs improvement
Students with disabilities = 90% not proficient/distinguished in math
85% not proficient/distinguished in reading
Overall proficiency reading = 48.5% not proficient/distinguished in reading
math = 56.8% not proficient/distinguished in math
writing = 85% not proficient/distinguished in writing

Trends

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

Writing was our biggest concern last year and while we made small improvement in our percentage proficient/distinguished it is still our biggest concern. This will be the focus of our leader in me goal this year.

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

see attached KCWP 4 worksheet.

ATTACHMENTS

Attachment Name



KCWP 4 worksheet


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%.

Our relative strength is reading with 51.5% proficient and distinguished. Our strengths from the Leader In Me surveys are Staff Satisfaction, Staff Social/Emotional Teaching Readiness, and Family Involvement all of which are in the effective range (80 - 89).

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCWP 4 worksheet	Worksheet showing the KCWP 4 strategies that help address our greatest needs.	•