

## Phase II: The Needs Assessment School Diagnostic\_11192017\_08:57

Phase II: The Needs Assessment School Diagnostic

### **Ockerman Elementary School**

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## Phase II: The Needs Assessment School Diagnostic

### 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 shareholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data is analyzed on an ongoing basis and the frequency will depend upon the type of data that is being reviewed. If data is received in an easy to understand format, it is reviewed as received. If it is delivered in a manner that does not allow for ease of understanding it may be recreated into an alternate format for sort-ability, graph creation etc. Data is analyzed to look for strengths, weaknesses, areas for focused intervention. Data results are used to determine next steps for areas of need for professional learning, areas for intervention for students, core instruction modifications, materials and resources, and staffing decisions. All results are taken into account when decisions are made. Through careful analysis of all data plans and objectives are then determined. Data is reviewed during teacher level PLC's, during advisory team leader meetings for interventions and next steps, during PBIS behavior meetings, special education ARC meetings, instructional team leader meetings, SBDM council meetings, and whole school PLC meetings in addition to isolated data review to address concerns. The frequency of these meeting vary across the continuum from weekly to biweekly to monthly to quarterly etc. as needed.

### ATTACHMENTS

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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 non-duplicated gap students scored proficient on KPREP Reading.
- We saw a 10% increase among non-duplicated gap students in Reading from 2015 to 2016.
- 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 2016 schools year – a decrease from 92% in 2015.

-The number of behavior referrals has decreased to 198 in 2017 from 276 in 2016.

We saw an increase of 4.1% in non duplicated gap group students scored proficient in math, an increase from 37.8 % to 41.9%. We saw an increase of 19.2 % in proficiency in writing - from 22.9 in 2016 to 42.1 in 2017. An increase of 6.8% of students scoring novice in reading - from 18.1 percent to 24.9 percent. Our overall behavioral referrals went from 108 in 2015 to 78 in 2016. We saw a decrease here because of the improved implementation of our PBIS strategies. We are currently looking at better ways to deal with students that qualify as PBIS Tier 2 and Tier 3 kids

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

61% of students in the non - duplicated gap group scored below proficiency on KPREP testing in reading as opposed to 52.5 of non gap learners. 76.4 % of students in the disability gap group score below proficiency in reading. 50 % of all students score below proficiency in math. 52.5% of all students score below proficiency in reading.

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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?

The area of reading remains a significant area for improvement. This improvement is needed across all groups but especially so with our disability students. Although math is progressing, we still have high percentages of students who are scoring below the proficiency level. Students with disabilities continue to have the majority of them scoring below proficiency.

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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 school improvement strategies outlined below:

[1- Deployment of Standards](#)

[2- Delivery of Instruction](#)

[3- Assessment Literacy](#)

[4- Review, Analyze and Apply Data Results](#)

[5- Design, Align and Deliver Support Processes with Sub-group Focus](#)

[6- Establish a Learning Culture and Environment](#)

Delivery of instruction - focus on establishing congruency between standards, learning targets and assessments through weekly PLC meetings with grade level teachers as well as whole school PLC . Strengthening of core instruction will occur and will be assessed by walk throughs lesson plans, running records, anecdotal notes, assessment data, profess monitoring and student data

binders. Student engagement is a focus with Kagan strategies being implemented. An analysis of student work will occur through pre test , post tests, exit slips with PLC work to analyze and make instructional changes as needed. Success criteria and goal setting with students will be implemented as well. Guided reading instruction will be implemented in all classrooms to allow for a greater level of differentiation in reading as well as guided math implemented in math classes. An audit of RTI processes and procedures will take place to identify areas that are not effective and changes will be made accordingly.

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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%.

The percentage of students scoring novice in writing decreased from 29.4% to 21.9 % The student attendance rate has remained steady in the last two years at 96%. We have very minimal suspensions. We went from 4 in 2015 to 3 in 2016. We try and deal with a majority of our issues in school. We are able to identify these students with problem behaviors through our PBIS tier model. We are then able to get these students the assistance they need through our school counselors and outside service providers.

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
 Gap Analysis	KASC Gap analysis	,
 KASC Graphs	KASC scores graphs	,
 Needs assessment workbook	workbook	