

2019-20 Phase Two: The Needs Assessment for Schools_11302019_20:30

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Longbranch Elementary School

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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?

We have several groups who regularly review data at our school. Our instructional leadership team is comprised of one member from every instructional team. We meet monthly to review the big picture of our school level data as a stand alone and also as it compares to the district and state. One focus for the instructional leadership team is to analyze data, specifically for our gap groups, and make collaborative decisions to improve student academic performance. Our grade level teams meet weekly with our instructional coach and administration with a focus on standards planning, assessment planning, analysis of student work, and unit planning. During this time, we focus on our WIG and Lead measures by reviewing the collaborative planning tool that teachers bring to each collaborative planning session which is once per week. This planning tool looks at pre-assessment data, what instruction will look like for groups of students at mastery, at near mastery, and below mastery. Our SBDM council meets monthly and reviews student achievement data quarterly. We also have data meetings about one time per term with our special education coordinator to review data and look at instructional trends and practices. Our administration team which is comprised of principal, assistant principal, two school counselors, and instructional coach meets once per week to reflect, problem solve, and future planning.

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.

Summative Student Performance Data - KPREP Year % PD Reading % PD Math % PD Science % PD Social Studies % PD Writing Classification 2018-2019 66.4 61.2 36.2 56.9 56.3 3 Stars 2017 - 2018 63.7 61.1 35.1 45.4 49.3 TSI (sped) 2016 - 2017 67.7 59.1 57.3 54.5 2015 - 2016 69.3 62.8 54.2 59.5 Increased in PD in Reading, Math, Science, Social Studies, and Writing Increase in our Gap group of special education Disability-with IEP (Total %PD) 14% on 2018 KPREP, 17.5 on 2019 KPREP . Current fall STAR data reports that 40% of student with and IEP are PD and on the fall CASE assessment 38% PD. Looking at the trend data and continuing our practices of co-teaching, collaborative planning, and PLC work we are forecasting continued growth. Non-Academic Data: Attachments note the various and significant interventions that our school counselors provide to our students. All students at Longbranch have access to Tier 1 interventions through PBIS. All students are awarded Bloomz points on the basis of LEAD. L-lead with the 7 habits, E-exhibit safe behaviors, A-act respectfully, and D-demonstrate responsibility. All students can chose a student selected reward when they reach 25 points. Tier 1 allows for individual students to reach behavior goals and also for classes to get class compliments. Once they reach 100 class compliments, they are allowed to choose a class reward such as extra recess or a PJ day. We were also awarded gold status for PBIS fidelity. It is important to note that Longbranch is looked upon as a leader in social emotional learning at the elementary level by the Director of Student Engagement. We are very proud of the our work in this domain and continue to grow our practices. All students have a 45 minute a week SEL that focus lessons on the 5 CASEL domains as well as learn the Zones of Regulation. Student Behavior As of 11/30/19** Compared to 18-19 school year at this point in the year, there is a slight increase but if you look at specific students and take 2 of our students out that are receiving services, the number of referrals drops to 30, 30 referrals is slightly under where we were last school year. Total # of Referrals 55 Total # of In-School Suspensions 1 Total # of Out-of-School Suspensions 1 Attendance Students 97.85% / 3.8% Teachers 94%

ATTACHMENTS

Attachment Name

 [Class compliment Chart](#)

 [Interventions of students on Free/Reduced Lunch](#)



[Novice Reduction Data](#)



[PBIS and Bloomz](#)



[School Counseling Data](#)

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.

% of students with an IEP scoring below proficiency 82.479% of students F/R Lunch Scoring below proficiency 51.156.2Gap Group Students with an IEP: % Gap Students P/D 17.521.1Gap Group F/R Lunch: % Gap Students P/D 4943.9Gap Group African American: % Gap Students P/D 8050Gap Group Two or More Races: % Gap Students P/D 78.650Gap Group English Learners: % Gap Students P/D Gap Group American Indian: % Gap Students P/D Gap Group Hispanic: % Gap Students P/D 7558.3We made some really great growth with the implementation of our co-teaching classrooms last year. We are in the swing of year 2 of co-teaching classrooms and we do feel like with this continued work, the gap between students with IEP's and students without IEP's will continue to lessen. In regards to our students that are on free/reduced lunch, we feel like with our continued efforts in strengthening core instruction and intentionally match academic and social/emotional interventions will student, the percentage of proficiency will increase.

Trends

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

When you look at the last two years of data, here are the trends:READING-decrease in novice-all students -decrease in apprentice-decrease in proficient-increase in distinguished-increase in combined P/D for sped students from 14% to 17.5% P/D-very slight decrease in combined P/D for free/reduced students from 50% to 49% (this is a moving comparison from student to student. MATH-increase in novice-decrease in apprentice-decrease in proficient-decrease in distinguished-increase in combined P/D for sped students from 9.3% to 21.1% P/D-increase in combined P/D for free/reduced students from 36.8% to 43.9% P/DSCIENCE -decrease in novice-increase in apprentice-increase in proficient-increase in distinguishedSOCIAL STUDIES-increase in novice-decrease in apprentice-increase in proficient-decrease in distinguishedWRITING-increase in novice-decrease in apprentice-increase in proficient-decrease in distinguished. -

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](#)

1. Our instructional leadership team has scheduled professional development time (faculty meetings) focused on deconstructing the standards, designing learning targets, and establishing success criteria. We also need to calibrate across our grade levels and vertically throughout the building. 2. We have adjusted our core blocks to provide more personalized learning for students. You will see this reflected in our plan. 3. We will use collaborative planning sessions to review assessment results. We will also use quarterly data review sessions (advisory team meetings) to review data of students performing below the proficiency cut scores for all students but specifically for students on free and reduced lunch, in the gap, scoring Novice, with an IEP, and scoring Novice & not in the gap. 4. Our CSIP goals will highlight our plans to focus intentionally on specific subgroups of our population: students qualifying for free and reduced lunch, students with a disability, students in the gap group without a disability scoring novice. 5. We implement The Leader in Me and believe this program supports our learning culture and environment. An area we would like to focus on is connections to the community, community partnerships, business partnerships, and parent partnerships. Our Missing Piece assessment is guiding our focus in this area.

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 attendance rate vacillates between 97 and 98% at all times.-Our parent engagement is very high. 97% of our parents participate in conferences with teachers twice yearly. Events held throughout the year have high attendance.-___% of incoming kindergartners are considered ready-83% of our students scored in the optimal range for positive school experience

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Class compliment Chart		•
 Interventions of students on Free/ Reduced Lunch		•
 Novice Reduction Data		•
 PBIS and Bloomz		•
 School Counseling Data		•