

2019-20 Phase Two: The Needs Assessment for Schools_10292019_12:30

2019-20 Phase Two: The Needs Assessment for Schools

Florence 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?

Florence Elementary utilizes 30, 60, 90 Day plans (weekly/monthly in grade level), K-PREP scores (yearly, school-wide), CASE assessments to determine student attainment of standards, STAR reading and math (2x year: Fall, Winter, Spring school-wide), PBIS behavior data (monthly PBIS team and faculty report), enrollment data (daily/monthly), attendance data (daily/monthly), and student, parent, and staff survey data to identify areas of strength supported by best practices and to identify areas of growth where we can implement new strategies for student, family, and teacher success and learning completed on-going and various times a year. After data is collected, we work in Professional Learning Communities to look at results and share trends with SBDM. Reading and math data are analyzed in Fall, Winter, and Spring during ATMs to identify the most at-risk students and develop learning plans for their success. Any student not reaching proficiency receives additional reading and math interventions and students identified as high achieving in math or reading are provided enrichment and extension opportunities. Based on our Brigance scores, we know that less than a quarter of our students are coming to kindergarten "kindergarten ready". To combat this data, we have implemented full-day kindergarten. We also collect and analyze behavior data, looking at frequency and cause of behavior issues so we can diagnose deficits and strengths of students' needs. Tiered behavior committees meet monthly to look at the data and make adjustments to student behavior plans as needed and explore new avenues of behavior modification and positive reinforcement. Review of student, parent, and staff data support our assertion that Florence Elementary employs outstanding teachers and support staff to the benefit of students. We strive for individual and personalized instruction for all student learners. Parents and students want more extracurricular opportunities for students outside the classroom. Teachers requested more professional development in highly effective strategies, modeling on interventions, and support for current program implementation. Data presented need for more mental health services and support. Additional guidance counselor has been added for support. The data states that parents, students, and staff are happy and supportive with the vision and mission our school is trying to achieve. After reviewing our data we are unable to answer the question, "Why are some of the parents not involved and what else we can do to engage them?" Our data also fails to tell us why our transient rate is so high and how we can specifically address challenges.

ATTACHMENTS

Attachment Name

 [FES 30-60-90 plan](#)

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.

Content Area SY 17-18 SY 18-19 +/- Reading 54.5 56.8 +2.3 Math 51 59.5 +8.5 Science 52.1 44.3
-7.8 Social Studies 52.3 62.5 +10.2 On Demand 73.2 60.5-12.7 Growth 15.8 70.1+54.3

ATTACHMENTS

Attachment Name

 [FES K-Prep 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.

Priority must be increased proficiency in reading and math through intentional focus on core instruction and data analysis with intensive focus on all gap groups. Scores dropped in science and on-demand writing.

ATTACHMENTS

Attachment Name

 [FES K-Prep comparison data chart](#)

Trends

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

Writing has been in decline. We have implemented school-wide writing initiatives, provided professional learning opportunities for teachers, developed a new school-wide writing policy. Science scores declined last year. We have purchased and implemented new science materials this year to ensure consistency in instruction.

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](#)

Due to our growth last year, Florence Elementary will continue to focus on KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data through deployment of our 30,60, 90 day plan. We have identified data analysis, instruction, and professional learning as our three Big Rocks for the 19-20 school year.




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%.

Student data reveals positive trends on the resiliency poll for engaged at school and positive interactions with teachers, peers, and staff. The Florence Elementary community is excited and supportive of the Leader In Me program curriculum and opportunities for leadership development. The positive growth we experienced last year, has increased buy-in from the staff and helped us to feel as if we are taking strides in the right direction toward increased student growth.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 FES 30-60-90 plan	FES 30-60-90 day plan	•
 FES K-Prep comparison data chart	This chart shows two year comparison data.	•
 FES K-Prep data	This chart shows comparison K-Prep data from the 17-18 to the 18-19 school year.	•