

Phase Two: The Needs Assessment for Schools_2018-19

Phase Two: The Needs Assessment for Schools

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Phase Two: The Needs Assessment for Schools

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

The SBDM Council meets monthly during the meeting the team reviews and analyzes data. The Council consist of Artavia Acklin (chair), Teacher members: Allison Shafer, Ashley Warren, Sally Zaring, Parent Members: Jennifer Blevins, and Sherri Stover. Painted Stone Elementary uses data analysis weekly by using a data team protocol. Teams look at most current data from each of the three core subject areas (Reading, Math, Writing) and they look at them on a two week cycle. The first week the teams look at the data from either a formative or summative . Upon completing analysis by looking at "strengths", "misconceptions", and "next steps", teams will determine intervention and enrichment instructional steps for the upcoming week. At the second week data team, teachers analyze results of the instruction and then determine next steps. This process and protocol continues with a weekly rotation through the core contents. In addition to this weekly process, once KPREP data is released, teachers analyze the returned data and compare to Fall MAP data in order to make plans for instruction. We will also be looking at Fall MAP data and identifying novice students in order to make specific instructional decisions regarding moving them in the specific contents.

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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 gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 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 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

After careful analysis of the data we can report that 37.0% of students in non-duplicated gap scored proficient or better on KPREP in reading as opposed to 35.8% in 2016-17. Painted Stone's overall KPREP achievement in Reading increased 44.8% in 2017 to 48.7% 2017-18. The overall KPREP achievement in Math increased 41.5% in 2017 to 44.6% 2017-18. The overall KPREP achievement in Social Studies increased in overall achievement from 38.0% in 2017 to 42.0% 2017-18. Novice count increased in 2017 with disability, ELL, and non-duplicated GAP. Non-Academic Teacher Attendance: Teacher attendance rate was 71.92% for the 2017-18 school year – a decrease from 83.94% in 2016-17. We had 95 behavior referrals from 2017-2018 compared to 82 from 2016-2017. The number of gap students who had behavior referrals increased from 42 % to 48%.

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

Our priorities are centered around our GAP population. In 2016-17 our percent of disability students scoring at novice levels in Math was at 21.2% and in 2017-18 increased to 25.6.0%. In 2016-17 our percent of ELL students scoring at novice levels was at 26.5% and in 2017-18 and increased 39.7.%. Lastly, in 2016-17 our percent of Non Duplicated Gap students scoring at novice levels was at 21.7% and in 2017-18 it increased to 30.4. On the flip side we are making some minor gains in Reading. In 2016-17 our percent of disability students scoring at novice levels was at 54.5% and in 2017-18 had only dropped to 41.0%. In 2016-17 our percent of ELL students scoring at novice levels was at 63.3% and in 2017-18 had only dropped to 56.9%. Lastly, in 2016-17 our percent of Non Duplicated Gap students scoring at novice levels was at 37.7% and in 2017-18 had only dropped to 34.7%.

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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?

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement. We increased in percent of students scoring Proficient/Distinguished at Reading from 47.6 in 2015-16, 44.8 in 2016-17 to 48.7 in 2017-18, at Math from 45.8, to 41.5 to 44.6, in Social Studies from 26.4, to 38.0 to 42.0, and in Writing from 17.6, to 18.5 to 33.0.

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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 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](#)

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 4: Review, Analyze and Apply Data Our school will focus its resources and efforts on continuing to improve our instructional practices. We will meet weekly and in many cases daily to analyze student data to determine student mastery of growth and learning. Part of the leadership team (Principal, Assistant Principal, and Instructional Coach) will provide coaching and some consulting for teachers to meet individual needs of teachers and teams

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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%.

Our strength is that we are continuing to make small steady gains in achievement across the board. We increased in percent of students scoring Proficient/Distinguished at Reading from 44.8 to 48.7, at Math from 41.5 to 44.6, in Social Studies from 38.0 to 42.0, and in Writing from 18.5 to 33.0. We are going to use the upward trends to continue to leverage continued growth. We are doing some things well and it's time to continue what we did well, and tweak some areas to continue growth.

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ATTACHMENT SUMMARY

| Attachment Name | Description | Item(s) |
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