

## **EHS Needs Assessment 17-18**

Phase II: The Needs Assessment District Diagnostic

### **East Heights Elementary School**

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Target Completion Date: 11/01/2017

Last Modified: 12/20/2017

Status: Locked

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## Phase II: The Needs Assessment District 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 was analyzed and applied at multiple levels at East Heights. Administration helped to sort the data and draw overall conclusions. Then, all teachers were provided with the data. They each completed a reflection. Those teachers in 4th and 5th grades concentrated on their students growth and achievement, while primary grades reflected on their past students. Ownership was taken by all of these teachers with specific action steps for the year ahead. Additionally, school-wide action teams will be employed to examine content areas and provide recommendations. These will include parent representatives for their input. Finally, the SBDM council is also involved in the process of school improvement. These meetings are all documented by their minutes.

### **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.

**Current Academic State:** - In the area of Social Studies, East Heights has shown improvement each year. 2014-2015: 53.8 2015-2016: 61.5 2016-2017: 62.7 - In the area of writing, improvement continues as well. 2015-2016: 37.4 2016-2017: 55.4 \*Data from KDE School Report Card. **Non-Academic Current State:** Attendance: - The student attendance rate was 95.70% for the

2016-2017 school year - a marginal decrease from 95.77% during the 2015-2016 school year. - The number of teacher absences in August through October of this current year 264 a decrease from 305 absences during the 2016-2017 school year over the same time period. School Culture: Based on the results of the 2017 Tell Survey, overall school culture is a concern. When asked "overall, my school is a good place to work and learn," teachers answers ONLY 66.7% in affirmation. This is a decrease from the 87.8% in 2015.

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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.

Reading is a top priority at East Heights. There are three academic Gap Groups of particular concern. They include free/reduced lunch, African-Americans, and students with disabilities. In reading, 8.85% of regular priced lunch students scored novice as opposed to 20.6% of free/reduced lunch students. 14.7% of Caucasian students scored novice while 32% of African-American students scored novice. 12.29% of students without disabilities scored novice as opposed to 36.4% with disabilities.

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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 trends from past academic years, it is evident that reading and math, especially in the GAP groups, need significant improvement. In addition, reducing the amount of novices is essential. Student regression is also a concern as well as promotion of continuous growth from grade 3 through grade 5. The school culture is in need of improvement as well. There was a culture of distrust and resentment from the faculty toward administration and by parents of the school. There is evidence that this is improving from a recent School Culture Audit by Murray State University. Additionally, parent involvement has increased this year in the first few months of the school year. It, however, remains a necessary focus for improvement. Trends in our data include higher than normal numbers of teachers in their KTIP year, and a high percentage of teachers with less than 4 years of experience. This may have an impact on student achievement simply because the experience of the teachers is not as high as if there were more veteran teachers who could pull from their prior experiences as they teach. Those teachers are supported by the administration and have scheduled meetings with our instructional coach. KTIP teachers have the support of their mentor teachers and the KTIP advisor, as well as from the administration. Another group of our students which is higher than many schools across the district is the number of English Learners (EL) in our building. We have a diverse population, which includes students who come from homes in which their parents and family members speak a language other than English. This can impact their academic achievement in the area of understanding language and vocabulary. These students are supported by EL teachers, as well as through extra support from their classroom teachers.

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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](#)

The school will focus its resources and efforts on two main areas to produce the desired changes, delivery of instruction and design, align, and deliver support processes with sub-group focus. Listed below are the outlined expectations of the RtI program addressing the concerns noted. RTI PROGRAM - Tiers: Tier 1 (The Core Program-In regular classroom): In Tier 1, ALL students have access to grade-level essential standards. At the end of every unit of study, some students will need some additional time and support to master their essential grade level curriculum. Teacher teams need to: • Identify essential standards • Share learning targets with students • Give common assessments for every essential standard • Identify students for Tier 2 by the standard and by the learning target Tier 2 (Supplemental Interventions-In classrooms during RTI Block): In Tier 2, additional support to master grade level essentials is provided. Because this support is focused on very specific essential standards and learning targets, placement into Tier 2 interventions must be timely, targeted, flexible, and fluid. Instruction should be intentional, direct, and explicit. • Students, who did not master Tier 1 instruction, will need additional instruction, using different strategies during Tier 2 time. • Students who mastered Tier 1 should receive enrichment/extension during Tier 2 time. Extension is when students are stretched beyond essential grade-level curriculum or levels of proficiency. Tier 3 (Intensive Interventions-In addition to Tier 1 and Tier 2): In Tier 3, students are receiving intensive remediation in universal skills. Some students will require ALL three levels tiers to learn at high levels. Where do we start? Essential Standards The key to improving student learning is to have more good teaching happening in more classrooms more often. What is good teaching? What practices are proven most effective at improving student achievement? • Teachers must work collaboratively rather than in isolation. Collaborative teams share essential student learning outcomes. • Teachers must agree on the essential learning all students must acquire. • Teachers must agree on how students will demonstrate their learning. • Essential means it is so important to the “whole” that the whole cannot survive without the essential. • In a true, collaborative PLC, teacher teams focus on four key questions: 1. What do we expect our students to learn? 2. How will we know they are learning? 3. How will we respond when they do not learn? 4. How will we respond if they already know it? Learning Targets: A learning target is any achievement expectation for students on the path toward mastery of a standard. It clearly states what we want the students to learn and should be understood by teachers and students. Learning targets should be formatively assessed to monitor progress toward a standard. Teachers must assess their individual and collective effectiveness on the basis of the evidence of student learning. Teachers need to know to respond effectively when students do not learn. Common Assessments: o Teachers should give common assessments for every essential standard. o Identify students for Tier 2 by student, by the standard, by the learning target.

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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%.

Current Academic State: - In the area of Social Studies, East Heights has shown improvement each year. 2014-2015: 53.8 2015-2016: 61.5 2016-2017: 62.7 - In the area of writing, improvement continues as well. 2015-2016: 37.4 2016-2017: 55.4 \*Data from KDE School Report Card.

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## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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