

Phase II: The Needs Assessment School Diagnostic_10232017_10:18

Phase II: The Needs Assessment School Diagnostic

South Heights 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?

South Heights Elementary's data review happens in three stages; weekly, large assessments, and annually. **Weekly Data Review:** The review team that meets weekly to review data assessment is comprised of the following; principal, instructional coach, assistant principal, school psychologist, school social worker, guidance counselor, family resource center specialist, Special Education lead teacher, and district mental health counselor. This team reviews RTI data in both the academic and social/behavioral areas. Student names, data sets, interventions, and review dates are documented. This data feeds into the next two stages. **Nationally Normed Assessments Data Review:** Examples of large assessments are NWEA's MAP assessment, Brigance, STAR reading, etc... Once this assessment information is tabulated, the instructional coach puts the data into a reviewable form and leads data review sessions with teachers in content planning and/or team meetings. Teachers along with the school administration look for trends and leverage points for improvement. **State Assessment Data Review-** Everything leads to the primary assessment for our school...KPREP. Once KPREP results are in, the instructional coach again follows the process used in our large assessment process. The whole instructional team again analyzes data for trends and looks for leverage points for KPREP improvement. This data is then compared against findings in our other two processes for process validity.

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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.

According to the School Report Card, in Reading, we have made slight gains overall in the percentage of students scoring P/D in the last three years. However, we have not met our Delivery Target as a whole for the 2016-2017 school year. We didn't met our delivery target for any sub groups in 2015-2016 or 2016-2017.

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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.

Though we decreased our percentage of students with disabilities scoring Novice in Reading, it is still a priority to continue to decrease that amount. By addressing this priority, our percentage of students scoring Novice in our overall GAP group will also decrease.

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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?

As measured by the yearly KPREP, an average of 90% of our students belongs to a Gap group. Reading is our focus area for improvement for these students, as well as the other 10% that aren't considered a Gap group.

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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](#)

Deployment of Standards-Establish a process to: 1. Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival of standards by mastery. Establish a practice to: Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Establish a condition to: Ensure that

effective communication guides instructional planning, student grouping, etc. Design and Deliver Instruction-Establish a process to: Develop a clearly defined RtI school process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks. Establish a practice to: Plan for and implement student engagement strategies. Establish a condition to: Ensure that student voice opportunities are incorporated within the culture of the school and classroom, and that such data is reviewed for analysis of strategy and program improvements. Design and Deliver Assessment Literacy-Establish a process to: Develop a progress monitoring system to monitor standards mastery for each student. Establish a practice to: Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap. Review, Analyze, and Apply Data-Establish a process to: Develop a clearly defined RtI school-wide process with applicable checklist(s) and documentation tools, including such information as service frequency/intervention programs/strategies, SMART goal measurement, progress monitoring checks. Establish a practice to: Create and monitor a "Watch (Cusp) List" for students performing below proficiency. Establish a condition (workplace) to: Increase collaboration in data analysis and student progress towards mastery, including identification of students in need of intervention supports. Align, Deliver Support Processes- Establish a process to: Create school-wide behavioral support system that aligns with the Code of Conduct as well as student action plans for self-monitoring and immediate feedback. Establish a practice to: Create and monitor a "watch (Cusp) List" for students performing below proficiency. Establish a condition to: Ensure academic and behavioral expectations are actively modeled and are existing part of the school culture. Establish Learning Culture and Environment-Establish a process to: Ensure the effective implementation of anti-bullying policies and procedures, including how violations are addressed, how reporting and documentation should occur how communication measures should be conducted (including parents/guardians, administration, and local law enforcement. Establish a practice to: Ensure the expectation of students are clearly defined, and that group norms have been established within the classroom. Establish a condition: Enable students to develop leadership roles within school.

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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%.

In Reading, we have made slight gains overall in the percentage of students scoring P/D in the last three years. We are above the district and state percentage of P/D, but we are nowhere where we want to be. We are above the district and state percentage of P/D, but we are nowhere where we want to be. Our Percentage of students scoring Novice hasn't consistently decreased. It continues to be a focus of improvement.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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