

Phase II: The Needs Assessment School Diagnostic_10172017_11:06

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Spottsville Elementary School

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Spottsville, Kentucky, 42458

United States of America

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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?

Stakeholders were selected through various methods. Staff members were chosen for ACTION Teams based on their individual strengths, areas of expertise, grade levels taught, and years of experience. Instructional Staff Members were asked to complete a survey regarding which ACTION Teams they felt were best suited to each staff member's strengths. Based on the results of the surveys and the other listed criteria, ACTION Teams were established. ACTION Teams consist of parents, certified staff and classified staff members. Meeting times are scheduled so all members have the opportunity to attend and participate. Once ACTION Teams were established, each team took the component of the current SIP to review and complete, and make recommendations for future plans, and determine next steps. Parents for representation of SBDM and PTA officers were chosen by elections. Nominations were sought and the elections for each of these were held throughout the day and early evening to allow for parental voting. Invitations for nominations and participation were made via phone calls, letters, school newsletters, Facebook, school website, bulletin boards, etc. Parents chosen to be representatives were informed of their roles through phone calls and/or emails. Meetings are scheduled at times that are convenient to the parents participating in various roles. Training for various roles was provided through school, district and regional opportunities. Improvement plan is reviewed, revised and written by stakeholders through the work in ACTION Teams, approved by SBDM Council, and shared with stakeholders via websites and meetings.

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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.

Based on the 2016-17 K-Prep data -We scored a 100 in math, social studies and language mechanics. -We met novice reduction in both reading and math. -2.8% of our students scored novice in math. -8.5% of our students scored novice in reading. -81% of our students scored proficient/distinguished in math. -76% of our student scored proficient/distinguished in reading. -3% of our non-duplicated gap students scored novice in math (decrease from 10% in 2016-17). -70% of our non-duplicated gap students scored proficient and distinguished in math (increase from 58% in 2016-17). -15% of our non-duplicated gap students scored novice in reading (decrease from 16% in 2016-17). -66% of our non-duplicated gap students scored proficient and distinguished in reading (increase from 60% in 2016-17). Based on 2016-2017 MAP data: -79% of our students on are on or above grade level in reading. -84% of our students are on or above grade level in math. The yearly average for student attendance was 96% for the 16-17 school year. The yearly average for staff attendance was 95% for the 16-17 school year.

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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.

-15% (21) of our non-duplicated gap students scored novice in reading. -20% (9) of our students with disabilities scored novice in reading. -23% (10) of our students with disabilities scored novice in math. -14% (17) of our students that receive free/reduced lunch scored novice in reading. -10% (12) of our students that receive free/reduced lunch scored novice in math.

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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?

The percentage of students with disabilities and the percentage of students that receive free/reduced lunch that are scoring novice remain as an area of improvement.

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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](#)

4-Review, analyze, and apply data results: We are refining the strategies, processes, and procedures we have used to get us to this point. As a result of analyzing MAP and RIC data, we have determined students who need Tier II and III services as well as those students who need differentiation to challenge their learning. MAP data is analyzed three times a year after each assessment is administered. Changes in Tier II and Tier III are made as a result of the triangulation of data which includes MAP, RIC, AIMSweb, and classroom assessments. Teachers in PLC's meet weekly with the Instructional Coach and Principal to analyze classroom data, district common assessments, Journey's assessments, RIC assessments, and MIF assessments. As a result of this analysis, instructional changes are made to meet the needs of the students in each class as well as the overall grade.

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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%.

Based on the 2016-17 K-Prep data -We scored a 100 in math, social studies and language mechanics. -81% of our students scored proficient/distinguished in math. -76% (187) of our student scored proficient/distinguished in reading. -Only one student scored novice in on-demand writing. -70% (59) of our students scored proficient/distinguished in on-demand writing. -81% (68) of our students scored proficient/distinguished in social studies. -89% (74) of our students scored proficient/distinguished in language mechanics.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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