

Bend Gate Elementary 2017-2018 The Needs Assessment School Diagnostic

Phase II: The Needs Assessment School Diagnostic

Bend Gate Elementary School

Deborah Mader Harman
920 Bend Gate Rd
Henderson, Kentucky, 42420
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?

Through KPREP data analysis, teachers will internalize and understand the configuration of KPREP scores. Staff will comprehend the components of Achievement, Growth, Gap, and Novice Reduction. We will identify students and refine instructional strategies based on patterns in the data. KPREP data analysis occurs in the Fall when scores are released. Teachers, staff, and administration will participate in data disaggregation professional development to interpret 2016-2017 Reading and Math KPREP scores. Novice Reduction will be addressed during data analysis in order to "name and claim" students needing additional support in reading. Data analysis will also include scrimmage data from our Fall Scrimmage and Spring Scrimmage. MAP data is also analyzed throughout the school year and used for helping to identify the Tier II and Tier III needs of students. Teaching staff will analyze Reading MAP data three times a year to plan differentiated instruction for student achievement. STAR data is analyzed by teaching staff four times each year to set AR point goal and reading levels. It is also used to help identify our Tier II and III students. STAR data instructional reports are used to group students for RTI time by skill need(s).

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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.

-28.3% of our students scored novice on KPREP Reading -31.9% of free/reduced lunch students scored novice on KPREP Reading -33% of non-duplicated gap students scored novice on KPREP Reading -43.1% of non-duplicated gap students scored proficient/distinguished on KPREP Reading -40.4% of non-duplicated gap students scored proficient/distinguished on KPREP Math compared to state score of 40.2 -55% of students are performing on/above grade level on reading MAP -57% of students are performing on/above grade level on math MAP -67% of students made growth on STAR Reading from the first nine weeks to the second nine weeks

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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.

-50.2% of our students are scoring below proficiency on KPREP test in reading -56.9% of our students in non-duplicated gap scored below proficiency on KPREP test in reading -45% of students are scoring below the 50th percentile in reading MAP

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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?

Our school has shown steady progress in the areas of reading and math over the past two years, however not enough growth has been made to meet/exceed our delivery targets. Neither reading nor math delivery targets have been met over the past two years in the areas of reading and math. This includes our gap groups of African American, free/reduced lunch, ELL, and students with disabilities.

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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](#)

In order to produce the desired changes, "Delivery of Instruction" will be the Key Core Process we will implement. Collaborative planning will ensure that quality Tier I instruction is designed and

implemented through use of common assessments and data analysis/talks. Daily walk-throughs during ELA block will help ensure accountability. Our WIN Plan document will be created and shared, outlining the protocol in identifying and addressing the needs of Tier II students.

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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%.

-67% of students made growth on STAR Reading from the first nine weeks to the second nine weeks -52% of students were on/above grade level on STAR Reading during first nine weeks testing; 62% of students were on/above grade level on STAR Reading during second nine weeks testing

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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