

2018-2019 Phase Two: The Needs Assessment for Schools

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Florence Elementary School

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TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	5
Priorities/Concerns	6
Trends	7
Potential Source of Problem.....	8
Strengths/Leverages	9
ATTACHMENT SUMMARY.....	10

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?

Florence Elementary utilizes 30, 60, 90 Day plans (weekly/monthly in grade level), K-PREP scores (yearly, school-wide), STAR reading and math (3x year: Fall, Winter, Spring school-wide), PBIS behavior data (monthly PBIS team and faculty report), enrollment data (daily/monthly), attendance data (daily/monthly), and student, parent, and staff survey data to identify areas of strength supported by best practices and to identify areas of growth where we can implement new strategies for student, family, and teacher success and learning completed on-going and various times a year.. After data is collected, we work in Professional Learning Communities to look at results and share trends with SBDM. Reading and math data are analyzed in Fall, Winter, and Spring during ATMs to identify the most at-risk students and develop learning plans for their success. Any student not reaching proficiency receives additional reading and math interventions and students identified as high achieving in math or reading are provided enrichment and extension opportunities. We also collect and analyze behavior data, looking at frequency and cause of behavior issues so we can diagnose deficits and strengths of students' needs. Tiered behavior committees meet monthly to look at the data and make adjustments to student behavior plans as needed and explore new avenues of behavior modification and positive reinforcement. Review of student, parent, and staff data support our assertion that Florence Elementary employs outstanding teacher and support staff to the benefit of students. We strive for individual and personalized instruction for all student learners. Parents and students want more extracurricular opportunities for students outside the classroom. Teachers requested more professional development in highly effective strategies, modeling on interventions, and support for current program implementation. Data presented need for more mental health services and support. Additional guidance counselor has been added for support. The data states that parents, students, and staff are happy and supportive with the vision and mission our school is trying to achieve. After reviewing our data we are unable to answer the question, "Why are some of the parents not involved and what else we can do to engage them?" Our data also fails to tell us why our transient rate is so high and how we can specifically address challenges.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.

New accountability system causes non-comparison data, but current conditions reveal significant proficiency deficiencies in reading and math. Behavior referrals have decreased along with student suspension rate. New label TSI has identified special education students has gap group focus.

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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.

Priority must be increased proficiency in reading and math through intentional focus on core instruction and data analysis with intensive focus on all gap students especially student 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?

Academic: In the past two years we have seen a decline in both reading and math proficiency scores. Many students are identified in more than one gap group classification. Cultural : Improved student results in resiliency poll data. Staff survey reveals higher levels of urgency and support of Leader In Me . Parent surveys reveal improved culture and climate.

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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](#)

Florence Elementary will focus on KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze and Apply Data through deployment of our 30,60, 90 day plan. We have identified core instruction and data analysis as our two Big Rocks.

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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%.

Student data reveals positive trends on the resiliency poll for engaged at school and positive interactions with teachers, peers, and staff. The Florence Elementary community is excited and supportive of the implementation of Leader In Me program curriculum and opportunities for leadership development. Being identified as a TSI school has created a sense of urgency among the staff to increase student success.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 30, 60, 90 Day Plan	30, 60, 90 Day Plan	''''
 FES Trend Data Reading and Math	Trend data	''