

## 2019-20 Phase Two: The Needs Assessment for Schools\_09102019\_14:07

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### **Mount Sterling Elementary School**

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## 2019-20 Phase Two: The Needs Assessment for Schools

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## Understanding Continuous Improvement: The Needs Assessment

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 (e.g. 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 (i.e. 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. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive 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?

At MSE, teachers and administrators we work through our PLCs to analyze common assessment data. We have a data wall where teachers place magnets that have their triangulated scores of K Prep, MAP and Common Assessments. The magnets are moved based on the most recent common assessments. Additionally, teachers, administrators, and curriculum coaches participate in 2 data days per year to analyze data. Throughout these days, teachers critically analyze individual student assessment data from MAP, reading and math benchmarks, common assessments and KPREP. We look deeply into services that students receive to determine if individual student needs are being met. Schedules are adjusted to incorporate strategies and research based interventions. Documentation occurs through agendas, sign in sheets, updated schedules and meeting notes. Major findings are shared and discussed with Site Based Council Members for input, next steps and ways to increase student achievement.

## 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:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

### Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

74 % of MSE's total population is at proficiency on KPREP test for the 2018-19 school year. The proficiency rate on the KPREP assessment for students with disabilities is 44%. Third grade Novice scores on the KPREP assessment increased in both reading and math. 4th grade and 5th grade novice decreased on the KPREP assessment. MSE performed above the state average in all categories on the KPREP assessment. Non Academic: MSE attendance remains around 94% for students MSE staff attendance is around 95%

## Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

**Example:** Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

KPREP assessment indicates Proficiency for students with disabilities is 43%... this is well below the state average. Separate academic Indicators for students with disabilities is 36% which is well below the threshold. Third grade novice on the KPREP reading and math assessment is nearly 25% of the entire population.

## Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Students with disabilities continue to grow at exponential rates, despite their ability to achieve proficiency. Student behavior referrals have decreased since the implementation of PBIS. Student attendance has remained the same for the past 3 years. Our overall proficiency as a school is stagnant has hovered around the same percentage for the past 5 years. 70-75%



## 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](#)

We will continue to provide interventions for math and reading through our RTA grant reading interventionist, our ESS daytime waiver reading and math tutors, and through Title 1 resources. Classroom teachers will provide Tier 2 and Tier 3 reading, writing, math, and behavior interventions as appropriate. We will provide a tracking system for primary teachers to begin the intervention process earlier. We will continue to analyze data during PLC meetings and district data days. We will continue with our co teaching model for Reading and Math building wide. Administrators will continue walk through observations that will monitor standards alignment and practices that meet the level of the standard. Teachers will be provided professional development in the area of writing.

## Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

**Example:** Graduation rate has increased from 67% the last five years to its current rate of 98%.

Students with disabilities growth is well above the state average. Our overall proficiency on the KPREP assessment is 3 % away from being a 4 star school. 5th grade math novice on KPREP was reduced to 7%

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## Attachment Summary

Attachment Name	Description	Associated Item(s)
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