

Phase Two: The Needs Assessment for Schools_10212018_06:47

Phase Two: The Needs Assessment for Schools

Helmwood Heights Elementary School

Jessica Turner
307 Cardinal Dr
 Elizabethtown, Kentucky, 42701
 United States of America

Last Modified: 10/21/2018

Status: Locked

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment	3
Protocol	4
Current State	5
Priorities/Concerns	7
Trends	8
Potential Source of Problem.....	9
Strengths/Leverages	10
ATTACHMENT SUMMARY.....	11

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?

E-town Independent Schools and Helmwood Heights Elementary School collects, reviews, analyzes and discusses data in various ways. Action plans for student instructional programs and teacher professional development are then created and implemented based the data. District administrators share data with the board and with school leadership which is documented in board meetings and monthly administrator meetings. School leadership digs deeper into school data and share it whole group with all staff then more specific data with grade levels and PLCs which is documented in faculty meeting agendas and PLC agendas. PLCs are charged with digging deeper into their data and answering questions and giving feedback to school leadership and the SBDM council to make informed instructional decisions for the school which is documented in PLC working folders and SBDM agendas and minutes. Committees also meet monthly to discuss data in different ways and report feedback to school leadership and the council which is documented in committee agendas, minutes and reports to the council. Whole group staff meetings occur monthly and PLC meetings occur weekly for some groups and bi-monthly for others. Council meetings occur monthly where a time is set aside at each meeting to discuss some component of school data and student achievement. District leadership also holds meetings for all school leadership teams to come together and share data and discuss plans to move forward looking at the whole K-12 scope. District leadership guides school leadership to look at data and trends in different ways and form district and school plans that align as well as professional development plans to support the vision to move forward. The work at the district level and at the school level is meshed to create the district CDIP and the CSIP as well as professional development plans at both levels for continuous teacher development and student achievement.

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.

Helmwood Heights 2017-18 KPREP results reveal that we are not a CSI school. Our overall proficiency score is 68.3. While it is not where we want to be, it is up from 2016-17 where the overall score was 62.9. More specifically in 2016-17 seven out of eight tested groups/areas had a higher number of students overall scoring novice and apprentice than proficient and distinguished. We have categorized those results for 2016-17 as 7/8 areas/groups tested being "upside down". In 2017-18 we see a lot of growth with five out of eight testing areas/groups now having more students score proficient and distinguished than novice and apprentice. We have categorized those results as 5/8 groups now being "upside up" in just one year. We are also seeing higher numbers in the apprentice range because we are seeing more students move out of novice. Digging deeper we see that our 3rd grade is still "upside down" in reading and math and 5th grade writing remains "upside down". These areas are being supported with a teacher support action plan in 3rd grade with one teacher as well as the development of a schoolwide writing program that is currently in the works. Helmwood Heights showed some tremendous growth, 16.8 meeting the elementary cut score. In the separate academic indicator areas we also met all cut scores. In Social Studies we scored 76.3, in Writing 59.2, and in Science 53.6 barely meeting the cut score. We are developing a plan to address Writing schoolwide but we are aware that one of the barriers is the lack of instructional time for writing with our two 30 minute RtL blocks in place for math and reading. We also know that part of this plan has to be to develop a way in our plan to embed writing as much as possible in our other core instructional areas. In Science we have developed a STEM lab as one of our special area classes that students attend once per week. While we know that the STEM lab cannot cover all science content at each grade level, we know that it will greatly support and ensure science instruction that was not previously taught on a consistent basis in some grade levels. We also know that it is key that the STEM lab teacher continually communicate with each grade level sharing curriculum maps and timelines for STEM lab instruction and what content/standards still need to be covered in the regular classroom. We are also in the process of addressing schoolwide the format/way students are now tested in Science and communicating to all of our teachers as well as our STEM lab teacher that TCT type assessments need to be given throughout the year to prepare students for the type of assessment they will encounter in Science on the KPREP. Helmwood Heights is a TSI school in both the African American subgroup and Students with Disabilities. To address our deficits with Students with Disabilities a number of improvement plans have been put into place. Our Director of Special Programs is working with school leadership to design professional development not only for SPED teachers but also for general education teachers to make sure all teachers understand what specially designed instruction is, how to understand students' IEP goals, what accommodations and modifications are, what collaboration models should look like and what resource should look like for SPED teachers

and students. We have also developed a PLC time for our SPED teachers to meet and discuss student data, student progress, etc. School leadership, the Director of Special Education and a retired Special Education Consultant take part in those meetings to discuss and support our SPED teachers and students. Funds have also been set aside for subs for our SPED teachers to observe other teachers/classrooms in their roles to learn from one another. In addition, our SPED PLC has been charged with digging deeper into individual KPREP data of the SPED students on their case loads and formulating action plans to address their needs and support growth and student achievement. Helmwood Heights also saw growth in PBIS data with student behavior. In 2016-17 approximately 85 or 21% students each grading period did not meet schoolwide behavior expectations therefore not earning schoolwide behavior rewards. In 2017-18 we launched monthly behavior reward clubs as well as the use of dojo schoolwide to track behavior points and data. Monthly behavior reward clubs are hosted by staff members with an emphasis on relationship building during club time. In September of 2017-18, sixty-five students or 16% did not earn their reward. This number continued to decrease month by month and in May only 35 students or 8% did not earn their rewards. Due to the success of the program we continued it at the start of the 2018-19 school year and saw even greater results. In September only 28 or 7% students did not earn their reward club. In addition to reward clubs we developed and implemented a schoolwide social behavior matrix identifying major and minor behaviors, we started using a universal behavior screener three times per school year and we started proactive small group instruction addressing social behavior needs with students who showed up on the screener which were conducted by our behavior interventionist. All of this effected the positive PBIS numbers we saw in 2017-18.

ATTACHMENTS

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

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.

As stated earlier in the previous section Helmwood Heights 2017-18 KPREP results show need for improvements in two separate academic indicator areas. We are addressing writing by developing and implementing a schoolwide writing plan and defining ways to embed writing instruction into other core areas due to a lack of available instructional time to teach writing. We are addressing our needs in Science with the creation of our STEM lab, the STEM lab teacher and general education teacher communicating about STEM lab curriculum maps and what standards/content needs to be taught in the general education classroom and discussing and developing a plan for TCT like assessments to be given throughout the year in each classroom at each grade level to give our students exposure and experience with the type of science assessment they will see on the KPREP. Helmwood Heights was also labeled a TSI school in the subgroups African Americans and Students with Disabilities. With the help of our District Director of Special Programs and school leadership we will be supporting or SPED teachers in their PLC time, digging deeper into assessment data of our SPED students, conducting professional development meetings with all staff members to train and clarify some topics of concern/areas of need in our SPED program schoolwide and working with a retired Special Education Consultant for additional support in our program. We will focus on reading and math proficiency and reading and writing growth with our SPED students. An action plan to address our school being identified as TSI in the subgroup African Americans will also be addressed at the school and district level.

ATTACHMENTS

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

Trends

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

When analyzing data trends cultural and behavioral measures show vast improvements according to PBIS data and the ValEd Survey and need to be monitored and maintained for continuous growth and sustainability. In academic growth and achievement 3rd grade reading and math performance as well as writing performance in 5th grade are areas that need significant improvement. A schoolwide writing plan is being developed and 3rd grade instructional practices are being monitored and an action plan is in place with one staff member. Science is also an area that barely met the separate academic indicator cut scores and is being addressed with specific and outlined schoolwide plans. Those plans involve creating our STEM lab as a special area class for grades 1-5, curriculum maps of Science content that will be covered in STEM and standards to be covered in the general education class, plans to expose and conduct all students to TCT type Science assessments throughout the school year and enrichment opportunities in the STEM lab like coding, Vex robotics, etc.

ATTACHMENTS

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

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](#)

When developing a schoolwide writing program KCWP 1, 2, 4 and 5 will be focus areas. When reviewing STEM lab curriculum maps and discussing STEM lab standards and classroom science standards as well as mapping out the usage of TCT assessments at each grade level KCWP 1, 2, 3 and 5 will contain processes involved in achieving this goal. When looking at our SPED program through PLCs, analyzing student data, training all staff about what our SPED program model should be, etc. we will focus on KCWP 2, 4 and 5. When addressing 3rd grade reading and math KCWP 1, 2, 3, 4 and 5 will all be key processes. To maintain and sustain our positive PBIS data KCWP 4 and 6 will be at the center of our ongoing work. Our Culture of Learning initiative heavily involves KCWP 3, 4, 5 and 6.

ATTACHMENTS

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

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%.

Although overall proficiency rates are not where we want them to ultimately be, Helmwood Heights has shown tremendous growth from the 2016-17 year to the 2017-18 school year. Fourth and fifth grade math, fourth and fifth grade reading and fifth grade social studies all saw significant gains with more students scoring proficient and distinguished than the previous year. 5th grade reading--2016-17 (47% proficient/distinguished) 2017-18 (58% proficient/distinguished) 5th grade math--2016-17 (42% proficient/distinguished) 2017-18 (55% proficient/distinguished) 4th grade reading 2016-17 (38% proficient/distinguished) 2017-18 (51% proficient/distinguished) 4th grade math--2016-17 (39% proficient/distinguished) 2017-18 (57% proficient/distinguished) 5th grade social studies overall proficiency was 76.3 In addition to KPREP data we have also launched a "Culture of Learning" initiative in our building with a vision of putting students at the center of their learning giving them more responsibility and ownership and empowering them to take the lead in their learning. This initiative involves character education growth, academic behavior growth, leadership, service and self-assessment. Students will each have and maintain Student Growth and Leadership binders and will participate in student led conferences. This initiative will strengthen our overall academic achievement and prepare our students to be more college and career ready in the future.

ATTACHMENTS

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

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------