

2019-20 Phase Two: The Needs Assessment for Schools_10272019_16:55

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Helmwood Heights Elementary School

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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?

Helmwood Heights Elementary school reviews and analyzes data and uses data to guide instruction and decision making in our school. This is done through our Site Based Council that meets monthly, PLCs that meet twice per month (1st, 2nd, 3rd, 4th, 5th, SPED, intervention, Special Area teams), RtB team that meets twice per month, RtB district/school team that meets monthly, monthly district leadership team meetings, SBDM committees that meet monthly and staff PLC meetings that occur monthly. Site Based discussion and meetings are documented through meeting minutes and in our SBDM folder in our shared team drive. Our PLCs keep ongoing minutes and agendas as well as a "living" roster for our Response to Learning program documenting student growth, services and instructional needs. Our RtB and RtL meetings keep ongoing notes, data collection, interventions used, duration and progress in our team drive as well in our RtB and RtL shared folders. SBDM committees also have agendas and meeting minutes that are shared in our team drive where each committee has a folder to document their work. District leadership meetings have agendas, reading assignments, data collection and reflection, discussion, sharing and planning that is all documented. The SBDM folder, PLC folder, RtL folder, RtB folder, State Assessment folder and Committee folders are accessible to all school and district staff in our Google Team Drive where we can share and communicate our work more easily. These folders are made available to our SBDM council parent stakeholders as well (when appropriate and with respect to confidentiality). When reviewing data stakeholder groups consider grade level, content areas, demographics, trends, programming, instructional practices, resources, fidelity, duration, etc. Stakeholder groups are also in the practice of asking fair analysis questions, reflecting and committing to teacher collective efficacy to aid in 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.

Academic Data:-HH scored 3 stars overall-HH scored 67.8 in overall Proficiency falling in the medium range-HH has a Separate Academic index score of 61 in the low range, missing medium by 1 point-HH's Growth index score was 54.1, which was .9 point from medium growth-HH Writing grew from 36% to 54.2% proficiency with 71.2% of girls and 38% of boys scoring proficient or higher-HH Reading has a 3 year growth trend from 46.1% to 51% to 54% proficiency-HH Science saw little change with 23.4% proficiency, however our highest #'s were in the apprentice range and 22 out of the 44 were high apprentice within a point or two of proficiency and all of our special education students scored high apprentice-HH Social Studies has had a 3 year trend decline and is at 39.6% proficiency-HH Reading 3rd-5th grades scored 54% proficiency and in Math 44% proficiency-In 2 years our African American population saw a 17.2% increase in reading proficiency moving from 26.8% to 44%, close to doubling, above the state average and the highest proficiency in reading this population has had since before 2013/14-In 2 years our African American population saw a 13.4% increase in math proficiency moving from 14.6% to 28%, almost doubling-from 17/18 to 18/19 African American Writing proficiency increased from 16.7% to 38.5%, more than doublingNon Academic Data-students not meeting 90% of their PBIS behavior points has decreased from 2017-2019 from an average of 85 students per month not meeting expectations to an average of 35 students per month-locations that most behavior events occur are at recess and on the buses, with Wednesdays being the day with the highest average events-Defiance and Disruption are the behavior events that occur most often

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.

-72.1% of girls scored proficient or higher in writing while only 38% of boys scored proficient or higher-Social Studies has had a 3 year decline from 64.7% to 57.5% to 39.6%-Students with disabilities show a decrease in proficiency in writing (23.1% to 16.6%), social studies (30.8% to 25%), science (20% to 7%), reading (35.3% to 26.5%) and in math (32.4% to 23.5%)-Science proficiency is at 23.4%-Girls show higher proficiency in all tested areas writing (71.2% G, 38% B), social studies (45.7% G, 34% B), science (30.3% G, 18.2% B), reading (61.4% G, 47.2% B) and math (46.5% G, 41.6% B)

Trends

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

-HH Social Studies has had a 3 year trend decline from 64.7% proficiency to 57.5% and is at 39.6% proficiency now-HH Students with Disabilities show a decline in all content areas--writing (23.1% to 16.6%), social studies (30.8% to 25%), science (20% to 7%)reading (25.7% to 35.3% to 26.5%), math (22.9% to 32.4% to 23.5%)-HH boys scored below and at times significantly below the girls in all content areas--writing (71.2% G, 38% B), social studies (45.7% G, 34% B)science (30.3% G, 18.2% B), reading (61.4% G, 47.2% B), math (46.5% G, 41.6% B)

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](#)

KCWP #1--new KAS Social Studies standards rollout focusing on vocabulary, understanding the standards and writing across the content areas with 5th grade; KAS Science Standards roll out and implementation focusing on vocabulary, writing across the content areas and our TCT plan with 4th grade and STEM Lab teacher; KAS Reading standards rollout focusing on literacy practices and our balanced literacy plan with all regular ed and special education teachers; KAS Math Standards roll out focusing on mathematical practices, fluency, problem solving and using our core Go Math resource with all regular ed and special education teachers

KCWP #2--instructional action plans in all content areas that define high yield instructional practices, core and supplemental resources, pacing guides and core pedagogy for the content area; implementation of small group station teaching in reading and math at all grade levels; implementation of a balanced literacy plan at all grade levels to increase engagement and student effort and accountability; schoolwide growth mindset approach with Student Growth and Leadership binders that focus on goal setting, progress tracking, student ownership and empowerment in learning

KCWP #3--PLC team data analysis of KPREP scores, STAR benchmark data, Moby Max and Lexia progress for blended learning approach and unit assessment data in core instruction to inform instruction, groupings and RtL services; monitoring grading practices and correlation to or lack of correlation to KPREP proficiency and STAR proficiency; PLC teams using ongoing data to target the needs of student who are high apprentice in math and reading and very close to proficiency; communicating progress to students and allowing them to track their progress and set goals in their Growth and Leadership Binders

KCWP #4--PLC team data analysis of KPREP scores, STAR benchmark data, Moby Max and Lexia progress for blended learning approach and unit assessment data in core instruction to inform instruction, groupings and RtL services; PLC teams using ongoing data to target the needs of student who are high apprentice in math and reading and very close to proficiency; designing the master schedule to allow for station teaching in all grades in core reading and math, collaborative resource time, interventionists pushing in to the core classrooms, a designated writing block for all grade levels, a 2 hour total literacy block for grades 1-3 and 1 hour 50 minutes for grades 4 and 5; students setting goals and tracking progress in the Growth and Leadership binders

KCWP #5--RtB program that includes a tier process and interventions and support for both social behavior and social emotional needs that includes check in/check out, small social skills groups, behavior plans, school based therapy, mentor programs, lunch groups, monthly RtB data meetings; PASS program; RtL program that includes intervention, novice reduction, reteach, enrichment, benchmark assessments, progress monitoring, blended learning with digital programs, bimonthly data meetings with interventionists and PLC teams and special area enrichment programs; ESS PAWS Club; collaborative work on the CSIP with various stakeholders (SBDM, committees, PLCs, leadership teams); partnerships with Hardin County Leadership cohorts, Wes Banco, KLUE, ALTEC, Fort Knox Federal, Swope, Etown Ed Foundation, United Way, Monsanto, Citizens Police Academy Alumni, PTO, Brighter Futures, Communicare, Family Resource, etc.)

KCWP #6--Schoolwide Culture of Learning initiative with 7

Habits, Growth Mindset, Growth and Leadership Binders, Student Led Conferences; Character First and Core Essentials programs; PBIS school with Behavior Reward Clubs; schoolwide focus on service and leadership; retired teacher mentors, Guys with Ties and Girls with Pearls; BETA Club, Vex Robotics, STLP team, Kindness Club, FCS; academic behavior plans; Grit Board; Leadership and Service Board; Family Resource support; ESS PAWS Club

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%.

-HH Writing grew from 36% to 54.2% proficiency with 71.2% of girls and 38% of boys scoring proficient or higher-HH Reading has a 3 year growth trend from 46.1% to 51% to 54% proficiency- In 2 years our African American population saw a 17.2% increase in reading proficiency moving from 26.8% to 44%, close to doubling, above the state average and the highest proficiency in reading this population has had since before 2013/14 which at one point dropped to 17.6% proficiency-In 2 years our African American population saw a 13.4% increase in math proficiency moving from 14.6% to 28%, almost doubling-from 17/18 to 18/19 African American Writing proficiency increased from 16.7% to 38.5%, more than doubling-HH Science saw little change with 23.4% proficiency, however our highest #'s were in the apprentice range and 22 out of the 44 were high apprentice within a point or two of proficiency and all of our special education students scored high apprentice

Attachment Summary

Attachment Name	Description	Associated Item(s)
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