



2020-21 Phase Two: The Needs Assessment for
Schools_09022020_13:43

2020-21 Phase Two: The Needs Assessment for Schools

Evarts Elementary School
Sherry Caldwell
132 Keister St
Evarts, Kentucky, 40828
United States of America

Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	8
Trends	9
Potential Source of Problem	10
Strengths/Leverages	11

2020-21 Phase Two: The Needs Assessment for Schools

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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Professional Learning Communities, or PLCs, were formed based on subject area. This year, we will have Math, ELA, K-2 Literacy PLC committees. Minutes and agendas will be kept and reported at least quarterly to school administration. The PLCs meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students. Meetings will be conducted at a time which accommodates shareholders, to ensure the process is ongoing and continuous.

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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four percent (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 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Academic: - In the 2018/2019 school year, Evarts Middle School received a 4 star (out of 5 stars) rating; performance ratings were above state average on all assessed areas (Middle School Reading, Middle School Math, Middle School Social Studies, Middle School Science, and Middle School Writing) with standout scores in the area of Middle School Social Studies which indicated a 32.9% increase above the state average. Non Academic: - The following findings are based on the Needs Assessment Surveys conducted at EES. Teachers ranked their experiences with remote teaching (beginning March 2020 to present). These are the findings: 83% of teachers felt that STAR Assessments are beneficial in planning and adjusting student academic needs and provide insight on curriculum guidance; teachers use this data during PLC meetings to guide instructional strategies. Additionally, 92% of teachers say professional learning has been a major part of remote teaching; teachers affirm that they have been learning new skills since they began teaching remotely. - SRO Officers work with EES and serve in the roles of law enforcement officer and community liaison. When asked about the SRO officers' involvement at school, 93 % of parents surveyed felt that the services provided by the School Resource Officer (via the Harlan County Sheriff's Department) made them feel that their child is protected and safe at school. Thus, improving the quality of the

learning environment and improving student achievement. - Class reduction also has a positive perception among parents surveyed with 85% of parents stating that smaller class sizes have a positive impact on their child's education. Students get more 1:1 time with the teacher and needs are met via small group instruction as well.

Priorities/Concerns

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

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

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.

-During the 2018-2019 school year, Elementary (grades 3-5) were given 3 out of 5 Stars under the new rating system. Our lowest percentage of students scoring Proficient/Distinguished was in Elementary Science at 38.1%. - Teacher turnover rate is considerably high. During the 2020-2021 school year, EES has five 1st year teachers. This means 31% of homeroom teachers are new to the profession. -67% of teachers indicated that although they have the resources and support needed to be successful, teaching remotely has been harder than expected. - In the 2018/2019 school year, Evarts Elementary School students (grades 3-5) who scored Proficient/Distinguished were below state average in 2 out of 5 assessed areas (Elementary Math and Elementary Writing) with the largest area of weaknesses being in Elementary Math which was 8.4% lower than state average.

Trends

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

- In the Culture and Climate Survey, students expressed that their learning could be more meaningful if "student choice" activities were readily utilized by teachers. The survey shows that 82% of Middle School students and 100% of Elementary students felt they most often "listen to teachers" while at school. - Parents continue to express concern about communication between home and school. In 2020, 15% of parents surveyed described interactions with teachers as "brief" and 11% of parents expressed feeling "distant" from their child's teacher.

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](#)

- At Everts Elementary School (EES), we will focus on School Improvement Strategy #4: Review, Analyze, and Apply Data Results. The PLCs will routinely analyze and interpret all of the data that is available in order to determine priorities for success. Regular PLC meetings will ensure all teachers (not just those in assessed areas) have an established system for examining and interpreting classroom data (e.g., formative, summative, benchmark, and other assessment data) in order to determine priorities for individual student success. Using this system, student data will be collected, analyzed, and used to drive classroom instruction in order to meet the needs of all learners. - Grades K-2 will specifically focus on School Improvement Strategy #3: Design and Deliver Assessment Literacy. All primary teachers will conduct focus on literacy learning through the use of programs correlated with the Striving Readers Comprehensive Literacy (SRCL) Grant in order to allow the youngest students at EES to take responsibility for their own learning while improving student motivation. The primary block will strive to move from a grading culture to a learning culture that actively engages students in all aspects of their education.

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%.

- Climate & Culture Surveys, conducted by both Elementary and Middle School students, show that students describe their teachers as fun, honest, caring, interesting, and active. Specifically, 100% of students in Grades 3-5 and 84% of students in Grades 6-8 describe their teachers as Caring. - 86% of Middle School students responded with "I am Learning" when asked to describe themselves as students in the classroom. - In 2020, 76% of Parents surveyed said interactions with their child's teachers could be described as "helpful"; similarly, 69% felt that interactions were also "respectful" in nature.

Attachment Summary

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