



2020-21 Phase Two: The Needs Assessment for
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2020-21 Phase Two: The Needs Assessment for Schools

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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?

Administrators, professional learning committees, and the school's site based council all review and analyze data. The data came from both the school report card, the Kentucky TELL Survey, and web based needs assessment surveys. Data is analyzed and strategies are implemented to improve in areas of need. Groups meet as needed since their is such a diverse group of stakeholders involved.

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.

According to the School Report Card from our last year of State Testing, our Elementary School received a 4-Star rating while scoring above both the District and State averages in Reading, Math, and Social Studies. JACES also scored above the state average in Science. Our Middle School received a 3-Star rating while scoring above the State averages in Reading and Social Studies. According to parent surveys, 95% of parents agree that SRO (School Resource Officer) Services offered to schools give both parents and students confidence they are safe while at school. Survey results also indicated that 96% of parents believe that classroom reduction teachers improved student success and led to better academic experiences.

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.

The greatest concern for James A Cawood Elementary is lack of in-person instruction over the last 7 months due to the pandemic. We are currently operating on a modified schedule with around half our students in-person three days per week and the other half virtual. Finding effective ways to service students who are virtual and maintaining high quality in-person instruction as students move in and out of virtual is a big challenge right now.

Trends

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

State Assessment results continue to be above or near both district and state averages in most areas. We are still working to foster positive community relationships and maintain strong parental involvement in a high poverty area.

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](#)

Teachers will utilize Star Assessment Data to monitor students throughout the year to predict proficiency, flag students for intervention, and design instruction. We hope to maintain our trends of success in achievement as well as maintain positive relationships involving stakeholders. We will utilize programs available like Save the Children Reading and Gear Up Tutoring.

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%.

As of the last year of state testing, this is the data from the school report card. Elementary Reading had 83.8% students scoring proficient or distinguished compared to the district (61.5%) and state (54.6%). Elementary Social Studies scored 81.6% proficient or distinguished compared to the district (62.6%) and state (53.0%). Elementary Math had 57.7% of students score proficient or distinguished compared to the district (44.1%) and state (48.6%). Middle School Reading had 61.3% of students score proficient or distinguished compared to the state at 59.6%. Middle School Social Studies scored 62.9% proficient and distinguished compared to the state at 58.8%.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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