

Northside 2018-2019 Phase Two: The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

Northside Elementary School

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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?

At Northside Elementary, we are consistent and continuously reviewing, analyzing, and applying data results. The principal uses walkthroughs to monitor classroom instruction and student engagement. As data is analyzed from Common Assessments and MAP assessments, the principal meets with teachers to discuss concerns. Rtl students are progressed monitored every 2 weeks. Rtl committees meet every month for reading, math, and behavior to analyze and discuss student progress and concerns.

ATTACHMENTS

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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.

Reading: In 3rd Grade- 39.6% of our students scored Proficient/Distinguished// In 4th grade--35.4% of our students scored Proficient/Distinguished// in 5th grade-55.8% of our students scored Proficient/Distinguished Math In 3rd Grade- 28.3% of our students scored Proficient/Distinguished// In 4th grade--38.5% of our students scored Proficient/Distinguished// in 5th grade-62.8% of our students scored Proficient/Distinguished Non-Academic Current State Student Attendance rate was 94.8% for the 2018 school year, which is down from 95.3% in 2017.

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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.

We will focus on students in disability with IEP gap group who scored below Proficiency on KPREP in reading We will focus on students in disability with IEP gap group who scored below Proficiency on KPREP in math We will focus on students w/ Free and Reduced Lunch

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Trends

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

Data trends indicate a need to continue the reduction of novice in reading, writing and math school-wide. Data trends indicate a need to show growth in academic performance on KPREP with our special needs students

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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](#)

Deployment of Standards-monitoring of standards through consistent walkthroughs, minis, and formal observations Delivery of instruction-Monitoring effective instruction through principal walkthroughs, Rtl meetings, PD follow-ups Establish a Learning Culture and Environment via PD and utilizing the book, Conscious Discipline

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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%.

Math KPREP in 5th grade, showed an improvement with only 4.7% of students scoring Novice as compared to last year @ 11.6%.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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