



2020-21 The Needs Assessment for Schools, Phase  
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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?

Argillite Elementary School staff will collaborate with parents and community partners to improve the school culture and promote student proficiency. They will analyze data from the state testing KPREP data, TELL Survey, Title 1 survey, Attendance records, and the School Culture Committee to determine how to improve student achievement in our school. The principal, SBDM council, counselor, family resource coordinator, and certified/classified staff, attendance clerk, STAT (Student / Teacher Assistance Team) and the School Leadership Team. AES leadership promotes PLCs teacher choice in the selection of and participation in regular, relevant professional learning opportunities (content cadres, PLCs, workshops, etc.) to increase teacher effectiveness. At AES for the 20/21 school year the PLCs teachers will regularly choose and participate in relevant content cadres, PLCs, workshops, etc. to increase teacher effectiveness. School leadership ensures PLCs will be implemented and have scheduled meetings. The Greenup County School District requires each individual school to file a quarterly report to help assist in monitoring throughout the school year the status of the school. Argillite Elementary School 1st quarter is as follows: What does the data tell us this quarter?

- AES's Academic Proficiency in 3rd, 4th. and 5th grade Reading and Math P/D is below District and State Averages.
- AES needs to focus on Novice Reduction by identifying those student with pre-assessments. What are causes for celebration?
- Receiving two additional teachers and two instructional assistants member will result in smaller class size. This allows for more intentional focus on the academic needs.
- Increased focus on students below grade-level. RTI resources are readily available. What are the opportunities for improvement? (two- three areas of improvement)
- Continue to monitor students below grade-level.
- Increasing the number of Walkthroughs for each teacher and providing feedback.
- Improve student and staff attendance.
- Continue with Professional Learning Opportunities and Learning Academies. Next steps? (what will be done to address these in the next 45 days)
- Continue with Walkthroughs, PLCs, as well as Evaluations and provide feedback.
- Continue with parent / teacher conferences and parent contacts.
- Continue to monitor and maintain our student and staff attendance.
- Work with teachers and review their Professional Growth Plans.

## 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.

At Argillite Elementary School we are determining needs of students and faculty to reduce novice percentages and increase proficiency. Our greatest areas of need are in reading, math, writing/language mechanics, science and social studies. We are working on increasing parent involvement and maintaining consistency for teacher attendance. We have professional communities (PLC) in which primary and intermediate teachers focus on student achievement through research based strategies, best practices, and common assessments. Strengths and Leverages Academic Proficiency- (62.3) • Our 5th grade students maintained an overall reading score of 50 from 4th to 5th grade. Separate Indicator- (58.0) • On Demand Writing was highest scoring area of the three, 3.1 points above the District and 11.4 points above State averages. Gap • Our Free and Reduced Lunch students scored higher than the District and State in On-Demand Writing. • Disability w/ IEP students scored higher than the District and State in Reading, Social Studies and On-Demand Writing. AES exceeded with a score of 73.9% which was well ahead of the state goal of 62.5%.

## 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.

Academic Proficiency 3rd, 4th and 5th grade Reading and Math P/D is below District and State averages. • Dropped 3.9 points going from 66.2 to 62.3 Separate Indicator • Science and Social Studies are below District and State averages. Dropped 3.4 points going from 61.4 to 58.0 Gap • Free and Reduced Students scored below District and State in Reading, Math, Science and Social Studies. Other • Need to increase proficiency in Reading and Math for 2021 KPREP. • Need to increase proficiency in the Separate Academic Indicator Areas - Science, Social Studies and maintain in our On-Demand Writing scores. • Intentional Novice Reduction

Priorities/Concern Proficiency is defined as reaching the desired level of knowledge and skills as measured on state-required academic assessments. It is designed to measure how students achieve on Kentucky's Academic Standards (KAS) in Reading and Mathematics. According to the 2019 Proficiency Indicator Data Points Argillite Elementary School is classified with a rating designation "Two Star School". It is Argillite Elementary School's Proficiency Goal for Reading and Math to improve in the 2021 KPREP assessment and accountability system by increasing the score to be at or above state average . The present 2019 KPREP scores for Argillite Elementary are as follows: Reading (66.2) and Math (58.4). AES needs to raise in Reading by 5.6 points and in Math 10.5 points. As for the students with disabilities / special education subgroup AES did not have a number equivalent enough to classify and therefore data was suppressed but AES will place focus and address this subgroup for GAP as well. According to the 2019 Separate Academic Indicator Data Points which is designed to measure how students achieve on Kentucky's Academic Standards (KAS) in science, social studies and writing. Argillite Elementary School declined in reading, mathematics, science, and social studies. On-demand writing, AES exceeded with a score of 73.9% which was well ahead of the state goal of 62.5%. It is Argillite Elementary School's Proficiency Goal for Science, Social Studies, and Writing to improve in the 2021 KPREP assessment and accountability system by increasing the score to be at or above the state average. The present 2019 KPREP scores are Science (44.4), Social Studies (55.7), and Writing (73.9). The Novice Reduction for Gap Closure initiative supports research-based strategies and

resources which impact all students, but especially students who fall within the grouping of “economically disadvantaged” or the students with disabilities / special education as well as other identified subgroups. Argillite Elementary School, 74.9% being economically disadvantaged, the subgroups that we will focus on GAP is our Free and Reduced Population. Argillite Elementary School’s Gap Reduction Goal is to decrease the gap by 2% for learners that qualify for Free or Reduced Lunch. Each classroom will set specific novice reduction goals for students based on their data. Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates. District and school staff will analyze benchmark data and provide feedback to teachers that includes resources for next steps.



## Trends

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

After the review the non-academic data, inventories and perceptions surveys, TELL survey, graduation data, etc. Using all the non-academic trend data provided. According to the TELL survey, Argillite Elementary School's strengths and leverages were as follows: Strengths / Leverages • Q11 Teachers have sufficient access to instructional technology, including computers, printers, software and internet access. • Q33 The faculty work in a school environment that is safe • .Q40 Teachers are effective leaders in this school. • Q43 There is an atmosphere of trust and mutual respect in this school. • Q46 Teachers are held to high professional standards for delivering instruction. Priorities/Concerns • Q19 Parents/guardians are influential decision makers in this school. • Q24 Parents/guardians support teachers, contributing to their success with students. • Q70 In this school, follow up is provided from professional development • Q72 Professional development is evaluated and the results are communicated to teachers.

## 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](#)

Argillite Elementary school along with the Greenup County School District will review and address all processes, practices, and conditions that are linked to the six improvement strategies. In looking at the KCWP2: Design and Deliver Instruction Practice it is AES's goal to reduce novice 50% by 2021, we will collaborate to reduce the number of students scoring in the novice category Principal will track student assessment data from multiple sources to identify those students who are likely to score at the novice level. These students will then receive services to meet their individual needs. Goal setting will occur at the classroom, school, and district levels. Each classroom will set specific goals for students based on their data. Teachers will revise the curriculum to ensure that there is alignment with learning targets, pacing guides, resources, and planned benchmark assessment dates. District and school staff will analyze bench mark data and provide feedback to teachers that includes resources for next steps. It will be the implementation of evidence-based curriculum and/or strategies with fidelity that will be essential for both academic and behavioral instruction. AES will use Tier I instruction and assessments to ensure the educational needs are met for all students.




## 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%.

At Argillite Elementary School clearly the SBDM Council ensures highly qualified teachers are recruited for employment. The principal uses the TELL survey to improve working conditions for teachers in efforts to retain them. Also our RTI program is a strength, the STAT (student / teacher assist team) members have ensured that students are identified and receive RTI services that are monitored and change as needed. Students who are at-risk will receive interventions based on individual need. Parent will be notified of these services. Students will be progress monitored on a regular basis to determine the success of the interventions. Scheduling was changed this year to maximize instruction time. • Establish Learning Culture and Environment - The environment in which students learn and the support they are offered to meet their individual needs is just as important as curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and their needs will be met. This creates support for positive behavior. Argillite Elementary School must ensure students are learning at their highest level in a safe learning environment.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 AES Needs Assessment 2020		.
 AES TELL 18-19		.
 Quarterly Report AES 20-21		.