

Phase Two: PA Needs Assessment for Schools 2018-19

Phase Two: The Needs Assessment for Schools

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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?

The SBDM council meets monthly to review and discuss the comprehensive improvement plan for the school as documented in the SBDM minutes each month. Additionally, the kindergarten and preschool PLC teams analyze data pertinent to their current students monthly to make necessary adjustments in their planning and preparation to increase student achievement in the areas of reading and math. The two lead teachers along with the principal meet to discuss areas of growth needed in each grade level. Data will be reviewed and analyzed by all staff in certified as well as classified staff meetings.

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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.

54% of our current kindergarten students are considered ready for kindergarten based on the Brigance which was consistent with the previous year's data 48.8% of the state funded students were ready for kindergarten at the beginning of 2017 which was a 6.5% decrease from the previous year. In the area of academic/cognition on the Brigance screener, only 37.9% of all students were kindergarten ready. 39% of the students who were in our preschool the previous year were kindergarten ready in the area of academic/cognitive domain with the state average of 35.6%.

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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.

27.3% of our students with disabilities were considered kindergarten ready 45.5% of our minority students were considered kindergarten ready 44.7% of our free/reduced lunch students were considered kindergarten ready 52% of our kindergarten students are in intervention or novice reduction groups for reading based on our first benchmark of AimsWeb

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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?

1% decrease in overall kindergarten readiness from 2016 which was 55% to 2017 which was 54%
6.5% decrease for the students who were in state funded preschool from 2016 (55.3%) to 2017 (48.8%)
In our African American subgroup, the students who were kindergarten ready in 2016 was 64.7%, but that dropped significantly in 2017 to 45.5%
In our disability subgroup, the number of kindergarten ready students decreased from 54.5% in 2016 to 27.3% in 2017

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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](#)

The two big areas that needed to be addressed this year involve design and deliver of instruction and reviewing and analyzing data. In order to evaluate the effective of instruction, commonality in tier 1 instruction needs to occur. At the current time, monthly curriculum maps are developed where instruction is based on the learning target listed. In some instances, learning targets are very vague allowing interruption of exactly how and what to teach to be very broad. Instruction needs to be tied back to the intent of the standard. When planning and developing lessons, the standard needs to be referred to. The other big area to address this school year is to have systematic plans in place to review data at all levels. Analyzing data ties back to quality instruction as well. Data allows teacher to review and revise instruction in a more systematic way when analysis is an integral part of their weekly routine. In order to increase student achievement, a continual review of what is working and what is not working must occur. Discussion of students' progress is necessary for this achievement to occur.

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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%.

In the last 5 years, 48.4% to 55% of the students in Panther Academy are kindergarten ready. in the last 4 years, the students that were previously Panther Academy preschool students increased from 23.4% to 48.8%. Of those students there has been a steady increase in the areas of academic/cognitive and language development. Academic/cognitive started at 17.1% in 2014 to 39.0% in 2017. Language development was 59.6% in 2014 to 75.7% in 2017. 77% of our kindergarten students are average or above average in math based the first benchmark of AimsWeb

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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