



2021-22 Phase Two: The Needs Assessment for
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2021-22 Phase Two: The Needs Assessment for Schools

Helmwood Heights Elementary School

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2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment 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).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

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 to 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.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Once the data is released in late September, it is shared and covered with teachers whole group, small group PLCs, and within data specific committees, such as our Curriculum Committee, Technology Committee, Programming Committee, and Professional Development Committee. Data is also shared and input sought with my SBDM council at the October meeting. As well, data is discussed with the district leadership team in which initial plans, trends, and interventions are discussed. Within PLCs, we look at grade level specific data in early October. Minutes are taken and shared within our school google drive.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

*The number of behavior referrals decreased from 279 in 19-20 to 72 in 20-21, due in large part to the Covid-19 Pandemic. *Math scores dropped from 43.9 in 2019 to 26.9 in 2021. *Reading scores dropped from 54 in 2019 to 42.1 in 2021. *Science scores rose from 23.4 in 2019 to 24.7 in 2021, however, they are still low.

Current State

3. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. 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.
- 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 rate was 84% for the 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

*42.1% of students scored proficient/distinguished compared to 39.5% of the state average in KPREP Reading. *26.9% of students scored proficient/distinguished compared to 31.4 % of the state average in KPREP Math. *56.1% of students scored proficient/distinguished compared to 39.8% of the state average in KPREP On Demand Writing. *24.7% of students scored proficient/distinguished compared to 25.1% of the state average in KPREP Science. *39.1% of African-American students scored novice in KPREP Reading. *42.4% of economically disadvantaged students scored novice in KPREP Reading. *44% of economically disadvantaged students scored novice in KPREP Math. *44.7% of IEP students scored novice in KPREP Math.

*32.6% of economically disadvantaged students scored novice in KPREP Science.
 *66.7% of IEP students scored apprentice in KPREP Writing. *46.7% of economically disadvantaged students scored proficient/distinguished in KPREP Writing. *97% of students feel that Helmwood Heights is a caring place according to survey results.
 *86.6% of Helmwood students feel that students respect each other's differences (gender, culture, race, religion) according to survey results. *93.9% of Helmwood students feel that adults in the school respect student's differences (gender, culture, race, religion) according to survey results. 90.8% of Helmwood students felt good about what they learned during NTI in the 20-21 school year.

Priorities/Concerns

4. Clearly and concisely identify the greatest 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.

*42.1% of all students scored proficient/distinguished in KPREP reading, a 11.9 point drop from the 2019 testing cycle. *26.9% of all students scored proficient/distinguished in KPREP math, a 17 point drop from the 2019 testing cycle. *African-American reading proficiency dropped from 44% in 18-19 to 39.1% in 20-21. *42.4% of economically disadvantaged students scored in the novice range for reading.
 *For Math, 37.9% of females scored in the apprentice range in 20-21 KPREP Testing.
 *For Math, 43.1% of males scored in the apprentice range in 20-21 KPREP Testing.
 *5.3% of special needs students scored proficient/distinguished in Math, while 44.7% of students were in the novice range and 50% were in the apprentice range. *23.7% of special needs students scored proficient/distinguished in Reading, while 63.2% scored in the novice range and 13.2% scored in the apprentice range.
 *24.7% of all students scored proficient/distinguished in science, a 1.3% increase. 53.4% of students scored in the apprentice range. *16.7% of special needs students scored proficient/distinguished in writing, while 66.7% scored in the apprentice range.

Strengths/Leverages

5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

*56.1% of all students scored proficient in writing, a 1.9% increase from 2019 KPREP Testing. As well, the score is 16.3 points higher than the state elementary average. *Reading scores (42.1%) is 2.6% higher than the elementary state average. *Science scores were slightly lower than the state elementary average, 24.7% compared to 25.1%. However, 53.4% of fourth grade students scored apprentice, within 1 or 2 questions of proficiency. *75% of Hispanic students scored apprentice or higher on the reading KPREP test, while 37.5% scored proficient. *50% of special needs students scored apprentice in KPREP Math, all within 3 questions of proficiency.

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

b. Upload your completed template in the attachment area below.


After analyzing the Key Elements of your teaching and learning environment, 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.

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

After completing the Key Elements Template, the focus of the school is to ensure that our programs that were implemented in the 2019-2020 school year are seen to fruition. These programs include station teaching and maintaining a balanced literacy approach across all grade levels. In addition to these programs, we have implemented Kagan Structures. Our staff has had two days of Kagan Training out of 5 and have implemented structures with fidelity this current school year. As well, Helmwood will be adding another system that will address Math. Our math scores from 2021 KPREP Testing were lower than the state elementary average albeit during the Covid 19 Pandemic. So, beginning in January, we will begin learning checks in Math monthly that are computer based and will provide an instant snapshot of where are students are in Math. Within PLCs, we will analyze the data for trends, standards that aren't being met, and developing a plan to address deficiencies based on the learning check.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Helmwood Heights Key Elements Template 2021		.