



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?

All teachers met to review the 2018-2019 K-PREP testing data. Our needs assessment members meet each 9 weeks to review trending data and to review trending data and to review our comprehensive school improvement plan to ensure that we are working toward implementing and meeting our desired goals. Meetings are documented by sign-in sheets and minuting minutes. All classroom teachers, Special Education Teachers, and members of administration attend quarterly meetings to access data and trends, as well as collaborate on how to best implement teaching strategies that thoroughly cover all standards for each grade level. Halee Long and Candice Baker, members of the "Save the Children" team, Trish Crider (RTA teacher) and Gear Up Tutors also collaborate with classroom teachers to meet the needs of all students.

## 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.

Academic: As we work through this 2020-2021 school year, we are working with limited data from the previous school year as a result of the COVID-19 Pandemic. Students did not take the State KPREP test at the end of the 2019-2020 school year; therefore, the information provided is based on current STAR reading and math tests. The STAR testing window was open during a virtual portion of the current school year. We have complete test results from 253 students from grades Kindergarten through 8th grade for the STAR reading test, and results from 192 students from grades 2nd through 8th grade for the STAR math test. -Forty-seven (47%) of students grades 2nd-8th are testing on grade level in the area of math. -Forty-six (46%) of students grades kindergarten-8th are testing on grade level in the area of reading. Non Academic: Parents of students in grades K-8th participated in a school-wide survey at the beginning of the 2020 school year. This survey inquired about school learning atmospheres in both a normal school year and during this COVID pandemic year. - 96% of parents surveyed felt like smaller class sizes improved overall student success. - 83% of parents agree that the lack of in-person instruction (as a direct result of COVID) has negatively impacted their child's education. - 58% of parents believe that academic assessments are beneficial for addressing student needs. - When asked about specific scores help prove that

smaller class sizes positively impacts students, 40% of parents felt that classroom assessments were the largest contributing factor, while 60% agreed that a combination STAR testing, state testing and classroom assessments all prove that class size directly impacts students. - 87% of surveyed parents agree that the services offered by the SRO (School Resource Officer) influence student behavior at school. - 83% of parents believe that the services offered through the SRO program help the students and staff to feel safe at school.

## 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.

As we work through this 2020-2021 school year, we are working with limited data from the previous school year as a result of the COVID-19 Pandemic. Students did not take the State KPREP test at the end of the 2019-2020 school year; therefore, the information provided is based on current STAR reading and math tests. The STAR testing window was open during a virtual portion of the current school year. We have complete test results from 253 students from grades Kindergarten through 8th grade for the STAR reading test, and results from 192 students from grades 2nd through 8th grade for the STAR math test. - Thirty-nine (39%) of students between grades kindergarten-8th tested below level in the area of reading on the STAR reading test. - Thirty-five (35%) of students between grades 2nd-8th tested below level in the area of math on the STAR reading test. The areas of math and reading will be the primary areas of focus and concern. We will target these areas by offering tutoring services, math lab time for students attending in-person classes, targeted instruction opportunities for virtual students, and services for additional reading opportunities provided by Save the Children. -



## Trends

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

Social Studies at the elementary level and On-Demand Writing at both elementary and middle grades continue to struggle to meet state averages. Some grade levels, as last year, struggle to meet state averages in math -- fourth grade, fifth grade, seventh grade, and eighth grade. All grade levels (kindergarten-8th) have students who are not testing on or above grade level in reading, according to current, most recent STAR test scores.

## 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](#)

We are continuously targeting our high apprentice students by examining their scale scores and the cut scores to pull those students up to proficient by tutoring. We target areas of weakness that has been identified in the K-PREP school summary report. Individual students are targeted, as well as whole group efforts to decrease novice students to increase proficient students at all levels of tested areas. Specific interventions that we are implementing to increase achievement are: fully implemented school-wide accelerated reading program, reading/math supplemental curriculum, attendance encouragements and incentives, Study Island computer program/mini lessons, IXL computer program, common planning, Khan Academy, Moby Max, Gear-up tutoring, ESS daytime waiver, and multiplication skill enrichment.

## 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%.

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# Attachment Summary

Attachment Name	Description	Associated Item(s)
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