



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 (K-8, special education, and intervention); administration (Bryan Howard, Principal; Terri Kelly Counselor); support staff, Site Base Council; curriculum committee and FYRSC (Peggy Bracket and Shelia Hensley) are involved in reviewing, analyzing and applying data results from state assessment, universal screeners and other assessments. We meet as a whole group to review and analyze tests results. Teachers and other stakeholders then meet in smaller informal groups to discuss student needs and instruction changes. Curriculum Committee, Site Base Committee and PTO are all given a honest explanation of assessment results and include in the data analysis and application process. Committee Meetings and staff meetings are documented and sign in sheets are kept.

## 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.

Science improved from 25% to 41% proficient and distinguish in 4th and 5th grades. 41% of our students scored proficient in elementary science compared to the state average of 31.7%. Our Middle school students scored above state average in every tested area. Students scored 70.9% proficient/distinguish in reading and compared to the state average at 59.6%. Students scored 54.7% proficient/distinguish compared to the state average at 46.4%. We have a National Board Certified Teacher and 42.9% of our staff have a Rank 1 certification. The number of Behavior Incidents decreased from 43 to 29. 93% of parents surveyed for the 2020-2021 school year stated they felt smaller class size increases student achievement and learning. 97% of parents surveyed for the 2020-2021 school year stated they felt school resource officers (SRO) and their provided services increases safety and better behavior 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.

3rd Grade math scores only increased 4%. Only 25.6% of 3rd grade students scored proficiency/distinguished. Less than 40% of 6th, 7th, and 8th graders scored at/above according to STAR Reading and Math at the beginning of 2020-2021 school year.

## Trends

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

3rd Grade math test scores have stayed constant or decreased. For the past 3 years we have had a 3rd Grade novice percentage of 19.6%, 27.9%, and 24.2%. 3rd Grade proficient/distinguished scores haven't seen much improvement either, with scores being 32.6%,40.0%, and 35.8%.



## 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](#)

Rosspoint Elementary is partnered with Kentucky Center for Mathematics (KCM) through the Math Achievement Fund Grant. 2 Teachers each year over the next 4 years will receive intensive training in research based tools and strategies to improve student achievement in mathematics. Standards for mathematical practices will be a focus of teachers and instruction aligned with the state common core. Star Math and Reading are being utilized for progress monitoring to ensure growth in math and reading. Simple Solutions will be used daily as a short review and practice of all tested topics and skills. 3rd grade will rotate classes, making it possible for students to have a teacher which is specialized in each of the content areas. Kindergarten - 8th grade will use a new Language Arts series this year, it will be taught with vigor and fidelity. Kindergarten - 2nd grade: Being a Reader and 3rd - 8th: National Geographic.

## 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%.

41% of our students scored proficient in elementary science compared to the state average of 31.7%. Our Middle school students scored above state average in every tested area. Students scored 70.9% proficient/distinguish in reading and state was only 59.6%. Students scored 54.7% proficient/distinguish in math and state was only 46.4%. We have a National Board Certified Teacher and 42.9% of our staff have a Rank 1 certification. We have highly favorable working conditions our community engagement is 98.1% According to parents/guardians that completed the school survey 93% agree the school provides adequate communication and 93% agree our school provides learning experiences that meet the individual needs of students. 93% of parents surveyed for the 2020-2021 school year stated they felt smaller class size increases student achievement and learning. This smaller class size is made possible by the title1 classroom reduction teachers. Smaller class size allows students to receive more individual and small group instruction and increasing their opportunity for success. 97% of parents surveyed for the 2020-2021 school year stated they felt school resource officers (SRO) and their provided services increases safety and better behavior at school. Improved behavior, makes for a better learning environment therefor increasing student success.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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