

2018-2019 Phase Two: The Needs Assessment for Schools_09202018_17:33

Phase Two: The Needs Assessment for Schools

Wrigley Elementary School
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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?

Wrigley Elementary Staff- Amber Adams, Principal, All Certified Staff (including speech), SBDM (Amber Adams, Megan Risner- Teacher, Katie Stacy- Teacher, Sara Wright- Teacher, Sara Mays- Parent, Scarlet Smith- Parent), Implementation team and Staff (Becky Burton- Teacher, Leshia Collins- Teacher, DeeDee Collins- Teacher, Sara Wright-Teacher, Amber Adams-Principal, Mary Bryant- RTI Specialist, Brenda Whitt-Chief Academic Officer, Gwen Berry-University of Louisville Consultant/LINK, Leann Sargent- Special Education Director, Susie Carpenter- Teacher, Charlene Lewis- Teacher, Candace Prater-Teacher, Shanna Jones- Teacher, Haley Minix- Teacher, Larissa Johnson- Teacher, Cindi Fugate- Teacher, Deanna Collins-Teacher, Elisha Castle- teacher, Shane Markwell- Teacher, Sara Wright-Teacher, Wendy Ratliff-teacher, Rebecca Gibbs- Teacher, Shelley Cole- Teacher, Angie Griggs- Speech Pathologist) review state K-Prep Assessment Data, Map Data (3 times a year), monthly RTI data and common assessment data. Minutes are taken at Implementation team meetings and SBDM meetings. Staff meetings we have agendas and sign-in sheets.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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.
- Teacher Attendance was 94.9% for the 2016-2017 year and increased to 95.1% for the 2017-2018. This data comes from MUNIS. Attendance is was down from the 2016-2017 year of 93.8% to 93.7% for 2017-2018 school year.

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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.

The following data comes from K-Prep results. Areas of Weakness- 17.2 % of students were novice in reading. 12.4% Novice in Math.

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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?

Reading and math data trends show need for improving % of students benchmarking. Students benchmarking has decreased 8% the last three years according to K-Prep in reading and 3% decrease in math.

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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](#)

KCWP 1: Design and Deploy Standards- ensure students have an opportunity to "unpack" standards. Construct student-friendly learning targets. Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn. Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.

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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%.

Wrigley Elementary students had a growth index of 21% in reading and math per the K-Prep test results.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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