



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

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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.

Florence Elementary utilizes 30, 60, 90 Day plans (weekly/monthly in grade level), K-PREP scores (yearly, school-wide), CASE assessments to determine student attainment of standards, STAR reading and math (2x year: Fall, Winter, Spring school-wide), PBIS behavior data (monthly PBIS team and faculty report), enrollment data (daily/monthly), attendance data (daily/monthly), and student, parent, and staff survey data to identify areas of strength supported by best practices and to identify areas of growth where we can implement new strategies for students, family, and teacher success and learning completed on-going and various times a year. After data is collected, we work in Professional Learning Communities to look at results

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and share trends with SBDM. Reading and math data are analyzed in Fall, Winter, and Spring during PLCs to identify the most at-risk students and develop learning plans for their success. Any student not reaching proficiency receives additional reading and math interventions and students identified as high achieving in math or reading are provided enrichment and extension opportunities. Based on our Brigance scores, we know that less than a quarter of our students are coming to kindergarten "kindergarten ready". To combat this data, we implemented full-day kindergarten three years ago. We also collect and analyze behavior data, looking at frequency and cause of behavior issues so we can diagnose deficits and strengths of students' needs. Tiered behavior committees meet monthly to look at the data and make adjustments to student behavior plans as needed and explore new avenues of behavior modification and positive reinforcement. Review of student, parent, and staff data support our assertion that Florence Elementary employs outstanding teachers and support staff to the benefit of students. We strive for individual and personalized instruction for all student learners. Teachers participate in professional learning to support in implementation of the Fountas and Pinnell literacy system. Data presented need for more mental health services and support. An additional guidance counselor (above our allocated one counselor) has been added for support by our SBDM council. The data states that parents, students, and staff are happy and supportive with the vision and mission our school is trying to achieve. As we begin to recover from the isolating effects of Covid, we strive to offer more opportunities for our families to be involved in and welcomed at school. Our data also fails to tell us why our transient rate is so high and how we can specifically address challenges, but in conversation with our families, many indicate they are moving in and out of the Florence area for better opportunities for employment to benefit their families.

## 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.

Writing was our highest KSA score. We have implemented school-wide writing initiatives and provided literacy professional learning opportunities for teachers. Science scores continued to be low. Math and reading scores also declined post Covid.

## **ATTACHMENTS**

### **Attachment Name**

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FES Forecasting Data

#### 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.

Content Area SY 18-19 (K-Prep) SY 20-21 (KSA) Reading 37.7 33.5 Math 39.3 23.9 On Demand 73.2 60.5 -12.7 Growth 15.8 70.1 +54.3

#### 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.

Priority must be increased proficiency in math and reading through intentional focus on core instruction and data analysis with intensive focus on all gap groups.

#### Strengths/Leverages

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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.

Title 1 parent/stakeholder survey reflects positive remarks and satisfaction with the school-wide program (survey results attached below). Parent/teacher conferences were well-attended, as was our Title 1 parent involvement nights.

### **ATTACHMENTS**

#### **Attachment Name**

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 Parent Survey

#### 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.

See attached

## **ATTACHMENTS**

### **Attachment Name**

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FES Key Elements Template



Florence Key Elements - Phase Two Needs Assessment

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 FES Forecasting Data	Previous and projected data with identified goals.	• 2
 FES Key Elements Template	Key Core Work Processes	• 6
 Florence Key Elements - Phase Two Needs Assessment		• 6
 Parent Survey	Title 1 parent survey	• 5