

2018-19 The Needs Assessment for Schools

Phase Two: The Needs Assessment for Schools

Meadow View 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?

For reviewing, analyzing, sharing, and applying data results, our Admin Team which consists of the Principal (Hurt), Assistant Principal (Honaker), Counselor (Brown), Family Resource Coordinator (Scott) and KSI teacher (Calloway) meets once a week. Our ILT (Instructional Leadership Team) meets at least once per month. This team includes a grade level representative (team leader) from each grade level, including Special Area classes. The ILT then meets every Wednesday with their grade level teams for PLCs to share, review, and apply the data to lesson planning, enrichment, and remediation activities. Monthly SBDM meetings are held (last Wednesday of each month) and SBDM Committee meetings are held each month (Budget, Curriculum & Assessment, Climate & Professional Development). PLC meeting minutes are documented in the Google drive and/or shared via email with the MVE Admin Team. The SBDM meeting minutes are also housed in a binder in the library and sent to Mr. Bryan Lewis, the district representative/DPP. Our school website lists the dates, times, and agendas for SBDM meetings which are open to the public. These meetings are also communicated via the local radio station at least one week in advance.

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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.

According to our newly adopted Accountability System, Meadow View Elementary was given the classification of "OTHER" on the state KPREP test for 2017/2018. This classification was only given to six of the 22 schools in Hardin County Schools. The OTHER classification means that our students in all TSI groups performed above the growth indicator cut score. Our On Demand Writing scores for the 2017/2018 KPREP were our weakest area, showing a significant decrease from 33.7 to 8.1. Our attendance rate for Meadow View teachers was 95.4% according to the 2017 School Report card. Technology ratio has increased to about 1:1. Our discipline referrals increased from 524 in 2016/2017 to 535 in 2017/2018.

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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.

Writing is our greatest area of weakness. We had 8.1% of our 5th graders who scored proficient on the 2016/2017 KPREP state test. This was a significant decrease from last year. In the 2016/2017 school year, we had 3 students who scored distinguished on the On Demand Writing portion of the KPPREP. For the 2017/2018 KPREP On Demand Writing portion, we had 0% of our students who scored distinguished (females scored 7% and males scored 9.3% proficient/distinguish in the area of Writing). Our white students scored 3% proficient/distinguish in Writing and our African American students scored 10.3% in Writing. Our Special Education students with an IEP scored higher than our white population of students (Special Ed: 5.3% and white: 3%). In the area of Reading, females scoring proficient/distinguished was 51.2%, as opposed to males scores proficient/distinguished in Reading was 32.2. Our retention of certified teachers was a challenge due to not being able to hire a replacement 5th grade math teacher for the year. Substitute teachers were scarce but needed to fill certified positions long-term. A letter had to be sent home letting the parents know that some classes were being taught by non highly qualified personnel.

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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?

Parent and Family engagement continues to be a struggle. The school does not have a PTA and has not been able to secure volunteers for this organization. According to Family Resource Center surveys, lack of sleep and mental health concerns continue to be the top two health concerns that are negatively affecting our students' learning. Our discipline data shows a steady rate of referrals (524 in 2016/2017 and 535 in 2017/2018). We have 50 students receiving food for the weekend through the FRC Backpack program, meaning they are getting their main source of nourishment from the school. Reading and math proficiency scores are still below the district and state averages (Reading for 3rd grade is 41.3 % proficient/distinguish compared to the district which is 50.8% and the state which is 52.3% according to the KPRPEP scores. Reading for 4th is 39.8% for the school, 45.9% for the district and 53.7% for the state. Reading in 5th is 38.8% for the school, 57.4% for the district, and 57.9% for the state. Math for 3rd is 36.8% proficient and distinguished as compared to 49.0% for the district, and 47.3% for the state. Math for 4th is 21.1% for the school, 41.8% for the district, and 47.2% for the state. Math for 5th is 23.4% for the school, 48.3% for the district, and 52.0% for the state as measured by the KPREP state assessment.

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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](#)

For discipline, the school will continue to implement the Character Education program. A certified teacher is hired (with a counseling certification) to be proactive - going into classrooms to teach Character Education lessons. There will also continue to be a part time paraeducator assigned to the class, in order to be proactive and help with assignments once a students is in the room. For instruction, Meadow View teachers will be trained in Kagan engagement strategies (several taking place over the summer and Kagan Win Win Discipline taking place on the January PL Day. Professional Development opportunities in Writing will be a focus. We have hired a new 5th grade experienced Writing teacher who will also shadow proficient writing teachers at Cecilia Valley Elementary School and Vine Grove Elementary School. All writing teachers will have training in 3.8 paragraph writing. Third, fourth, and fifth grade writing teachers will also attend scoring sessions at proficient schools in the area of writing. Goal setting will continue to be completed by the Administration team with all students in grades 3rd - 5th grades. KPAPPER practice tests will be given, once per month for students in grades 3rd through 5th. Reading Fluency practice and assessments will be implemented in all grades. High frequency words will be practiced by students with faculty and staff members daily. Reflex Math has been purchased to build math fact fluency among all grade levels. COMPASS and IXL will be utilized in all classrooms, as well as Accelerated Reader. Purposeful after school tutoring will take place every Tuesday, beginning in October and will be paid for with ESS funding. MVMP (Mentoring Program) will continue with the goal of supporting and retaining highly effective classroom teachers. "Appy Hour" will continue to increase our Google Level certifications among staff members to increase the level technology engagement using the SAMR model. Grade level family nights will occur to provide parents an opportunity to come into the school and receive hands-on experience in what their students are learning in school. An Enrichment Block will continue for all students to provide additional support in reading and math. A KSI teacher will continue to work with all teachers on interventions to improve math skills and reading comprehension. Administration and faculty are striving to receive a 21st Century Grant for 2019/2020 school year. Community partners have been secured to provide support for the possible grant opportunity.

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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%.

Our school is classified as "OTHER." Our Growth Indicator, as measured on the new state accountability system was 16.9 which was higher than the cut score established of 15.8. Our TSI groups also scored above the cut (15.8) in the area of Growth (White: 16.7, African American: 16.1, 2 or More Races: 15.9). Our Special Education population scored significantly above the cut in Growth: 18.4. Our MAP growth was significant as tested in the Spring of 2018. All students in grades 1st through 5th grew. (See attached MAP growth report across grade levels). Teacher turnover has decreased from 2016/2017 (7 new certified staff being added to 3 certified staff members being added for 2017/2018. We only had one person to leave during mid-contract in the 2017/2018 school year as compared to six who left mid-contract in 2016/2017. Our population of Hispanic students scored, for Reading proficiency in 2017/2018 47.3% as measured by the 2017/2018 KPREP results. This same population of students scored 33.3% scored proficient in 2016/2017. Counseling services are now provided through Communicare daily. We are the only school in Hardin County with this opportunity. We continue to recognize positive behavior through visiting students in their homes with our Care-A-Van initiative. Our cafeteria expectations are being met consistently and our framework is a model for other schools, who have been sending representatives to our school for help and assistance. We receive a tremendous amount of community support including free Kindles for our students who have the most Accelerated Reader points from the group "Faithfully Turning Pages" and free bicycles for students with perfect attendance from the local Masonic Lodge. The Fort Knox Alumnae Chapter of Delta Sigma Theta Sorority, Inc. purchased our Emergency Go Kits for the entire school and also purchased aprons for our Cooking Club. The Fort Knox Alumni Chapter of Kappa Alpha Psi, The Radcliff Optimist Club, and numerous other local organizations provide support and mentoring to our students.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Accountable NAPD Report	KPREP (Accountable NAPD Report)	
 Admin Team meeting Agenda	Minutes from Oct. 29 analysis of data by the MVE admin team.	
 Cafeteria Monitoring Plan	Plan detailing our cafeteria expectations and procedures	
 ILT Meeting - October 29, 2018	ILT Meeting Agenda, Minutes, & Sign In Sheet	
 ILT Meeting Agenda	MVE ILT Meeting Agenda for Sept. 25 2018.	
 KPREPPER Schedule for 2018/2019	Practice KPREP tests (KPREPPER) schedule that occurs once per month.	
 MAP Comparison Charts	School compared to district comparison charts	
 MAP Growth Data Chart	MAP data showing percentages of proficient and distinguished from Spring 2018.	
 MVMP Agenda/Minutes	Discussion points for October and November - MVMP	
 NAPD Report for 2017 2018	Report of Novice, Apprentice, Proficient, & Distinguished students on the 2017/2018 KPREP state assessment	
 SBDM Agenda	Agenda from Sept. 26, 2018 SBDM meeting.	
 SBDM Meeting Minutes	SBDM Meeting Minutes from August 2018.	
 Tutoring Letter	Tutoring Letter sent home for the month of October.	