



KDE Needs Assessment

GALLATIN COUNTY UPPER ELEMENTARY

Gallatin County

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Introduction

The purpose of the School Needs Assessment is to use data and information to prioritize allocation of resources and activities.

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Data Analysis

What question(s) are you trying to answer with the data and information provided to you? What does the data/information tell you?
What does the data/information not tell you?

The questions we are trying to answer with the data and information that is provided to us, is what's working, what needs to be "ramped" up, what are we not doing instructionally to meet the needs of our students, and how to help students be engaged and accountable for their learning. Our KPREP data indicates gaps and weaknesses in math, reading, and language mechanics, and the the majorinty of our students are performing in the novice-apprentice level in these contents. Science and Social Studies are areas of strength for our students, with Socail Studies scoring above the state average. Our gap groups of Hispanic and Special Educaton students show deficients as compared to their peers.

The data does not show us if our students were able to complete all items on the timed tests, or if there was evidence of "random selection" of responses.

Areas of Strengths

What were the areas of strength you noted? What actions are you implementing to sustain the areas of strength? What is there cause to celebrate?

The KPREP Science and Social Studies results were an area of strength for our school. These results indicate that our students understood the content and were able to respond appropriately to test items. To sustain these areas of strengths, our staff have analyzed all test data and identified areas that need to be "ramped up" with rigorous instruction and learning tasks. Plans for more "hands on" science instruction and students demonstrating their thinking and learning through speaking and writing are in place. The science curriculum reviewed to adjust for sub categories that need to have more time for students to develop their learning. Using assessments for learning, to identify needs of students, who have/have not mastered the content, and interventions in place to, to help students develop mastery of content.

All Social Studies data has been analyzed to identify sub categories that are students have mastery or those that are identified as needs. Instruction and learning tasks have been developed to address student needs, as well as assessments to determine student mastery of content. Interventions are in place for students who struggle with the content.

Opportunities for Improvement

What were areas in need of improvement? What plans are you making to improve the areas of need?

The areas in need of improvement are reading, math, and language mechanics. In reading plans to improve questions that require critical thinking and inferring, so that students have to analyze text that is read. Build student reading stamina by using longer passages and having timed assessments. Have target quizzes (flashbacks), exit quizzes, formative assessments, to check for understanding by students Utilizing LDC Module and professional develop for our teachers, to improve reading instruction. Student demonstrating their learning and understanding through their writing of what they read. Utilizing Thinking Strategies to improve instruction and student learning. We will also encourage and monitor student independent reading through journals and Scholastic Reading Counts. Literacy Coach provided coaching and professional development to all staff.

In math, the analysis of the KPREP data provided evidence and awareness of the math strangs and the gaps that our students have when compared to the core content standards. The development and implementation of formative assessment lessons, assessments for learning, quick checks, and developing our students thinking of math concepts, through quided practice, and writing have been implemented. Math Coaches continue to model lessons, provide feedback to all teachers of math, and provide professional development for staff.

Along with instructional strategies in the classroom, all students are utilizing Odyssey Compass 3-4 times per week, and more during RTI or at home. All students are assessed through MAP, three times per year, and data is utilized to address the needs of our students.

Plans to improve Language Mechanics and writing include professional development for staff to develop explicit teaching of writing, modeling of writing by staff that are experienced in teaching writing, students writing in their journals/learning logs on a daily basis, reflecting upon their learning. Working to develop writing across content.

Conclusion

Reflect on your answers provided in the previous sections. What are your next steps in addressing areas of concern?

Our next steps to address areas of concern are to review the core content standards and determine what is required of mastery for students at each grade level. Require students to read longer passages to develop their stamina to sustain their reading for extended periods of time. Train all staff over the next 3 years in Thinking Strategies to create a culture of caring, thinking, and responsibility for learning with our students. Provide professional development in the LDC Modules to improve language arts and MDC to improve math. Continue to utilize MAP and Odyssey with students to improve their learning in reading and math. All grade levels develop a plan to monitor students independent reading and to encourage students to read on their own. Staff will receive professional development to build their level of skills and knowledge in writing.

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