# 2022-23 Phase Two: The Needs Assessment for Schools_10272022_16:35

2022-23 Phase Two: The Needs Assessment for Schools

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# 2022-23 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.

Teachers, Building Assessment Coordinator, Principal, as well as the district Curriculum, Instruction, and Assessment Team, collaboratively review MAP assessment data three times per year. This review occurs after the close of each testing window. Classroom teachers utilize this data review to construct tiered classroom level interventions. Our school leadership/MTSS team analyzes behavior and academic data twice per month. Behavior data reviews assist in determining areas in need of higher behavioral supports. Teachers, Principal, and Curriculum, Instruction and Assessment Team members review classroom assessment data during weekly PLC meetings. The SBDM council discusses academics and curriculum at their monthly meetings. All meetings have a sign-in sheet, minutes, as well as an agenda.  Surveys are sent to staff, students and parents to get their feelings about the state of the school.

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Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

During the 2022 school year many strategies were used.  Learning and delivering the standards was a focus, as teachers learned to create standards based lesson plans and create classroom clarity boards with standards, learning intentions and success criteria.  Based off of KSA results, the science and socials students curriculum we are currently using seems to be effective, as we scored higher in those two areas than any others with a 53.8 in science and a 67.2 in social studies.  We plan to continue to reinforce the use of the Amplify kits for hands on learning, as well as the TCI program in socials studies to continue to strenghten student understanding of important concepts.

Trends

3. 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 2020-21 to 288 in 2021-22.

• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

49% of third grade students are considered beginning readers based on the most current MAP assessment data. This is consistent with how the same group performed as second graders.

52% of all students in grade 3-6 scored at the novice level on the 2021 KSA state assessment in reading, and 47% scored at the novice level in 2022.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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:**

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• Teacher attendance rate was 84% for the 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

47% of our students in grades 3-6 scored novice in Reading on the Spring 2022 KSA test.

Climate and safety survey results from the 2022 KSA deemed us a score in the high range, with an index of 81.3.

There are currently 6 teachers who are utlizing the Option 6 route of the MAT program working in our school. That is approximately 22% percent of the staff.  We lost 4 teachers from our staff of last year, and 2 the previous year.

### Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

47% of all students tested during the spring KSA tesing window scored at the novice level in reading.

### Strengths/Leverages

6. 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.

Strength- We decreased the amount of novice in reading from 52% in 2021 to 47% in 2022.  We implemented the use of in school and after school tutoring.  We focused on tiered instruction and utilized a schoolwide MTSS time (WIN).  We will continue to use and refine these systems to help us continue to lower novice and increase proficiency.

### Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

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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.

KCWP 5: Design, Align and Deliver Support . Key elements template attached.

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---|---|
| Fall MAP | Fall map scores by grade | • |
| School Key Elements | Evidence of elements | • |