



## 2021-22 Phase Two: The Needs Assessment for Schools\_10252021\_12:19

2021-22 Phase Two: The Needs Assessment for Schools

**Creekside Elementary School**

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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.

At Creekside Elementary School, the focus is to use data to drive decision-making from the school level all the way down to the individual classroom level. A variety of teams work together to make data driven decisions. The Creekside SBDM Council meets, at a minimum, monthly to address school-wide issues impacting student achievement. Initial student i-Ready data was shared during the September SBDM meeting and at a school faculty meeting. Fall i-Ready scores were shared with SBDM Council at the October meeting. Four committees exist to support the work of the school, with meetings occurring monthly, and similar to the SBDM, these committees include both teacher and parent representatives. All grade level teams

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and the special education team meet weekly in PLCs. SBDM Council, committee meetings, and PLC meetings are documented through the use of agendas and minutes. Additional groups that support the work of the school and analyze data to include the Title I Advisory Council and the FRYSC advisory council. The most critical data review and analysis happens in Student Support Meetings. These meetings occur in the Fall, Winter, and Spring following iReady and/or OG Continuum assessment cycles. These meetings are attended by the Principal, individual teacher, counselor, KSI coordinator, interventionists, and FRC. During these meetings classroom data is analyzed down to each individual student to determine which academic or social emotional supports need to be put into place for every child to be successful. These meetings are documented by Google Calendar and also by the data spreadsheets that are created during the meeting for each individual class.

## 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.

-Our behavior events were cut in half between 19-20 and 20-21. -Our scores in all subject areas have declined from 18-19 since the global pandemic began. -The amount of academic and social emotional supports available to students have doubled from 18-19 to 21-22. -Our enrollment has increased from 385 PreK -5 to 412 PreK-5 since 2018-2019. -Our Student Engagement Survey Results have increased from 3.79 in 19-20 to 4.58 in 20-21. (Typical growth is between .05 and .10)

## 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

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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.

Academic State 18-19 data:- 50.2% of students are proficient/distinguished on KPREP Reading based on 2019 scores. 47.1% of students are proficient/distinguished on KPREP Math 2019. 21.6% of students are proficient/distinguished on KPREP Science 2019. 37.2% of students are proficient/distinguished on KPREP Social Studies 18-19. 47.4% of students are proficient/distinguished on KPREP Writing 18-19. No significant achievement gaps based on 2019 KPREP scores. Non Academic State 18-19: Attendance rate of 95.4%-98% of Creekside Elementary. Students during the 2019-2020 school year had 65 documented "behavior events." A new interim principal was selected for the 20-21 school year. Creekside Elementary lost 4 teachers and 1 Related Arts position due to declining enrollment after the 19-20 school year. During the 20-21 school year, our enrollment increased which resulted in the addition of a Vice-Principal/.5 teacher position and an additional teacher position for 21-22. Due to COVID, students attended school during 20-21 on an A/B schedule until April. Also, during November and December all students on NTI due COVID. Current Academic State: Our K-PREP scores for 20-21 were: Grade 3 Reading: 32.1% Proficient/Distinguished, Grade 3 Math: 30.2% Proficient/Distinguished, Grade 4 Reading 38% Proficient/Distinguished, Grade 4 Math 16% Proficient/Distinguished, Grade 4 Science 12% Proficient/Distinguished, Grade 5 Reading 46.3% Proficient/Distinguished, Grade 5 Math 29.6% Proficient/Distinguished, Grade 5 Writing 40.7% Proficient/Distinguished. Our iReady scores from Fall of 21 are 25% of students on grade level K-5 in Reading and 14% of students on grade level K-5 in Math. Current Non-Academic State: Our school and staff culture and morale are at an all-time high based on Studor survey results. Our parents major request is to have more information about their student's academic progress. Our behavior rate for 20-21 was 31 events.

### 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.

Reading: 61% of our students in Grades 3, 4, and 5 are below proficient as measured by K-PREP 20-21. 75% of students in Grades K-5 are below grade level as measured by iReady Fall 2021. Math: 75% of our students in Grades 3, 4, and 5 are below proficient as measured by K-PREP 20-21. 86% of our students in Grades K-5 are below grade level as measured by iReady Fall 2021. Science: 88% of our students in Grade 4 were below proficient as measured by K-PREP 20-21. Writing: 60% of our students in Grade 5 were below proficient as measured by K-PREP 20-21.

### Strengths/Leverages

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.

-For the 21-22 school year, each teacher was asked to choose what grade/subject area they felt was their strongest area of expertise. Teachers are currently placed in areas they feel they have been adequately prepared to teach. -For the 21-22 all of our K-2 and SPED K-2 teachers have been trained in Orton-Gillingham. -Our AgSTREAM focus that embeds agriculture curriculum has begun for the 21-22 school year. A position was also allocated for this subject as a Related Arts class for all K-5 students to increase Science content. -A designated Reading Interventionist position has been established for 21-22 which allows us to provide intervention support in Math and Reading separately. -Our Master schedule was designed to allow for our Grade 5 students who are below grade level in Reading to get an entire Reading intervention block. -Students in Grades 4 and 5 have been ability grouped within departmentalized sections to target and focus intervention times and staff. -Fontas and Pinnell Leveled Literacy Intervention Program has been purchased for all Reading Intervention Students in Grades 3-5. -SNAP Math Continuums have been implemented for all students in intervention Math in Grades 1-5. -iReady Math has been implemented with fidelity as the core math program in Grades K-5.

### 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.

This year the school will focus on KCWP 4 and 5. We will continue using our Student Support Meetings with individual teachers to identify supports for each student that are necessary based on individual data within each classroom. By triangulating data and aligning support, we will ensure that students who are performing below grade level in reading and/or math are receiving systematic interventions (SNAP Math and LLI Reading). Additionally, the District Data Tracker will be used in PLCs to drive Grade Level Support Meetings to determine which instructional strategies are providing optimal success for students.

## **ATTACHMENTS**


### **Attachment Name**

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Key Elements for CSIP

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements for CSIP		• 6