



2021-22 Phase Two: The Needs Assessment for Schools_10282021_14:11

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.

Instructional teams review, analyze and apply data results throughout the academic year during PLCs and grade-level meetings. 18-19 and 20-21 state assessment data was shared and continues to be the most current state data. Faculty overview and breakdown of state data was shared .

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.

Analyzing trend data from i-Ready and K-PREP the most significant area for improvement for Lincoln Trail students is the overall growth percentage in the area of reading and math. Also, the number of proficient/distinguished students economically disadvantaged in the areas of reading and math.

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.

In the area of Reading, all students, Lincoln Trail Elementary (LTE) had 55.6% Proficient/Distinguished. In the area of Math, all students, LTE had Lincoln Trail, all students, 56.9% Proficient/Distinguished in the are of math (district average 33.1%, state average of 31.4%) and 55.6% P/D in the area of reading (district and state average 39.5%) . In the area of 4th grade Science, LTE had 24.4 compared to District level of 21.4% P/D. In the area of 5th grade writing, LTE had 62.2% P/D compared to District level of 45.7% P/D. Chronic absenteeism is not comparable to prior years due to COVID-19 for teachers, staff, and students. Data source: KY school report card and KY Summative Assessments

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.

Lincoln Trail 'students economically disadvantaged' scored 37.2% P/D in the area of math . In the area of reading, 'students economically disadvantaged' scored 41% P/D.

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.

During 20-21, Lincoln Trail had a high level of participation on state assessment at 90.8%, indicating a high number of students are receiving in-person instruction. Writing scores continue to improve, 62.2% P/D, above the state level, 39.8% P/D. Lincoln Trail Elementary has 55.6% P/D, above state level 39.5% P/D, in the area of reading for all students assessed. Lincoln Trail Elementary has 56.9% P/D, above state level 33.1% P/D, in the area of math for all students assessed.

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.

KCWP 2: Design and Deliver Instruction

Attachment Summary

Attachment Name	Description	Associated Item(s)
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