



2021-22 Phase Two: The Needs Assessment for Schools Lakewood Elementary

2021-22 Phase Two: The Needs Assessment for Schools

Lakewood 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.

Data results were reviewed in Professional Learning Communities (PLCs) and as an entire faculty and staff. The SBDM council reviewed assessment data to include state and local academic data. SBDM agendas and minutes can be viewed online at lakewoodsbdm.blogspot.com. PLCs meet weekly and use data to inform instruction. The SBDM council meets monthly. Action teams meet monthly as well and focus on different aspects of the school improvement plan. All meeting minutes (SBDM and action teams) are shared on website for all stakeholders to review.

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.

Academic trends remain similar in all subject areas with an upward trend noted in reading, math and writing. Free/reduced lunch students are performing similar to the overall population in grades 3-5 for all subject areas. Students with disabilities continue to perform below their overall peers in all subject areas.

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.

Current Academic State: See attachment for data (Includes 2021 state assessment results) Current Non-Academic State: PBIS Data: See attachment Studer Education Group Employee Engagement Survey Data: Results of an employee engagement survey in spring 2021 indicate that school leadership needs to improve methods for giving positive feedback to employees. A mean score of 4.43 was noted out of a possible 5.0. Title I Parent Involvement Survey Data & Spring 2021 Studer Parent Engagement Survey: Survey results show one area where improvement is needed in providing feedback to parents on student progress on a regular basis.

ATTACHMENTS

Attachment Name



PBIS Data 20-21



Test Data Graphs

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.

Proficiency and Separate Academic Indicator: 46.5% of students with disabilities scored novice in reading compared to 16% of all students in grades 3-5. 41.9% of students with disabilities scored novice in math compared to 14.4% of all students in grades 3-5. Separate Academic Indicators: 31.3% of students with disabilities scored novice in on-demand writing compared to 14.2% of all 5th grade students. 35.3% of students with disabilities scored novice in science compared to 11.8% of all 4th grade students. Growth (Based on 2019 results): 74.1% of students showed little or no growth in reading (0-50 points) 76.1% of students showed little or no growth in math (0-50 points)

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.

Proficiency increased in reading, math, writing and science from 2018 to 2019. (See attachment) Employee engagement results indicate a mean score of 4.43 on employees recommending the school to others and a mean score of 4.44 on teachers having the resources they need to do their jobs. Parent involvement survey results show that over 92% of parents believe that the school promotes leadership

and over 95% of parents believe that the teachers genuinely care for students in the school. Student survey data indicates

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.

The key elements review shows a need to focus efforts on KCWPs 2 and 4




ATTACHMENTS

Attachment Name



Lakewood Key Elements Evidence

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Lakewood Key Elements Evidence		• 6
 PBIS Data 20-21	Discipline data for Lakewood Elementary-- year end report	• 3
 Test Data Graphs	State assessment data in graphs for three years (Includes 2021 data)	• 3