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2021-22 Phase Two: The Needs Assessment for Schools

Meadow View 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.

Our Student Support Team reviews, analyzes, shares, and applies data results during bi-monthly team meetings. This same process is followed by grade-level teams during weekly Professional Learning Community meetings (PLCs). The members of the PLCs are responsible for sharing, reviewing, and applying the data to lesson planning, enrichment, and intervention lessons. Monthly SBDM meetings are open to the public and include the sharing of data. SBDM minutes are housed at the school and shared with our district office where parents and the general public have access to the information shared and discussed at meetings.

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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.

-The number of behavior referrals decreased from in 2019-20 to in 2020-21. -From 2018 - 2020 the school saw a 6.1% increase in novice scores in reading among students in the achievement gap. -From 2018 - 2020 the school saw an 11.2% increase in novice scores in math among students. Parent and family engagement continues to be a struggle. The school does not have a PTA and continues to work to secure volunteers for the organization. According to family resource center surveys, lack of sleep, and mental health concerns continue to be the top two health concerns that are negatively affecting our students' learning. Reading and math proficiency rates are still well below the district and state averages. The Reading proficiency rate for our school is 35.3% and the math proficiency rate is 12.8%.

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.

-35.3% of our students reached proficiency in reading compared to the state average of 39.5% -12.8% of our students reached proficiency in math compared to

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the state average of 31.4% - Students receiving MTSS services in behavior increased 25% from 2018 - 2020.

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.

Only 30.1% of our Gap students scored proficient/distinguished in Reading and overall, only 35.3% of all students scored proficient/distinguished in reading. Only 9% of our Gap students scored proficient/distinguished in Math and overall, only 12.8% of all students scored proficient/distinguished in math.

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.

An on-sight mental health counselor employed by Cumberland Family Health is on-site five days a week to provide consistent mental health services to our students. This counselor has been housed in our building since October 2019 and will service Meadow View students by providing long-term, quality individual and small group counseling. Family Resource Center programming is addressing the needs of sleep hygiene. Refined implementation of the Character Education program and PBIS had led to a decreased number of behavior referrals. This work continues as we see students have greater SEL needs coming out of the pandemic. We are working hand in hand with Amie Dean to provide our teachers with tools to address the social emotional needs of our student population. We are implementing the Orton Gillingham approach to reading in Grades 1 and 2 with Grades 3 - 5 also utilizing the strategies to improve the number of students reaching proficiency in reading. In the area of math, we are utilizing Guided Math protocols and pre-requisite skill modules

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from IReady to increase the number of students reaching proficiency in math. We are implementing a deliberate pacing approach to all subject areas and grades utilizing the newly created district pacing guides.

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.

For discipline, the school has revamped and implemented the Character Education program. The program has now become more proactive than reactive. PBIS is also being implemented where teachers are explicitly teaching expectations for behavior regularly and routinely at the beginning of the school year and after all school breaks. Class Dojo is being utilized as a part of our revamped PBIS program. This allows parents to be regularly updated through text and an app on their phone about student conduct. Our current math program from Ready Common Core is being supplemented with IReady pre-requisite modules in addition to adding Guided math protocols. Consistent and impactful KSI implementation is now in year 2 with a plan in place to address significant gaps in the students who were needing intervention versus those actually receiving an intervention. Procedures and

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practices for identifying students and implementing interventions have been created and put into practice. Students are identified using a combination of IReady data and formative and summative assessment date. These students are receiving intervention during our daily enrichment period where all staff members are being utilized to deliver instruction. Student progress and IReady Diagnostic data will be reviewed during PLCs to determine if interventions should continue, intensify, or cease for each student. A common assessment plan is being developed with district support to aid teachers with formative data that will help in making instructional decisions in the areas of reading and math. Culture-building activities are being implemented routinely throughout the school year to improve teacher satisfaction in an attempt to improve teacher retention rates.

ATTACHMENTS

Attachment Name

Key Elements

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Attachment Summary

Attachment Name	Description	Associated Item(s)
Employee Engagement Survey Results		•
Key Elements		• 6
Math Instructional Guidelines		•
PBIS		•
PLC Agendas		•
Student Support Team Agendas and Minutes		•