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

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North Park 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.

All stakeholders review grade, school-wide, applicable district, and state level data to determine school strengths and areas of improvement in the following diagnostics: KSI and past BRIGANCE data for preschool; District Literacy and Math Assessments for Preschool. We review school Literacy and Math continuum assessments; current BRIGANCE screen data,and MAP data for Kindergarten as well as KSI and ESS progress data . Additional data in sub-domains for all content areas are utilized to provide Kindergarten teachers specific data to make more informed decisions on their instructional practices. Intervention/enrichment lessons can be planned to provide targeted instruction for skill groups, as well. Analyses happen in

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leadership team meetings, PLCs (Teacher Support/Student Support meetings), Faculty meetings, committee and SBDM meetings and are documented in minutes. PLCs meet one time per month to review data and one time to revise plans/ instruction, Committees meet monthly to address needs that arise, SBDM meets monthly. Data reviews (Data Chats) are held quarterly with individual teachers and leadership team. Gaps with subpopulation groups were also analyzed. We review the Parent Title I surveys from the previous Spring, and gave a Teacher and Staff Survey in Spring 2020. Stakeholders look at multiple forms of data to get more valid information to make instructional decisions. Some of the data does not address the transient nature of our population of students. We have multiple programs in place to reduce the many barriers to learning and close gaps. Results are used to designate areas of strengths and weaknesses for our school. These forms of data helped us find the weak or inconsistent areas in our curriculum and instruction. According to this data, reading continues to be the primary weakness for our school. In the 2021-22 school year we are implementing school wide supplemental reading strategies (Orton Gillingham/Multi-sensory approaches). Although math starts lower, our students perform on average above grade level by the end of the Kindergarten year. The school writing team is working hard to consistently analyze writing data to make informed decisions and adjust instruction. District Studer survey and Title I parent survey results were used to determine culture and climate needs at North Park.

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.

BRIGANCE scores have been inconsistent from 2016 40% Not Ready to 48% in 2017 and improved slightly to 46% in 2018. Since 2018, the scores have continued to be below 50% READY. In 2021, 58% of incoming Kindergarten students are NOT READY. This is still well below our 70-80 READY % goal. MAP scores are no longer being used in Hardin County. This year we are setting a goal for Math in the new testing platform iReady. We are going to use our District Developed classroom literacy profile data to set a goal for foundational reading skills. We have never used our literacy continuum data to set goals. We are implementing more explicit multi-sensory strategies school wide to improve in this area.

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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: According to the District PA and Phonics Continuua, 2 % of North Park Kindergarten students are on grade level. On the iReady test Fall 2021 -22% On or Above Grade Level; Below -78%. Math: On or Above Grade Level 18% Below - 82%. BRIGANCE Readiness shows a marked increase in NOT READY in 2021 58% NOT READY IN 2020- 50% 2019 NOT READY - 56% 2018 NOT READY - 46% 2017 NOT READY - 48% Current Non-Academic State: Economically Disadvantaged students 83% Teacher Turnover - 20% (6 teachers) Perceptions of school Leadership Effectiveness - 87% School 68% District 66% State Attendance is in the low to mid 90%

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.

More than 50% of our students come to Kindergarten NOT READY. This has historically translated into difficulty in achieving ON Grade level status in Reading. One potential concern is the impact of the pandemic on learning. We do not know

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what progress will look like with the return to the social structure of school after attending or attending on a limited calendar for the last year.We have see a dramatic decrease in social emotional skills and fine motor development, as observed in the internalizing behavior screener and teacher observation.

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.

Strengths: Many of our teachers did well in implementing the Orton Gillingham multi-sensory literacy strategies in 21-22. This was evidenced by 68% of students on grade level in PA and Phonics. This was a surprise since we were not in person for a large portion of the school year.

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

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Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

KCWP 1: Design and Deploy Standards- What is the assurance the current curriculum(s) is valid (e.g., aligned to state/essential standards, components that support the instruction and assessment, paced with accuracy)? Realigning our Curriculum maps more intricately with Kentucky standards. KCWP 2: Design and Deliver Instruction - How do school/ district leadership ensure teachers determine the most appropriate and effective high yield strategies to implement in order to ensure congruency to the intent of the learning target? Other processes will be addressed - see the attached worksheet.

ATTACHMENTS

Attachment Name

📄 NPES Key Elements

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 NPES Key Elements	NPES Key Work Processes that will be in the CSIP.	• 6