2021-22 Phase Two: The Needs Assessment for Schools_10282021_16:15

2021-22 Phase Two: The Needs Assessment for Schools

Vine Grove Elementary School
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2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10282021_16:15 -

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Vine Grove Elementary School

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10282021_16:15 - Generated on 12/16/2021

Vine Grove Elementary School

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.

First, the administrative level looks at the scores, analyzes trends, and looks at the number of students under each category (novice, apprentice, proficient, and distinguished). Then, the administrative team meets with each PLC group and discusses trends over time, as well as individual scores for each grade level. Then, the admin staff meets with each team to look at individual students, in comparison with another universal screener (I-Ready) to see how student scores compare. Then, teachers look at specific summaries to see if students are on track, or needs improvement with each domain. Then, admin staff shares results with SBDM to

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10282021_16:15 - Generated on 12/16/2021

Vine Grove Elementary School

discuss the proficiency levels, separate academic indicators, as well as growth indicators.

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 73 in 2019-2020 to 35 in 2020-2021. From 2018 to 2020, the school saw an increase in Novice in 3rd grade reading from 12.3% to 46.8%, and an increase in Novice in 3rd grade math from 7.4% to 24.1%. From 2018 to 2020, the school observed an increase in Novice in 4th grade reading from 14.3% to 28.9%, and an increase in Novice in 4th grade math from 15.2% to 23.5%. From 2018 to 2020, the school noticed an increase in Novice in 5th grade math from 6.2% to 15.1%. From 2018 to 2020, the school observed a decrease in proficient and distinguished in 3rd grade reading from 49.7% to 21.5%, and a decrease in proficient and distinguished in 3rd grade math from 69.1% to 35.1%. From 2018 to 2020, the school noticed a decrease in proficient and distinguished in 4th grade reading from 58.1% to 32.1%, and a decrease in proficient and distinguished in 4th grade math from 57.1% to 24.4%. From 2018 to 2020, there was a decrease in proficient and distinguished in 5th grade reading from 69.1% to 48.6%, and a decrease in proficient and distinguished in 5th grade math from 66.4% to 42.4%.

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%.

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10282021_16:15 - Generated on 12/16/2021

Vine Grove Elementary School

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.

On average in reading, 39.8% of our girls scored proficient or distinguished, in comparison to only 29% of boys scoring proficient and distinguished. Approximately 13.3% of 4th grad students scored proficient in science; whereas, 1.1% of 4th grade students scored distinguished in science. The percent of students scoring proficient and distinguished in math is 33.7, which is similar to the district average of 33.1%.

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.

Approximately 13.3% of 4th grade students scored proficient in science; whereas, 1.1% of 4th grade students scored distinguished in science. The district science proficiency average is 18.8% and the distinguished average is 2.6%. The overall reading proficient/distinguished percentage for the 3rd through 5th grade is 34.1%.

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.

In writing, 57.7% of students scored proficient or distinguished, compared to the district average of 45.7. The systems of support we have implemented for writing will address our low performance in reading. Our school percent of novice in math is 20.8% compared to the district average of 27.5. The systems of support we have implemented for math will address the low performance in science.

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10282021_16:15 - Generated on 12/16/2021

Vine Grove Elementary School

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 KCWP 4: Review, Analyze, and Apply Data In order to produce change, we will be analyzing data during our PLCs addressing specific standard understanding. We will use all persons available to help with both designing and delivering instruction. Also, we will be utilizing multiple programs for students to increase their knowledge levels, thus, increasing their KSA performance level.

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 Phase Two: The Needs Assessment for Schools_10282021_16:15 - Generated on 12/16/2021

Vine Grove Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Key Elements	Key elements	•