2023-2024 Phase Two: The Needs Assessment for Schools_10312023_12:25

2023-2024 Phase Two: The Needs Assessment for Schools

Meadow View Elementary School
Carrie Prater
1255 West Vine Street
Radcliff, Kentucky, 40160
United States of America

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10312023_12:25 - Generated on 12/19/2023

Meadow View Elementary School

Table of Contents

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10312023_12:25 - Generated on 12/19/2023

Meadow View Elementary School

2023-24 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 Admin Team and Esser support team analyze, share, and apply data results during regular 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.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10312023_12:25 - Generated on 12/19/2023

Meadow View Elementary School

Throughout 2022-2023 staff at Meadow View Elementary worked diligently to implement strategies and activities that would help our school reach the goals and objectives of the Comprehensive School Improvement Plan (CSIP). We continued to refine our MTSS program that targeted students who were below the 16th percentile in achievement in the areas of reading and math. We also worked to implement an intervention plan that targeted students who were in the 30-50% on the IReady diagnostic. Daily enrichment periods were built into the school's master schedule to allow teachers to work with students in their specific deficit areas.

Success was seen in both reading and math. With our overall reading and math index increasing from 37.3 to 46.3. We increased our percentage of students who were proficient & distinguished in reading from 30% to 34% and in math from 16% to 23%. We also reduced our novice percentage in reading by 9% from 45% in 2022 to 36% in 2023. In math, we reduced our percentage of novice students from 58% in 2022 to 45% in 2023.

We also saw a slight improvement in social studies with an index increase from 36.3 to 39.3 and an increase in the percentage of proficient and distinguished from 16% to 23%.

There was no improvement in the area of science with almost identical scores from 2022 to 2023. There was a decline in writing scores from 2022-2023. The index in writing fell from 51.1 to 35.7. There was also a decline in the percentage of proficient and distinguished from 26% to 12%.

We are using this data to inform our next steps. We are focusing more intentionally on our Tier 1 instruction instead of Tier 2 and Tier 3. We are also continuing to target students who fall in the 30th to 50th percentile for achievement in both reading and math to close specific instructional gaps that exist. In the area of writing, we are working on specific strategies at all grade levels.

Trends

3. 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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
  •From 2021 to 2023, the school saw an increase in students scoring proficient & distinguished in math from 12% to 23%.

  • From 2021 to 2023 the school saw an 11% decrease in novice scores in the area of reading.

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10312023_12:25 - Generated on 12/19/2023

Meadow View Elementary School

•Students in the disability achievement group exhibited an increase in the percentage of students scoring proficient and distinguished in reading from 9% to 28%

•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.

Current State

4. 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 Kentucky Summative Assessment (KSA) in 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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
  • 29% of African American students scored proficient and distinguished in the area of reading. A significant increase from 2022.
  • The school index in the area of math is 30.9 compared to the district index of 60.5
  • Student attendance rate for the 2022-2023 academic year was 93.24%.
  • The school index in the area of writing is 35.7 compared to the district index of 67.8

Priorities/Concerns

5. 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 percent (68%) of students in the achievement gap scored below

proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

- 41% of students scored novice in the area of writing, and a total of 88% scored apprentice or novice in writing.
- 45% of all students are still scoring novice in math.
- Students in the African American and Disability achievement groups scored very low in the combined areas of science, social studies and writing.

Strengths/Leverages

6. 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.

- Reading achievement has increased from 30% proficient & distinguished to it's current rate of 34%. Concurrently, the novice rate has decreased from 45% to 36%. According to IReady data the percentage of students on grade level from fall to spring increased from 6% to 55%.
- Math achievement on the IReady diagnostic showed an improvement of students on grade level from 4% to 45% from fall to spring.

Evaluate the Teaching and Learning Environment

7 . 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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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 directly below.**
ATTACHMENTS

Attachment Name

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10312023_12:25 - Generated on 12/19/2023

Meadow View Elementary School

📄 Key Elements

8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

- Teachers will participate in the Foundational Numeracy professional development along with additional professional development from curriculum and associates to address math instruction at all levels.
- Orton Gillingham processes including PA/Phonics and Morphology are being implemented as our reading curriculum to ensure that all students have firm foundational reading skills.
- Consistent and impactful MTSS implementation is now in year 3 with a plan in place to address significant gaps in the students who were needing intervention versus those actually receiving an intervention.
- Two Esser support teachers have been put in place to help identify and close gaps for those students who have gaps in learning and fall between the thirtieth percentile and fiftieth percentile in achievement in reading and math on the IReady diagnostic. A plan is in place to identify these students and revise groupings as needed based on growth monitoring throughout the year.
- Procedures and practices for identifying students for MTSS and implementing interventions have been created and put into practice. Students are identified using a combination of IReady data and formative and summative assessment data. 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.
- Common assessment plans are being developed to aid teachers with formative data that will help in making instructional decisions in the areas of reading, math and writing.

2023-2024 Phase Two: The Needs Assessment for Schools - 2023-2024 Phase Two: The Needs Assessment for Schools_10312023_12:25 - Generated on 12/19/2023

Meadow View Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Key Elements		• 7
📄 Key Elements 2023		•