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2023-2024 Phase Two: The Needs Assessment for Schools

North Park Elementary School
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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.

All stakeholders review grade, school-wide, applicable ldistrict, and state level data to determine school strengths and areas of improvement in the followings diagnostics: MTSS 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 iReady data for Kindergarten as well as MTSS 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 decisionis on their instructional practices. Intervention/enrichment lessons can be planned to provide targeted instruction for skill groups, as well. Analyses happen in leadership team meetings, PLCs. Faculty meetings, committees 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. Stakeholders look at multiple forms of data to get more valid information to make instructional decisions. Multiple programs are in place to reduce the many barriers to learning

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and close gaps. Results are used to designate areas of strengths and weaknesses for our school. these forms of data helped us pinpoint the weak or inconsistent areas in our curriculum and instruction. According to data reading continues to be the primary weakness for our school. We began implementing Orton Gillingham/ Multi-sensory approaches in the 20-21 school year and continue to train our new teachers so we may continue to improve our literacy instruction. Math scores begin lower, but students perform on average above grade level by the end of the Kindergarten year. The school curriculum and instruction team is working hard to align instruction with our district Focus on Instruction as they analyze data to make informed decisions to adjust instruction. District Studer survey and Title 1 parent survey results were used to determine culture and climate needs at North Park.

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?

In 2022, 58% of incoming Kindergarten students were NOT READY. In 2023 preliminary data shows 65% of incoming Kindergarten students were NOT READY. We continue to set a goal of 70-80% READY. This year we are setting a goal for Math utilizing iReady data. We use our District developed classroom literacy profile data to set a goal for foundational reading skills. We continue to implement more explicit multi-sensory strategies school wide to improve in this area. By the end of November all Kindergarten teachers will have received Orton Gillingham training and Heggerty. We have noticed a significant increase in mastery of PA skills, 77% of Kindergarten students ended the 21-22 school year on grade level and experienced more growth in Phonics. As teachers experience confidence and expertise in these multi-sensory strategies, instruction to fidelity will increase promoting more on grade level results.

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 21-22 school year to current we experienced a 2% decrease in on grade level PA scores after the first nine weeks.

21-22 17% of students were on grade level.

22-23 15% of students were on grade level.

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From 20-22 the percentage of students NOT READY to enter kindergarten has increased with more than 50% of students not ready.

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.

Current Brigance Data:

Estimated 38% scoring "ready" (kindergarten)

Current iReady Data:

2023-2024 Reading Beginning of Year "On Target for Grade Level" - 24%

2023-2024 Math Beginning of Year "On Target for Grade Level - 16%

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.

In the spring of 2022-2023, 52% of kindergarten students scored on grade level for Reading (iReady).

In the spring of 2022-2023, 54% of kindergarten students scored on grade level for Math (iReady).

In the fall of 2023-2024, the ESTIMATED "on ready" Brigance scores show 38% of students "ready."

Previous Brigance scores are as follows:

2022-2023: 35.9% ready (kindergarten)

2021-2022: 33.2% ready (kindergarten)

We will continue to focus on improving our Reading/Math scores, particularly focusing on phonological awareness and phonics mastery (low areas from 2022-2023 iReady data).

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.

In 2022-2023, Reading achievement has increased, on average, from 22% to 52.25%. Math achievement has increased, on average, from 18% to 54.5%.

We will utilize small groups for reading/math as well as targeted daily phonological awareness instruction to further increase these scores.

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

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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

📄 NPES 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.

North Park Elementary will focus on the following:

- Implementation of Orton-Gillingham reading practices and procedures
- Implementation of iReady Math for small group instruction
- Schoolwide PBIS plan with fidelity
- Use of ESGI (continuum) data to drive small group instruction

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Attachment Summary

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