



2022-23 Phase Two: The Needs Assessment for Schools_10242022_09:06

2022-23 Phase Two: The Needs Assessment for Schools

Ryland Heights Elementary School
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2022-23 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 Team utilizes Common Assessment Data, Weekly Formative Assessment Data, MAP diagnostic data, Reading and Math RTI data and Brigance Data. Data review and analysis occurs weekly in multiple settings. The Administration Team reviews data during weekly admin meetings as well as during District Curriculum, Instruction and Assessment Meetings. This data is also shared with the entire faculty, grade specific teachers through PLC's, and with the SBDM council on a regular basis. In addition, specific student data is analyzed during weekly PLC grade level meetings and Special Education PLC's. Students identified for interventions and appropriate data is reviewed weekly at MTSS meetings, which includes school admin team, primary and intermediate interventionists, school counselor, school psychologist, lead special education teacher and school/district RBTL interventionists. This MTSS Team conducts data review progress checks throughout the year to analyze intervention progress data and make determinations for individual students. Tier 2 data review progress checks are conducted every 8-10

weeks (occurs three times per school year) and Tier 3 data review progress checks are conducted every 6-8 weeks (occurs four times per school year).

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?

During the 2021-22 school year the Ryland Heights Elementary team consistently implemented the identified strategies and activities from the CSIP. Our first proficiency goal was to increase the reading proficiency score from 67.6% in 2019 to 83.8% in 2024 and the math proficiency score from 58.9% in 2019 to 79.45% in 2024 as measured by school report card proficiency data. The first objective was to increase the reading proficiency score from 67.6% in 2019 to 77.32% in 2022 as measured by KSA. Our reading proficiency score in 2022 was 63%, so we did not meet this objective. Our second objective was to increase the math proficiency score from 58.9% in 2019 to 71.23% in 2022 as measured by KSA. Our math proficiency score in 2022 was 58%, so we did not meet that objective. Our separate academic indicator goal was to increase the science proficiency from 37.5% in 2019 to 68.75% in 2024 as measured by the KSA and to increase the social studies proficiency from 64.2% in 2019 to 82.1% in 2024 as measured by the KSA. Our first objective for this goal was to increase the science KSA proficiency from 37.5% in 2019 to 47.6% in 2022. Our science proficiency goal in 2022 was 54%, so we met that objective. Our second objective for this goal was to increase the social studies KSA proficiency from 64.2% in 2019 to 67.7% in 2022. Our social studies proficiency goal in 2022 was 42%, so we did not meet that objective. Our first objective under our achievement gap goal was to increase the reading KSA proficiency for students with disabilities from 45.7% in 2019 to 61.99% in 2022. Our reading proficiency score for students with disabilities in 2022 was 34%, so we did not meet that objective. Our second objective under our achievement gap goal was to increase the math KSA proficiency for students with disabilities from 30.4% in 2019 to 51.28% in 2022. Our math proficiency score for students with disabilities in 2022 was 26%, so we did not meet that objective. Our impact survey goal was by 2024, Ryland Heights Elementary will increase the percentage of certified staff responding favorably on how positive the working environment is from 41% to 71%. Our first objective for that goal is to increase the percentage of certified staff responding favorably on how positive the working environment is from 41% to 56%, according to the Impact Survey. Our 2022 Impact Survey results showed that 70% of the staff responded favorably that it is a positive working environment, so we met that goal.

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 2020-21 to 288 in 2021-22.

- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Over the past two years our reading and math proficiency scores for our students with disabilities have decreased. In reading the percentage of students with disabilities scoring proficient or distinguished has decreased from 45.7% in 2019-20 to 34% in 2021-22. In math the percentage of students with disabilities scoring proficient or distinguished has decreased from 30.4% in 2019-20 to 26% in 2021-22. The total number of behavior referrals has decreased significantly from 150 behavior referrals in the 2019-20 school year to 61 behavior referrals in the 2021-22 school year. Behavior incidents from the bus continues to be location with the highest percentage of referrals with 41 bus behavior referrals in 2019-20 (27% of the total referrals) and 28 bus behavior referrals in 2021-22 (46% of the total referrals).

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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

63% of our students scored P/D in reading on the 2021-22 KSA compared to the state average of 39.5%. 58% of our students scored P/D in math on the 2021-22 KSA compared to the state average of 31.4%. 70% of our students scored P/D in writing on the 2021-22 KSA compared to the state average of 39.8%. 54% of our students scored P/D in science on the 2021-22 KSA compared to the state average of 25.1%. According to Quality Control Survey results 95% of our students feel like adults work hard to keep them safe. According to Quality Control Survey results 91% of students feel like their teacher expects them to do their best.

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.

26% of students with disabilities scored proficient and distinguished in math on the 2021-22 KSA. This was a 5.3% decrease from the 2020-21 KSA. 34% of students with disabilities scored proficient and distinguished in reading on the 2021-22 KSA. This was a 0.4% decrease from the 2020-21 KSA. Economically disadvantaged students had an overall score of 65.5 on the 2021-22 KSA which was 14.6 less than the overall score of 80.1 for all students.

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.

We increased the percentage of students scoring proficient and distinguished in reading on the KSA from 52% in 2020-21 to 63% in 2021-22. Additionally, we increased the percentage of students scoring proficient and distinguished in math on the KSA from 57.3% in 2020-21 to 58% in 2021-22. These increases are a result of our continued, consistent implementation of targeted reading and math standards-based instructional strategies. The continued use of these strategies, combined with implementation of best practices of special education instructional strategies differentiated to the goals of individualized education plans will be an area of focus to improve in our aforementioned priorities and concerns.

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

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.

Ryland Heights Elementary will continue to focus on utilizing systems in place to ensure that teachers have lessons focused on standards while utilizing the cycle of quality instruction. Additionally, Ryland Heights will continue to conduct weekly teacher-led PLCs, focused on assessment data analysis and implementing appropriate interventions through our MTSS framework.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements	School Key Elements - Ryland Heights Elementary	.