2022-23 Phase Two: The Needs Assessment for Schools_10242022_09:58

2022-23 Phase Two: The Needs Assessment for Schools

Highland-Turner Elementary School
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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.

Highland Turner reviews, analyzes and applies data results continuously. Darwin Noble School Principal; Jeremy Hall, School Counselor; Melissa Hall, Special Education Teacher; Melissa Smith, 5th grade teacher, Karen McIntosh, 3rd grade teacher; Amanda Turner, 4th grade teacher; Cindy Salyers, parent; Jennifer Herald, parent; Dreama Wooton, community partner. Those leadership members have various teams that meet to discuss implementation of various initiatives like MTSS Progress Data, Tier Groupings, Literacy initiatives, etc. The Principal shares all information with the SBDM council and gets approval as needed. MTSS team, Literacy team, and Leadership team hold meetings on the second Thursday of each month to discuss the implementation of support for the whole child. Strategies and student needs for those students receiving tiered instruction academically and behaviorally are addressed . K-2nd PLC and 3rd-6th PLC meet each Thursday to review data and strategies. The Elementary PLC is the third Thursday of each month. All meetings are documented through google drive.

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?

Core instruction along with small group instruction occur daily for students during ELA and Mathematics. Students have daily core instruction in Science, Social Studies, and the Arts. Teachers are continually progress monitoring to address student needs for those students receiving Tier 1, Tier 2, and Tier 3 instruction. Teachers provide immediate feedback to students before, during, and after instruction. Students at Highland-Turner are involved in the learning process and set individual and classroom goals for achievement and behavior expectations.

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.

The number of behavior incidents continued to be 0%.

From 2021-2022, the school saw the proficient and distinguished percentage in reading decrease from 59.1% to 48.7%. The percentage of Novice students increased from 19.3% in 2021 to 24.3% in 2022.

From 2021-2022, the school saw the proficient and distinguished percentage in mathematics decrease slightly from 60.2% to 59.7%. The percentage of student scoring novice in mathematics decreased from 11.4% to 10.9%.

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.

On the Fall MAP Reading test 2022, 11% of our students need Tier III instruction, 44% need Tier II instruction, and 45% need Tier I instruction.

On the Fall MAP Math test 2022, 14% of students receive Tier III instruction, 51% receive Tier II instruction and 35% receive Tier I instruction.

On the 2022 KSA, our overall score was 74.0, which puts Highland-Turnerin the green (high) level for the accountability indicator.

On the 2022 KSA, our Reading and Math combined score was 72.4., which puts Highland-Turner in the green (high) range for indicator scores.

On the 2022 KSA, our scores in Science, Social Studies, and Writing combined were 75.1, which puts Highland-Turner in the green (high) range for indicator scores.

On the School Climate and Safety Survey, we scored a 82.4 which puts Highland-Turner in the blue (very high) range for quality of school climate and safety indicator. Most students (90-100%) reported that teachers expected them to do their best, that the school is a caring place, and that our school is a safe place.

The number of behavior referrals have continued to be 0%.

There were no subgroups identified for TSI or CSI on the 2022 KSA.

45.5% of our educators have at least a Master's degree.

20% of our teachers have 3 years or less experience at Highland-Turner Elementary.

5% of the educators are Nationally Board Certified.

Highland-Turner educators had a favorable view about school climate, managing student behavior, and school leadership.

Highland-Turner Elementary is a one-to-one school, meaning that all students are assigned an instructional device in the form of an iPad or a Chromebook.

The parents/guardians of 84 students have attended at least one parent/teacher conference for the 2021-2022 school year.

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.

Overall, 19.3% of students scored novice on the 2022 reading assessment. Only 48.7% of students scored proficient or distinguished in reading. Thirty-eight percent(38%) of third grade students scored novice and 24% of students scored proficient or distinguished. Twenty-five percent (25%) of sixth grade students scored novice in reading. Twenty-four percent (24%) of third grade students scored novice in mathematics and 24% scored proficient or distinguished. Twenty-seven percent (27%) of fifth grade students scored novice on the editing assessment. The percentage of fifth grade students scoring proficient and distinguished was 27% in writing (combined 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.

Fifty-nine point seven percent (59.7%) of students scored proficient or above in mathematics. Sixty-seven percent (67%) of students scored proficient or above in science. Fifty-nine percent, 59% of students scored proficient or above in social studies. On the 2022 KSA mathematics and science assessments at grade 4, 0% of students scored novice. Eighty percent (80%) of students at grade 4 scored proficient or above in reading and mathematics. On the 2022, KSA mathematics assessment at grade 5, 5% of students scored Novice. Small group instruction, tutoring, progress monitoring, and co-teaching played an integral role in helping raise mathematic scores and lower the number of students scoring novice. Those strategies will be applied to our reading and writing programs during the 2022-2023 school year.

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.

Develop a systematic approach in order to design and deliver core instruction to ensure that 80% of students are 80% successful in Tier I for Reading and Writing.
Develop a systematic approach for the review, analysis, and application of data in a uniform way to determine specific strategies used to address student needs.
Develop a systematic approach for the review, analysis, and application of data to determine priorities for individual student success.

Attachment Summary

Attachment Name	Description	Associated Item(s)
HTE School Key Elements		•