



2022-23 Phase Two: The Needs Assessment for  
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2022-23 Phase Two: The Needs Assessment for Schools

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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.

Staff participated in a school comprehensive improvement planning day on September 30, 2022. On this day, grade level and non-academic staff teams analyzed data from various sources including KSA, iReady, attendance, behavior, climate and culture, safety, and social emotional learning. This work will continue in bi-weekly PLC meetings. Additionally, this work will be utilized to continually update our 30-60-90 day plans. During PLC meetings, staff will analyze the key core work processes and determine evidence of practices. Data is reviewed and priorities for the year are discussed at SBDM meetings. Stakeholder feedback will be gathered through surveys published for community-wide input.

#### **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?

One activity that was successful last year was our weekly formative assessments with data entered into a shared google sheet. This activity improved our standard alignment with assessments and our intentional planning for non-mastery of standards. As we plan for this year, we will transition this work from weekly formative assessments to summative assessments to improve standard alignment with all assessment types. We will continue to enter student data into a shared google sheet so that grade level teams, administration, and instructional coaches can analyze, give feedback, and plan next steps.

Last year, teachers were given specific feedback on standard alignment after reviewing weekly lesson snapshots. This improved standard alignment in classroom lesson planning. This year, to continue moving forward lesson snapshots will be reviewed during walkthrough observations with feedback on standard alignment given. Teachers will continue to link assessments to their lesson snapshots so these can be reviewed for standard alignment.

Consistent bi-weekly PLC content team meetings were a focus last year. This was a dedicated time for teachers to analyze trends/next steps led by school leadership (AP, coaches, principal). These PLC meetings are continuing this year with guidance from school leadership, but shifting to more teacher led analysis/data reflection and planning for implementation of strategies to maximize student learning.

Co-teach/co-planning weekly is a strategy that will continue to support our special education population. During special education PLC meetings, co-teach models will be reviewed and modeling will be provided on an as needed basis.

As part of our work to improve family engagement, parent surveys were utilized for input. Our measure of success was 50% response rate. While some surveys had a 50% response rate, that was not the norm. As we move forward with future parent surveys, barriers such as access and language will be intentionally planned for to increase the response rate.

### 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 referrals that resulted in suspension, detention, or Saturday school slightly increased from 91 in 2020-2021 to 95 in 2021-2022 with 74% of referrals being for males in 2021-2022.

There was a slight increase in the percentage of economically disadvantaged students from 62.5% in 2020-2021 to 65.3% 2021-2022

According to the IMPACT survey, there was an increase of 8% in staff-leadership relationships as well as feedback and coaching from 2020 to 2022. However, there was a 6% decrease in faculty perception of readiness to educate all students.

Elementary Reading P/D increased 7% from 20-21 to 21-22. Elementary Reading novice saw a reduction of 4% from 20-21 to 21-22 .

Elementary Math P/D increased 13% from 20-21 to 21-22. Elementary Math novice increased 3% from 20-21 to 21-22.

Elementary Science P/D increased 7% from 20-21 to 21-22. Novice in middle school science slightly increased from 7% in 20-21 to 8% in 21-22.

Elementary Writing P/D increased 15% from 20-21 to 21-22. Novice in elementary writing increased 13% from 20-21 to 21-22.

Elementary Social Studies completed a field test and does not have comparison data. Current data shows 45% P/D and 28% novice for 21-22.

Middle School Reading P/D increased 6% from 20-21 to 21-22. Middle School Reading novice saw a reduction of 5% from 20-21 to 21-22 .

Middle School Math P/D increased 22% from 20-21 to 21-22. Middle School Math novice decreased 5% from 20-21 to 21-22.

Middle School Science P/D increased 26% from 20-21 to 21-22. Novice in middle school science saw a reduction of 26% in 20-21 to 8% in 21-22.

Middle School Writing P/D saw a slight decrease of 7% from 20-21 to 21-22. Novice in middle school writing increased 7% from 20-21 to 21-22.

Middle School Social Studies completed a field test and does not have comparison data. Current data shows 51% P/D and 25% novice for 21-22.

## 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.

**Current Academic State:**

Elementary Overall 57.7 (Medium)

Elementary Reading/Math 55.4 (Medium)

Elementary Science/SS/Writing 59.0 (Medium)

Elementary School Climate/Culture 75.1 (Medium)

Middle School Overall 71.9 (Very High)

Middle School Reading/Math 77.5 (Very High)

Middle School Science/SS/Writing 66.3 (High)

Middle School School Climate/Culture 71.0 (High)

2021-2022 Brigance results indicate that 30% of kindergarten students are reading to start school while 70% of kindergarten students are ready with intervention support.

According to iReady results for the beginning of the 2022-2023 school year, 71% of students are Tier 1, 16% Tier 2, and 14% Tier 3 for reading. 3rd grade has the lowest percentage of students on Tier 1 for reading at 43% as well as 7th grade at 53%. For math, 72% of students are Tier 1, 17% Tier 2, and 11% Tier 3. 3rd grade has the lowest percentage of students on Tier 1 for math at 58% as well as 4th and 5th grade at 60% for Tier 1.

**Non-Academic current State:**

Based on the 2021-2022 school report card, North Washington had 576 students enroll throughout the year. Out of those students, 386 are economically disadvantaged, 138 students have a disability, 81 gifted and talented, and 34 homeless. There are 4 African American, 3 Asian, 23 Hispanic or Latino, 18 students identifying with two or more races, and 528 white.

There are 35 teachers. 30 females and 5 males. Our ratio of students to teachers is 15:01. 90.7% of teachers hold a Master's degree or higher. School climate, managing student behavior, and school leadership are all favorable based on teacher survey data results. 94.3% of teachers have more than 3 years experience and the school average is 14.8 years of experience.

There were 95 behavior referrals that resulted in suspension, detention, or Saturday school in 2021-2022 with 74% of referrals being males.

Based on Satchel Pulse, our social emotional screener, 20.4% of students are Tier 2 and 6.9% Tier 3 for the fall 2022-2023 and need interventions.

**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.

Elementary saw an increase in novice in the areas of math (3%), science (7%), and writing (13%). Middle school saw an increase in novice in writing (7%). 45% of students or less scored P/D in all areas for the Elementary level. Elementary reading P/D was 41%, math P/D 34%, writing 34%, science 31%, and social studies 45%. At the middle school level, 61% of students or less scored P/D in all areas. Middle school reading P/D was 60%, math 61%, writing 48%, science, 40%, and social studies 51%.

### 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.

All elementary content areas saw an increase in percent P/D from 20-21 to 21-22. All middle school content areas saw an increase in percent P/D except writing from 20-21 to 21-22. Elementary increased P/D by 13% for math and 15% for writing. Middle school increased P/D by 22% for science and 26% for math. Elementary novice decreased in reading by 4%. Middle school novice decreased in reading (5%), math (5%), and science (26%). According to our fall 2022-23 iReady diagnostic, 71% of students are on level to begin the 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.

KCWP 3: Design and Deliver Assessment Literacy- We will ensure we have a balanced assessment system that is tightly aligned to the standards. During PLCs, teachers will deconstruct standards to align instruction and assessments. Teachers will be given opportunities to learn about various assessment types and how to determine which is best to evaluate student learning. Additionally, we need to create a consistent grading system that accurately communicates student learning. Students also need to be involved in their progress by setting and tracking goals.

## **ATTACHMENTS**


### **Attachment Name**

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 Key Elements NWES 22-23



# Attachment Summary

Attachment Name	Description	Associated Item(s)
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