



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

**Walker Early Learning Center**  
**Angela Ballinger**  
1080 S Main St  
Monticello, Kentucky, 42633  
United States of America

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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.

Walker Early Learning Center's leadership team meets bi-weekly to review, analyze, and apply data results. This team analyzes the needs assessment results and identifies priorities based on feedback received. This data is then shared with SBDM members, teachers, and other stakeholders. The leadership team prepares agendas for the weekly professional learning community (PLC) that takes place on Friday mornings, which further continues the analysis of and planning and preparation involved in ensuring that all needs are addressed. This team looks at all data pieces (Brigance Kindergarten Readiness Screener, Phonological Awareness Screening Test (PAST), Concepts of Print Assessment, Math Screener, iReady Math and Reading Diagnostic, iReady Early Reading Task (ERT), Next Steps in Guided Reading Assessment, and 9 weeks common assessments). We analyze the data looking for trends, areas of concern, and areas in which we are doing well and gaps found. This team collaborates with the building instructional coach to plan coaching needed for intentional planning and PLC work. We have an assessment timeline on our

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curriculum pacing document. The assessment data is communicated during monthly SBDM 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?

Our 2021 - 2022 top priorities were to improve classroom behavior management and implementation of trauma-informed care practices. These priorities were monitored throughout the 21-22 school year and were a focus during intentional planning meetings, weekly PLCs, and leadership team meetings. This plan was successful. In improving classroom behavior management, WELC continues to implement a PBIS system school wide. In addition to this, we have established a Calming Room to provide a safe environment for students to deescalate or have a sensory break. Our school counselor became a trainer for trauma-informed care and is a resource to teachers and students. All classrooms were equipped with a "Calming Toolkit", which contains sensory items for the classroom. The school counselor provided training to staff for how and when to use the "Calming Toolkit" and procedures for the Calming Room. A school-wide social-emotional screener, the Devereux Early Childhood Assessment, has been procured for our school and will be administered to all students to allow for earlier identification of behavioral concerns and social-emotional needs.

### 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.

Kindergarten readiness rate was in need of improvement during the 2020-21 school year with 60% Not Ready and 40% Ready. Kindergarten readiness rate on Brigance increased during the 2021 - 22 school year with 55% of students ready with intervention, 39% of students ready, and 6% of students ready with enrichment. This year, our Brigance Screener scores have remained virtually the same with 56% of students ready with intervention, 38% of students ready, and 6% of students ready with enrichment. This remains an improvement from the 20-21 school year.

### 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.

Our Kindergarten readiness rate is in need of improvement. 56% of students are ready with intervention, 38% of students are ready, and 6% of students are ready with enrichment according to our Brigance Screener. Fall iReady Reading scores indicate that 1% scored mid or above grade level, 17% scored early on grade level, and 78% scored one grade level below. Fall iReady Math scores indicate that 6% scored mid or above grade level, 13% scored early on grade level, and 77% scored one grade level below. Due to Walker Early Learning Center being specifically preschool and kindergarten, our students cannot score 2 or more grade levels below. 3% of the WELC students were not able to complete the iReady testing due to specific disabilities which affect their ability to complete a computerized test.

### 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.

According to Brigance Data, 56% of kindergarten students are ready with interventions. According to iReady data, 78% of kindergarten students scored one grade level or below in Reading and 77% of kindergarten students scored one grade level or below in math.

### 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

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58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Because this is our first year of implementation with iReady Reading and Math Diagnostic, we are unable to compare to previous year scores. However, in analyzing this years' iReady Reading data further, more students scored on or above grade level in Phonological Awareness and Comprehension, both in Literature and Informational Text, which demonstrates a more established reading foundation in those areas.

In analyzing iReady Math data further, more students scored on or above grade level in Geometry and Data & Measurement. In addition, our master schedule was adjusted to ensure that adequate time was allotted for mathematics instruction.

### 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.

WELC will continue to use our assessment tools to closely monitor reading foundational skills. WELC will prioritize reading foundational skills in all tiers. This will be discussed intentionally and analyzed within leadership meetings, PLC meetings, weekly team meetings, and teacher intentional plannings. WELC will also

continue to utilize teamwork, shared leadership, PBIS integration, MTSS system, and trauma informed care approaches/intervention.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 22-23 WELC Brigance Scores		<ul style="list-style-type: none"> <li>•</li> </ul>
 22-23 WELC Curriculum Map		<ul style="list-style-type: none"> <li>•</li> </ul>
 22-23 WELC iReady Math Data		<ul style="list-style-type: none"> <li>•</li> </ul>
 22-23 WELC iReady Reading Data		<ul style="list-style-type: none"> <li>•</li> </ul>
 22-23 WELC Needs Assessment Survey Results		<ul style="list-style-type: none"> <li>•</li> </ul>
 22-23 WELC School Key Elements		<ul style="list-style-type: none"> <li>•</li> </ul>