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

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Table of Contents

2022-23 Phase Two: The Needs Assessment for Schools 3

Attachment Summary 7

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.

Kentucky Summative Assessment data for 2021-2022 is initially collected and analyzed by the leadership team which consists of our principal, assistant principal, counselor, curriculum coordinator, and teaching and learning coach. As soon as we were able, we shared the data with staff and spent a significant amount of time looking at school-wide, grade level, and individual results. Non-disclosure agreements document staff attendance at this meeting. Student reports are shared with students and parents during fall conferences held in October. Sign in sheets document parent attendance at conferences. Subgroup data is analyzed by our Sped department and ESL department prior to Thanksgiving break.

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 Separate Academic Indicator Goal Objective 1 was to increase our writing from 42.4% P/D to 55%. We achieved this goal with 56% P/D on the 2021-2022 KSA. Our district changed our universal screener from STAR to FastBridge this year. That makes our growth goal null and void because we have not had a second FastBridge assessment yet this year to measure growth.

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.

We cannot do trends for our universal screener because our district changed the screener from STAR to FastBridge this year. We can, however, examine trends within our KSA data. In reading 3-6th grade, we saw a 10.2% increase in overall reading proficient and distinguished students for a total of 64%. In math 3-6th, we saw a 20.9% increase in overall math proficient and distinguished students for a total of 55%. In 5th grade writing, we saw a 13.6% increase in overall writing proficient and distinguished for a total of 56%. In 4th grade science, we saw a 11.2% increase in overall science proficient and distinguished students for a total of 43%.

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.

Attendance is not an issue for students or teachers. Behavior referrals also do not present a major problem. Data does not indicate that the non-academic concerns negatively impact our academic performance. Our students are highly proficient, as indicated on the KSA with our overall rating of Green and our combined score of 74.4. We need to continue our efforts in writing so that we will progress to our 2024 goal of 70% proficient/distinguished.

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.

We would like to continue to focus on our students with disabilities. We reduced the number of novice in reading by 4% from 40% to 36% of our students with disabilities. Math for students with disabilities is a greater concern with 52% of students with disabilities scoring novice. Our EL population had more than double the amount of novice (30%) in reading compared to the number of novice in the overall population (14%). Our EL population scored 38% novice in math. Our concern is novice reduction in our EL population. Our African American students scored 45% novice in reading.

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.

From the 2021-2022 KSA data Rich Pond Elementary's Proficiency Indicator score was 74.4 which is an overall rating of Green. Our 2021-2022 Goal Objective 1 was to increase our writing from 42.4% Proficient/Distinguished (P/D) to 55% P/D. We achieved this goal with 56% P/D. Our 2021-2022 Goal Objective 2 was by December 2023, 3rd-6th grade students will increase math proficiency to 70% according to STAR and KSA data. We have not yet met this goal because we currently have 55% P/D in math.

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.

We have decided to focus on KCWP 2: Design and deliver instruction to produce the desired changes we wish to see in our math instruction to meet Our 2021-2022 Goal Objective 2 was by December 2023, 3rd-6th grade students will increase math proficiency to 70% according to STAR and KSA data. We have not yet met this goal because we currently have 55% P/D in math.

An additional focus is KCWP 4: Review, Analyze, and Apply data to tie into our PLC work to develop high level practices within our school level PLCs.

Attachment Summary

Attachment Name	Description	Associated Item(s)
22-23 School Key Elements		•