



2021-22 Phase Two: The Needs Assessment for Schools_10312021_13:26

2021-22 Phase Two: The Needs Assessment for Schools

Page School Center
William Lefevers
239 Page School Rd
Pineville, Kentucky, 40977
United States of America

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	8

2021-22 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.

The Comprehensive School Improvement Planning team consists of Will Lefevers- Principal, Ann Stepp- Assistant Principal, Brooke Sanders- Kindergarten teacher/ SBDM teacher member, Tawanna Frye- Primary teacher, Brittany Dozier- Primary teacher, Amanda Elliott- Intermediate reading teacher/SBDM teacher member, Harvey Miracle- Intermediate math teacher, Julie Goodin- Middle Grades Reading teacher, Jason Stewart- Middle Grades Math Teacher/SBDM teacher member, Whitney Caldwell- Guidance Counselor, Brian Williamson- Special Education teacher, Sheila Carmical- Librarian/SFA Facilitator, Aleisha Lewis- Family Resource Youth Service Center Coordinator, Chasity Brummett- Parent/District Social Worker,

Janie Walters- Parent/SBDM parent member, and Wanda Humfleet- Parent/SBDM parent member. The planning team will meet in stages that correlate with the four phases of the continuous improvement process as outlined by the Kentucky Department of Education. Team meetings will be held through a Zoom or Google Meet platform due to the current state of the pandemic. CSIP team members will also be asked to communicate through the use of Google forms and email. Special called meetings will be held on an as needed basis. Each month, the SBDM agenda will contain an item to address the review, updates, and approval of the CSIP. This team will have the opportunity to provide valuable input as we evaluate and analyze data as well as determine the specific actions we will take towards improving our school.

Trends

2. 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 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

*Reading at grades 2nd & 6th are a significant concern. According to the 2021 Fall Map scores, only 26% of 2nd grade students benchmarked on MAP in reading and only 35% of 6th grade students benchmarked in reading. *We have seen an increase in the number of students performing at the novice level: 3rd grade reading- 45.2, 3rd grade math 32.3, 5th grade math 56.3, 5th grade reading 40.6, and 7th grade math 35.9. All are higher than the state novice average. *We continue to see a majority of students scoring at the apprentice level in numerous content areas, but most prevalent in math & science and at the 4th grade level. *Chronic Absenteeism is still an area for improvement. The Covid 19 pandemic has brought more challenges for attendance through sickness, death, and quarantines. *Mental health issues are rising as we continue in the fight against Covid. Numerous students face fear, loss, anxiety, and depression.

Current State

3. 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 KPREP 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 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State: According to KPREP testing results for the 2020-21 school year, in reading at the Elementary level (3rd-5th grade) the percentage of students scoring proficient/distinguished is 22.6 at 3rd grade, 43.3 at 4th grade, and 37.5 at 5th grade. In Middle Grades (6th-8th grade) the percentage of students scoring proficient/distinguished in reading is 41.1 at 6th grade, 46.1 at 7th grade, and 55 at 8th grade. All grade levels performed below the state percentage EXCEPT for 7th & 8th grade. Our 7th and 8th grade performed above the state performance level at the P/D level in reading. In comparison to the 2019 KPREP data, all grade levels' proficiency indexes have decreased. In mathematics, our Elementary (3rd-5th grade) the percentage of students scoring proficient/distinguished is 19.4 at 3rd grade, 26.6 at 4th grade, and 9.4 at 5th grade. In Middle Grades (6th-8th grade) the percentage of students scoring proficient/distinguished in math is 20.6 at 6th grade, 25.6 at 7th grade, and 32.5 at 8th grade. All grade levels performed below the state percentage EXCEPT for 8th grade. Our 8th grade was 5.4 percentage point higher than the state. In Science, the percentage of 4th grade students scoring proficient/distinguished is 26.7 compared to the state average of 25.1. The percentage of 7th grade students scoring proficient/distinguished is 20.4 compared to the state average of 20.8. In On-Demand Writing, the percentage of 5th grade students scoring proficient/distinguished is 31.1 compared to the state average of 39.8. The percentage of 8th grade students scoring proficient/distinguished is 55 compared to the state average of 49.8. Non-Academic Current State: Homeless- 14%, Student Participation 20/21- 91.48%, Staff Attendance 98%, and Special Education Population 14%

Priorities/Concerns

4. 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 (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

*An increase in the number of students performing at the novice level: 3rd grade reading- 45.2, 3rd grade math- 32.3, 5th grade math -56.3, 5th grade reading- 40.6, and 7th grade math- 35.9. All are higher than the state novice average. *A large majority of students scoring at the apprentice level in numerous content areas, but more prevalent in math & science and at the 4th grade level. Grade 3 math 48.4, Grade 4 reading 33.3, math 43.3, and science 56.7, Grade 5 math 34.4, on-demand writing 50, Grade 6 math 47.1, Grade 7 math 38.5, and science 43.6. *Reading at grades 2nd & 6th are a significant concern. According to the 2021 Fall Map scores, only 26% of 2nd grade students benchmarked on MAP in reading and only 35% of 6th grade students benchmarked in reading. *Kindergarten math is a priority with only 32% of students at or above benchmark goal according to Fall MAP testing data.

Strengths/Leverages

5. 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.

*Our 7th & 8th grades reading and math benchmark averages are at or above the District average in MAP based on 2021 Fall Map data. This is also evident in our 2021 KPREP results. The strategies used at these levels can be adapted and use in grades below the middle school level. *Third grade reading and math MAP assessment data shows that our students are exceeding the district average. Math 53% of our students benchmarked, district % is 32. Reading 63% of our students benchmarked, district % is 43. The instructional strategies used at 3rd grade can be adapted and used at 2nd grade. *Our 4th & 7th grade science MAP scores indicate that our students are exceeding the district average as well. In science at 4th grade 58% of students benchmarked compared with the district average of 44%, and at 7th grade 60% of students benchmarked compared with the district average of 50%. The systems we are currently using can help prepare students for the state test.

Evaluate the Teaching and Learning Environment

6. 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.

Our school's focus will be Design and Deliver Instruction and Review, Analyze and Apply Data. School leadership, led by the principal Mr. Lefevers, will analyze and evaluate our teaching methods through daily walk-throughs and observations to ensure programs are implemented with fidelity. We will use data from state testing, MAP, Roots Assessments, Brigance, and Reading Mastery to ensure that we are targeting students and providing rigorous instructional routines to remediate skills and time lost due to the ongoing Covid 19 pandemic.

ATTACHMENTS

Attachment Name



CSIP Page School Needs Assessment KEY ELEMENTS 2021-22

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Page School Needs Assessment KEY ELEMENTS 2021-22		• 6