



2021-22 Phase Two: The Needs Assessment for Schools_10252021_15:00

2021-22 Phase Two: The Needs Assessment for Schools

Right Fork School Center
Bobbi Silcox
5296 Hwy. 221
Stoney Fork, Kentucky, 40988
United States of America

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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.

The Right Fork School Center CSIP Team first met on October 25, 2021. During this meeting, the CSIP team focused on the academic state of the school and reviewed the academic data teachers have been disseminating during weekly PLC's, reviewed KPREP data, student survey responses from the spring 2020 KPREP assessment in addition to spring and fall MAP data and the development of this year's school CSIP. The Right Fork School Center CSIP team met again on October 28, 2021 to focus on the non-academic state of the school. In this meeting, the Our team discussed trauma informed training for our staff, attendance percentages for staff and students, the number of homeless students at our school in addition to student

technology and physical needs as a result of the covid 19 pandemic. Right Fork School Center CSIP team members include Mr. Rick Robbins, principal, Mr. James Blevins, assistant principal, Krystal Johnson, parent, Rhonda Collins, reading teacher and SBDM member, Cierrah Emery, 3rd grade teacher and SBDM member, Amanda Blevins, SPED teacher, Joshua Maguire, K-8 SPED teacher, Rosetta Sinkhorn, FRYSC Coordinator, and Stephanie Brock, attendance clerk. CSIP team meetings going forward will be held on the second Tuesday of each month, prior to regular SBDM meetings.

ATTACHMENTS

Attachment Name



CSIP Meeting Agenda



CSIP Meeting Agenda2

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.

Based on MAP data analysis K-PREP data and academic screeners both elementary and middle school reading and math are a huge area of concern for our school as we develop and implement our school's CSIP.

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.

Analysis of the K-PREP scores from the 2020-2021 school year in PLC's with faculty and during our data analysis day with the CSIP Committee, shows a serious need in our schools for an intense focus on instruction in reading, math, and on demand writing at the elementary and middle grades levels. To get an accurate measure of where our school was academically, our staff strove to test all virtual and in-person students. Consequently, we tested over 98% of our student population. Along with this, we completed academic screeners on all students in reading and math from grades K-7. Data from the screeners is being used as part of our RTI plan along with analysis of our MAP data. As I stated earlier, data from spring 2021 K-PREP testing indicated that 71.3% of 3rd grade students scored below proficient in reading, 70.5% of 4th grade students scored below proficient in reading, 60.5% of students scored below proficient in reading at 5th grade, 75% of 6th grade students scored below proficient in reading, 72.2% of 7th grade students scored below proficient in reading and 63.1% of 8th graders were below proficient. Overall, our school also has a major need in mathematics at the elementary and middle grades levels as well. 71.3% of 3rd graders scored below proficient, 88.3 % of 4th graders, were below proficient, 78.4% of 5th graders were below proficient, 81.3% of 6th grade students were below proficient, 88.9% of 7th grade math students were below proficient, and 81.6% of 8th grade students were below proficient. In addition to math On Demand writing is an area of concern as well. At 5th grade, 81.3% of students scored below proficient and in 8th grade, 71.17% were below proficient. An area of celebration for our school is science. Our 7th grade science classes were the highest in the district with a scale score of 139 while our 4th grade was 3rd with a scale score of 146. Certified Staff Participation for 2020-2021 was 95.65% an increase from 94.39% in the previous year. There were 8 behavior referrals, down from 50 the previous year. Other data to be included in the current academic state of our school include student participation data was 92.16% and the number of homeless students was 35. Some survey information for our school also shows the non-academic state of our school. For instance, 76% of our elementary students surveyed strongly agree that our school is a caring place. 80% of elementary school students strongly agree that adults in our school are working hard to make sure they are safe and 73.2% students strongly agree that adults in the school care about their physical safety. The student survey also showed that 96% of middle school students agree/strongly agree that our school is a caring place, 100% strongly agree their teachers

encourage them to do their best all the time, 97.9% of middle school students agree/strongly agree they feel safe in their classes.

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.

According to 2020-2021 K-PREP test data, we have several academic deficiencies in reading and math throughout our school building. For instance scale scores in reading at 3rd grade reading are 149, 4th grade is 152, 5th grade is 158, 6th grade is 151, 7th grade is 152, and 8th grade is 155. Each of these scores indicate being at or below district and state average. Scale scores for 3rd grade math is 140, 4th grade is 144, 5th grade is 141, 6th grade is 146, 7th grade is 142, and 8th grade is 140, all well below or near the average scale score for the district and state. On Demand Writing at 5th and 8th grade had a scale score of 4 for middle school and 3 for Elementary with a high percentage of novice scores at both elementary (50%) and middle school (31.8%).

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.

Academic/Strengths Leverages according to the 2019-2020 KPREP Report: Grade 4 Science's Average Scale Score was a 146-two points off the district average and On Demand Writing at 5th grade had an average scale score of 3: one point off the state average. Middle School Science had an average scale score of 139: 1 point off the state average. Another strength/leverage for our school is on the school climate and safety survey, 76% of our elementary students surveyed strongly agree that our school is a kind and caring place, and 80% strongly agree that adults in our school

work hard to make sure they are safe. At the middle school level 96% of middle school students agree/strongly agree their teachers encourage them to do their best all the time and 97% agree/strongly agree they feel safe in their classes.

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.

Research shows that students' attainment of knowledge include the use of screeners, MAP data, and classroom formative and summative assessments. As a school we will use these pieces of evidence to continually assess the curricula to meet our students' needs in meeting the Kentucky Academic Standards. The use of these assessments allow for students to be placed into effective RTI groups based on individual students' needs. The use of PLC's, Faculty Meetings, and Data Day will help to ensure congruency between learning targets, standards, and assessment measures. Highly effective instruction will be implemented which is evidence-based and provided to all students in the classroom. The process to ensure effective instruction can be evidenced will be through weekly classroom walk-through observations, regular classroom visits, curriculum maps, and professional

development. Classroom walk-through data is compiled and kept on a spreadsheet and shared with administration weekly. Another piece of evidence will be through the use of formative and summative classroom assessments which are aligned to the standards. Teachers provide clear student-friendly learning targets. Teachers provide intentional opportunities for students to receive and offer feed back during learning. Evidence of the effectiveness of the assessments can be determined by disseminating during PLC's and faculty meetings. Using the assessment data teachers will be able to place students into appropriate RTI cohorts. Evidence for an established system in our school for reviewing data in order to determine priorities for individual student success will include regular PLCs, team and grade level team meetings, and faculty meetings to view student data and determine next steps. The school provides a system to monitor student data through the use of Intervention Central, curriculum program monitoring sheets, and data notebooks. This allows for teachers to meet and use assessment data to inform their instructional decisions. Evidence for an established system in our school for reviewing data in order to determine priorities for individual student success include regular PLCs, team and grade level team meetings, and faculty meetings to view student data and determine next steps. The school provides a system to monitor student data through the use of Intervention Central, curriculum program monitoring sheets, and data notebooks. This allows for teachers to meet and use assessment data to inform their instructional decisions.

ATTACHMENTS

Attachment Name

 School Key Elements Template

Attachment Summary

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