



2023-2024 Phase Two: The Needs Assessment for Schools - Daniel Boone Elementary

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Daniel Boone Elementary School

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Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	11

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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.

Grade level teams, first through fifth grades, meet at least bi-monthly in professional learning communities to discuss formative and summative assessments, F&P assessments (three times a year this data is updated), and iReady Math and Reading data (three times a year this data is updated). Our reading interventionists, building coach, and our special education teachers meet with our grade level teams. Once teachers analyze the data, they develop a plan to meet the needs of all students. If students are not making progress, they are referred to our STAT team. Minutes of these meetings are recorded on agendas and kept in a shared folder. KSA data is shared in faculty meetings and PLCs by our principal and guidance counselor. Student achievement data is shared with our SBDM four times a year.

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?

We were able to meet students where they were and move them at least one year of growth for the year. However, many of our students need to make more than one year of growth per year, which means we need to continue to focus on typical and stretch growth for our students to close gaps. This year we will continue our curriculum work in each content area, at each grade level. We will revise our scope and sequence work and focus on rigorous, standards aligned assignments and assessments.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

As stated above, our areas of concern are growth, particularly in our subgroups, in both reading and math, as well as novice reduction. We must ensure that our subgroup of students with disabilities is making more than a year's worth of growth and moving toward proficiency in reading, math, science, writing, and social studies. We must also continue to support our economically disadvantaged subgroup in reading and math proficiency, as well as meeting benchmarks in writing and science.

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:

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- Teacher attendance rate was 84% for the 2022-23 academic year.
 - Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State

We need to continue to focus on meeting stretch growth goals on our universal screener, iReady. This will allow us to continue to close gaps and ensure novice reduction. In the 22-23 SY for Reading, 61% of students met their typical growth (1 year's worth of growth) and 32% met their stretch growth (more than 1 year's worth of growth). In the 22-23 SY for Math, 49% of students met their typical growth (1 year's worth of growth) and 20% of students met their stretch growth (more than 1 year's worth of growth).

Furthermore, as of the fall iReady universal screener for the 23-24 SY in Math, 20% of first graders scored in the red (2 or more years below grade level), 41% of second graders scored in the red, 40% of third graders scored in the red, 22% of fourth graders scored in the red, and 31% of 5th graders scored in the red. As of the fall iReady universal screener for the 23-24 SY in Reading, 13% of our first graders scored in the red, 40% of our second and third graders scored in the red, 20% of our 4th graders scored in the red, and 42% of our 5th graders scored in the red.

Daniel Boone Elementary received an overall Green rating for the 22/23 SY. All groups saw an increase in change level for combined reading and math. All groups saw a significant increase or increase in science, social studies and combined writing, with the exception of students with disabilities which didn't have a reported status in 21/22 SY. Our overall combined Reading and Math score was 64.3, which put us in the Green rating according to the state indicators for the 22/23 SY. Our Science, Social Studies, and Combined Writing was a 67.4, which put us in the Blue rating. The School Climate Survey was a 72.1, which put us in the Orange rating.

Our targeted support of our Economically Disadvantaged population was an overall score of 59.6, a Reading and Math score of 55, a Social Studies, Science, and Combined Writing score of 64.4 and a survey score of 70.7. Our targeted support group of students with disabilities scored a 41.1 overall, with a 44.8 in Reading and Math, and 33.2 in Science/Social Studies/ Writing, and a 72.2 in the survey.

The overall subject breakdown was the following:

Reading:

Overall - 70.3

ED - 59.7

SED - 47.1

Math:

Overall - 58.3

ED - 48.4

SED - 33.2

Science:

Overall - 62.2

ED - 58.3

SED - 47.6

Social Studies:

Overall - 71.3

ED - 62.2

SED - 35.4

Combined Writing:

Overall - 68.6

ED - 59.3

SED - 16.7

Non - Academic Current State:

According to our Spring 2023 Title 1 Parent survey, an overwhelming majority of our families feel that the Daniel Boone staff is supportive and willing to help (72.4%).

According to our Family Resource Center needs assessment, given at the start of the 23-24 school year, there is an identified need for programming for our families in best ways to support their students. Based upon the results of the of the 22/23 QSCS results, approximately 58% of students are comfortable stating their opinion in class, even if others disagree and less than 75% of students report that school is a place they feel encouraged. Our focus on continuous improvement cycles can support both of these areas of need by helping students provide feedback on their learning and begin transfer of ownership to students.

Previous School Year 22/23:

Last year showed improvement in typical growth in Math by at least one grade level. In 20/21 SY 19% met their stretch goals, in 21/22 SY, 38% met their stretch goals.

In Math: 1st grade 46% of students were below grade level, 2nd grade = 52% below grade level, 3rd grade 56% below grade level, 4th grade 54% below grade level, and 5th grade 59% below grade level.

According to the 21/22 KSA results, 58.5% was our overall combined Reading and Math score which put us in the yellow category for elementary schools, as compared to the state Indicators for the 21/22 SY. Our Science and Social Studies and Writing was a 58.3 which put us in the Yellow category. The School Climate Survey was a 74.6 which put us in the green category. Our Targeted Support and Improvement in our Economically Disadvantaged population was an overall score of 55, a Reading and Math score of 53.2 and a Social Studies, Science, and Writing score of a 55.4 and a survey score of 73.5 which put us in the yellow category. Another targeted support group that we have is our students with disabilities. Their scores were a 38.5 overall, with a 35.8 in Reading and Math, and no score in Science/Social Studies/ Writing, and a 75.5 in the survey. Per the 2021/2022 Indicators Cut Scores in our different areas we are considered to be in a medium category for Reading, Math, Science, and Social Studies. The over all subject breakdown was the following:

Reading: Overall: 64.8 F & R =60.2 SpEd = 45.6 = Yellow

Math: Overall: 52.1 F&R = 46.1 SpEd = 25.6 = Yellow

Science: Overall: 61.9 F&R = 51 SpEd = = Yellow

Soc. S.: Overall: 59.2 F&R = 57.3 SpEd = = Yellow

Writing: Overall: 54.2 F&R = 57.9 SpEd = = Yellow

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.

Reading and Math continue to be a priority. Our accountability scores in Reading and Math combined were 64.3. This is an increase from the 21/22 SY by 5.8, however we need to show consistent and continued growth to make sure our students are maintaining their progress from year to year and we are continuing to close gaps. Specifically, our math score for grades 3-5 was 58.3. While higher than the 21/22 SY, they are still lower than the district average of 62.6. Our reading score

for grades 3-5 was 70.3. Again, higher than the 21/22 SY, but lower than the district average of 73.4.

We will continue to prioritize our Special Education students and our economically disadvantaged students. Our proficiency in our subgroups has shown an increase, however we need a continued focus on these areas to ensure that gaps in learning are closing. Our special education population scored 47.1 in reading and 33.2 in math, compared to the district average of 44.9 (reading) and 35.1 (math). Our economically disadvantaged students scored 59.7 in reading and 48.4 in math, compared to the district average of 63.2 (reading) and 52.1 (math).

Our fall iReady universal screener data also supports these focus areas. In reading, 15% of our SED students scored proficient at the beginning of the year compared to 27% proficient for students who do not receive special education services. In math, 11% of SED students scored proficient as compared to 15% proficient for students who do not receive special education services. When we look at our fall iReady universal screener data for reading and our economically disadvantaged students, 21% of students scored proficient compared to 34% of students who are not economically disadvantaged. When we look at our fall iReady universal screener data for math and our economically disadvantaged students, 10% of students scored proficient compared to 17% of students who are not economically disadvantaged.

Furthermore, we want to continue our growth by intentionally focusing on typical and stretch growth on our universal screener, iReady, for both reading and math. Last spring, 61% of students met their typical growth in reading (1 year's worth) and 32% of students met their stretch growth in reading. Last spring, 49% of students met their typical growth in math (1 year's worth) and 20% of students met their stretch growth in math. To continue growing proficiency, we need to continue to grow the percentage of students who meet not just typical growth, but stretch growth to ensure that students are on track to reach grade level and maintain. When looking at iReady growth data, there is very little discrepancy in our focus area groups (SED and Economically Disadvantaged) when compared to the rest of the school population. This furthers the need that we need to focus on growth as an entire school and not just individual groups.

To address these needs, we will continue to focus on rigor of instruction and rigor of assessments. As well as, ensuring standards alignment with activities and assessments.

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.

We are on a positive trend for increased proficiency in all subject areas. We must continue this trend by focusing on the growth of all students. When we focus on growth, proficiency will follow in stride. In particular, we need to increase the percentage of students who meet their iReady stretch goal in both reading and math. We will continue our curriculum work in ensuring KAS congruence in lesson and assessment rigor.

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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

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 directly below.**

ATTACHMENTS

Attachment Name

 Daniel Boone Elementary Key Elements

8. 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 District Improvement Plan (CSIP) diagnostic and template.

Design and Deploy Standards:

- Make sure that all curriculum resources are aligned to Kentucky Academic Standards
- Grade level teams have common planning, which provides opportunity for review of resources while planning lessons.
- Teachers will continue to create clear and concise learning targets with a focus on communicating to students the "WHY" of the learning target and have a visible learning plan posted in their classrooms.

Delivery of Instruction:

- Daniel Boone Elementary has been working on creating a classroom learning system through Continuing Classroom Improvement (CCI) over the past several years. New staff members were trained over the past summer.
- We are focusing on student engagement (clarity and a continuous improvement method to ensure high student achievement.



Assessment Literacy:

- Progress monitoring includes classroom assessments, F&P data, running records, and iReady standards mastery assessments.

Review, Analyze and Apply Data Results:

- Students are aware of individual data results from all assessments (iReady data, reading levels, and classroom assessments). Our focus in this area will be to use the Plan Do Study Act improvement cycle when looking at student data results. Our math teachers will become familiar through our math design collaborative trainings and monthly meetings. The PDSA cycle will be implemented not only in classrooms, but in professional learning communities, as well. By using systems of improvement schoolwide, we will be able to foster growth across grade levels and content areas.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Daniel Boone Elementary Key Elements		• 7
 Daniel Boone Elementary Key Elements Template	KCWP 1 & 2 Determined as areas of focus and listed items to grow these areas	•