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2023-2024 Phase Two: The Needs Assessment for Schools

Camargo Elementary School
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2023-24 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.

Data is reviewed, analyzed and applied through a variety of processes. Members of the Site Based Decision Making Council: Dudley Napier, Principal, Shelley Cude, Melissa Purvis,Morgan Holt, teacher representatives, Casey Puckett and Sara Phelps, parent representatives review data monthly (MAP, KSA, MVPA, Classroom Assessment Data). Classroom data is presented by grade-level teams on a rotating basis. Members of the MTSS team: Katherine Wright, behavior interventionist, Lindsay Read, counselor, Jennifer Wasson, and Tammy White, teachers, Shelley Cude and Monica Spencer, interventionists and Dudley Napier, principal meet monthly and to review and respond to a variety of data (building assessments, attendance, behavior, and SRSS screening results). The Student Assistance team (Dudley Napier, principal, Shelley Cude, reading interventionist, Monica Spencer, math interventionist, classroom teacher(s) and as needed speech therapists, occupational therapists, Katherine Wright, Behavior Interventionist, Lindsay Read, Counselor, and Rachel Davis, Assistant Principal) meetings are scheduled three times per year to review academic data on all students. Additional SAT team

meetings can be requested by any member of the committee to address specific concerns. Students who are determined to need additional support are placed in academic interventions and those progress is reviewed for students already receiving intervention services. Any needed adjustments to those services are decided during these meetings as well. The Camargo Data Wall is updated quarterly with classroom assessment data. The data wall is reviewed quarterly by administrators and teachers during PLC meetings. The district calendar provides a teacher planning day in early November for school wide data discussions and responsive instructional planning. All meetings are documented through agendas, minutes and sign-in sheets. These are kept in the Camargo shared drive.

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 fell short of our proficiency goals for 2022-2023 in both reading and math. We are in phase 4 implementation of our school wide literacy plan. Teachers have received and additional six hours of literacy professional development to support our goal of strengthening Tier 1 instruction. Teachers have also participated in 8 hours of math professional development to support implementation of our school-wide math curriculum. We also continue to make instructional decisions based on regular review of school-wide data sources for both reading and math: fall and spring MAP, fall and winter MVPA (Case 21) and classroom assessments via our school data wall.

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.

KSA Data for 2023 shows that 22% of 3rd-5th grade students scored in the novice range in reading. . That is a decrease from 30% in 2022. KSA Data in math shows that 36% of 3rd - 5th grade students scored novice in math demonstrating an increase from 30% novice in 2022. Schoolwide MAP Benchmark data showed the median reading score was 51st percentile in 2023 and 44th percentile in 2022. Math MAP Benchmark data showed that the median percentile in 2023 was 45th percentile while in 2022 it was 46th percentile. Reading data reveals a modest upward trend over the last 2 years. Math data is trending downward on both assessments.

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During the 22-23 school year we had 246 behavior incidents. Thirty-six percent (36%) of those occurred in the classroom, 28% on the bus and the remaining 36% occurred in areas other than classroom or bus. This is consistent with the 21-22 behavior data that shows 223 incidents related to behavior. Eight-teen percent of counselor contacts were related to behavior in 21-22, 12% each to relationships/friends and 10% to self-awareness.

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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

On the 2023 Kentucky Summative Assessment 51% of all 3rd - 5th grade students scored proficient or distinguished in reading and 35% scored proficient distinguished in math. For the same group of students 22% scored novice in reading and 36% scored novice in math.   In the students with disabilities category, 25% scored proficient or distinguished in reading and 14% scored proficient in math on KSA. In the same group 48% scored novice in reading and 66% in reading. Fall 2023 MAP testing showed the achievement mean of all kindergarten students to be 52nd percentile with 31% scoring below 41st percentile. The same test for kindergarten math showed the achievement mean to be 43rd percentile with 45% scoring below the 41st percentile. The first grade achievement mean in reading was 50th percentile with 41% scoring below 41st percentile. In second grade the achievement mean was 36th percentile and 56% of our students scored below the 41st percentile. Third grade had an achievement mean of 42nd percentile with 48% or our students scoring below the 41st percentile. Fourth grade had an overall achievement mean of 62nd percentile 35% of students scoring below the 41st percentile. Fifth grade had an achievement mean of 60th percentile with 28% of our student scoring below the 41st percentile in reading. A review of the fall MAP math assessment shows achievement data across the grade levels as follows.
 Kindergarten - 43rd percentile achievement mean and 45% of students scoring below 41st percentile; first grade - 45th percentile achievement mean 42% of students scoring below 41st percentile; second grade - 48th percentile and 40% of

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students scoring below the 41st percentile; third grade 43rd percentile achievement mean and 48% of students scoring below the 41st percentile; fourth grade - 40th percentile achievement mean and 51% of students scoring below the 41st percentile; fifth grade - 43rd percentile achievement mean and 42% of our students scoring below the 41st percentile. Based on the fall 2023 MAP assessment schoolwide we are performing slightly better in reading than math. In 2022-2023, three hundred and eleven students were identified as chronically absent. our attendance rate was at 89.1%, significantly below the target of 94%. Our current attendance rate is 91%.

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.

Seventy-five percent of students with disabilities score below proficiency on the KSA in reading as opposed to 50% of all students.

Eighty-six (86%) of students with disabilities scored below proficiency on the KSA in math as opposed to 65% of the all students category.

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.

The number of students scoring novice in reading decreased from 30% in 2022 to 22% in 2023. Fifty-one (51%) of students reached reading proficiency in 2023, an increase from 46% in 2022. The focus placed on strong Tier 1 reading instruction and building wide professional development can be extended to math to address our low performance in math.

Evaluate the Teaching and Learning Environment

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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

📄 Key Core Work Processes

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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

After analyzing the teaching and learning environment we will focus on KCWP 2: Design and Deliver Instruction and KCWP 6: Establishing Learning Culture and Environment. We have procedures and processes in place in both areas but we need to strengthen our efficacy setting goals and taking responsibility when presented with data. We also need to develop efficacy in recognizing and implementing the most relevant high level instructional strategies with fidelity.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
[PDF] Key Core Work Processes		• 7
[PDF] Key Elelment of the Teaching and Learning Environment Camargo Elementary 23-24	Key Elements Template	•
[PDF] Key Elements		•