



2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Schools

Mapleton Elementary School

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2024-2025 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 they will address 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 as you conducted 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 were documented.

School Council: Casey Greene - Principal, Cenora Warner - Parent, Joy Larrison-Teacher, Corenna Fowler- Teacher, Becky King-Teacher, and Gerald Compton - Parent. SBDM meets monthly and more frequently if needed. Meetings are documented with a posted agenda and minutes. MTSS Team: Casey Greene - Principal, Chris Shaw - Assistant Principal, Deadra Stone - Counselor, Sharon Ramey-FRC Director, Jaime Hall- Title I Coordinator along with Kerri Henderson Behavior Interventionist and one teacher representative per grade level. This Leadership Team meets one time per month and more frequently if needed. Meetings are documented with an agenda and minutes recorded. Data is analyzed by the school staff in organized work day sessions (fall and winter) led by the school level MTSS team. Results from this data review are used to share with SBDM and outline goals, strategies, and activities for improvement in the school's improvement plan. The school's improvement plan is presented to Council for approval. It is monitored during the committee meetings and the implementation and impact of the plan is presented to Council quarterly. Unit assessment data results are analyzed by grade

level teams with the Principal during PLCs. Results from these assessments are used to plan additional supports and interventions for implementation and RTI.

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?

2023-2024 CSIP Goals:

23-24- Proficiency Goal (reading and math)- By the year 2028, 65% of Mapleton students will score proficient/distinguished in reading and 60% of Mapleton students will score proficient/distinguished in math as measured by KSA.

Objective 1

By September 2024, 56% of Mapleton students will score P/D in reading as measured by the state assessment. (currently 52% score P/D)

Objective 2

By September 2024, 50% of Mapleton students will score P/D in math as measured by the state assessment. (currently 42% score P/D)

23-24 Separate Academic Indicator Goal 2 (science, social studies, and writing): By the year 2028, 50% of Mapleton students will score proficient/distinguished in science, 60% of Mapleton students will score proficient/distinguished in social studies, and 60% of Mapleton students will score proficient/distinguished in combined writing as measured by KSA.

Objective 1:

By September 2024, Mapleton will increase the percentage of students scoring Proficient/Distinguished in Science to 42%. (current 38%).

Objective 2:

By September 2024, Mapleton will increase the percentage of students scoring Proficient/Distinguished in Social Studies to 50% (current 44%)

Objective 3:

By September 2024, Mapleton will increase the percentage of students scoring Proficient/Distinguished in Combined Writing from 56% to 59%.

Mapleton's Comprehensive School Improvement Plan was a tool used to guide our improvement, provide a direction, and pinpoint specific growth goals. Based on scores from 2022-2023, we knew that our focus needed to be on increasing the number of students scoring proficient/distinguished in reading, but especially in math. Math was a focus area for all grade levels. Our scores significantly declined in

math, and moderately declined in social studies. We also knew that we needed to hold our students accountable for their learning. Mapleton's formative assessment data didn't always correlate with summative/state assessment data. This forced us to look at what assignments were being given in the classroom and if we were actually meeting the rigor required.

Focus 23-24

For the 2023-2024 school year, Mapleton focused on student output and independent work in both math and reading, using student achievement data to make instructional decisions, and worked to provide students access to grade-appropriate content to close achievement gaps. During professional learning opportunities through PLCs and faculty meetings we focused on attributes of quality student work. We studied models of complexity, authenticity, and craftsmanship and developed our schoolwide self-assessment rubric, "Regal Responses". Divided by the three attributes listed above, we annotated expectations in student-friendly language, and created large signage and student copies velcroed to desks for teachers and students to quickly reference. We used KDE's activity alignment protocols to see if student assignments matched the depth of the Kentucky Academic Standard, and to dissect vocabulary and complexity. During PLCs and vertical planning we set proficiency goals for each content, and 3-5th teachers Used a "Name and Claim" tracking sheet to track students performing at apprentice levels on the prior KSA. Teachers then worked to develop strategies and reteach sessions for those targeted groups with goals of growing them to proficiency. Mapleton continued utilizing HQIRs and supplemental resources to guide instruction. We continued providing a reading interventionist and used daytime interventionists for math. This data was analyzed frequently during Student Assistant Team consults. We also centered our walkthrough tools around the "Moco Method" or the district-created blueprint for quality instruction. Teachers were observed on their "I-do, We-do, You-do" cyclical approaches of engagement. Student output was a focus too. Mapleton also implemented "Phase II" of our school-wide composition/writing plan. During 2023-2024, two pieces (informational and persuasive) were constructed by each student and posted as hallway work. We then used professional learning time to do peer reviews/gallery walks with our created walkthrough tool that required alignment to the standard and student feedback as look-fors. We know the importance of reading and writing across all content areas. This allows students better opportunities to showcase mastery of KAS and prepares them for middle school essay-style writing.

Next Steps:

Because we saw a "significant increase" in reading and math (blue status +17 point index increase), we know our plan for improvement is working. We want to keep on the same trajectory by looking at student output and higher order thinking (cognitive complexity) in our questioning and prompts we're assigning to students. We will continue with the same school focus and increase our CSIP objectives to reflect current growth and realistic expectations for reaching "blue status" as a school. Focus areas will include maintaining reading, on-demand, and math growth,

and increasing science and social studies proficiency. We also need to focus on science with our special education students.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Academic trends in Reading and Math for the 2024 school year advanced 17,6 percentage points; which earned a Blue status. Mapleton Elementary has made impressive strides, advancing 17.6 percentage points in both Reading and Math. This significant improvement is attributed to the implementation of new high-quality instructional resources, coupled with effective teaching practices and a dedicated focus on continuous improvement. The commitment to fostering a supportive learning environment has clearly paid off, empowering students to achieve their best. The number of students scoring proficient and distinguished advanced 5 percent in the area of Science. During the 2023 school year 40% and 41% scored proficient and or distinguished in the last school year (2024) according to KSA. Also, in the academic area of Science, SPED students scored considerably lower in 2024 (48.2%) in contrast to the 2023 school year (63.2%). In the area of Social Studies, Mapleton dropped 6 percent in the proficient/distinguished category. Only 38 percent of students scored proficient/distinguished on KSA during the 2023 school year, as in contrast to the 2024 school year, Mapleton had 31 percent proficient/distinguished. In fifth grade social studies, there was a noticeable decline in student performance, dropping a few percentage points. This decrease may be attributed to the introduction of a new, inexperienced teacher, who was adjusting to the curriculum and classroom management techniques.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the

state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Mapleton Elementary School has shown significant increases in several areas of special education performance. In Reading, the index score rose from 44.9 in 2023 to 51.4 in 2024, reflecting a notable increase of 6.5 points. Math also experienced improvement, with the index score advancing from 47.2 to 49.5, marking a 2.3-point increase. In Social Studies, there was a substantial rise from 28.3 to 38.2, resulting in a 9.9-point increase. However, the performance in Science saw a decrease, dropping from 63.2 to 48.2, a decline of 15.0 points. Notably, in Combined Writing, the index score remained consistent at 50.0, showing no change from the previous year. Overall, the data highlights significant progress in key subject areas, particularly in Reading, Math, and Social Studies.

Over the past five years, Mapleton Elementary has implemented new high-quality instructional resources, significantly enhancing the educational experience. In Science, the adoption of AMPLIFY has provided each grade level with cutting-edge teaching materials and opportunities, fostering a more engaging and effective learning environment for students. This investment in quality resources reflects the school's commitment to delivering an innovative and comprehensive education.

The Savvas Social Studies curriculum has significantly benefited Mapleton Elementary by providing a comprehensive and engaging approach to teaching social studies. Its well-structured content aligns with educational standards, making it easier for teachers to deliver relevant and impactful lessons. The curriculum incorporates interactive resources and real-world applications, which help to spark students' interest and deepen their understanding of historical and contemporary issues. Additionally, Savvas promotes critical thinking and encourages students to connect with their communities and the world around them. This holistic approach has not only enhanced student engagement but also improved overall performance in social studies at Mapleton Elementary.

The Go Math series has made a significant positive impact at Mapleton Elementary by providing a robust and interactive framework for teaching mathematics. Its structured curriculum is designed to align with state standards, ensuring that students receive a comprehensive understanding of key math concepts. The series incorporates engaging visuals, hands-on activities, and real-world problem-solving opportunities, which help to make math more accessible and enjoyable for students. Additionally, Go Math emphasizes critical thinking and encourages collaborative learning, fostering a supportive classroom environment. As a result, Mapleton Elementary has seen improved student engagement and performance in math, equipping learners with the skills they need for future success.

Additionally, we have adopted a couple of reading resources and supplemental materials that assisted us in teaching literacy skills to our students at Mapleton.

The Fountas and Pinnell supplemental resources has significantly benefited Mapleton Elementary by providing a structured and effective approach to literacy instruction. This program emphasizes individualized reading levels, allowing teachers to tailor their instruction to meet the diverse needs of each student. With a rich collection of texts and resources, Fountas and Pinnell encourages students to develop a love for reading while enhancing their comprehension and fluency skills. The program also includes ongoing assessment tools that help educators monitor progress and make data-driven decisions to support student growth. Overall, Fountas and Pinnell has fostered a more engaging and supportive reading environment at our school, leading to improved literacy outcomes for all students.

Additionally we utilize the Magnetic Reading program. The Magnetic Reading Series has been a valuable resource for Mapleton Elementary, enhancing our approach to literacy instruction. This series incorporates engaging, age-appropriate texts that capture students' interest while promoting reading skills. With a focus on phonics, vocabulary development, and comprehension strategies, the Magnetic Reading Series provides a well-rounded framework that supports diverse learners. The interactive components encourage collaboration and discussion, making reading a dynamic experience. Additionally, the program's structured assessments help teachers track progress and tailor instruction to meet individual needs. Overall, the Magnetic Reading Series has contributed to a more effective and enjoyable reading curriculum, fostering a love for reading and improving literacy outcomes across the school.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Greatest areas of weakness based on the 2023-2024 KSA results.

5th Grade Reading- Only saw slight increase from previous year. 53% of students in 5th grade scored proficient/distinguished on 2024 KSA as opposed to 49% the previous year.

5th Grade Social Studies- significant decline. 31% of students in 5th grade scored proficient/distinguished on 2024 KSA as opposed to 38% the previous year.

4th Grade Science- Only saw slight increase from previous year. 40% of students in 5th grade scored proficient/distinguished on 2024 KSA as opposed to 38% the previous year.

Achievement Gap- (science, social studies, combined writing)-significant decline. The index score for 3-5th grade students with disabilities on the 2024 KSA in the areas of science, social studies, and combined writing was 43.8 as opposed to 47.2 the previous year.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Greatest areas of strength based on the 2023-2024 KSA results.

Overall School Rating- Overall Index Score of 75.7 (Green Status) (+7.1 Increase)

3-5th Overall Reading & Math -Significant increase from previous year. The index score for 3-5th grade students on the 2024 KSA in the areas of reading and math was 81.9 (blue status) as opposed to 64.3 (orange status) the previous year.

3rd Grade Reading- Significant Increase. 60% of students in 3rd grade scored proficient/distinguished on 2024 KSA as opposed to 51% the previous year.

4th Grade Reading- Increase. 60% of students in 3rd grade scored proficient/distinguished on 2024 KSA as opposed to 57% the previous year.

3-5th Overall Math- Significant Increase. 53% of students in 3-5th grade scored proficient/distinguished on 2024 KSA as opposed to 41% the previous year.

QSSC Survey students with disabilities- Significant Increase.. The index score for 3-5th grade students with disabilities on the 2024 KSA on the Quality of School and Climate Safety Survey was 79.8 as opposed to 75.1 the previous year.

According to the 203-2024 KSA, Mapleton is above state average with percentages of students scoring proficient and distinguished in all three grades in all subjects except 4th grade science (same as state average), 5th grade math (same as state average), 5th grade social studies (same as state average), and 5th grade editing and mechanics (same as state average). Mapleton will continue to use our strengths in reading and writing to strengthen our weaker areas. We'll do so by focusing on student output, aligning activities using protocols and HQIRs, participating in professional learning sessions around cognitive complexity, and continue using data to drive instruction.

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 Processes

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



Mapleton School Key Elements 24-25-1

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.



School Goal 1: 2024-2025- Mapleton will provide students opportunities for higher-order thinking and mastery of Kentucky Academic Standards through assignments that are grade-appropriate and promote cognitive complexity (DOK 2 & 3).

School Goal 2: Through high expectations and goal-setting, Mapleton will promote continuous learning and self-improvement in order to ensure student success.

Because we saw a “significant increase” in reading and math (blue status +17 point index increase), we know our plan for improvement is working. We want to keep on the same trajectory by looking at student output and higher order thinking (cognitive complexity) in our questioning and prompts we’re assigning to students. We will continue with the same school focus and increase our CSIP objectives to reflect current growth and realistic expectations for reaching “blue status” as a

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Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|--------------------------------------|--------------------|
|  Mapleton School Key Elements 24-25 | Mapleton School Key Elements 24-25 | • |
|  Mapleton School Key Elements 24-25-1 | Mapleton School Key Elements 24-25-1 | • 7 |