

2022-23 Needs Assessment

Per K.S.A. 72-1163, the USD 497 board of education must complete a needs assessment of each attendance center within the district. This needs assessment is conducted through a number of activities including the use of district committees and building leadership teams. The following are important questions answered by each building leadership team to monitor the data and progress of the building, evaluate curriculum, staffing, and facility needs as well as other important items to consider for the continued growth of the school.

Reviewing state assessment data, what steps are you taking for all students to maximize their scores?

ELA: We have had a focus on ELA tier 1 and 2 instruction K-5 over the past 2 years. We must continue this work through a systematic approach of:

Reviewing and calibrating teachers' understanding of ELA standards by reviewing unpacked standards, discussing and defining success criteria for students to meet these expectations, and adhering to agreed upon assessment to determine student learning of these standards.

Implementing a school-wide, systematic Response To Intervention to address students' tier 2 needs in ELA

Maintain protected professional time to interpret student formative data and share instructional strategies based on data.

Math: Based on KAP, DCA, screener and Common Formative Assessment data, we see a need to refocus on Tier 1 math instruction (K-5). To accomplish this we must:

Begin by determining what we want all students to know and be able to do. We will unpack priority math standards K-5, examine vertical progressions of these standards K-5, and discuss success criteria for these standards.

Build our understanding of evidence-based math instructional practices through book studies, professional development sessions and site-based instructional coaching.

Utilize protected professional time to interpret student formative data and share instructional strategies based on data.

Are there set targets/goals to move students out of proficiency Levels 1 and 2 on state assessments? No

Identify the barriers that must be overcome to have all students achieve proficiency above level 2 for grade-level academic expectations on state assessments.

Math:

Adult / teacher clarity around math standards and success criteria to meet these standards

We NEED a diagnostic tool to quickly and accurately identify students' needs. We are struggling to find the right assessment tool.

Mutli-grade teachers and staff must tackle 2 grade-levels to meet the needs of all students

ELA: We have made progress in the area of ELA, and need to continue this success.

Holding accountable for the system and understandings we already have