



2021-22 Phase Two: The Needs Assessment for
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2021-22 Phase Two: The Needs Assessment for Schools

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2021-22 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 analyzed using MAP, Brigance, and K-Prep scores from the current year and previous years. Additionally current classroom instructional scores such as unit tests, etc. are also reviewed. Trends are analyzed and goals set. Days are usually built into the school calendar to provide teachers with opportunities to do this ,however this year with the COVID 19 there have been fewer scores to analyze, since there were modifications to K-PREP, and not all areas were tested. The scores are analyzed by teachers and groups of teachers to see where students fall in achievement. Then data is analyzed further to determine the weaknesses and what is needed to move students according to where they are on state and MAP scores

and where they need to be. Teachers, staff, and central office staff design plans on how to move these students and the resources to be used. Groups of teachers work together among content areas and as a whole and in elementary and middle school groups. All of the teachers make up the analysis team. These meetings are documented by data sheets completed during meetings and by teachers individually. The information gathered and goals set are recorded on recording sheets and in binders for each grade level and subject. The data is discussed in whole staff groups and in smaller groups and PLC's. The data is further discussed with the CSIP committee and SBDM council monthly and documented in the minutes.

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.

Math and reading continue to be areas of concern. Students are consistently scoring below average in both reading in math in most grade levels. 2021 K-PREP scores for elementary reading were at 29.2%, which is below the state average of 39.5% and the district at 33.8%. This area has been prioritized for improvement from data from the 2021 MAP and k-prep scores. Unfortunately, we cannot compare K-PREP scores, due to the lack of testing the prior year. However, data from the previous year showed improvement on the K-PREP scores with no gap concerns, but there is room for improvement on MAP in classroom scores. The Bullying seems to be according to surveys a concern for the last few years. Loss of students seems to increase every year according to attendance and enrollment statistics. 2016 enrollment was 136, 2017 was 124 students, 2018 was 114 students, 2019 was 109 students, 2020 was 105 students; and currently there is 98 students. This trend has continued over the last 5 years, as well and in conjunction with that a loss of staff and combined classrooms. The Brigrance showed a decrease in students entering kindergarten ready with interventions, in 2021 36% were ready with interventions compared to 82% the previous year. The 2021-2022 school has begun with students back in the classroom in person, however students have the option of staying virtual. For this year school year student attendance is at 94.46% and staff attendance is at 90.81%. There has been a decrease in attendance compared to the hybrid model of student participation of the prior year. Last year,

student attendance was taken as student participation based on in person and virtual. For the first 6 weeks student participation for all students was at 96% . Teacher attendance was at 98 %. The previous year of 19/20 teacher attendance was at 99.85% for the first month off school-which was the highest in the district. This is up from 2018-2019 at 96.54; this time last year the student attendance was 97.69% up from 96.05% from the previous year. The teaching staff consists of 10 certified teachers, 3 para educators, a librarian, and special education teacher. For the 2021-2022, we have not lost any staff. However, we have consistently had a decrease in staff. In the 2020-2021 school year, the school lost an FMD par educator. In 2017, the school lost an additional teaching position. in 2016, the school lost 1 teaching position and 1 aide. In 2015 the school lost 1 teaching position. Behavior referrals have increased from 0 in 2020-2021 to 15, so far, for the 2021-2022 school year. This is in part due to students not being in-person the previous year.

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.

Non-Academic Current State: The 2021-2022 began with students back in person; however students still have the option of staying virtual. Currently, the staff attendance is 94.46% and student participation/ attendance is at 90.81%. The teaching staff consists of 10 certified teachers 3 aides which includes , a librarian, and special education teacher. In 20/21 surveys were sent to parents, students, and teachers. The survey indicated that teachers scored the administration high in providing materials, internet capabilities, and communication. The survey included items about remote learning which teachers also were positive about. They scored high on ability to provide lessons and communication with students. As to teachers

feelings of negativity about communication and feeling connected to peers and their students the score was low and in feeling that they were providing events in the world and the ability to provide assessments and materials with choice the scores were also lower. Teachers also responded that it was somewhat harder in some circumstance for virtual learning than they expected; they were 100% on resources. The school currently has no PTO . 84% students are classified as being economically disadvantaged (free or reduced lunch) and 16% are non-economically disadvantaged. The school demographic makeup consists of 99% white and 1% African American students. There are 7% of students classified as homeless. There are 23.8% special education students. There are 4% gifted and talented students. Current Academic State: The 2021 Brigance scores showed 64% of students were ready for kindergarten, as opposed to 36% ready with interventions. The 2021 fall MAP scores are as follows: In reading, kindergarten was at 73%, 1st grade was 67%, 2nd grade was 8%, 3rd grade was 11%, 4th grade was 30%, 5th grade was 29%, 6th grade was 67%, 7th grade was 42%, and 8th grade was 45%. In math, kindergarten was at 91%, 1st grade was 43%, 2nd grade was 17%, 3rd grade was 22%, 4th grade was 40%, 5th grade was 57%, 6th grade was 33%, 7th grade was 42%, and 8th grade was 27%. In language, 2nd grade was 8%, 3rd grade was 33%, 4th grade was 40%, 5th grade was 57%, 6th grade was 22%, 7th grade was 50%, and 8th grade was 45%. In science, 4th grade was 40%, 5th grade was 29%, 6th grade was 44%, 7th grade was 58%, and 8th grade was 64%. The 2021 K-PREP scores for proficient and distinguished students are as follows: In elementary, reading was 29.2%, math was 29.2, and On-Demand writing was 25%. In middle school ,reading was 50%, math was 28.1%, science was 18.2%, and On-Demand writing was 50%.

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.

Student enrollment is major concern. The current student population for 2021-2022 is 98 students, which is down slightly from the 2020-2021 school year which was 105 students. Enrollment has continued to decrease for the previous years respectively at 114 students and in 2017 124 students. Reading is a major concern, due to the lack of students performing at level. The 2021 fall MAP scores show students are below the district average in reading in the following grades: 2nd, 3rd,

4th, 5th, 7th, and 8th. This area has been prioritized due to the current MAP data, as well as the 2021 K-PREP data. The 2021 fall data is as follows for reading: In reading, 2nd grade was 8%, 3rd grade was 11%, 4th grade was 30%, 5th grade was 29%, 6th grade was 67%, 7th grade was 42%, and 8th grade was 45% below the district averages for reading. According to NWEA MAP reports from the previous year reading scores in the primary grades K-47% on level; 1st- 70% on level; 2nd-40% on level; 3rd-56% on level; 4th -17% on level; 5th- 47% on level; 6th -89% on level; 7th -56% on level; and 8th-64% on level. 2021 K-PREP scores in elementary reading are 29.2%, which is below the state at 39.5% and the district at 33.8%. The current 6th grade class (last year's 5th grade) is a concern in all content areas. The 2021 K-PREP indicated that 5th grade with 12.5% proficient and distinguished performed below the state average of 45% and the district at 44.9% in reading. In math, 5th grade with 0% proficient and distinguished performed below the state average of 30.9% and the district at 22.7% . 5th grade, with 25% in On-Demand writing, was below the district average of 29.1% and the state average of 39.8%.

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.

The 2021 K-PREP elementary science scores, at 42.8% are higher than the district at 27.2% and the state at 25.1%. At the middle school level, reading is at 50%, which is higher than the state at 44% and the district at 45.4%. Middle school level, math is at 28.1%, which is slightly higher than the state at 27.8% and the district at 27.7%. Due to lack of testing last year and the change in test calculation, there are no K-PREP data from the previous year to compare. There have been additional staff members provided for supplemental assistance through Gear Up personnel and a Reading teacher provided through Save the Children using small group and Accelerated Reading. Despite COVID 19 staff continues to use resources such as para educators to assist with as much one on one to help students move forward especially in reading and math. Communication with virtual students is closely monitored so they will not fall behind. This is one strength of being small and community based. This can be a weakness too because since the school is small the number of staff members is lower too-which affects our ability group reading classes as well as making it necessary to combine classes which is not ideal.

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.

Teachers use district wide curriculum maps to ensure there is implementation of state standards. They also use different types of assessment to direct their instruction. They use exit slips and bell ringers to ensure that they are assessing instructional delivery so they can reteach or determine where students are not getting the material. Teachers analyze data from their own instruction and assessment. They analyze the K-PREP data and the MAP data to identify the areas where students are struggling. The NWEA reports for MAP are also analyzed to determine where students need additional instruction. Teachers try to answer using the data available what it is that students need and who they are. Teachers conference with students about their grades and their goals and how they can achieve those goals. Students are exposed to programs in which bullying is discussed and what students can do to seek help such as that they can talk to anyone in the building. There are surveys and needs assessment sent home to parents to communicate with them. There are teacher communication with parents

and the parent portal on Infinite Campus. Letters, monthly newsletters, and phone calls are utilized as well as the school web site and Facebook page. Good news post cards are sent home to inform parents of good behavior and academic success. Also opportunities for the parents and community are provided for involvement in the school such as open houses, grandparents day, and fall festival. Additionally newsletters are sent home as well as communications about ideas suggested for parents to work with students on reading at home. Additionally some students are virtual and some are in person this makes the communication, as well as the instructional dynamic different. Teachers continue to focus on KCWP 1 especially since standards have changed in some areas and KCWP 2 also through contacts with groups and speakers who come to the school -bullying was an issue mentioned in the past and the school has addressed and continues to through educational opportunities concerning this and other areas such as character building with visiting groups and school activities such as drug awareness. KCWP 3 teachers involve students responsibilities for their answers on assessments and in class by guiding them to how they can improve their answers. Students are involved in a culture in which they are encouraged to question and explore to find answers -KWCP 6 .

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements		.