



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.

Lone Jack School Center progressively reviews, analyzes, and applies data results for continuous improvement. MAP testing is given three times per year; Fall, Winter, and Spring. After each round of testing, school leadership and teachers examine data results to determine the number of students meeting grade level standards, identify students who improve, identify students who are performing below grade level and at what percentile, and define the targeted students, making a plan to progress these students. Data is tracked over time to show yearly growth. Results are tracked through www.teach.mapnwea.org, where multiple reports are available. Also, data is collected and tracked using an Elgin School Assessment Data Sheet.

MAP data is also tracked by the district personnel, who produces district results for all schools within the district. MAP data is correlated with KPREP scores based upon the KPREP Linking Study provided by NWEA. Teachers track data in SFA using unit Teacher Cycle Record Forms. SFA facilitator and teachers communicate in regards to the data. Facilitator gives feedback and provides resources to help improve instruction. Due to the COVID-19 pandemic there was no KPREP data for the 2019-2020 school year that can be used for comparison. Normally data is analyzed at the school level (by teachers and administrators) and at the district level (by curriculum coaches). This data will be shared throughout the school and district as appropriate. The overall data would also be reported through local newspapers, district/school websites, and social media.

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.

The Quality of School Climate and Safety Survey shows that 79.1% of students feel that adults in the school work hard to make sure students are safe. The survey also showed some lower numbers than in years past on items that were likely impacted by virtual learning and COVID-19 closures. Only 47.7% of students responded that they felt like they were a part of the school. Correlating to the percent of students we began the school year with in person 45%. 62% reported that their teachers taught using zoom, google classroom, etc. to interactively teach them during their time of virtual learning. This too correlates with the percent of students that were learning virtually for the 20-21 school year. Based upon past years SFA (Success for All) Member Center data, the percentage of Read and Respond Forms (Reading homework) being returned consistently decreased in years past. In 2015-16, the response rate was 82.6%. There was a 15.6% decrease from 2015-16 to the beginning of the 2017-18 school year. At the beginning of the 2017-18 school year, the response rate was 67%. By the ending of the 2017-18 school year, we saw an 11.4% increase in the response rate. It remains at 78% for the 2019-20 school year. The SFA Reading Program's goal is to have at least an 80% return rate on Reading homework per quarter, every eight weeks. SFA data shows that there is a trend that this goal isn't being on a consistent basis. This data could be a correlation with the results we are observing from the TELL survey, which concludes that only 25% of

parent/guardians support teachers in their efforts to ensure student success. This data could also play a significant role in the success of student's reading achievement. There is no new data from the 2020-2021 school year due to closures from COVID-19 and the use of a virtual learning platform. New data will be monitored and assessed this school year. Analyzing the KPREP data from the previous three academic years,

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.

Current Academic State: 15.9% of elementary students (grades 3-5) scored Proficient or Distinguished on KPREP Reading. This was a 25.4% decrease from 2018-2019 to 2020-2021. Compared to the district average of 33.8%, we are 8.4% below average. Compared to the state average of 39.5%, we are 14.1% below average. 18.2% of elementary students (grades 3-5) scored Proficient or Distinguished on KPREP Math This was a 3.5% decrease from 2018-2019 to 2020-2021. Compared to the district average of 23.8%, we are below average by 5.6%. Compared to the state average of 31.4%, we are below average by 13.2%. 51.4% of middle school students (grades 6-8) scored Proficient or Distinguished on KPREP Reading. This was a 25.1% decrease from 2018-2019 to 2020-2021. Compared to the district average of 45.4%, we are above average by 6%. Compared to the state average of 44%, we are above average by 7.4%. 35.1% of the middle school students (grades 6-8) scored Proficient or Distinguished on KPREP Math. This is a 15.9% decrease from 2018-2019 to 2020-2021. Compared to the district average of 27.7% and the state average of 27.8% as well. We are 7.4% above the district and 7.3% above the state average. In middle school Social Studies (8th grade) on KPREP, students completed the state field test which did not provide feedback. In middle

school Writing (8th grade) on KPREP, our students increased 58.4% in Proficiency from 35.7% in 2018-19 to 94.1% in 2020-2021. The district average of 65% reflects that we are 29.1% above average. The state average of 50.9% reflects that we are 43.2% above average. In elementary Science, our students scored 7.1% Proficiency on the KPREP assessment compared to the district average of 27.2% and the state average of 25.1%. In middle school Science, our students scored 28.6% Proficiency on the KPREP assessment compared to the district average of 20.3% and the state average of 20.8%. Over a two year period, from Fall 2019 to Fall 2021, we saw a 36% decrease in the number of students in 4th grade, 70% decrease in the number of students in 7th grade, and a 53% decrease in the number of students in 8th grade, bench marking at grade level on the MAP Reading assessment. We saw a 21% increase in the number of students in 6th grade bench, marking at grade level on the MAP Reading assessment. Over a two year period from Fall 2019 to Fall 2021, we saw a 7% decrease in the number of students in 3rd grade, 14% decrease in the number of students in 4th grade, a 4% decrease in the number of students in 6th grade, a 61% decrease in the number of students in the 7th grade, and a 64% decrease in the numbers of students in the 8th grade, bench marking at grade level on the MAP Math assessment. We saw a 3% increase in the number of students in 5th grade, bench marking at grade level on the MAP Math assessment. These drops are consistent with the district and state drops in scores. Mostly attributed to the loss of instruction during the COVID-19 pandemic. Non-Academic Current State: Lone Jack School Center's student attendance rate was approximately 88.21% for the 2020-2021 school year, which was a decrease of 1% from the previous year and was the lowest in the district. Due to school closures and the intermittent use of virtual classrooms, last years attendance data is not accurate and considered a "participation" rate, attributed to COVID-19. The staff attendance rate was 94.6% for the 2020-2021 school year. This was a little below what the attendance was for the other schools in the district. Attendance was a challenge for the previous school year given the COVID-19 closures. Based on data from the 2019-2020 Impact survey showed that teachers rated the school leadership's effectiveness at 94%, which was 14% higher than the county average and 34% higher than the state average for K-12 schools. Additionally, teachers rated their readiness to address issues of diversity in the classroom at 81%, which is 6% higher than the district average and 7% higher than the state average for K-12 schools. The lowest rating on the survey was 50% on adequacy of the school's resources. Although this number was low, it was still 3% higher than the state average for K-12 schools. Based upon previous SFA (Success for All) Member Center data, the percentage of Read and Respond Forms (Reading homework) being returned consistently decreased in years past. In 2015-16, the response rate was 82.6%. There was a 15.6% decrease from 2015-16 to the beginning of the 2017-18 school year. At the beginning of the 2017-18 school year, the response rate was 67%. By the ending of the 2017-18 school year, we saw an

11.4% increase in the response rate. The read and respond response rate was 78% when school dismissed for COVID-19 in March 2020, which was a 10% increase from the 1st quarter to the 3rd quarter of the school year. Due to school closures for COVID-19 there is no consistent data from the 2020-2021 school year.

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.

Being virtual and COVID-19 closures have created gaps in the learning for all students. KPREP data shows a decrease in Proficiency in all subjects with the exception of only a few groups, 5th writing, 8th math, and 8th writing. 100% of the students in grade 3 scored at or below the Apprentice level in elementary Reading on the KPREP assessment in 2020-2021. 85% of the students in grade 4 scored below Proficiency in elementary Reading in 2020-2021. The number of Novice for elementary (grades 3-5) Reading increased from 38.29% in 2018-2019 to 50% in 2020-2021. The number of Novice increased in elementary Math on the KPREP assessment for 2018-2019 at 36.95% to 43% in 2020-2021. An overwhelming 87% of the students in grade 6 scored at or below the Apprentice level in middle school Math for 2020-2021. 67% of the students in grade 7 scored at or below the Apprentice level in middle school math for 2020-2021 school year. The scores for elementary reading were in the bottom of the state and the lowest in the district, defining a clear area of priority for our school moving forward. The percent of students scoring proficient in science decreased in both grade 4 (52.5% in 2018-2019 to 50% in 2020-2021) and grade 7 (65.3% in 2018-2019 to 39.3% in 2020-2021). Last year was the first time that students had completed the KPREP assessment in a digital format, using their chromebook. This learning curve may have presented a problem for our students who were unfamiliar with the technology or who struggled with typing. To ensure that curriculum being taught is valid, teachers will work to align what is being taught to the common core standards, including but not limited to the new standards for social studies. Instructors have been assigned based on certification or areas of expertise. The majority of our staff have been at the school for several years. The kindergarten teacher who is in her second year, is supported with frequent visits and coaching by both administrators and the schools SFA coach. Additionally this year a new aide

was hired in the building and she has been placed in rooms with teachers who will help to support her knowledge of programs and protocols. To monitor that curriculum is being taught in a rigorous and timely manner, observations will be done by administration and the SFA coordinator daily. During these observations, the observer will be monitoring the student learning targets and provide feedback as needed to the teachers. Learning targets will be created by the teachers based on the district units/common core standards. Additionally, teachers will turn in data regarding their completion of reading units to the SFA coordinator so that she can ensure their pacing is appropriate and help them adjust accordingly based on their submitted data. Teachers will also, adjust their pacing based on their own formative assessments and remediate as needed. Summative assessments will be used to plan for pacing of content for the next year and reteaching for the current year. Curriculum is reviewed annually by the district when the core content units are reviewed and created by individual teachers before the beginning of each school year. Vertical team meetings also provide opportunity for curriculum to be reviewed by teachers from every grade level in a subject. Vertical team meetings allow teachers to ensure all content is being covered and to identify gaps that may occur. This year math teachers have been collaborating vertically at our school, to try and pick out the gaps that have been created due to the COVID-19 closures and address those. Math teachers will be creating plans for correcting these issues during PLCs. The district also organizes curriculum work teams when new standards are released. These teams are made up of teachers with expertise in the content area. The team works to deconstruct the standards and uses a backwards curriculum design to create rigorous assessments and learning targets to guide the units. Assessment types included in district curriculum units are primarily summative. Teachers then incorporate their own formative assessments to monitor progress of the students learning, leading up to the district summative assessment. The types of questions used on both kinds of assessments are determined based on the similar types of questions students will encounter on the state test. The data from these summative assessments, as well as, from the MAP tests are used to inform curriculum and instructional practices. Additionally these help to measure the effectiveness of current programs being used in the classroom. COVID-19 restrictions have made it challenging for work groups and vertical teams to meet. However, this work is still being done on a school level or through a virtual platform of collaboration. We will continue to use social media to keep parents informed of events, activities, curriculum, homework, reminders, etc. We will also use social media to increase parent engagement, by including them in the posts. we will make every attempt to inform parents of events, such as mid-terms and report cards being sent home, open house, and links to resources they can utilize at home to help their child be successful. teachers will also use either Remind 101 or Class Dojo to keep parents informed on an individual student/class bases. Additionally every

teacher in the district is now using Google Classroom, which is another avenue for communication with both students and parents. The teacher and students will collaborate to set MAP goals for all tested areas (Reading, Math, Science, and Language). The goals will be set based on individual student performance for each round of MAP testing. Teachers and students will look at cut-level RIT goals and track their progress throughout the year. Student participation in the goal setting process will make the students take responsibility for their growth. We will have RTI classes for k-3, where teachers will differentiate instruction to meet the needs of students, as identified by the MAP test. We will continue using simple solutions resources that consistently and continuously reinforce and teach common core standards at each grade level. Using these resources, teachers can track progress over time. Simple Solutions has been purchased for all tested areas, including first through eighth grade reading and math, kindergarten through eighth grade language, fourth and seventh grade science, and second through eighth grade social studies. These resources are being used as a supplement to the core instructional materials. The gaps that were created by COVID-19 should begin to be addressed through the use of this daily review supplement. Instructional aides have been strategically placed with classes of concern and to provide additional support for individual students who are struggling to meet proficiency on both the KPREP and MAP assessments, specifically if the student was on a virtual only learning platform for the previous year. Individual students who are scoring in the lowest quartile (25% or below) on any area of MAP testing, will be targeted by their teachers. Targeted interventions may include MobyMax, MAP Accelerator, or a similar program where students can work on their level in order to grow. Primary teachers are using Imagine It kits for intervention and to supplement core instruction. Finally for students in grades kindergarten through sixth grade Save the Children is providing supplemental resources for reading. We will continue with attendance incentives this year, now that most of our students are back in person learning. Attendance will be rewarded both individually throughout the year and as a class. The district attendance coordinator, school attendance clerk, Family Resource Youth Service Coordinator, assistant principal, and principal are also conducting phone calls and home visits for absenteeism concerns. Partnering with the Save the Children (STC) program and the Family Resource Center, we will be involving students in opportunities for character development. One example is Red Ribbon Week activities that are hosted by the FRYSC. Students get to participate in dress up days each day, are given a ribbon to wear, and watch a video each day about the importance of staying drug free. Additionally this year to address mental health concerns from COVID-19, the school counselor will be collaborating with others in the building to offer programs that will address potential concerns. One example is kindness week. Students participated in dress up days, completed a kindness calendar, and wrote kind notes to other classmates. During COVID-19

closures students needed access to technology in order to communicate and continue learning , which lead the district to purchase chromebooks for every student, creating a 1 to 1 learning environment.

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.

For the current school year we are the only school in the district that has seen an increase in student enrollment. Our enrollment has increased by approximately 30%. The previous school year we began the school year with only 45% of the students attending school in person and this school year we began with 97% in person. For the last school year, the district purchased enough chromebooks for each student to have their own, creating a 1 to 1 learning environment for all students in the district. Google products have also began being used by the district, providing new learning opportunities. Proficiency increased in Elementary (grades 3-5) from 50% to 55.6% on the 2020-2021 KPREP test. Proficiency increased in Middle (grades 6-8) writing from 79.4% to 110.3%, with a high level of Distinguished at 65%. These writing scores placed our school at the top of the district and very high in the state. Proficiency in Middle (grades 6-8) mathematics decreased, however it was the second highest in the district at 37.8% proficiency. Fall MAP data compared over the last three years shows that the percentage of students who are meeting benchmark has remained the same in reading and math in 3rd grade, 5th grade language & math, and 6th math. Although maintaining benchmark levels is not the goal, with the closures from COVID-19 it is encouraging that these grades have not regressed. According to SFA Member Center (core reading program) data, by the end of the third quarter of Reading (March 2019), which is when we dismissed for COVID-19, 100% of the seventh grade students and 94% of the eighth grade students were performing on grade level. No data was able to be collected for the 20-21 school year, but will be collected and analyzed for the current school year.

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.



For this school year we will be focusing on the implementation of the SFA reading program with fidelity. The SFA facilitator will be in the classrooms for the full reading block, along with administration. We are currently looking for a reading specialist or coach to bring in to work with our primary reading teachers in this area. Additionally this year we are having SFA specific PLC's throughout the year, led by our building facilitator. Progress will be monitored through observations and MAP/ Member Center data. For the first quarter in reading Member center did report growth, however going forward with program supports the increase should be more significant. Additional focus will also be placed on reading in other content area classes, such as science and social studies. Teachers are also using Reading Mastery time as additional reading RTI time. Our focus this year is closing the gaps that were created by COVID-19 closures and virtual learning in reading.

ATTACHMENTS

Attachment Name

 Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements		• 6
 Meeting Agenda		•