



Eastside 2021-22 Phase Two: The Needs Assessment for Schools_10132021_09:49

2021-22 Phase Two: The Needs Assessment for Schools

Eastside Elementary School
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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.

The process used for reviewing, analyzing, and applying data results is consistent and ongoing at Eastside Elementary. Eastside Elementary utilizes a data team structure to continuously analyze and interpret student data in monthly meetings. Furthermore, specific instructional steps are taken after data is analyzed using best practices. Teachers utilize a variety of summative and formative assessments to determine proficiency percentages of targeted skills. Professional Learning Communities are embedded in the process to support student learning. The data team process includes: • Step 1: Organize, Chart Data & Results • Step 2: Analyze Strengths and Obstacles: Analyze then Prioritize • Step 3: Establish Goals: Set,

Review, Revise • Step 4: Select Instructional Strategies • Step 5: Determine Results Indicators Response to Intervention (RtI) meetings are also monthly and analyze the needs of struggling learners. SBDMC members and the PTC Organization review the overall academic progress of students/school each month. Weekly principal meetings at the district level focus on academic growth, attendance and communication. These district/school level improvement goals were established by the board of education. Ongoing grade level meetings allow teachers and school leaders to reflect on the improvement plan and student growth.

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.

-Data trends indicate a need to continue the reduction of novice in reading and math including the gap group disability with IEP. Based on 2020-21 data, novice in reading for grade 3 is 54.2%, grade 4 34.6%, and 36.4% in grade 5. In math 31% scored novice in third grade, 44.2 in fourth grade, and 31.8 in fifth grade. -Data trends indicate a need to continue to reduce the percentage of novice and apprentice in the area of writing. Based on 2020-21 data, 16.7% of students scored novice in writing and 63.6 scored apprentice. -Data trends indicate a need to show growth in academic performance on KSA with special needs students.

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.

-25.4% of students scored proficient/distinguished in reading. -21.5% of students scored proficient/distinguished in math. -Reading participation on the state assessment was 98.9%, math 98.9%, science 98.1%, and writing 98.5%. -97.2% of students agree that "My school is a caring place" on the state's Quality on School Climate and Safety survey. -98.8% of students agree that "When I want to give up, my teacher says I should keep trying" on the state's Quality on School Climate and Safety survey.

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.

-Forty-one percent (41.8%) of students scored novice in reading. -Thirty-five percent (35%) of students scored novice in math.

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.

-Eastside's participation rates for the Kentucky Summative Assessment was 97.8%.
-Based on the Quality of School Climate and Safety survey, students scored Eastside 95% or above on questions related to school environment, culture, and relationships with staff.

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.

Deployment of Standards-Monitoring of standards through consistent walkthroughs, mini, and formal observations, Research-based instructional practices monitored in collaborative professional learning communities. Delivery of Instruction-Monitoring of effective instruction through principal/walkthroughs, Discussion of effective Tier 1 instruction in monthly Rtl meetings Assessment Literacy & Review, Analyze, and Apply Data Results-Use of formative/summative assessments, monthly data team and grade level meetings, school-wide proficiency goals, practice of skills to mastery, spiral review on grade level skills, and student ownership of the data utilizing K-5 data binders and individual learning plans for all students K-5.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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