2022-23 Phase Two: The Needs Assessment for Schools_09292022_14:12

2022-23 Phase Two: The Needs Assessment for Schools

Milton Elementary School
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2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_09292022_14:12 -

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Milton Elementary School

Table of Contents

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_09292022_14:12 - Generated on 12/29/2022

Milton Elementary School

2022-23 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 analysis is an ongoing process at MES in which multiple sources of data are used to make informed decisions regarding student progress and the development of instructional plans to meet students where they are in their learning. PLCs are developed according to grade bands to support both horizontal and vertical instructional planning.

Trimble County Public Schools utilize MAP as our benchmark assessment across the district. This assessment is administered three times per year (fall, winter, and spring) and is based on normative data across a three-year period of time. Data is analyzed by individual teachers and through school-level PLC meetings in order to determine student instruction including interventions and enrichment.

A Multi-tiered System of Support (MTSS) is used to analyze school-wide behavior, attendance, and RTI in addition to school-level team data reviews. This data is reviewed at the district leadership level to determine the needs across the district

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_09292022_14:12 - Generated on 12/29/2022

Milton Elementary School

and to determine if programming is appropriate. This information is shared with staff through faculty meetings, and with SBDM at our monthly meetings. Agendas and minutes are used to document these processes.

Due to COVID-19, an additional level of analyzing data has been used across the last two years. This protocol was developed and utilized in the 2020-21 and 2021-2022 academic years. Using this protocol, teachers review standards and curriculum maps in order to determine what gaps in instruction need to be addressed from gaps in instruction that are monitored through classroom data, MAP data, and RTI progress monitoring. This is used to scaffold instruction to ensure that students have the requisite knowledge to master grade-level standards.

Staff Meetings and SBDM Meetings document review of data in meeting agendas and notes on a monthly basis. Response to intervention meetings is held quarterly. All students receiving services have an individual spreadsheet to record their goals and progress monitoring toward their individual goals.

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?

Our first objective for reading and math under the overall proficiency goal was to regain pre-pandemic levels by EOY 2022. We identified KCWP1, 2, 4, and 5 as our overarching strategies to achieve this goal.

Progress toward state goals:

Proficiency Goal: Goal 1: Increase proficiency in the areas of reading and math by 15% by 2024.

Objective 1: Increase proficiency in the area of reading to achieve pre-pandemic levels from 2020-21 as measured by KPREP at the close of the 2021-22 academic school year. (25.7% to 37.8%)

Reading Goal Performance: 40.6% of students are expected to be proficient or above. Milton Elementary students scored 27% of students are proficient or above. This indicates 1.3% growth and having met Objective 1 for growth between 25.7 -37.8%. The 2022-23 academic goals for reading will continue to work toward the 2024 goal of 37.8% proficient or above. Response to intervention will continue for those students not performing at grade level with continued strong instruction in tier 1. ESS will be used to target those students that need extra support.

Objective 2: Increase proficiency in the area of math achievement to pre-pandemic levels from 2020-21 as measured by KPREP at the close of the 2021-22 academic school year. (13.3 to 28.1%)

Math Goal Performance: STATE 31.4% of students are expected to be proficient or above. Milton Elementary students scored 30% proficient or above. This indicates that MES has **met** its goal, and has **exceeded** the (13.3-28.1%) growth goal. The

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_09292022_14:12 - Generated on 12/29/2022

Milton Elementary School

2022-23 academic goals for math have been met and exceeded. This demonstrates that the increase in targeted support for math, the implementation of a new math RTI program, and a strong tier 1 program were successful. Additional services through ESS were also utilized and will continue to be utilized for both tier 2 and tier3. This approach will be continued for the 2022-23 academic year.

Goal 2 (State your separate academic indicator goal.): MES will increase proficiency by 15% in Science and Writing

Objective 1: MES will increase proficiency in science by 5% in the 2021-22 academic year. (7.1% to 7.9%)

Science Goal Performance: STATE 7.7% of students are expected to be proficient or above. Milton Elementary students scored 9% proficient or above. This indicates that MES has not only met its goal but has **exceeded** the projected goal for 2024. MES will receive additional professional learning in the STEMScopes science project-based units in grades 3-6. Primary students will continue to work on building foundational knowledge in science using a hands-on STEM approach.

Objective 2: MES will increase proficiency in writing by 5% in the 2021-22 academic year. (31.8% to 36.6%)

Writing Goal Performance: STATE 34.9% of students are expected to be proficient or above. Milton Elementary students scored 19% proficient or above. This indicates the MES has **not** made progress toward its goal. A review of the writing program, embedded writing pieces in the ELA curriculum, and intentional work in PLCs will be used to address deficits in writing for the 2022-23 academic year.

Goal 3: MES will close the proficiency gap (F/R lunch) by 15% in all academic areas by 2024.

Objective 1: Increase proficiency in Reading by 5%, by the spring administration of the MAP assessment.

Objective 2: Increase proficiency in Math by 5%, by the spring administration of the MAP assessment.

Trends
   3. 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 2020-21 to 288 in 2021-22.
• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
   Academic: Scores overall continue to be low across grade levels.

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_09292022_14:12 - Generated on 12/29/2022

Milton Elementary School

All Students: Data shows that proficiency has been either declining or remaining stagnant in math and reading proficiency since the onset of COVID-19.

- **Reading:** *2021-22* **29.7%** proficient/distinguished, *2020-21COVID participation year,* **37.8%** *2019-20* proficient/distinguished
- **Math:** *2021-22* **30%** proficient/distinguished*, **COVID participation year,** **28.1%** **2019-20 proficient/distinguished**

Cultural & Behavior Measures:

Subgroup Data: MES has been identified as a Targeted Improvement School in the area of Economically Disadvantaged. These students have seen a downward trend in proficiency from 2018 to our current data that put MES in the TSI category.

- **2021-22: 16% of our economically disadvantaged** students scored profient/distinguished compared to **45% of our non-economically disadvantaged.** **2020-21 COVID participation year,** **2019-20 Reading: 34.2% of our economically disadvantaged** students scored proficient/distinguished compared to **41.9% of our non-economically disadvantaged students**.

Current State

    4. 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 Kentucky Summative Assessment (KSA) in 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 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

    Reading Goal Performance: 40.6% of students are expected to be proficient or above. Milton Elementary students scored 27% of students are proficient or above. This indicates 1.3% growth and having met Objective 1 for growth between 25.7 -37.8%. The 2022-23 academic goals for reading will continue to work toward the 2024 goal of 37.8% proficient or above.

    Achievement Gap: Economically Disadvantaged Students:

- 37.2% of students are expected to be proficient or above in the area of reading. Milton Elementary School students scored 16% proficient or above.

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_09292022_14:12 - Generated on 12/29/2022

Milton Elementary School

This places Milton Elementary in the **TSI (Targeted School Improvement)** category.

- 22.9% of students are expected to be proficient or above in the area of math. Milton Elementary School students did not have reporting data for this area. This places Milton Elementary in the **TSI (Targeted School Improvement)** category.

Math Goal Performance: STATE 31.4% of students are expected to be proficient or above. Milton Elementary students scored 30% proficient or above. This indicates that MES has **met** its goal, and has **exceeded** the (13.3-28.1%) growth goal.

Science Goal Performance: STATE 7.7% of students are expected to be proficient or above. Milton Elementary students scored 9% proficient or above. This indicates that MES has not only met its goal but has **exceeded** the projected goal for 2024.

Writing Goal Performance: STATE 34.9% of students are expected to be proficient. Milton Elementary students scored 19% proficient or above. This indicates the MES has **not** made progress toward its goal.

Non-Academic Current State: Student Survey for Accountability (2019-2022)

- Students consistently report that adults in their school care for them.
- Students consistently report that adults at my school work hard to ensure students are safe.
- Students consistently report that their teachers expect them to do their best all the time.

Priorities/Concerns
    5. 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 percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.
    Based on the 2022 KAS school report card for Milton Elementary School, students who are in the subgroup of economically disadvantage's performance in the state accountability system is at or below the summative performance of all students in any of the lowest-performing five percent (5%) of all schools. Milton Elementary will develop a plan for **TSI (Targeted School Improvement)** with the guidance of the state that will be part of the 2022-23 School Improvement Plan.

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_09292022_14:12 - Generated on 12/29/2022

Milton Elementary School

Achievement Gap: Economically Disadvantaged Students:

- 37.2% of students are expected to be proficient or above in the area of reading. Milton Elementary School students scored 16% proficient or above. This places Milton Elementary in the **TSI (Targeted School Improvement)** category.
- 22.9% of students are expected to be proficient or above in the area of math. Milton Elementary School students did not have reporting data for this area. This places Milton Elementary in the **TSI (Targeted School Improvement)** category.

Strengths/Leverages

6. 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.

Math Goal Performance: STATE 31.4% of students are expected to be proficient or above. Milton Elementary students scored 30% proficient or above. This indicates that MES has **met** its goal, and has **exceeded** the (13.3-28.1%) growth goal.

Science Goal Performance: STATE 7.7% of students are expected to be proficient or above. Milton Elementary students scored 9% proficient or above. This indicates that MES has not only met its goal but has **exceeded** the projected goal for 2024.

Exceeding the growth goals for math and science has affirmed that the supports and structures with new resources have proven effective.

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
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.

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_09292022_14:12 - Generated on 12/29/2022

Milton Elementary School

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.

This work will continue to move forward in the direction that our district leadership team has developed for Trimble County Public Schools. In addition, specific training through KDE for schools that are TSI will provide the framework for which we will address proficiency gaps for students experiencing poverty.

ATTACHMENTS

Attachment Name

📄 Milton Elementary School Key Elements

2022-23 Phase Two: The Needs Assessment for Schools - 2022-23 Phase Two: The Needs Assessment for Schools_09292022_14:12 - Generated on 12/29/2022

Milton Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
Milton Elementary School Key Elements		• 7