



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

Mapleton Elementary School

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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.

School Council: Casey Greene - Principal, Cenora Warner - Parent, Heather Gruneisen - Teacher, Joy Larrison- Teacher, Whitney Lee - Teacher, and Gerald Compton - Parent. SBDM meets monthly and more frequently if needed. Meetings are documented with a posted agenda and minutes. Planning Leadership Team: Casey Greene - Principal, Luke Toy - Assistant Principal, Deadra Stone - Counselor, Erin Shillington - FRC Director, Joy Larrison - Title I Coordinator & Literacy Committee Chair, Kristi Garrison - Library/Media Specialist & Literacy Committee Vice Chair, Sammi Hatfield - Culture, Wellness, & Assessment Committee Chair, Marisa Hogge - Math/Science/Social Studies Committee Chair, Jennifer Larsen -

Special Education Lead Teacher. This Leadership Team meets two times per month and more frequently if needed. Meetings are documented with an agenda and minutes recorded. Data is analyzed by the school staff in organized work day sessions (fall and winter) led by the Planning Leadership Team. Results from this data review are used to share with SBDM and outline goals, strategies, and activities for improvement in the school's improvement plan. The school's improvement plan is presented to Council for approval. It is monitored during the committee meetings and the implementation and impact of the plan is presented to Council quarterly. Unit assessment data results are analyzed by grade level teams with the Principal during PLCs. Results from these assessments are used to plan additional supports and interventions for Standards Based Grading implementation and RTI.

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 number of behavior referrals significantly decreased from 18 during the 2019-2020 school year to zero during the 2020-2021 school year. This was due to the Pandemic of Covid-19, and virtual instruction replacing in-person instruction. However, the 2019-2020 behavior data reported that of the 18 behavior events, 17/18 were males from the category of economically disadvantaged. The academic data continues to show students with disabilities continuously perform lower than peers in math and reading. For example: During the 2020-2021 school year, 3rd, 4th, and 5th students with disabilities scored 32% proficient/distinguished as measured by KPREP in the area of reading. Students with disabilities scored 15.6% proficient/distinguished in the area of math. Also our students in the economically disadvantaged category continue to score low in proficiency. For example: During the 2020-2021 school year, 3rd, 4th, & 5th students who are economically disadvantaged scored 36% proficient/distinguished in reading, and 17.5 % in math.

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 (2020-2021 KPREP State Assessment): -19% of 3rd grade students scored proficient/distinguished in math compared to the state average of 30% -40% of 4th grade students scored proficient/distinguished in math compared to the state average of 33.3% -35.9% of 5th grade students scored proficient/distinguished in math compared to the state average of 30.9% -33.3% of 3rd grade students scored proficient/distinguished in reading compared to the state average of 29.8% -48% of 4th grade students scored proficient/distinguished in reading compared to the state average of 43% -59% of 5th grade students scored proficient/distinguished in reading compared to the state average of 45% -32% of 4th grade students scored proficient/distinguished in science compared to the state average of 25.1% -56.9% of 5th grade students scored proficient/distinguished in reading compared to the state average of 39.8% -36.7-% of 3rd, 4th & 5th grade students economically disadvantaged scored proficient/distinguished in reading -17.5-% of 3rd, 4th & 5th grade students economically disadvantaged scored proficient/distinguished in math -25% of 3rd, 4th & 5th grade special education students scored proficient/distinguished in reading -15.6% of 3rd, 4th & 5th grade special education students scored proficient/distinguished in math

Non-Academic Current State: From the 2019-2020 Working Conditions Survey. (Survey was not given during the 2020-2021 school year due to the pandemic.) -Survey results and perception data indicated 54% of the school's teachers received adequate professional growth and learning opportunities. -Survey results and perception data indicated 73% of the school's teachers felt the working environment and culture of school was positive.

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.

Due to the pandemic and Covid-19, there is a gap in the assessment comparison. Mapleton did not take the KPREP assessment in the spring of 2020. These concerns are from KPREP given in 2019 and the most recent in spring 2021. A lot of factors determine the decrease in proficient/distinguished and the increase in novice such as: (loss of in-person instruction, attendance, & other factors). In 2019 percent of novice for third grade reading decreased by 3.3% from 2018 but is not as low as 2017 by 2.5%. In 2021, the percent of novice for 3rd grade reading was 38.1%. This is a huge increase from the 2019 % of novice in reading at 14.5%. The third grade P/D in reading is the lowest in 2019 of the three years (61.3, 48, 55.3). The percentage for 3rd grade reading proficient/distinguished is 33.3%. This is a significant decrease. Third grade math has the lowest in 2019 % of P/D in three years (51.4, 56.5, 50). In 2021, 3rd grade math was the lowest percent of proficient/distinguished during KPREP with 19% proficient/distinguished. Novice % increased from 2018. (12.7, 8, 10.5). In 2021, the percentage of novice in 3rd grade math increased to 25.4%. Free/Reduced lunch students did not score as high (P/D %) as the overall students in reading and math. Fourth grade science is barely above state average and our economically disadvantaged students are below state average. Third and fourth grade disability % P/D did not score above state average in reading and disability group scored below state average at all grades 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.

Due to the pandemic and Covid-19, there is a gap in the assessment comparison. Mapleton did not take the KPREP assessment in the spring of 2020. These concerns are from KPREP given in 2019 and the most recent in spring 2021. A lot of factors determine the decrease in proficient/distinguished and the increase in novice such as: (loss of in-person instruction, attendance, & other factors). STATE Average: Mapleton is above state average in all three grades in all subjects with P/D % except

3rd grade math. Our Writing is significantly above state average (13.9 points). Our fifth grade reading %P/D is also well above state average. Writing Novice was 9.2%.

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.

1. The school will continue to work in grade level and district horizontal teams to continuously revise, analyze, and align curriculum. Assessment data will continuously be reviewed and analyzed with adjustments made to instructional strategies. 2. To ensure the instructional program is intentional and of the highest quality with a focus on active engagement, teachers will work together as a team including the administration and curriculum resource specialist. Analysis of student work as a team will be completed as well as a sharing of effective instructional strategies and research on additional research based strategies. 3. Continuing the school wide implementation of Standards Based Grading with additional emphasis on students truly "owning" their data and progress through the use of student data notebooks, student-led conferences, and student self-reflection strategies. 4.) Continue regular ongoing analysis of student assessment (formative and

summative results as a team/individually). 5.) Ongoing SAT meetings to discuss progress of students and critical need for improvement of the RTI model. 6.) School wide focus will continue on student service learning projects and school kindness initiatives.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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