



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

2021-22 Phase Two: The Needs Assessment for Schools

Briarwood 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.

Briarwood Elementary uses a multi-step process to analyze and apply data results. Data is shared at various levels throughout the school year with different stakeholders. On a weekly basis, grade level PLC teams meet to discuss common formative and district common summative assessments; the RtI Data Team meets every six weeks to discuss Tier 2 and Tier 3 placement/grouping of students for intervention; PBIS Behavior Data Team meets every 6 weeks to discuss Tier 2 and Tier 3 students' behavior, improvements and need for additional intervention; and SBDM Council discusses test data and surveys at monthly meetings. The Principals and Curriculum Coordinator are participants in those meetings to ask clarifying

questions and assist in making next steps in instruction. Every 6-8 weeks, grade level teachers, administrators, special education and ESL staff meet to review STAR Reading and Math data from Tier I, II, and III students. Current test results are discussed and then changes to intervention plans are documented. Each Fall 2019 semester, the leadership team analyzes KPREP test scores with all faculty members during PLC and faculty meetings. Teachers and staff compare growth and proficiency levels of all former and current students in order to make instructional decisions which affect the entire school. This analysis is reported to the SBDM Council for their recommendations and concerns, as well. The Administrative Team then uses all of the feedback from each stakeholder group to make a comprehensive plan of action for the school year. All meetings are documented with meeting notes that can be located in Google drive.

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.

Using the 2020-2021 School Report Card data we found that of students who were economically disadvantaged, 27.6% scored P/D in reading and 21.4% scored P/D in math; which are both decreases compared to previous years. 41.7% of African American students scored N in reading. 47.8% of students without IEPs scored P/D in reading while only 35.6% of students without IEPs scored P/D in math. Student attendance rate indicated that 95%, or, 728 students were not chronically absent while 5%, or 38 students of the total enrolled students (766) was chronically absent for the 2018-2019 school year. In 2018-2019, the Attendance Rate for students was 96.8, which is a slight increase of 0.2% from 2017-2018 (96.6%). The number of behavior referrals has decrease during the 2020-2021 due to COVID and is not comparable to previous years' data.

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.

- 47% of female students scored P/D in reading compared to the state average of 41.7% - 22.2% of African American students scored P/D in reading compared to the state average of 20.1% - 27.6% of Economically Disadvantaged students scored P/D in reading compared to the state average of 30.4% - 35% of male students scored P/D in math compared to the state average of 33.4% - 40.1% of white students scored P/D in math compared to the state average of 35% - 21.4% of Economically Disadvantaged students scored P/D in math compared to the state average of 21.4%

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.

We will focus our instructional strategies that increase student achievement with learners in the African American student group which had 41.7% of students scoring Novice in Reading and only 8.3% scoring Distinguished in Reading. Economically Disadvantaged students had 40.3% scoring Novice in Reading, while only 6.6% scored Distinguished. Students of Hispanic origin scored 48% Novice in Reading, while only 8% of Hispanic students scored Distinguished. Additionally, we will focus our instruction strategies to assist student gains to proficiency with learners in the Economically Disadvantaged student group scored 35.7% Novice and only 2% scored Distinguished.

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.

- Reading P/D scores were 43.1% compared to the state average of 39.5%. The systems of support we are implementing can be adapted to increase our reading performance.
- Math P/D scores were 32.4% compared to the state average of 31.4%. The systems of support we are implementing can be adapted from reading and writing to address our low performance in math.

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:

- Complete the [Key Elements Template](#).
- 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.

Our school will focus on creating systematic structures for Reading and Math instruction across K-6 grade levels. Collaborating with the Curriculum Coordinator and the Instructional Coach, all teachers will be provided with resources and scaffolded professional development in the areas of reading and math. Specifically, teachers will explore the critical domains of reading and math instruction with an emphasis on cultivating discussions about text or mathematical reasoning. We also plan to address the RTI interventions used during Title I and regular classroom teachers' instruction. Both of these processes will help to address Delivery of Instruction and Designing, Aligning, and Delivering Support Processes with Sub-Group Focuses.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BW School Key Elements	Key Elements	•