



2021-22 Lost River Elementary Phase Two: The Needs Assessment for Schools_10252021_08:48

2021-22 Phase Two: The Needs Assessment for Schools

Lost River Elementary
Beth Croslin
450 Modern Way
Bowling Green, Kentucky, 42101
United States of America

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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.

As an administrative and school level team, we analyze data as it becomes available in admin team meetings, faculty meetings, and in PLCs. The admin team will analyze data after district STAR windows, KPREP, Access, PBIS, Studer or when new data arises. Teachers and the admin team meet in PLCs weekly to analyze data and make decisions based on the data. Faculty meetings occur at least once monthly. SBDM council is also presented with data results as well as decisions regarding the data in regularly scheduled SBDM meetings. Evidence of PLCs and SBDM meetings are documented in minutes.

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.

Due to the reconfiguration of our school in 2018-2019 as well as the lack of data since the covid pandemic, trends have been difficult to identify. With the scores that we do have as a school, one trend that is evident is that Lost River's writing scores on state assessment have been consistently high, even higher than district or state averages. Behavior referrals have been trending down, however, we have not had a traditional school year in two 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: - Twenty-six percent (26.7%) of students scored P/D on KPREP Reading. - Fourteen percent (14.4%) of students scored P/D on KPREP Math. - Forty-seven percent (47.6%) of students scores P/D on KPREP Writing, with state average being 39.8%. Current Non-Academic State: - During the 2020-2021 school year we had a total of 23 major office referrals.

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.

- Seventy-three percent (73%) of students were below proficiency on the reading KPREP test.
- Eighty-five percent (85%) of students were below proficiency on the math KPREP test.
- Fifteen percent (15.8%) of students with disabilities are proficient and distinguished in KPREP reading.
- Our priority is to increase the number of proficient and distinguished on reading and math KPREP. Students with disabilities in reading are also a concern.

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.

- Writing achievement has consistently been above state average, with the 2020 state writing scores with forty-seven percent (47.6%) of students scoring proficient or distinguished. The intentional systems we have implemented in writing can be applied to other content areas, thus increasing performance in those areas as well.

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.

KCWP 1: Design and Deploy Standards: Teachers meet weekly in PLCs to discuss data from various sources. Instructional coach meets with teachers weekly to discuss HMH curriculum and how it relates to the standards. Assessment data from HMH curriculum is also discussed with instructional coach to make decisions regarding mastery of standards and adjustments needed to curriculum to ensure standards are being taught. Professional development, PLCs and faculty meetings will also take time to address writing standards as well as data to support strategies implemented in our writing curriculum. KCWP 2: Design and Deliver Instruction: In reading and math this year, we are implementing HMH reading and math curriculum school-wide for our core reading and math instruction. HMH is evidence based curriculum. With the addition of the instructional coach position, we are able to ensure implementation with fidelity. Teachers participated in summer professional development and on-going coaching and training both at school and district level with curriculum coaches. Teachers work with instructional coach, curriculum coordinator, and administration to analyze assessment data from STAR as well as HMH to better understand student performance and mastery. Lower performing students and students with disabilities will use Corrective Reading. Students who are identified as RTi in reading will use the Level Literacy Interventions in tier 3. Tier 2 students will use Corrective Reading or the Rewards for Reading program. Tier 2 math students will receive supplemental instruction using HMH materials. Tier 3 math students will receive individualized instruction with Do the Math. Teachers will also utilize blended learning programs to help monitor progress as well as provide supplemental instruction to students. Student growth in reading and math will be monitored through formative assessments throughout the unit. KCWP 4: Review, Analyze and Apply Data: Instructional coach meets weekly

with teachers to discuss implementation of HMH curriculum. In these meetings, teachers and coach also analyze student data from the HMH formative assessments. PLCs devote time weekly to the analysis of other subject data, such as writing CBMs. When STAR is administered, students data is analyzed in PLCs. Child study team meetings are scheduled throughout the school year to discuss students who are in need of different placement (tier 2, tier 3, or possibly referral to special education). A whole child approach is taken during these meetings, with teachers, administrators, counselors, behavior coach, district mental health personnel, ELL teachers, and resource teachers all present and contributing to discussion regarding individual student needs in all areas. This allows the team to create a multi-faceted approach to assisting our students that are struggling to find success. KCWP 6: Establishing Learning Culture and Environment: School culture will be promoted throughout the school day. An additional counselor has been added to the administration staff starting this school year. This allows teachers and administrators to not only have Tier 1 core SEL instruction regularly, but also to have a counselor on hand at all times for individualized needs of students. Student discipline and behaviors will first be approached from an intervention and learning perspective through our mental health team. We will work together to intervene and make students who are struggling with behaviors successful. Our mental health team will also work to analyze discipline data to identify areas where additional SEL instruction is needed and develop a plan with classroom teachers to address concerns. SEL is prioritized by a designated time in the master schedule each day for all students. Teachers utilize research based resources to implement this instruction. In addition to these measures, we have also increased the funding and influence of our related arts programs. Related arts teachers have been budgeted additional funds to expand their programs and opportunities for students and families. We believe that these efforts to promote positive culture and social emotional well-being will prepare students and make them better able to achieve academic success.

ATTACHMENTS

Attachment Name

 Lost River School Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Lost River School Key Elements		• 6