



Wright Elementary 2021-22 Phase Two: The Needs Assessment for Schools_08292021_18:39

2021-22 Phase Two: The Needs Assessment for Schools

Wright Elementary
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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.

Wright Elementary staff teachers, Sight Based Council Representatives and staff members review and analyze KRPEP and MAP assessments monthly at our Sight Based Decision Council Meetings (minutes). Staff will evaluate and analyze MAP assessments which occur three times a year in the Fall, Winter, and Spring. Staff also evaluates DRA Assessments and On-Demand Writing assessments at least once a month. Staff will analyze the data of students and hold a data team (weekly) on student performance and strategically plan with grade-level team members to address strengths and weaknesses in academic achievement. will evaluate and analyze MAP assessments which occur three times a year in the Fall, Winter, and

Spring. Staff also evaluates DRA Assessments and On-Demand Writing assessments at least once a month. Staff will analyze the data of students and hold a data teams on student performance and strategically plan with grade-level team members to address strengths and weaknesses in academic achievement.

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.

Proficiency in Reading and Math is consistently below the state average for the past 3 years. Science proficiency is well below average while student behavior referrals have shown steady decline per month. Community support has increased steadily in the past two years in attendance (even with Covid) of events and surveys completed by parents have shown an increase in satisfaction. Kindergarten language development and Self Help Skills is trending up and 34 % of Kindergarteners are performing at the level needed.

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.

Academic Current State: 27.3% of students of two or more races scored distinguished or proficient on KPREP Reading 22% of EL scored distinguished or proficient 32.5% of all students scored proficient or distinguished in reading compared to the state average of 39.5% 58 % of all students are below the grade level reading benchmark on DRA 35.8% of students scored proficient or distinguished in math compared to the state average 48.6 9.6% of students scored proficient in science compared to the state average of 31.7% 42.9 % of students scored proficient in KPREP Social Studies Non-Academic Current State: Behavior Referrals decreased from 29/month to 11/month 98% of parents participated in student lead conferences up 10 percent from the prior year. The parent satisfaction survey has shown 93% satisfaction with student-led conferences.

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.

32.5% of all students scored proficient or distinguished in reading compared to the state average of 39.5% 35.8% of students scored proficient or distinguished in math compared to the state average 31.4% 20 % of students scored proficient in Science compared to the state average of 25.1 %.

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.

The Student scores reflect a drop in overall proficiency of 6-7 percent in Reading and Math. This shows some covid drop. We can leverage the sustained scores and the growth that did take place amongst our students. We must leverage this instructional approach that we used being Targeted services (teaching what was

needed for each individual student) that is making an impact and continue to use best practices to continue the trajectory of growth to make an impact on proficiency. Valid and reliable curriculum and mastery scales in Reading, Math, Science and Writing is being used to plan instruction in all classrooms.

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.

Attached below is the Key Elements Template for Wright Elementary.

Wright Elementary

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements Wright Elementary School		.