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2022-23 Phase Two: The Needs Assessment for Schools

Sebastian Elementary School
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United States of America

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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.

We have a Leadership Team that works on the CSIP using data and school needs, meeting monthly and adjusting as needed. We have an Administrative Team that meets weekly to discuss/review data and teacher/student needs. Our SBDM Council reviews KSA data yearly, Benchmark data quarterly, and Intervention Data monthly. Our grade level teams meet weekly to discuss formative and summative data, through our PLC process, which follows the PDSA model. Our MTSS team meets monthly to discuss behavior and academic intervention data. Each grade level and department has representation on this committee. Information is dispersed through the members to our entire school. Our entire staff works together to analyze KSA scores, looking for patterns, successes and weaknesses. All meetings are documented through Agendas/notes on Google Drive .

Review of Previous Plan

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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?

The previous year's CSIP is monitored through the 30-60-90 plan. It is embedded in all the systems of our school, so that the work of our teams is focused on our School improvement Plan.

Establishing a system for lesson plans was a successful strategy for this year. OUR PLCs allowed for discussions about struggling kids and accelerated kids. Our Peer Learning Walks was a great way for teachers to see and model great learning techniques. Going further, we will need to continue work on formative assessment. Common planning is used for teachers to have critical conversations focused around lesson planning, assessments and learning strategies. On Demand Scrimmages are great ways to inform teaching and learning in our writing across grade levels. We really want to build off of our data analysis and adjustments for instruction, using formative, summative and benchmark data. WE would also like to improve our MTSS system, with progress monitoring, and more teacher input.

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.

According to MAP data during 2021-2022, students receiving Tier 3 instruction did not decrease from Fall to Spring.

According to KSA data, Novice in Reading decreased from 48.6% to 39% from 2021 to 2022.

According to KSA data, Proficient and Distinguished in math increased from 25.3% to 30% from 2021 to 2022.

According to KSA data over the last 2 years, our performance in reading was consistently better than our performance in math.

According to KSA data, Novice in math increased from 50% to 56% from 2021 to 2022. Proficient and Distinguished rate went from 14.9% to 18%.

According to KSA data, Students with disabilities (IEP) scored much lower when compared to all students. This has given us an Red rating and TSI status for the 2022-2023 school year.

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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.

On the Fall MAP Reading test 2022, 20.27% of our students should receive Tier III, Tier II, and Tier I instruction, 44.65% should receive Tier II and Tier I instruction, and 35.08% should receive Tier I instruction only.

On the Fall MAP Math test 2022, 20.96% of students should receive Tier III, Tier II, and Tier I instruction, 49.89% should receive Tier II and Tier I instruction, and 29.16% should receive Tier I instruction only.

On the Fall MAP testing 2022, 41.80% of our students with disabilities should receive Tier III, Tier II, and Tier I instruction in Reading, 51.80% of these students should receive Tier III, Tier II, and Tier ! instruction in Math. Only 14.60% of these students should receive Tier 1 instruction only in Reading and 8.90% of these students should receive Tier I instruction only in Math.

On the 2022 KSA, our overall score was 45.6, which puts us in the orange level for the accountability indicator.

On the 2022 KSA, our Reading and Math combined score was 44.2, which puts us in the low range for overall cut scores.

On the 2022 KSA, our scores in Science, Social Studies, and Writing combined were 44.5, which puts us in the low range for overall cut scores.

On the School Climate and Safety Survey, we scored a 75.1. Most students (80-89%) reported that teachers expected them to do their best, that the school is a caring place, and that our school is a safe place.

On the 2022 KSA, our disability subgroup's overall score was 30.0, which qualifies us to be a TSI school.

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On the 2022 KSA, our disability subgroup's reading and math combined score was 26.1, which puts us in the very low range for overall cut scores.

On the 2022 KSA, our disability subgroup's Quality of School Climate and Safety Survey score was a 79.3, which puts us in the high range for overall cut scores.

During the 2021-2022 school year, 92.8% of our students did not have a behavior event.

61.5% of the educators at Sebastian Elementary have at least a Master's degree.

12.9% of our teachers have 3 years or less experience at Sebastian Elementary.

6.5% of the educators at Sebastian Elementary are Nationally Board Certified.

16.1% of the educators at Sebastian Elementary have only provisional or emergency credentials.

There is a 28.9% teacher turnover rate at Sebastian Elementary.

73% of the staff at Sebastian Elementary had a favorable view about school climate, managing student behavior, and school leadership.

Sebastian Elementary is one-to-one school, meaning that all students are assigned a instructional device in the form of an Ipad or a chromebook.

The parents/guardians of 316 students at SES have attended at least one parent/teacher conference for the 2021-2022 school year.

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.

ON the Fall MAP testing 2022, our students with disabilities scored 41.80% in Tier III in Reading, and scored 51.80% in Tier III in Math. Only 14.60% scored Tier 1 in Reading and 8.90% scored Tier 1 in Math.

On the reading test, KSA 2022, 30 % of students scored proficient or above.

On the math test, KSA 2022, 23% of students scored proficient or above.

On the science test, KSA 2022, 15% of students scored proficient or above.

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On the social studies test, KSA 2022, 22% of students scored proficient or above.

On the math test, KSA 2022, 24% of students scored proficient or above.

On the reading test, KSA 2022, 39 % of students scored novice in 3rd grade. 43% scored novice in 3rd grade in the non-economically disadvantaged group.

On the reading test, KSA 2022, 65 % of students scored novice or apprentice in 4th grade reading.

On the math test, KSA 2022, 56% of students scored novice in 3rd grade.

On the math test, KSA 2022, 52% of students scored novice in 4th grade.

On the math test, KSA 2022, 44% of students scored novice in 6th grade.

On the social studies test, KSA 2022, 46% of students scored novice.

On the On Demand Writing test, KSA 2022, 53 % of students scored apprentice.

66.67% of students in kg scored in the Tier II intervention on the math MAP assessment.

75.4% of students in kg scored in the Tier II intervention on the reading MAP assessment.

38.98% of students in 2nd grade scored in the Tier III intervention on the math MAP assessment.

49.15% of students in 2nd grade scored in the Tier III intervention on the reading MAP assessment.

Of students with disabilities, 41.80% scored novice in reading and 51.80% scored novice in math on the MAP assessment.

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.

On the School Climate and Safety Survey, we scored a 75.1. Most students (80-89%) reported that teachers expected them to do their best, that school is a caring place, and that our school is a safe place.

98% of students agree that our school is a caring place.

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92% of students agree that they feel a part of their school.

94% of students feel welcome in their class.

95% of students feel that the adults from the school cares about them.

97% of students agree that adults in the school make sure students are safe.

93% of students agree that they feel safe in class.

96% of students agree that adults will do something to help when they report being treated in a mean or hurtful way.

All students have access to technology with a personal device. Wifi in every classroom.

64% of students were ready for kg with interventions.

5.26% of students in kg in math on the MAP assessment scored in Tier 3 category.

1.75% of students in kg scored in Tier 3 on reading on the MAP assessment.

14-15% of students in 1st grade scored in Tier 3 on the Reading/Math MAP assessment.

7.9% and 12.70% of students in 6th grade scored in tier 3 on the Reading/Math MAP assessment.

52.38% of students in 6th grade scored proficient or better on the Reading MAP assessment.

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.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which

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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.

We will focus on KCWP2: Design and Deliver Instruction and KCWP4: Review, Analyze and Apply Data

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Attachment Summary

Attachment Name	Description	Associated Item(s)