



2021-22 Phase Two: The Needs Assessment for Schools

2021-22 Phase Two: The Needs Assessment for Schools

West Broadway Elementary School

Wendy Eaves

127 West Broadway
Madisonville, Kentucky, 42431
United States of America

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	7

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.

West Broadway Elementary Schools data is reviewed, analyzed, and applied by multiple stakeholder teams. These teams include: Site Based Decision Making Council members (Wendy Eaves, Corina Shaffer, Jennifer Gamblin, Kendra Logan, Allison Barnes, and Kayte Dame), Principal's Advisory Council members (Wendy Eaves, Marisha Nolen, Morgan Russell, Gretchen Fischer, Teresa Campbell, Michelle Larkins, Jill Johnston, Nicole Taylor, Marcy Hancock, Christy Mulligan, Whitney Watts, Julie Faulk, and Wendy Mitchell), Professional Learning Communities (each grade level team works together to disaggregate data, guide instruction, and coordinate planning and instruction), and staff meetings which includes every certified staff

member. West Broadway utilizes support staff such as the Classroom Size Reduction Teacher, Instructional Leader, Title I Retired teacher, special education teachers and special education CIAs to help intervene in skill deficits and plan high quality instruction. SBDM meets monthly, PLCs meet weekly, and PAC meets monthly. Agendas and meeting minutes are shared through email and Google shared drive. Julie Faulk, Family Resource Center Coordinator, is also utilized to help meet students needs so that they may be successful.

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.

We will continue to target our gap students in the area of math and reading. Due to Covid-19, there was not any Kprep assessment in the Spring, After reviewing the 2020-2021 Kprep data, on-demand writing is an area of improvement that will be targeted as well. We will continue to work on increasing proficiency in these areas. School attendance is also a focus area and needs improvement.

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: Due to Covid-19 we were not able to complete the Kprep assessment in the Spring. 2020-2021 Kprep data shows that West Broadway had 48.6% score proficient/distinguished in reading compared to the state average of 39.5% and the district average of 44.7%. 36.2% scored proficient/distinguished in math compared to the state average of 31.4% and the district average of 32.8%. Fall 2021 MAP data shows 3rd grade reading: Novice 20%, Apprentice 34%, Proficient 32%, Distinguished 14%; Math: Novice 20.4%, Apprentice 47.3%, Proficient 32.3%, Distinguished 0%; 4th grade reading: Novice 22%, Apprentice 24%, Proficient 34%, Distinguished 20%; Math: Novice 26%, Apprentice 30%, Proficient 38%, Distinguished 6%; 5th grade reading: Novice 11.8%, Apprentice 29.4%, Proficient 49.5%, Distinguished 9.3%; Math: Novice 17%, Apprentice 53%, Proficient 26.4%, Distinguished 3.6%. Kindergarten-2nd grade have Fall 2021 MAP scores but there is not a NAPD comparison yet. Kindergarten: 70% met benchmark in Reading, 70% met benchmark in Math; 1st grade: 31% met benchmark in Reading, 36% met benchmark in Math; 2nd grade: 31% met benchmark in Reading, 36% met benchmark in Math.

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.

2020-2021 Kprep data shows that students with disabilities had 53.1% novice compared to students without disabilities (21.7) in reading. Economically disadvantaged students had 36.8% novice compared to non-economically disadvantaged students (19.4) in reading.

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.

Teachers implement small groups with success as evidenced by 37% proficient on reading MAP. Teachers should consider adapting the small group model for use in mathematics to address novice performance and increase proficient performance from 16%.

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 2: Design and Deliver Instruction: Teachers will implement the new reading and math curriculum and use a variety of resources to enhance instructional practices. Teachers will analyze assessments (formative and summative) and use that data to plan whole group and small group instruction. Teachers will continue to focus on enhancing small group instruction, differentiation and collaboration. increasing rigor, and increasing student engagement. Discussions in PLCs and PACs, as well as instructional walkthroughs, will help ensure that instruction is on track and that teachers are seeing growth.

Attachment Summary

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