



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

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Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp...	3
Attachment Summary	8

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.

Our K-Prep data was analyzed by staff members during team, staff, and SBDM meetings. In order to analyze our K-Prep results, teachers were placed in content area groups in September and asked to analyze the results for a specific content area and grade level. Each group was also given a copy of our current school improvement plan (Big 5). Teachers reviewed our School Improvement Plan and made recommendations for revisions based on the K-Prep results. Goals, strategies and activities were deleted, added and/or revised based on teacher feedback and assessment results. In late September/early October, the principal revised the plan

based on teacher feedback. A revised school improvement plan was then approved by the staff and then the school SBDM council at the October meeting.

ATTACHMENTS

Attachment Name

 2021-22 Big 5

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.

From 2019 to 2021, the school saw a 28% decrease in the number of students reaching proficiency according to KPREP and a 29% decrease in the number of students reaching proficiency in math.

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 Data: According to fall 2021 MAP results, 33% of K, 41% of 1st, 37% of 2nd, 42% of 3rd, 32% of 4th, and 59% of 5th grade students are proficient or

distinguished in reading. Also according to fall 2021 MAP data, 42% of K, 43% of 1st, 37% of 2nd, 30% of 3rd, 27% of 4th and 29% of 5th grade students are proficient or distinguished in math. Forty-eight percent (48%) of students scored proficient or distinguished on 2021 KPREP Reading. Thirty-nine percent (39%) of students scored proficient or distinguished on 2021 KPREP Math. Sixty-three percent (63%) of students scored proficient or distinguished in Writing. Non-Academic Current State: According to the KDE School Report site (2019-20 data), eighty-four percent (84%) of staff members reported a positive climate and felt that administrators handled behavior well.

ATTACHMENTS

Attachment Name



MAP Data

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.

According to 2021 KPREP results, twenty-seven percent (27%) of students scored Novice in Reading and sixteen percent (16%) of students scored Novice in Math. In addition, twenty-five percent (25%) of students scored Apprentice in Reading and forty-five percent (45%) scored Apprentice in Math.

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.

According to KPREP, our reading proficiency rate has dropped from 76.5% in 2019 to 48% in 2021. Our math proficiency rate has dropped from 68% to 39%. Our school has traditionally flexibly grouped our students for reading and math instruction. This allows our teachers to differentiate their instruction in order to effectively meet the needs of their students. As our 2019 results show, this has been an effective strategy; therefore, we will continue this practice. For the 2021-22 school year, we have increased the time for the reading and math blocks. K-3 students will have 90 minutes of reading and math per day and 4th and 5th grade students will have 75 minutes per day. In addition, each grade level will add an additional 30 minutes each of reading and math daily in order to close the achievement gaps created by COVID.

ATTACHMENTS

Attachment Name



Master Schedule

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.

Our staff will focus on reducing the percentages of students scoring Novice and Apprentice on MAP and KPREP and increase the percentages of students scoring Proficient and Distinguished in both reading and math. Focus areas will include student engagement, acceleration, intervention, and rigor.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2021-22 Big 5	Our school improvement focus areas for the year.	• 1
 MAP Data	Fall MAP results for 2021-22	• 3
 Master Schedule	2021-22 Master Schedule	• 5
 School Key Elements	Key Elements Template	•