



2022-23 Phase Two: The Needs Assessment for
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2022-23 Phase Two: The Needs Assessment for Schools

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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.

Our KSA data was analyzed by staff members during team and SBDM meetings. In order to analyze our KSA results, teachers were 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 KSA 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 staff 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

 Big 5 2022-23

Review of Previous Plan

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?

Our proficiency goal was: By spring of 2023, Junction City Elementary will increase the combined reading and math percentage of proficient/distinguished students to 70% as measured by KSA. Preliminary 2022 KSA results showed that 64% of the students were proficient in reading and 55% of the students were proficient in math. We have not met our goal of 70% yet; however, we did show improvement from 2020-21 scores. Some strategies in place are small group work, Kagan, flexible grouping within the grade level, intentional lesson planning, use of supplemental technology, and Review Fridays. All students receive an additional 30 minutes of reading and math instruction daily. We also offered ESS in reading and math. Teachers and students work to set and track individual goals, class goals, and grade-level goals. We plan to continue the same strategies into the 2022-23 school year.

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.

From 2021 to 2022, the school saw an increase in the percentage of students scoring proficient or better in reading (48% in 2021 and 64% in 2022) and math (from 38% in 2021 and 55% in 2022).

In 2021, 26.7% of the students scored Novice in Reading on the KSA and 16% of our students scored Novice in Math. In 2022, 12% of our students scored Novice in Reading and 16% scored Novice in Math. There was a significant decrease (15%) in Reading.

In 2021, 36% of our incoming kindergarten students were ready for kindergarten as compared to 56% at the district level and 53% at the state level.

ATTACHMENTS

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 JCES School Report

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.

In third grade, 64% of all students were proficient/distinguished on the KSA in reading as compared to 67% of Economically Disadvantaged students and 47% of students with Disabilities. In 4th grade, 63% of all students were proficient/distinguished on the KSA in reading as compared to 64% of Economically Disadvantaged students and 50% of students with Disabilities. In 5th grade, 67% of all students were proficient/distinguished on the KSA in reading as compared to 61% of Economically Disadvantaged students and 43% of students with Disabilities.

In third grade, 54% of all students were proficient/distinguished on the KSA in math as compared to 48% of Economically Disadvantaged students and 47% of students with Disabilities. In 4th grade, 53% of all students were proficient/distinguished on the KSA in math as compared to 61% of Economically Disadvantaged students. In 5th grade, 59% of all students were proficient/distinguished on the KSA in math as compared to 58% of Economically Disadvantaged students and 29% of students with Disabilities.

Our students with disabilities are performing significantly lower than our students without disabilities.

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.

In third grade, 64% of all students were proficient/distinguished on the KSA in reading as compared to 67% of Economically Disadvantaged students and 47% of students with Disabilities. In 4th grade, 63% of all students were proficient/distinguished on the KSA in reading as compared to 64% of Economically Disadvantaged students and 50% of students with Disabilities. In 5th grade, 67% of all students were proficient/distinguished on the KSA in reading as compared to 61% of Economically Disadvantaged students and 43% of students with Disabilities.

In third grade, 54% of all students were proficient/distinguished on the KSA in math as compared to 48% of Economically Disadvantaged students and 47% of students with Disabilities. In 4th grade, 53% of all students were proficient/distinguished on the KSA in math as compared to 61% of Economically Disadvantaged students. In 5th grade, 59% of all students were proficient/distinguished on the KSA in math as compared to 58% of Economically Disadvantaged students and 29% of students with Disabilities.

Our students with disabilities are performing significantly lower than our students without disabilities.

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.

Reading achievement has increased from 48% proficient/distinguished to 64%.
Math achievement has increased from 38% proficient/distinguished to 55%.
Science achievement has decreased from 38% proficient/distinguished to 37%; however, the state achievement level is 25%.

Reading achievement for our students with disabilities increased from 40.5% proficient/distinguished to 47%. Math achievement for our economically disadvantaged students increased from 33.7% to 55.6%.

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 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 continue to focus our efforts on increasing our overall proficiency in all content areas. Special attention will be focused on our students with disabilities.




ATTACHMENTS

Attachment Name



School Key Elements

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Big 5 2022-23	Five focus areas for 2022-23 school year	• 1
 JCES School Report	Data from the school report card site	• 3
 School Key Elements	evaluation document	• 7