



2021-22 Phase Two: The Needs Assessment for Schools Carter City Due Nov 1

2021-22 Phase Two: The Needs Assessment for Schools

Carter City Elementary School
Jo Ashworth
13321 State Hwy 2
Grayson, Kentucky, 41143
United States of America

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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.

The team to review data for the school consisted of SBDM members, teachers, and stakeholders. We met once utilizing a Data Analysis Protocol tool. We analyzed data and to develop the CSIP including goals based on the KPREP, common assessment, Fontas & Pinnell, iReady, and Lexia data.

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.

Carter City's data trends have increased consistently over multiple years in reading, math, and on-demand writing. Science had a slight decline last year. We continue to see no gap in free and reduced lunch students or students with disabilities. Social studies was field tested last year so we didn't receive scores. We had 6% novice in reading and 4% novice 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.

Carter City continues to increase in most subject areas: Reading 74 in 2019 to 82 in 2021 and math 77.7 to 78. Science had a slight decline from 88.2 to 60. ODW increased from 73.9 to 100 and social studies was field tested. Given the Covid and NTI our students are lagging initially this current year according to iReady assessment 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.

Our priorities with a new baseline of KSA will be for students at CCES to score Proficient/Distinguished at or above 60% in reading and math. The specific other academic indicator of science, social studies and on-demand writing at 50%. Our priority will also include to continue not to show a gap with free/reduced lunch students and students with disabilities.

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 reading scores CCES scored 82% Proficient/Distinguished above the district of 44.3% and the state 39.5%. In math CCES scored 78% Proficient/Distinguished above the District 33.3% and the State 31.4%.

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.

While we find value in all KCWP, we will place an emphasis on Delivery of Instruction and Review and Analyze Data. We have addressed all 6 KCW P throughout our plan to ensure a cohesive approach to planning and improvement. We realize for effective and sustainable growth to occur there must be a focus on capacity building. Therefore, we will provide leadership opportunities for teachers in our building through committee participation and facilitating learning workshops at the district and school level. We will continue visiting other classrooms and schools to observe teachers and discuss best practices and areas that need addressed. We will continue to communicate the Vision, Mission, and belief statement of the district/school through email, newsletters, letterhead, and posters displayed in classrooms. We will establish content goals and implement strategies and activities to meet those goals.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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