



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

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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.

When our data first comes to the school, the principal reviews the data as well as analyzes it. He then presents that information to the School-Based Decision-Making council to inform and seek their input - SBDM meets every other month. Then, the data is disaggregated for specific grade levels and shared with teachers. That data is then analyzed by both the teachers and principal and used as a decision-making factor for PLCs. PLCs meet weekly.

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?

Teachers worked this year to progress monitor data in our MTSS system. Our goal was to grow in reading, math, and science. We met our proficiency goal in both reading and math. We did not meet our goals in our gap groups. This will help us decide what is an appropriate goal for our gap groups this 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.

Our school has increased in both reading and math from the 2021 test (2020 test didn't happen due to the pandemic). 3rd grade math was a concern before the pandemic, with an average of P/D of 44%. Our 2022 3rd Grade math P/D was 52%, which is clearly above the average of 44%. Related to that, our 4th grade math dropped from an average of 61% to 57%.

In reading, we increased our P/D overall from 45% to 59%.

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.

59% of our students scored proficient/distinguished in reading compared to the state average of 45%

55% of our students scored proficient/distinguished in math compared to the state average of 38%

35% of our students scored proficient/distinguished in science compared to the state average of 29%

40% of our economically disadvantaged students scored proficient/distinguished in reading compared to the state average of 36%

31% of our economically disadvantaged students scored proficient/distinguished in math compared to the state average of 28%

21% of our economically disadvantaged students scored proficient/distinguished in science compared to the state average of 20%

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.

57% of 4th grader were P/D in math compared to 61.8% from the year prior

Economically disadvantaged students in 4th grade were 33% P/D in math compared to 43.9% from the year prior.

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.

Overall Reading P/D increased 48.5% to 59%. 3rd grew to 57% from 45%, and 4th grew to 61% from 52.9%.

Overall Math P/D increased 51.5% to 55%. 3rd grew from 43.4% to 52%

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 are a part of the High-Quality Instructional Resources Pilot through KDE. We are currently implementing new materials in all grade levels for ELA. Our PLCs will be critical to ensuring a smooth and successful transition into using these new resources.

Attachment Summary

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