2021-22 PHASE TWO SOUTH CHRISTIAN: The Needs Assessment DUE NOV. 1

2021-22 Phase Two: The Needs Assessment for Schools

South Christian Elementary School
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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.

A South Christian SBDM council is in place. The members are Dr. Cherise Williams, Sandy Joiner, Ellen Cawood, Camiki Morrow, Roy Parker, and Dava Thomas. South Christian implements professional learning community meeting weekly. Teachers spend 40 minutes per week discussing standards, identifying at risk students, discussing research based strategies, observing different classrooms with in the building, and analyzing student data in order to plan next steps. Teachers meet monthly to discuss at risk students for MTSS/RTI intervention placement. Leadership convenes weekly to discuss school assessment needs. A Tier 2/3 committee meets following the monthly MTSS/RTI team meeting to discuss at risk

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students and appropriate intervention to put in place and monitor. Attendance, grades, number of referrals, and teacher observations and recommendations are considered as data points to make decisions. Notes are entered on a fluid document that is shared and updated monthly.

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.

South Christian analyzed data trends for African American students in reading and math. KPREP Data over time Reading ~ African Americans 2015-16 ~ Novice 36%, Apprentice 26%, Proficient 27%, Distinguished 11% (81 AA students) 2016-17~ Novice 44%, Apprentice 22%, Proficient 26%, Distinguished8% (100 AA students) 2017-18 ~Novice 38%, Apprentice 28%, Proficient 28%, Distinguished 6% (86 AA students) 2020-21 ~ Novice 52%, Apprentice 27%, Proficient 18%, Distinguished 1% (55 AA students) KPREP Data over time Math~ African Americans 2015-16 ~ Novice 36%, Apprentice 39%, Proficient 21%, Distinguished 4% (81 AA students) 2016-17 ~ Novice 36%, Apprentice 41%, Proficient 20%, Distinguished 3% (100 AA students) 2017-18 ~ Novice 29%, Apprentice 44%, Proficient 20%, Distinguished 7% (86 AA students) 2020-21~ Novice 40%, Apprentice 41%, Proficient 14%, Distinguished 3% (55 AA students)

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:

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- 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: MAP Assessment Fall 2021- ELA 3rd grade ~ school projected proficiency is 35% Math 3rd grade ~ school projected proficiency is 30% ELA 4th grade ~ school projected proficiency is 42% Math 4th grade ~ school projected proficiency is 27% ELA 5th grade ~ school projected proficiency is 60% Math 5th grade ~ school projected proficiency is 37% ELA 6th grade ~ school projected proficiency is 53% Math 6th grade ~ school projected proficiency is 35%

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.

South Christian is concerned with the achievement of African American students and Special Education students. AA students are not growing and moving to proficient and distinguished. There is very little change in the initial category over time. 2017- 18 data showed only 27% of AA students tested in math and 34% in reading were proficient or distinguished. 2020- 21 data showed increase in the gap between AA and other subgroups. The data showed only 20% of AA tested were proficient or distinguished in reading and only 18% were proficient or distinguished in math. However, the gap for Special Education students began to close. In 2016, SPED students scored 23.8% in Reading. In 2017, proficiency scores increased to 26%. In 2018, SPED proficiency scores decreased from 26% to 18% in Reading. . In 2016, SPED scored 14.3 % proficient/ distinguished in Math. In 2017, SPED scored 16% proficient/distinguished in Math. In 2017, SPED scored 11% proficient/ distinguished in Math. In 2020, SPED scored continued to decrease to 4.8% proficient/distinguished in reading and Math. 2016-17 ~ Novice 36%, Apprentice 41%, Proficient 20%, Distinguished 3% (100 AA students) 2017-18 ~ Novice 29%, Apprentice 44%, Proficient 20%, Distinguished 7% (86 AA students) Add 2019-20, 2020-21

Strengths/Leverages

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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.

South Christian has multiple strengths / Leverages. South Christian is committed to providing a high quality educational environment. We would like to share our "short list" of the awesome things that are happening at South Christian Elementary. • STLP team participates in yearly regional and state competitions • Academic Team scored 4th place in Governor's Cup Competition • 6th grade participates in Kentucky Youth Assembly and successfully debated bill on Capitol Hill • South Christian offers band to 6th graders, led by Lori Boehman and Nick Jones, band director of award-winning high school marching band • Scheduling is structured so that Writing is taught every day at each grade level • Small Group instruction is in place to ensure all students receive individual attention • South Christian implements interventions for all students at their point of need • South Christian hosts monthly Lunch & Learn, Coffee & Conversations, and Family Academic Nights to encourage parent involvement (virtually during Covid) • South Christian is a military connected school and is supported by the 1-187 Infantry Rakkasans

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

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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.

> South Christian will focus on Design and Deliver Assessment Literacy and Review, Analyze and Apply Data in order to produce the desired changes. South Christian teachers provide effective targeted, penalty free practice for students, enable students to take responsibility for their own learning, and move from a grading culture to a learning culture. Teachers must have an established system for examining and interpreting all of the data that is in their classrooms (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success.

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Attachment Summary

Attachment Name	Description	Associated Item(s)