PE 2023-2024 Phase Two: The Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

Pembroke Elementary School
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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.

Continuous Improvement Team: We have established a CSIP leadership team that is composed of representatives from the administration team, a grade level representative from each grade level and various content areas, as well as special education and related arts teachers. Of those teachers on the team, 2 of them are also members of the SBDM council. This team meets regularly to review data. In addition, teachers are continuously planning to improve the learning of all students through collaboration of the weekly PLC process. Documentation includes agendas, meeting minutes, and PLC document collection. 2. Gather and organize data: Data collection is a continuous process at Pembroke Elementary. Teachers at all grade levels use multiple data points such as MAP data, Into Reading diagnostic assessments , KSA data, unit assessments, formative assessments, LDC work, and Science Through-Course-Tasks. Non-instructional data includes attendance and behavior tracking through the PBIS committee and Infinite Campus. The PLC process allows for the monitoring of student progress through data discussions each cycle. Data is organized and tracked through tracking documents and

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uploaded to Google Docs. 3. Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, and academic growth. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. Certified staff collaborates to complete the data analysis protocol for KSA data and identify trends, concerns, and make connections to next steps. 4. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. 5. Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth) for which the school did not meet federal, state and/or local expectations. 6. Identify root and hypothesize potential causes: Continuous Improvement Team identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. 7. Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. 8. Identify solutions and actions steps: Based on the root cause analysis, Continuous Improvement Teams identify research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. 9. Implement plan: The improvement plan is communicated to all stakeholders and implemented. 10. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team will utilize the scorecard, PLCs, and RTI meetings. The implementation plan will be responsive and changed based upon progress monitoring

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?

We had five overall goals.

Our first goal was a proficiency goal 1)Pembroke Elementary will increase the percentage of students scoring proficient or better to 57.8 by May, 2026 as measured by the Kentucky Summative Assessment. 2)Pembroke Elementary will increase the percentage of students scoring proficient or above in math to 57.2% by May of 2026 as measured by the Kentucky Summative Assessment. We did increase our P and D in reading from 46% to 49% in reading, we also increased our percentage of P and D in math from 33% to 45%.

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Our second goal for separate academic indicators was: 1)Pembroke Elementary will increase the percentage of students scoring proficient or above in science 46.6% by May of 2026 as measured by the Kentucky Summative Assessment.   2) Pembroke Elementary will increase the percentage of students scoring proficient or above in writing from to 47.4% by May of 2026 as measured by the Kentucky Summative Assessment. 3) Pembroke Elementary will increase the percentage of students scoring proficient or above in social studies to 54.2% by May of 2026 as measured by the Kentucky Summative Assessment. In science we increased from 15% to 29%, in writing we increased the overall percentage of students scoring proficient or above from 35% to 47%, and in social studies we increased from 27% to 30%.

Our 3rd goal was for achievement gap. 1) Pembroke Elementary will decrease the percentage of students with disabilities scoring novice in reading from 55% to 50% by May of 2023 as measured by KSA, MAP, and classroom assessments. In reading we decreased from 55% to 52% of our students with disabilities scoring novice and in math we had 56% of students with disabilities scoring at the novice level.

Our fourth goal was around english learner progress. 1) Each EL student will progress at least 2 levels on the ACCESS assessment by May of 2026.

Our final goal was around the quality of school climate and safety. 1) By spring of 2023, Pembroke Elementary will increase the index on the KSA student survey from an index of 71 to an index of 77. We did increase our survey index from 71 to 74.

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 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

According to the Brigance test our students continue to come to us in kindergarten behind their school age peers. Our 2022 fall data showed 55% ready with interventions, 37% ready and 8% ready with enrichment. According to our fall 2023 data, 54% are ready with interventions, 40% are ready, and 6% is ready with enrichment. Our data also shows that our African American, economically disadvantaged, and our students with disabilities tend to score lower than their peers. Our reading and math indicator score has been higher than the separate academic areas for both years. The specific information for these is listed in our priorities and concerns section.

Current State

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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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

We are identified as a green school with an index score of 70.3 and TSI due to our students with disabilities. Our reading scores are improving as we decreased the percentage of students scoring novice in 2022 from 28% to 22% in 2023 and increased our percentage of students scoring proficient or better from 45% to 49%. Our students with disabilities still score significantly lower than those without a disability as they scored 16% proficient or better and 52% novice.

Our math scores are not trending in the positive direction like our reading scores. We decreased the percentage of students scoring novice in math from 33% in 2022 to 27% in 2023. We had a significant increase in students scoring proficient or better in math as we increased the percentage from 33% in 2022 to 45% in 2023. Our students with disabilities are still significantly lower in math with 56% novice and only 16% proficient or better.

Our science scores for 2023 increased overall. We had 12% novice, 59% apprentice, 23% proficient, and 6% distinguished, compared to 2022 when we had 11% novice, 74% apprentice, 11% proficient and 3% distinguished. While our apprentice percentages remain high in science, we did increase proficient and distinguished.

Our writing scores for 2023 were 15% novice, 44% apprentice, 29% proficient, and 12% distinguished, as compared to 2022 with 20% novice 45% apprentice, 32% proficient, and 3% distinguished. We decreased novice and increased both proficient and distinguished with the language mechanics score having an positive impact on our overall combined writing score.

Although we did improve slightly, our social studies remains a priority for our school. Our social studies scores for 2023 show 46% novice, 25% apprentice, 20% proficient, and 10% distinguished, as compared to 2022 with 47% novice, 27% apprentice, 17% proficient, and 9% distinguished.

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Our fall 2023 MAP data shows we have 4% of kindergarten students scoring in the 20th percentile and below with 35% scoring above the 60th percentile for reading. We have 18% of first grade students scoring in the 20th percentile and below with 33% scoring above the 60th percentile for reading. .According to the linking study for MAP to KSA, our fall 2023 MAP data shows our second grade students in reading are 36.8%novice, 35.6% apprentice, 24.1% proficient, and 3.4% distinguished. For third grade, we have 26.5% novice, 31.4% apprentice, 32.4% proficient, and 9.8% distinguished. Fourth grade is showing 14.1% novice, 31% apprentice, 40.8% proficient, and 14.1% distinguished. Fifth grade is showing 26.7% novice, 29.1% apprentice, 29.1% proficient, and 15.1% distinguished. Sixth grade is showing 19.4% novice, 37.1% apprentice, 32.3% proficient, and 11.3% distinguished.

Our fall 2023 MAP data shows we have 10% of kindergarten students scoring in the 20th percentile and below with 38% scoring above the 60th percentile for math. We have 16% of first grade students scoring in the 20th percentile and below with 47% scoring above the 60th percentile for math.   .According to the linking study for MAP to KSA, our fall 2023 MAP data shows our second grade students in math are 27.9% novice, 48.8% apprentice, 22.1% proficient, and 1.2% distinguished. For third grade, we have 20.6% novice, 39.2% apprentice, 29.4% proficient, and 10.8% distinguished. Fourth grade is showing 16.9% novice, 22.5% apprentice, 46.5% proficient, and 14.1% distinguished. Fifth grade is showing 30.2% novice, 30.2% apprentice, 33.7% proficient, and 5.8% distinguished. Sixth grade is showing 22.6% novice, 43.5% apprentice, 27.4% proficient, and 6.5% distinguished.

In addition our school climate survey showed us at a 74 index score which is yellow status. While this is an improvement from the previous year, we are still 3 points from being at a 77 index score to be at a high green status.

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.

We have 3 main overall priorities/concerns. They are to maintain and improve our reading and math scores overall, continue to improve all of our separate academic indicator areas, and improve our scores for our students with disabilities in all areas. Specific data with precise numbers and percentages for reading, math, and each separate academic indicator are listed in the current state above. According to our data, we will utilize our Title 1 funds to address these priorities and concerns through the purchase of high quality supplemental resources for all academic areas this includes both technology and supplemental books and materials. In addition,

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we utilize funds for additional staffing to provide additional support to our students in focus areas.

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.

Our strengths right now are KCWP 4 Review, Analyze and Apply data. We are very data rich in our school and district. We have the MAP assessment as a district wide benchmark assessment for both reading and math and the Into Reading assessments to find student levels in reading. In addition, we have district wide unit assessments, Mastery Connect Benchmarks, and teacher created unit and formative assessments to help us track academic data. In addition to academic data, we have the early warning tool in IC and SRSS- IE Screener to help identify at risk students. Other nonacademic data points include attendance and discipline data that is tracked closely. We use this data to help inform our Multi tier instruction. All of these data points help us to identify students and the skills they are missing in order to fill the gaps they need in their learning. Teachers use this to help guide and leverage their whole group and small group differentiated instruction. We also use the warning tools and SRSS-IE Screener along with our discipline data to help us identify students that need support outside of or in addition to academics. Our guidance counselors do whole group lessons during specials. They also do small group sessions with students that show up as at risk, and we assign students to a school based therapist or similar services as needed based on the data. We also have surveys that we use on a regular basis to gain feedback from parents, teachers, and students. We create goals to improve upon based on this data and action plans to help us achieve those goals. With these data tools we are able to make decisions based on data.

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 Results
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establish Learning Environment and Culture

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Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

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ATTACHMENTS

Attachment Name

📄   Pembroke Key Elements 23-24

8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

See attached template. Our school will focus on KCWP #1 Design and Deploy Standards, KCWP #2 Design and Deliver Instruction, and KCWP #3 Design and Deliver Assessment Literacy as our priority plan goals. Our focus will be on teachers creating meaningful and engaging lessons that have students communicating and collaborating together in all subjects. In addition to this, our PLC work will be intentional around utilizing high quality resources, designing rigorous assessments, and implementing effective instruction that is fully aligned to the intent of the standards with meaningful and multiple feedback opportunities for our students.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Pembroke Key Elements 23-24	Please see attached for the Key Elements Template for Pembroke.	• 7