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

2021-22 Phase Two: The Needs Assessment for Schools

Pembroke 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.

Continuous Improvement Team: We have established a CSIP leadership team that is comprised of the curriculum specialist, administrator, FRC coordinator, parent representative, a grade level representative from each grade level, 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 monthly 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

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levels use multiple data points such as MAP data, Foundational Reading Assessment, Fountas and Pinnell Reading levels, K-PREP, 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 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 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. 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 identifies 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 using will utilize the scorecard, PLCs, and RTI meetings. The implementation plan will be responsive and changed based upon progress monitoring.

Trends

2. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

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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.

According to the Brigance test our students continue to come to us in kindergarten behind their school age peers in the fall 2020 we had 49.4% of our students ready with interventions, 43.7% ready and 6.9% ready with enrichment compared to the state of 46.9% ready with interventions and 40.5% ready and 12.6% reading with enrichment. However, our 2021 fall data shows 60% ready with interventions, 38% ready, and only 2% ready with enrichment. Our data also shows that our African American, economically disadvantaged, and our special education students tend to score lower than their peers. The specific information for these is listed in our priorities and concerns section.

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.

Since the 2018-19 data from KPREP is not comparable to the 2020-21 KREP data due to COVID issues and we do not have KPREP data from 2019-20, I have outlined here what our data looked like for the 2020-21 school year. We did show a decrease in P and D across all subject areas from 2018-19 to present. However, our scores were in line with the state scores for the 2020-21 KPREP. For reading, our P and D score was 39% and the state was 39.5%, our novice was 34% and the state was 34.8%. In math, our P and D score was 36% and the state was 31%. Our novice was 30% and the state was 30.4%. In science, we were well below the state percentage in P and D

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with 16%, and the state being 25.1%. However, we were below the state in novice with 16% and the state was 17%. In writing we were 38% P and D, and the state was 39.8% and we had 19% novice to the state's 15.6%. In 2020-21 school year our students participated in the MAP assessment as a district. This is the first time that our district used MAP as our benchmark assessment in several years. We participate in this 3 times a year: fall, winter and spring. The only exception to this is our kindergarten which took it only in winter and spring. This is what our data showed when comparing fall to spring on MAP. I have also included the grade level comparison to KPREP in grades 3 to 6. In reading: -Kindergarten went from 40% below the mean in winter to 38% in spring and from 56% above the mean to 62% above the mean. With 58% of them meeting their growth goal for the year and our kindergarten as a whole being above the grade level norm mean with 155.9. -First Grade went from 53.3% below the mean in winter to 48% below and from 44% above the mean to 49% above the mean. With 74% of the students meeting their growth goal and the grade level as a whole being above the grade level norm mean with 172.2. -Second Grade went from 51.6% below the mean to 47% bellow and from 48.4% above the mean to 52% above the mean. With 52% meeting their growth goal for the year. -Third grade had 36% novice in the fall and cut it to 30% novice in the spring and 48% proficient and distinguished in the fall to 44% which was a slight fall, but our numbers of students in the testing pool increased also from 55 students to 66 students, many of which were not here all year. They also had 52% of the students reach their growth goal for the year. On KPREP we had 42% of our students P and D and 28% novice. -Fourth grade- had 27.4% novice in the fall and had 30% in the spring and 38.6% P and D in the fall and 42% in the spring. With 47% meeting their growth goal. On KPREP we had 29% of our students P and D and 38% novice. We had a new reading teacher for 4th grade this year. -Fifth grade we had 28% novice in the fall and 33% in the spring and 41% P and D in the fall and 29% in the spring on MAP with 39% reaching their growth goal. On KPREP we had 38% P and D and 42% novice. We had a new 5th grade reading teacher this year in 5th grade as well. -Sixth grade we had 30% novice in the fall and 30% novice in the spring and 34% P and D in the fall and 53% P and D with 59% meeting their growth goal on MAP. On KPREP 46% were P and D and 20 % were novice. This shows that the MAP is in correlation with what we saw on KPREP for reading. You can see the same data results for math and the other subject areas broken down on the attached tables for academic data.

ATTACHMENTS

Attachment Name

🔗 2020-21 MAP data

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🔗 Pembroke Elementary KPREP 2020-21 Preliminary Results

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.

We continue to struggle with our gap groups in both reading and math In reading our African Americans only scored 28% proficient and distinguished compared to our white students at 46%. and our economically disadvantaged was at 32.3% compared to 52.9% for the non economically disadvantaged and our students with disabilities scored only 13% proficient and distinguished compared to 43.6% for students without IEPs. Data was almost identical in math with 25% scoring P and D compared to our white students at 47%, economically disadvantaged was at 30.4% compared to 49.4% non economically disadvantaged and our special education was at 13% compared to 40.9 for students without and IEP. However, at this time our special education scores are suppressed due to low numbers, but this is an area we continue to watch and monitor. In addition another area of concern right now is filling in the gaps that students have lost due to the pandemic. We are seeing in our current MAP data that our students who participated in VLA and homeschool options for the 2020-21 school year are below their peers who attended traditional school for the same year. We are finding that our primary students lack the stamina to focus and stay on task for a whole school day as a result of not being in traditional school since they have been in school. The majority of our behavior referrals are coming from our primary grades.

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.

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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 BAS assessment to find student reading levels. In addition we have district wide unit assessments 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. 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 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 once a week during specials. They also do small group sessions with students that show up as at risk, and we assign students to 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

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

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Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

See attached template Our School will focus will be on KCWP#2 Design and Deliver Instruction as our priority plan goals focus on our teachers creating meaningful and engaging lessons that have students communicating and collaborating together in all subject areas. Another Focus will be KCWP#6 Establishing a Learning Culture Environment. Recent PBIS survey data shows that our students do not feel connected to school. We feel this is due to many of them not being in school last year, and us having to reestablish relationships with students. We also thing this is a key element in closing the gap with our African American group.

ATTACHMENTS

Attachment Name

📄 Pembroke Key Elements of the Teaching and Learning Environment

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Attachment Summary

Attachment Name	Description	Associated Item(s)
🔗 2020-21 MAP data	Here a chart that shows how our school did on on district benchmark, MAP.	• 3
🔗 Pembroke Elementary KPREP 2020-21 Preliminary Results	This is a chart that shows what we had as our results from the 2020-21 school year.	• 3
📄 Pembroke Key Elements of the Teaching and Learning Environment		• 6