CSIP PHASE 2 - Needs Assessment for Schools

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.

During weekly PLC meetings, all K-6th Grade teachers meet in grade level teams with the principal, assistant principal, curriculum specialist and district coaches and follow the PDSA cycle to review, analyze, and apply classroom assessment data results. Each PLC meeting has a predetermined agenda based on the PDSA protocol, prepared by the coaches and curriculum specialists. Data trackers are used to track individual scores as well as overall classroom scores on KSA, MAP, Mastery Connect, and classroom module assessments.

MAP data is reviewed three times a year in PLC meetings and analyzed using a data protocol that addresses specific needs of students. Teachers are advised to use the MAP Learning Continuum and IXL to identify and address the needs of students. Mastery Connect is reviewed three times a year in grades 3rd-6th. During the Mastery Connect data desegregation, teachers look at each question from the assessment to determine a few things. First of all, they determine the standard that is connected to the question and decide if they had covered the standard prior to testing. Next, teachers look at the questions to determine which were missed most frequently. Based on their findings, teachers will determine 3 action steps that they are committed to until the next MasteryConnect assessment.

The principal and curriculum specialist attended a KSA data meeting where the district assessment coordinator explained the Accountability Calculator and Overall Accountability Weights. Reading/math state assessment results - science, social studies, and writing state assessment results - progress for english learner proficiency - quality of school climate and safety calculation were discussed and explained. The principal and curriculum specialist were tasked to take the Current Status Score subtract Prior Status Score = Change Score, to

determine the Indicator Score. Once the Indicator Score had been determined, the principal and the curriculum specialist were asked to look at two sets of data over time. They took each set of data through the 5 Steps Data Analysis Protocol: Table, Graphs, Observations, HOPs (Hypotheses of Practice), and Connections.

KSA data was shared with teachers in grade level meetings with the administration team. The administration team led teachers in a discussion based around the KSA calculator and how the index compares to that of the previous year. Teachers also viewed individual student scores to determine surprises, disappointments, and to hypothesize what they did that worked and what they did that did not work as far as classroom instruction. Teachers used the data to set goals for their upcoming classroom module assessments.

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?

The implementation of goals, objectives, strategies, and activities from last year's CSIP was partially successful. We saw some positive outcomes and progress in various areas. For example, one of the goals was to improve student attendance, and through targeted strategies like implementing attendance incentives and communication efforts, we saw a significant increase in attendance rates. Another objective was to enhance parent engagement. We were able to accomplish this task by organizing workshops, events, and improving communication channels. We were able to see growth in parental involvement and support. We implemented Lunch and Learn, Coffee Chats with the Principal, and Reading/Math Nights just to name a few events to increase our parental involvement. By analyzing the successes and challenges from the previous year, we can create a more effective and targeted plan for this year.

Trends

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

Trends:

Reading Trends

- From 2022 to 2023, the school saw a 1% increase in Proficient/Distinguished scores overall in 3rd grade reading.

- From 2022 to 2023, the school saw a 1% increase in Proficient/Distinguished scores overall in 5th grade reading.

-From 2022 to 2023, the school saw an 8% decrease in Novice scores overall in 3rd grade reading.

-From 2022 to 2023, the school saw a 2% decrease in Novice scores overall in 5th grade reading.

-From 2022 to 2023, the school saw an 8% decrease in Novice scores overall in 6th grade reading.

-From 2022 to 2023, the school's novice scores decreased from 110 students to 102 students in reading.

-From 2022 to 2023, the school increased distinguish students from 22 to 33 in reading.

-From 2022 to 2023, the school increased our overall reading score from 43.8 to 48.2

Math Trends

-From 2022 to 2023, the school saw an 6% increase in Proficient/Distinguished scores overall in 3rd grade math.

-From 2022 to 2023, the school saw a 7% increase in Proficient/Distinguished scores overall in 4th grade math.

-From 2022 to 2023, the school saw a 4% decrease in Novice scores overall in 4th grade math.

-From 2022 to 2023, the school saw a 3% decrease in Novice scores overall in 6th grade math.

-From 2022 to 2023, the school increased our overall novice from 88 to 112 in math.

-From 2022 to 2023, the school decreased our overall math index from 46.9 to 43.1

Science Trends

-From 2022-2023, the school saw a 9% increase in Proficient/Distinguished overall scores for 4th grade science.

Social Studies Trends

-From 2022 to 2023, the school saw a 3% increase in Proficient/Distinguished overall scores for 5th grade social studies.

Writing Trends

-From 2022 to 2023, the school saw a 2% decrease in Novice overall scores for 5th grade writing.

Overall Trends

-From 2022 to 2023, the school saw a decrease of 1.7% in caucasian students scoring Proficient/Distinguished in reading and math.

-From 2022 to 2023, the school saw an increase of 1.6% in African American students scoring Proficient/Distinguished in reading and math.

- From 2022 to 2023, the school saw a decrease of 1.9% in students with disabilities scoring Proficient/Distinguished in reading and math.

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.

The current condition of the school can be assessed by analyzing various sources of outcome data such as the following:

KSA: overall index: 44

47 of our students scored proficient in reading.

3 of our students scored proficient in math.

0 of our students scored proficient in science.

0 of our students scored proficient in social studies.

2 of our students scores proficient on ODW

28 of our SPED students scored novice in the area of reading.

25 of our SPED students scored novice in the area of math.

Attendance:
- **Teacher: 21-22—-87%**
  22-23—-89.4

  Student: 21-22--- 92.82%
  22-23 ---92.22%

 Behavior:
-There were 146 behavior events in 2022-2023. Currently there are 97 events for 2023-2024.

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.

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.

79% of African American students are performing below proficiency in Reading.

79% of African American students are performing below proficiency in Mathematics.

85% of students with disabilities are performing below proficiency in Reading

92% of students with disabilities are performing below proficiency in Math.

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.

4th grade reading KSA proficiency increased from 23% in 2022-2023 to 24% in 2022-2023. The systems of support we implemented for 4th grade reading can be adapted to address our low performance in other grade levels.

5th grade reading KSA proficiency increased from 24% in 2022-2023 to 25% in 2022-2023. The systems of support we implemented for 5th grade reading can be adapted to address our low performance in other grade levels.

3rd grade math KSA proficiency increased from 18% in 2021-2022 to 24% in 2022-2023. The systems of support we implemented for 3rd grade math can be adapted to address our low performance in other grade levels.

4th grade math KSA proficiency increased from 23% in 2021-2022 to 30% in 2022-2023. The systems of support we implemented for 4th grade math can be adapted to address our low performance in other grade levels.

4th grade science KSA proficiency increased from 8% in 2021-2022 to 17% in 2022-2023. The systems of support we implemented for 4th grade science can be adapted to address our low performance in other grade levels.

5th grade social studies KSA proficiency increased from 20% in 2021-2022 to 23% in 2022-2023. The systems of support we implemented for 5th grade social studies can be adapted to address our low performance in other grade levels.

5th grade on demand writing KSA proficiency increased from 14% in 2021-2022 to 17% in 2022-2023. The systems of support we implemented for 5th grade on demand writing can be adapted to address our low performance in other grade levels.

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

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 thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.
We will focus on KCWP 2 and KCWP 4.

MLK KCWP 23-24