



MLK 2022-23 Phase Two: The Needs Assessment for Schools DUE
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2022-23 Phase Two: The Needs Assessment for Schools

Martin Luther King Jr. 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.

During weekly PLC meetings, ALL K-6TH GRADE teachers MEET IN GRADE LEVEL TEAMS WITH THE PRINCIPAL, ASSISTANT PRINCIPAL, AND CURRICULUM SPECIALIST 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 principal and curriculum specialist. IN ADDITION TO THE PDSA PROTOCOL DOCUMENTS, GRADE LEVEL AND CONTENT-AREA SPECIFIC UNIT PACING CALENDARS ENSURE TEACHERS ARE PLANNING, TEACHING, AND ASSESSING ALL STANDARDS THESE DOCUMENTS address the needs and focus for each meeting. Sign in sheets are used to document attendance for the meetings.

During the 'plan' phase of PDSA, all teachers determine what they expect their students to learn in the upcoming module. Along with the administration team, teachers interpret and make meaning of Kentucky Academic Standards and create/ select congruent formative/summative assessments and student tasks. Teachers

plan for quality instruction using evidence based resources and Kentucky Academic Standards.

During the 'do' phase of PDSA teachers Implement the CCPS Instructional Framework while engaging in responsive professional learning around quality instruction.

During the 'study' phase of PDSA teachers determine if students are learning by analyzing student work samples and interpreting multiple data points. Teachers also evaluate the effectiveness of interventions.

MAP data is reviewed three times a year in PLC meetings and analyzed using a data protocol that addresses specific needs of students. Teachers determine students who are considered a 'bubble' and could move up or down in performance levels quickly.

PLC/Data meeting participants include certified staff, administration, curriculum specialist, guidance and district level staff.

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?

There were several areas that was addressed in the previous CSIP, there was some success but we are reevaluating reading and social studies instruction.

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.

Reading Trends

- From 2021 to 2022, the school saw a 2% decrease in Proficient/Distinguished scores overall in 5th grade reading.

Math Trends

-From 2021 to 2022, the school saw a 6.6% increase in novice scores in 3rd grade math.

-From 2021 to 2022, the school saw an 8.8% increase in novice math scores for white students.

-From 2021 to 2022, the school saw a 17% increase in novice math scores for students with IEPs.

-From 2021 to 2022, the school saw a 1.2% increase in novice math scores for economically disadvantaged students.

-From 2021 to 2022, the school saw a 2.8% decrease in Proficient/Distinguished math scores for students with IEPs.

Science Trends

-From 2021 to 2022, the school saw a 1.1% decrease in Proficient/Distinguished science scores for 4th grade students.

-From 2021 to 2022, the school saw a 13% increase in novice science scores for 4th grade students with IEPs.

-From 2021 to 2022, the school saw a 4% decrease in Proficient/Distinguished science scores for students with IEPs.

-From 2021 to 2022, the school saw a 4% decrease in Proficient/Distinguished science scores for white 4th grade students.

-From 2021 to 2022, the school saw a 2.3% decrease in Proficient/Distinguished science scores for economically disadvantaged students.

Writing Trends

-From 2021 to 2022, the school saw an 18.9% increase in writing scores for white students.

-From 2021 to 2022, the school saw a 22.4% increase in writing scores for African American students.

-From 2021 to 2022, the school saw a 15.6% decrease in Proficient/Distinguished scores for African American students.

-The percentage of Special Education Students performing at the Novice level continues to be higher than the percentage of regular education students performing at the novice level

-The percentage of white students scoring novice in math and writing have increased while the percentage of proficient and distinguished students has decreased in science.

-The percentage of economically disadvantaged students scoring novice in math has increased and the percentage scoring Proficient/Distinguished in science has decreased.

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.
 - Nine percent (9%) of our students scored proficient/distinguished in science compared to the state average of 29%.
 - Twenty-one percent (21%) of our students scored proficient/distinguished in social studies compared to the state average of 37%.
 - Twelve percent (12%) of our students scored proficient/distinguished in writing compared to the state average of 37%.
 - Twenty-eight percent (28%) of our students scored proficient/distinguished in reading compared to the state average of 45%.
 - Nine percent (9%) of our students scored proficient/distinguished in math compared to the state average of 38%.

Example of Non-Academic Current State:

- Based on the Employee Studer Survey results, 80% of the school's teachers were provided good processes and resources to do their job.

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.

78% of African American students are performing below proficiency in Reading.

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

92% of students with disabilities are performing below proficiency in reading and 95% 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.

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.

3rd grade reading KSA proficiency increased from 10.5% in 2020-2021 to 25% in 2021-2022. The systems of support we implemented for 3rd grade reading can be adapted to address our low performance in other grade levels.

4th grade reading KSA proficiency increased from 15.2% in 2020-2021 to 23% in 2021-2022. The systems of support we implemented for 3rd grade reading can be adapted to address our low performance in other grade levels.

6th grade reading KSA proficiency increased from 22.2% in 2020-2021 to 37% in 2021-2022. The systems of support we implemented for 3rd grade reading can be adapted to address our low performance in other grade levels.

3rd grade math KSA proficiency increased from 17.5% in 2020-2021 to 18% in 2021-2022. The systems of support we implemented for 5th grade math can be adapted to address our low performance in other grade levels.

4th grade math KSA proficiency increased from 18.2% in 2020-2021 to 23% in 2021-2022. The systems of support we implemented for 5th grade math can be adapted to address our low performance in other grade levels.

5th grade math KSA proficiency increased from 33.9% in 2020-2021 to 36% in 2021-2022. The systems of support we implemented for 5th grade math can be adapted to address our low performance in other grade levels.

6th grade math KSA proficiency increased from 14.4% in 2020-2021 to 30% in 2021-2022. The systems of support we implemented for 5th grade math 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](#)

[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.

See Attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
 1st Year at a Glance		.
 21-22 KSA Data		.
 2nd Math Year at a Glance		.
 3rd Math Year at a Glance		.
 4th grade Math Year at a Glance		.
 4th Science Year at a glance		.
 5th Math Year at a Glance		.
 Into Reading 1st pacing		.
 Into Reading 2nd pacing		.
 Into Reading 3rd pacing		.
 Into Reading 4th pacing		.
 Into Reading 5th pacing		.
 Into Reading Kinder pacing		.
 Kindergarten Year at a Glance		.
 MATH RETEACHING ACTION PLAN		.
 MLK KCWP 22-23		.
 PLC Calendar		.
 READING RETEACHING ACTION PLAN		.
		.

Social Studies year at a glance 5th grade		
 Year at a Glance 6th grade reading and writing		.