



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

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Millbrooke Elementary School

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Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

2023-24 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: Millbrooke School Leadership Team, SBDM Council, Millbrooke Comprehensive Support Team, Grade Level Leadership Team, Literacy Team, LDC, and Writing Team.

Gather and organize data: Millbrooke's data is reviewed at monthly Instructional Leadership Team meetings (at the District level) and in PLCs (at the school level). School leaders and teachers will review Universal Screener data (MAP Assessment) three times a year along with district common unit assessments, formative data, and attendance/ behavior data along the end-of-the-year state accountability(KSA). The data is shared by the school with the district through a shared Google spreadsheet that is used for monitoring purposes along with monthly district ILT meetings.

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?

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. The Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics), and by gap groups.

When looking at the KSA data, our Reading and Math scores were at or above the state average, but still not where we would like them to be. Our writing and Social Studies scores grew considerably.

This has informed us of the need to focus on our students with disabilities and Science. Their scores were far below the state average. Reading and Math will continue to be an area of focus for us as well.

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.

The number of students with disabilities scoring novice in Reading decreased from 66% in 2021-2022 to 48% in 2022-2023. That was a decrease of 18%. The number of students with disabilities scoring novice in Math increased from 56% in 2021-2022, to 68% in 2022-2023.

The percentage of students receiving behavior referrals decreased from 22% in 2021-22, to 20% in the 2022-2023 school year.

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

Academic Current State

53.8% of African American students scored at proficiency on KSA in Reading and Math (Spring 2023) as opposed to 64.9% of non-gap learners.

32.6% of students with disabilities scored at proficiency in Reading and Math on KSA(Spring 2023)test as opposed to just 64.9% of non-gap learners.

Math Proficiency Rate: 47.75%

Reading Proficiency Rate: 45.75%

Science Proficiency Rate: 30%

Social Studies Proficiency Rate: 40%

Writing Proficiency Rate: 62%

Non-Academic Current State:

-Teacher Attendance: The teacher attendance rate was 94.3% for the 2022-2023 school year

-The number of students receiving behavior referrals was 138 in the 2022-2023 school year. That is a decrease of 26 students receiving behavior referrals from the 2021-2022 school year.

-STUDER Surveys

Parent: On a 5-point scale, the parent survey was rated 3.66 overall.

Student: On a 5-point scale students overall rated the school at 3.98

Employee Engagement: On a 5-point scale teacher's overall satisfaction was at 4.29.

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.

32.6% of students with disabilities scored at proficiency in Reading and Math on KSA Spring 2023 test.

Math Proficiency Rate: 47.75%

Reading Proficiency Rate: 45.75%

Science Proficiency Rate: 30%

Social Studies Proficiency Rate: 40%

37 students were within 1-2 points of the next performance level in Reading on the 2023 administration of KSA.

40 students were within 1-2 points of the next performance level in Math on the 2023 administration of KSA.

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.

Based on data from 2022-2023 school year:

5th grade Math achievement has increased from 34% proficient to its current rate of 54%.

5th-grade Writing achievement increased from 33% proficient to its current rate of 62%.

The coaching model used in writing could be used to help our 4th-grade reading teacher.

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](#)

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 directly below.**

ATTACHMENTS

Attachment Name

 MES Key Elements Template



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.

Key focus elements are attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Focus Key Elements		•
 MES Key Elements Template		• 7