



2023-2024 Phase Two: The Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

Grapevine Elementary School
Kelcey Postlewait
1150 Hayes Avenue
Madisonville, Kentucky, 42431
United States of America

Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	10

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.

The process of reviewing, analyzing and applying results includes the following stakeholder groups:

SBDM -- which consists of teachers, parents, and principal. This stakeholder group meets monthly and documented through meeting minutes being recorded.

PAC -- meets monthly and documented through meeting minutes. There is a representative from each grade level and other teams throughout the building. Then, those staff members discuss with their other teammates.

PLCs - meet weekly and documented through meeting minutes. Each grade level team meets together where data is analyzed and discussed with admin present to assist in disaggregating the data.

Admin meetings - during these meetings we discuss students of concern, attendance, participation, behavior of students and ways for improvement or addressing how to motivate and maintain motivation in those areas.

PBIS - meets monthly and consists of staff and parents to discuss trends in behaviors and ways to improve.

Curriculum meetings - meets monthly and documented through meeting minutes

FRC advisory - meets monthly and consists of stakeholders made up of teachers and parents in the community.

The minutes from each of these groups are shared through email to staff for review or in a share drive for review. There are also team meetings where the minutes are discussed.

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?

In our previous plan it was noted that one of our main concerns was in the area of Mathematics and to sustain and improve our Reading. Our goal was to reduce the percentage of Novice scores in the area of Mathematics. It was success in that we were able to reduce the percentage of novice scores on the Spring 2023 KSA that was administered to our 3rd - 5th grade students. This past school year we continued to utilize our PLC's to coach teachers and focus improvements for the school. We also were intentional on teachers receiving the Professional Development they seeked in order to meet the needs of the students and their 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 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 behavior referrals increased from 209 in 2021-22 to 237 in 2022-23.

We have analyzed our behavior referrals and made changes to our implemented PBIS practices. Our Tier 2 PBIS team meets to reduce the number of referrals and put interventions in place to help these students to become more successful at

school. We have systems in place to address behavior concerns through Tier 2, Check-in, Check-Out, Social-Emotional Learning, and mental health counseling.

From 2021-2022 to 2023, the school saw a decrease in novice scores in reading among all students from 28% in 2022 to 15% in 2023.

Having weekly PLC meetings to analyze formative and summative assessments allows teachers to be true stakeholders in designing effective lessons to help our students stay on the path of success.

In 2022, the percentage of students that scored Novice in math was 39.67 percent. We have shown a decrease in students that scored Novice in math to 20% during the 2023 KSA.

We analyzed our recent KSA data and one of our main concerns is the percentage of students scoring novice in math within our achievement gap group, but as a school we will continue to sustain and improve our Reading scores.

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.

Current Academic State:

- 31.77 percent of students in the achievement gap (economically disadvantaged) scored proficient on the Kentucky Summative Assessment (KSA) in reading.
- 30.76 percent of students in the achievement gap (students with disabilities) scored proficient on Kentucky Summative Assessment (KSA) in reading.
- 34.57 percent of students in the achievement gap (economically disadvantaged) scored proficient on Kentucky Summative Assessment (KSA) in math. 32.69 percent of students in the achievement gap (students with

disabilities) scored proficient on Kentucky Summative Assessment (KSA) in math.

- The grade level breakdown of the percentage of novice Reading scores on MAP (Fall 2023) are as follows:
 - Kindergarten -- 32%
 - 1st grade - 37%
 - 2nd grade - 49%
 - 3rd grade - 39%
 - 4th grade - 30%
 - 5th grade - 18%

- The grade level breakdown of the percentage of novice Mathematics scores on MAP (Fall 2023) are as follows:
 - Kindergarten - 28%
 - 1st grade - 14%
 - 2nd grade - 33%
 - 3rd grade - 17%
 - 4th grade - 23%
 - 5th grade - 13%

Non-Academic Current State:

- Behavior referrals for the 2022-23 school year was 237 referrals.
- Survey results and perception data indicated 100 percent 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.

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.

- According to our KSA data (spring 2023) as a whole our students' scores have shown improvement however our percentage of novice in Reading is as follows:
 - 3rd Grade - 11%
 - 4th grade - 16%
 - 5th Grade - 17%
- According to our KSA data (spring 2023) as a whole our students' scores have shown improvement however our percentage of novice in Mathematics is as follows:
 - 3rd Grade - 17%
 - 4th grade - 24%
 - 5th Grade - 19%
- According to MAP data (fall 2023) and KSA data, our area of concern should be Reading. Our percentage of students scoring Novice in each grade level on the Fall 2023 MAP assessment is as follows:
 - Kindergarten -- 32%
 - 1st grade - 37%
 - 2nd grade - 49%
 - 3rd grade - 39%
 - 4th grade - 30%
 - 5th grade - 18%
- Kindergarten concerns from results using the Brigance data:
 - Many of our students' entering Kindergarten had composite scores that indicated that 63 percent of them are ready with interventions. Only 33 percent of our incoing students were ready for Kindergarten.
 - In 2022, we had no students that were identified as being above average when entering Kindergarten. This year in 2023 we have 5 percent (2 students) that were considered above average with the Brigance indicating them as being Ready with Enrichments.

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.

Reading achievement has an overall higher percentage of proficient students than our district and state. The grade level breakdown is as follows:

3rd grade:

Grapevine Elementary percentage: 34%

District percentage: 30%

State Percentage: 26%

4th grade

Grapevine Elementary percentage: 28%

District percentage: 31%

State percentage: 26%

5th grade:

Grapevine Elementary percentage: 40%

District percentage: 39%

State percentage: 28%

Math achievement has an overall higher percentage of proficient students than our state data. The grade level breakdown is as follows:

3rd grade:

Grapevine Elementary percentage: 36%

District percentage: 38%

State percentage: 30%

4th grade:

Grapevine Elementary percentage: 36%

District percentage: 40%

State percentage: 32%

5th grade:

Grapevine Elementary percentage: 33%

District percentage: 40%

State percentage: 30%

Looking at the data we will utilize it to coach our teachers and help them with best practices to use to guide their teaching and increase the percentage of students we have performing in the proficient and distinguished category in both reading and math.

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](#).

● `$option.getText()`

ATTACHMENTS

Attachment Name

 GES School Key Elements


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.

Our focus is on improving the reading and math instruction throughout all the grade levels. Coaching the teachers in each grade level in these areas will ensure that students are receiving quality instruction based on thier progress from data collected in the classroom through various assessments given.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 GES School Key Elements		• 7