2021-22 LES Phase Two: The Needs Assessment for Schools_10042021_13:39

2021-22 Phase Two: The Needs Assessment for Schools

Lindeman Elementary School
Angela Gabbard
558 Erlanger Road
Erlanger, Kentucky, 41018
United States of America

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 LES Phase Two: The Needs Assessment for Schools_10042021_13:39

- Generated on 01/12/2022

Lindeman Elementary School

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 LES Phase Two: The Needs Assessment for Schools_10042021_13:39 - Generated on 01/12/2022

Lindeman Elementary School

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.

As a school we look at data in multiple forms, as a site based council we review data on a regular basis looking at academic, behavioral, and social/emotional data. The leadership team consisting of the principal, school counselors, and instructional coach review data on a regular basis to ensure that student needs are being met and to make sure interventions are working appropriately. The PBIS Tier 2 team consists of the Principal, counselors, instructional coach, and special education teacher, that team meets monthly to review behavior data and discuss the social/emotional interventions being used. The Tier 1 team consists of the principal, counselors, instructional coach, special education teacher, a classroom teacher, and

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 LES Phase Two: The Needs Assessment for Schools_10042021_13:39

- Generated on 01/12/2022

Lindeman Elementary School

our title I teacher also meets monthly. All meetings are documented with an agenda and minutes are kept.

Trends

2. 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 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.

Looking at academic trends we have seen a reduction in performance according to KREP scores from 2018-19 school year to the 2020-21 school year. Students scoring proficient/distinguished wen from 49.1% to 31.6% in reading and 49.7% to 34.9% in math.

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.

According to KREP our students are scoring higher in math and were above both the district and state with students in the proficient/distinguished areas Lindeman: 34.9%, District: 24%, State: 31.4%

Priorities/Concerns

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 LES Phase Two: The Needs Assessment for Schools_10042021_13:39

- Generated on 01/12/2022

Lindeman Elementary School

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.

Reading continues to be our biggest area of concern. With only 31.6% scoring proficient/distinguished and 40.8% being novice.

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.

We have noted that math continues to stay consistent with reading. We are continuing to see growth in math with little focus on that area. Math skills continue to grow with putting efforts into reading. We have purchased additional math resources with the hopes that we will see continued growth.

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.

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 LES Phase Two: The Needs Assessment for Schools_10042021_13:39

- Generated on 01/12/2022

Lindeman Elementary School

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.

> We will continue to focus on progressing monitoring student achievement in the areas of reading and math. With a new reading curriculum in reading we will continue to work to implement the program and will continue with proper professional development.

> ### ATTACHMENTS
> ### Attachment Name

> 📄 School Key Elements Template

2021-22 Phase Two: The Needs Assessment for Schools - 2021-22 LES Phase Two: The Needs Assessment for Schools_10042021_13:39 - Generated on 01/12/2022

Lindeman Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 School Key Elements Template		• 6