



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

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## **2022-23 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.

Grade-level teams will present academic data from multiple data sources (Case 21 assessments, relevant content data assessments, Universal Screener for Number Sense, MAP, etc.) at PLCs and post the data on the Camargo Data Board quarterly.

Individual grade-level teams will also lead a data review with SBDM monthly. The behavior team (Haley Linkous, Rachel Davis, Sarah Farrow, and Dudley Napier) will share school-level behavior data monthly in MTSS meetings. The intervention team (Shelley Cude, Monica Spencer, Haley Linkous, Dudley Napier, Sarah Farrow) will review academic and behavior data three times per year to make sure the needs of students are being met in the most appropriate ways. Data reviews are documented through SBDM agendas and minutes, MTSS agendas and meetings, PLC agendas, Camargo drive entries, and data day sign-in sheets.

#### **Review of Previous Plan**

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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?

We fell short of our proficiency goals for 2021-2022. We made gains in Tier 1 instructional consistency through the implementation of vertical planning in both math and reading. We are in phase 3 of implementing our school-wide literacy plan. Teachers have received 18 hours or more of literacy instruction to support our goal of strengthening Tier 1 instruction. We also continue to implement data-instructional decisions through a regular review of schoolwide data sources: Classroom data walls MAP and CASE 21.

### 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.

KSA data for 2022 in reading shows that 30% of 3-5 students are scoring in the novice range in reading. KSA data for 2021 indicates that 33% demonstrates a slight decrease. In 2019, the last data available prior to the COVID impact, 24% of students scored novice in reading. MAP projections for scores on the 2023 KSA for 3rd - 5th grade reading show an anticipated decline of approximately 2.2% from our 2021 scores. KSA data for 2022 in math shows that 30% of all 3-5th grade students scored novice. In comparison, 37% of students in grades 3-5 scored novice in 2021 demonstrating a marked decrease in the number of novice. In 2019, only 19% of grade 3-5 students scored novice in mathematics. It should be noted that the 2019 assessment differs in the actual assessment and the way the novice rate is calculated. The 2019 data is reported here to give some context to pre-COVID performance levels. Slightly more encouraging is that MAP projections for 2023 K PREP math among our 3rd-5th grades students have improved showing a 4.5% increase over 2021 projections. Overall, primary MAP data is trending upward in both reading and math. The one exception was a 12% decline in 2nd-grade reading scores from 2021 to 2022.

The behavior data indicates an expected increase in the number of behavior incidents due to the 2021-2022 school year being closer to a pre-Covid" school year when compared to the 2020-2021 school year in which the students were virtual and/or hybrid the majority of the 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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

In the 2022 Kentucky Summative Assessments (KSA) showed 46% of third through fifth-grade students scoring proficient or distinguished, 24% scoring apprentice, and 30% scoring novice. KPREP data from 2021 indicated that of the students participating in the KPREP assessment, 38.4% of students in grades 3-5 scored proficient or distinguished in reading and 32% scored novice. Scores for 2022 were similar for reading in the economically disadvantaged gap group with slightly fewer students scoring proficient or distinguished at 43 % and a slight increase in the percentage scoring novice at 34%. There was a more noticeable discrepancy in the disability with the IEP gap group. Only 22% of those students scored proficient or distinguished while 61% scored novice in reading. The actual scores for all students were similar to MAP projections from fall 2021. In fall 2021, MAP scores projected that 41.6% of students in grades 3-5 would score either proficient or distinguished on the 2022 KPREP assessment for reading. Based on the fall 2022 MAP scores, 39.4% of students in grades 3-5 are projected to score either proficient or distinguished on the 2023 KPREP assessment for reading. Math scores on the 2022 KSA showed 33% of all students scored proficient or distinguished and 30% scored novice. KPREP data from 2021 indicated that of the students participating in KPREP assessment, 19.4% of the grade 3-5 students scored proficient or distinguished in math and 36.9% scored novice. Numbers were similar for math in the economically disadvantaged gap group with 31% scoring proficient or distinguished and 34% scoring novice. More noteworthy is the difference in the disability with IEP gap group scores. In this group only 14% scored proficient or distinguished and 49% scored novice. In 2021, 20.8% of the grades 3-5 students were projected to score proficient or distinguished in math. In math, 25.3% of students are projected to score proficient or distinguished on the 2023 KPREP assessment. The projected math data shows a 4.5% increase in proficient or distinguished scores. When comparing first-grade fall 2022 and 2021 MAP reading scores there was a 7% increase in 2022 with 48% of students scoring average or higher (41%tile). In 2021 41% of students scored in the same range. The same comparison for first-grade math data reveals that 43% of first-grade students scored average or higher in 2022 and 41% scored in the same range in 2021. This shows a 2% increase in MAP math scores. When comparing 2nd-grade fall 2022 and

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2021 MAP reading data, there was a 12% decline. In 2022, 37% of students scored average or higher and in 2021 49% of students scored in that range. The same comparison for 2nd-grade math data shows a 17% increase. In 2022, 57% of students scored at the forty-first percentile, and in 2021, 40% of students scored in that range. Kindergarten students did not take MAP in the fall of 2022 so no comparisons can be made.

A review of the available behavior data for the 2020-2021 school year indicated that we had 16 behavior incidents, 81% (13) of which occurred in the classroom, while 19% (3) occurred on the bus. The numbers seem incredibly low because this was a school year that had multiple formats; virtual, hybrid, and in-person, due to the Covid-19 pandemic. The 2021-2022 behavior data shows a more current picture of the volume of behavior incidents in our school. During the 2021-2022 school year we had 223 incidents related to behavior. Of those, 43% (95) took place in the classroom, while 34% (77) took place on the bus. A nominal 23% (51) of the incidents occurred in a location outside of the classroom or bus, such as the cafeteria or playground.

### 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.

The greatest areas of weakness are the percentage of novice for all students in both math and reading. In both areas, we had 30% of students scoring in the novice range. An additional concern is the number of students in the Students with Disabilities IEP Gap Group performing either proficient or distinguished was at 22% in reading and 14% scored proficient or distinguished in math compared to 46% of all students in reading and 33% 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.

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We decreased our novice scores in both reading and math. In 2020-2021 33% of students scored novice in reading and 37% of students scored novice in math. In 2021-2022 only 30% scored novice in reading and 30% scored novice in 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](#)

[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.

We have identified a dual focus for our school this year. We are working on KCWP 2 Design and Deliver Instruction, with a building-wide goal of students making a year's worth of growth through strengthening Tier 1 instruction using grade-level content, high expectations, deep engagement, and strong instruction. Strong Tier 1 instruction will accelerate student learning and move students toward proficiency.

We are also continuing to address KCWP 6: Establishing Learning Culture and Environment with the stated goal of building strong, positive relationships with every student. Supportive learning culture and environment will have a direct positive impact on student learning. It is imperative that we maintain effective and consistent behavior expectations and increase teacher capacity to create a classroom that supports both academic and behavioral success. Attendance could also be a factor in this equation considering that the overall student attendance for the 2021-2022 school year was 89.44%. This is nearly five percentage points below our school goal of 94% attendance.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements Template Camargo Elementary 2022-2023	School Key Elements Summary.	•