



2021-22 Phase Two: The Needs Assessment for
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2021-22 Phase Two: The Needs Assessment for Schools

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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.

Grade level teams will present academic data from two data sources (Case 21 assessments, relevant content data, USNS, MAP, etc.) at PLCs and post the data on the Camargo Board quarterly. The behavior team (Haley Linkous, Rachel Davis, Sarah Farrow, and Dudley Napier and Tareia Booker) will share school-level data monthly in PBIS meetings and post grade level behavior data summaries on the Camargo Board. The intervention team (Shelley Cude, Monica Spencer, Haley Linkous, Dudley Napier, Sarah Farrow) will review academic and behavior data quarterly to make sure the needs of students are being met in the most appropriate

ways. Data reviews are documented through SBDM agendas and minutes, PLC agendas, Camargo drive entries, and data day sign-in sheets.

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 KPREP scores from 2020-2021 our percentage of students scoring proficient or distinguished on KPREP has decreased in both math and reading. MAP projections for scores on the 2022 K PREP for 3rd - 4th grade reading also show an anticipated decline of approximately 10% from our pre-pandemic baseline. More alarming is that MAP projections for 2022 K PREP math among our 3rd-5th grade students are significantly below the pre-pandemic baseline, projected to drop from 45% to 21%. Behavior data demonstrates that the number of unique behavior incidents and the percentage of those incidents happening inside the classroom are increasing. It is also notable that 28% of our students require additional social and emotional support in the school setting. Both math and reading proficiency remain significant areas for improvement and are likely affected by the social, emotional, and behavioral concerns of our students.

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.

KPREP data from 2021 indicated that of the students participating in KPREP assessment, 38.4% of students grades 3-5 scored proficient or distinguished in reading while 19.4% of the same students scored proficient or distinguished in math. Based on the fall 2021 MAP scores, 41.6% of students grade 3-5 are projected to score either proficient or distinguished on the 2022 KPREP assessment for reading and 20.8% of the same students are projected to score proficient or distinguished in math. Fall 2021 MAP data showed 75% of kindergarten students, 41% of first grade students, and 49% of second grade students scored average (41st percentile or better) in reading. Also, 60% of kindergarten students, 41% of first graders, and 40% of second graders scored average (41st percentile) or higher on the math portion of the test. A review of the most recently available behavior data for 2019-2020 (through February) revealed that we had 541 behavior incidents with 53% of those occurring within the classroom, 34% on the bus, and 13% in the cafeteria. Behavior data from 2018-2019 identified 403 incidents with 35% of those occurring in the classroom, 25% on the bus, and 17% in the cafeteria. In 2020-2021, 28% of our students received some form of social-emotional support within our building either from our counselor, behavior interventionist, MTSS coordinator, or from community mental health agencies that partner with our school.

Priorities/Concerns

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.

Thirty-eight (38%) of students scored proficient or distinguished in reading and 19.4% of students scored proficient or distinguished in math.

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.

Fall 2021 MAP data showed 75% of kindergarten students, 41% of first grade students, and 49% of second grade students scored average (41st percentile or better) in reading. Also, 60% of kindergarten students, 41% of first graders, and 40% of second graders scored average (41st percentile) or higher on the math portion of the test.

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.

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 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. A supportive learning culture and environment will have a direct positive impact on student learning. Taking into consideration the effects of the COVID disruption to routines and the length of time students have experienced a disrupted instructional setting, 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.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements of the Teaching and Learning Environment - Camargo		•