Needs Assessment 2022-2023

Q.1 Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Attendance Data

Participants: School Principal, Assistant Principal, Intervention Specialist, Counselors, School Psychologist, Attendance Clerk, Family Resource Director, District of Pupil Personnel, District Student Services Director

Frequency: Bi-Monthly

Documentation: Running Record of Student total absences and tardies, Tiered intervention folders listing interventions in place and student progress.

Process used: Students identified after they have missed 3 unexcused days of school. School letter goes home after 3 unexcused absences or tardies. School-based interventions initiated. Second school letter goes home after 6 unexcused absences or tardies. Review of interventions. The school attendance clerk notifies the District Director of Pupil Personnel after the 8th unexcused absence or tardy. District sends a Certified Mail letter home following the 7th day of unexcused absences or tardies. The District then refers the family to the County Attorney after the 10th unexcused absence or tardy.

Behavioral Data

Participants: School Principal, Assistant Principal, Intervention Specialist, Counselors, School Psychologist, District Mental Health Consultant

Frequency: Weekly

Documentation: Running Record of Students discussed, Tiered intervention folders identifying interventions and student progress, Collection of Request for Office Behavioral Assistance forms, Data from Infinite Campus

Process Used: Once a student receives three Requests for Office Behavioral Assistance, an Office Discipline Referral or a suspension, student concerns are discussed. If it is believed that the student's behavior warrants Tier II interventions, the student begins the BRIDGE process which is specific to behavior interventions. Progress with interventions is discussed weekly and data is analyzed monthly.

Academic Intervention Data

Participants: Intervention Specialists, School Psychologist, Reading Recovery teachers, Math Intervention Specialists, District Recovery Specialist, Counselors, Speech/ Language Pathologists, PLC teachers per grade

Frequency: Intervention Team meets with each grade level PLC meets once every 6 weeks

Documentation: Student's Action Plan, Progress Monitoring Data, Instructional Records for Tier 2 and Tier 3, Notes collected during the meeting by the Intervention Specialist and on student's Action Plan

Process Used: All students take the Universal Screener, NWEA MAP Assessment, three times a year. From this, students below the 10th percentile are given an additional diagnostic screener to see what deficits they have and if they should be placed in a Tier 3 intervention group. Teachers use their Tier 1 data as well to confirm the placement of Tier 3 students.

To choose Tier 2 students, the PLC meets with the Intervention Specialist to analyze Tier 1 data and MAP data. Any student below the 25th percentile and that is struggling on the classroom formative assessments is chosen for placement in Tier 2.

The PLC meets every Thursday to discuss patterns in data and to monitor the progress of their Tier 2 students. The Academic Intervention Team meets every 6 weeks with the PLC team to monitor the progress of the Tier 3 students.

MAP Data

Participants: School Principal, Assistant Principal, Literacy Coach, Intervention Specialist, School Psychologist Math Coach, Librarian, PLCs

Frequency: 4 times per year (Spring scores from previous year, Fall, Winter, Spring)

Documentation: Instructional Leadership Team Meeting Minutes; Faculty Conference Slides; Individual PLC team minutes

Process Used: Spring MAP scores are used for student placement in classes. Students are grouped in like-scored cohorts so that teachers have manageable groups for differentiation purposes. Comparison of Spring to Fall scores also occurs to determine summer slide. Fall MAP scores are used to determine Tier Intervention groups and also enrichment groups. Winter MAP is used to determine student progress from baseline (fall) and identify any gaps that might be occurring. Spring MAP is used to identify final "push" areas and to evaluate CORE instruction for that year.

KSA Data:

Participants: School Principal, Assistant Principal, Literacy Coach, Intervention Specialist, School Psychologist, Math Coach, Writing Coach, Librarian, PLCs, and Director of Academic Support

Frequency: once a year (students take in spring; analyze results in fall)

Documentation: Instructional Leadership Team Meeting Minutes; Faculty Conference Slides; CSIP, 3rd-5th grade PLCs

Process Used: Initial scores with Leadership Team, In-depth analysis with District Director of Academic Support, Review during CSIP development, Faculty Conference (overview), Faculty Conference (In-depth Analysis), PLC meetings (3rd - 5th grade)

Q2. 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?

Goal 1 focused on increasing the proficiency rate of students in Reading and Math. Objective 1 was to improve the percent of students at proficiency in Reading from 35.9% to 55% by June 2023. Our KSA data from the spring of 2022 shows our students at 54% proficient. This shows that focusing on clear and precise learning targets supported through activities that focus around PLC to adjust curriculum (content and pacing) around learning targets in addition to congruency during instruction and common assessments is supporting the growth of our students in the area of reading and we are on track to meet our goal. Objective 2 was to improve the percent of students at proficiency in math from 41.5% to 55.7% by June 2023. Our KSA data from the spring of 2022 shows growth as we are now 48% proficient in math. Strategy and activities that supported this growth were focusing on high yield strategies that are focused around the learning targets with intentional instruction for Tier II instructional needs. Teachers were supported in these strategies and activities through professional development on Eureka Squared.

Goal 2 focused on increasing the proficiency rate in Social Studies from 45.6% to 73% by 2030 with an increase to 55% by June 2023. Our KSA data from the spring of 2022 shows 52% proficiency. In focusing on learning targets and adjusting instruction around probes that are given 3 times a year in addition to utilizing our social studies committee to ensure social studies implementation is happening through all grade levels, using board appointed funds for texts and supporting teachers with Social Studies PD, we will continue our growth to meet our goal.

Goal 3 focused on closing the achievement gap of students in poverty and under-identified gifted students in scoring proficient in reading and math. In reading, our KSA data shows we were successful in decreasing the gap between our non-poverty and poverty students from 29.6 to 18. In math, however, there was a significant jump in our achievement gap from 18.9 to 32. Math in general will be a targeted focus for this upcoming school year through increasing proficiency and decreasing the gap.

Goal 4 was to increase the growth rates based on our universal MAP assessment of students in reading and math to at least 60%. Data from the fall to spring shows we were successful in math with all K-5 grades reaching 60% growth. Kindergarten, third and fourth achieved growth percentiles greater than 94. In reading, kindergarten and second through fifth were successful in achieving growth percentiles of 74 and higher. The concern with reading was first who achieved a 49 growth percentile for the year.

Q3. 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.

Academic - KSA needs for improvement:

- Reading - TSI has to be our gap group goal for disabled students in reading. The proficiency rate for 5th grade showed a significant increase from 49% 17/18 to 55% 18/19 and to 63% in 21-22. Grades 3 remained stagnant with no significant change with proficiency in the low 40s. Third grade has not regained pre-pandemic levels of achievement, while 4th & 5th grade made significant progress in comparison to pre-pandemic scores. Our Hispanic population has remained stagnant in reading proficiency. Our disability students have shown growth but are not back to pre-pandemic levels of proficiency. Our students living in poverty have greatly increased their reading proficiency and are scoring higher than pre-pandemic levels.
- Reading - Significant reductions in the number of students scoring Novice for grades 3 & 5. Grade 4 remained stagnant in the number of students scoring Novice. Third grade still has a significant number of novice students compared to pre-pandemic levels while 4th and 5th grade have greatly decreased their number of novice readers.
- Math - TSI has to be our gap group goal for disabled students in math. Proficiency rate for 5th is the highest ever at 56%. 3rd and 4th grade hasn't regained post-Covid proficiency.
- Math - 4th grade increased the number of novice students from 22.9% to 34%
- Science - 4th grade novice increased roughly 2%. Our nonHispanic students outperformed our HIspanic students, which remained the same.

MAP needs for improvement

The district defines high growth at the 64th percentile or higher. Our current growth from the Fall 2021 MAP Growth to Fall 2022 MAP shows concerns in specific grades in both reading and math. In math growth, 1st reached 51.4, 3rd reached 50.9 and 4th had a growth percentile of 58.6. In reading growth, 1st reached 58.8 and 3rd had a growth percentile of 54.6. Based on MAP and additional data, third is our primary grade of concern.

Q4. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

KSA 21-22 Data:

Reading and Math proficiency on KSA

- Reading proficiency increased from 48.5 to 54%
- fdMath proficiency increased from 44.1 to 48

Separate Academic Proficiency in Science, Social Studies and On-Demand Writing on KPREP

- Science proficiency increased from 19.3 to 28
- Social Studies proficiency increased from 45.6 to 52
- Writing proficiency was 73 making us the top performing elementary school in Oldham County

Brigance: Of our kindergarten students, the data shows:
- 9% Ready with Enrichments
- 39% Ready
- 51% Ready with Interventions

MAP 22-23 Fall Data

- · K – Math Mean RIT Score 3.5 points higher than the national norm
- · K – Reading Mean RIT Scores are equivalent with the national norm
- · 1 – Math Mean RIT Score is 2.75 points higher than the national norm, which is almost 3 points higher than the fall of 21-22.
- · 1 – Reading Mean RIT is 2.5 points lower than the national norm
- · 2 – Math Mean RIT Score is 1 point higher than the national norm, which is 5 points higher than the fall of 21-22
- · 2 – Reading Mean RIT is .5 points lower than the national norm
- · 3 – Math Mean RIT Score is 4.8 points lower than the national norm
- · 3 – Reading Mean RITis 9.4 points lower than the national norm
- · 4 – Math Mean RIT Score is 1 point lower than the national norm
- · 4 – Reading Mean RIT is 1.5 points lower than the national norm
- · 5 – Math Mean RIT Score is equivalent to the national norm
- · 5 – Reading Mean RIT is2.5 points lower than the national norm

Non-Academic Current State:
- Physical Aggression is the most common event type from year to year. In the 2021-2022 school year, 73 of the 151 behavior incidents (48%) were related to physical aggression.
- Of the 25 students involved in physical aggression for the 2021-2022 school year, 9 had already been receiving services through an IEP, 9 were receiving Tiered Behavior Interventions and 6 of these students were identified for Special Education services during the 21-22 school year.
- The 2020 Impact survey didn't have a question specifically addressing clearly established and followed rules of conduct, however, the results supported positive improvements in terms of managing student behavior. Based on the responses from 49 staff members, 80% of the staff responded favorably to leadership developing rules to facilitate learning and 69% favorably feel school administrators support teachers' classroom management efforts.Overall, 96% of the staff responded favorably to the safety of our school environment   However, 82% of staff believe that student behavior disrupts instruction. Non-Academic Current State: 100% of our certified staff completed the required 24 hours of professional development.

Q.5 Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

KSA Data:
- **Writing**
  - The gap increased significantly from 25.6 to 64 between our non-disability and disability students.
- **Social Studies**

- ○ 0% of our disability students were proficient or distinguished in SS.
- **Science**
  - ○ We are only at 28% proficiency in science. While this is higher than our pre-pandemic years (24.5%), this is nowhere where we want to be or in comparison to any other academic areas proficiency. We have 60% apprentice and 12% novice.
  - ○ Our non-disability and disability students decreased in proficiency from 12.5% PD to 0% PD.

- **Reading**
  - ○ The gap between Hispanic and NonHispanic students increased from 4.6 to 31
  - ○ 54% of 3rd-5th grade students were proficient in reading

- **Math**
  - ○ Currently have 34% novice students in 4th grade and 29% in 3rd grade
  - ○ The gap between Hispanic and NonHispanic students increased from 6.6 to 27

Q6. 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.

Our overall index score for the 2021-22 school year on KSA was 70.8.

Social Studies- Our overall index score of Social Studies was 74.4 which was second highest in the district for elementary schools. We have increased the number of proficient students in 5th grade from the previous year from 45.6% to 52%.

Writing--KSA Our combined overall index score for Writing was 93.9 making us the top elementary school in Oldham County for writing. We have decreased the gap in proficiency with our poverty students.

Q7- 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?

22-23 KCWP 5: Design, Align and Deliver Support

Academically, grade level PLCs meet weekly to analyze data and determine next steps in instruction, intervention and enrichment. PLCs have many formative and summative assessments in place for both ELA and Mathematics. However, a more intentional focus of monitoring before instruction will provide teachers with the data necessary to differentiate their instructional practices to meet the needs of all students. Furthermore, ongoing monitoring during and after instruction is instrumental in identifying students needing intervention, enrichment, as well as clarifying instructional next steps.

The data points used to inform instruction as a Universal Screener is NWEA MAP Assessment, three times a year. From this, students below the 10th percentile are given an additional diagnostic screener to see what deficits they have and if they should be placed in a Tier 3 intervention group. Teachers use their Tier 1 data as well to confirm the placement of Tier 3 students. To choose Tier 2 students, grade level PLCs meet to analyze Tier 1 data and MAP data. Students below the 25th percentile who are struggling on the formative assessments are considered for placement in Tier 2. PLCs meet every Thursday to discuss patterns in data and to monitor the progress of their Tier 2 students. The Academic Intervention Team meets every 6 weeks with the PLC team to monitor the progress of their Tier 3 students. School and district leadership ensure that material and human resources support the needs of Tier 3 students.

As a TSI school for disabled students, one of our school efforts will focus specifically on data and instructional delivery for that group of students. The introduction of a monthly MAP Fluency assessment will help us monitor students with learning disabilities in reading. We are working on resource group work and a deeply embedded co-teaching system.

Ensuring cognitive engagement has been a priority through school wide professional learning in Explicit Instruction, as well as instructional best practices. All teachers are incorporating engagement strategies to meet the needs of every learner. School counselors and PLCs will continue to focus on identifying strategies to increase student engagement, therefore impacting student achievement through behavior.

Our building focuses on Tier 1 instruction and school wide PBIS programming to reinforce desired behaviors. Co-teaching plays a role in supporting identified students with a deeper understanding of Tier I instruction. Teachers design intentional classroom management plans, including positive behavior reinforcements. The fidelity of these plans is monitored frequently by administrative walkthroughs. PBIS processes are in place to promote desired behaviors schoolwide, including hallway, cafeteria, and dismissal expectations. Classes are given feedback on their success in these areas weekly and positive reinforcement is awarded monthly. Currently behavioral interventions are monitored via weekly Kidtalk meetings and monthly grade level PLC meetings, including progress monitoring data review.

We are in continuous collaboration with both internal and external partners to meet the needs of our students and families. Members of our team include our school psychologist, mental health consultant, Family Resource Coordinator, School Resource Officer, and Wraparound Coordinator. We are also in partnership with a variety of outside agencies, including mental health providers, local churches/places of worship, and community charities.

Each instructional classroom utilizes an interactive CleverTouch board for classroom instruction as well as a sound system allowing teachers to wear a microphone and engage students through the use of a throwable wireless microphone. This transforms our classroom culture by showing that every voice matters and needs to be heard. This year our 1st-5th grade classrooms are 1:1 with Chromebooks. Kindergarten classrooms that are not 1:1 Chromebooks utilize iPads.