



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.

Morningside Elementary administration met with the leadership team at Central Office to analyze KPREP testing results. Data was discussed as well as possible questions and things to consider. The following day, overall subject data was shared with all staff members. Staff members were asked to make observations about the data, determine what impacted the scores, what structures are in place this year to improve test scores, ideas for practices that need to be put into place, and questions they have about the data. Two weeks later, data was broken down by subject and grade level. Staff members were also provided with data from these areas from 2019 to help serve as a comparison. Staff members then worked as a

group to make specific observations about the data and this was shared with the entire group. We then discussed the three most important structures we have in place this year (reteaching block, station teaching, and Kagan) and what those things must include if they were truly going to have an impact on student learning. The group then discussed strategies to add that faculty members had suggested at the last meeting and picked their top 2 as a group and how that could be done. Finally, they discussed instructional resources that were needed to improve our students' performance. Testing data has also been shared with the SBDM council at Morningside. Meetings are documented through agendas and answer sheets from teachers.

## 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.

- From 2019 to 2021, there was a 24.2% decrease in the number of students scoring proficient and distinguished in reading. -From 2019 to 2021, there was a 33.9% decrease in the number of students scoring proficient and distinguished in math.
- From 2019 to 2021, there was a 11.3% decrease in the number of students scoring proficient and distinguished in writing. -From 2019 to 2021, there was a 21.5% decrease in the number of students scoring proficient and distinguished in science.

## 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.

Current Academic State: -38.4% of our students scored proficient or distinguished in reading compared to the state average of 39.5%. -20.5% of our students scored proficient or distinguished in math compared to the state average of 31.4%. -41.5% of our students scored proficient or distinguished in writing compared to the state average of 39.8%. -Economically disadvantaged students scoring proficient or distinguished: 20.9% in reading, 7.3% in math, 6.5% in science, 20 % in writing. Non-academic current state: -Disruptive behavior was the most frequent cause for an office referral at 38.78% (19) office referrals for the 20-21 school year.

### 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.

-61.7% of our students scored below proficiency in reading -78.2% of our economically disadvantaged students scored below proficiency in reading. -79.5% of our students scored below proficiency in math. -92.7% of our economically disadvantaged students scored below proficiency 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.

-While our KPREP scores declined in all areas, there were some areas that had lower decreases. In writing, we only had 3.2% of our students scoring novice. Our 5th grade teachers implemented a new writing program, Jump Into Writing last year

which gives a structure to teaching writing; we have now begun implementing that in 2nd-5th grade so this should help our writing scores continue to improve. -Our 5th grade had the most students scoring proficient and distinguished at 47.4%; the use of station teaching will help us differentiate lesson content to meet the needs of students in all grade levels in reading and math.

## 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.

KCWP 2: Design and Deliver Instruction-we will focus on effective station teaching in reading and math. Reading instruction will utilize Orton Gillingham daily. KCWP 1: Design and Deploy Standards-we will work on prioritizing our math standards and aligning Eureka lessons with these standards KCWP 4: Review, Analyze and Apply Data-we will work on ensuring that PLCS regularly look at specific data and determine what students have successfully mastered and what skills need to be retaught.


## ATTACHMENTS

## Attachment Name

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 School Key Elements Template

# Attachment Summary

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