



2023-2024 Phase Two: The Needs Assessment for Schools

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West Broadway Elementary School

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2023-24 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.

West Broadway Elementary Schools data is reviewed, analyzed, and applied by multiple stakeholder teams. These teams include: Site-Based Decision Making Council members (Wendy Eaves, Corina Shaffer, Keaton Frazer, Michelle Larkins, and Allison Barnes), Principal's Advisory Council members (Wendy Eaves, Marisha Nolen, Morgan Russell, Brandi Brown, Teresa Campbell, Jennifer Gamblin, Rhianwen Lowbridge, Nicole Taylor, Marcy Hancock, Sierra Marks, Hannah Bursztynski, Cindy Fletcher, and Whitney Watts), Professional Learning Communities (each grade level team works together to disaggregate data, guide instruction, and coordinate planning and instruction), and staff meetings which include every certified staff member. West Broadway utilizes support staff such as the Classroom Size Reduction Teacher, Instructional Leader, Title I retired teacher, special education teachers and special education CIAs to intervene in skill deficits and plan high quality instruction. SBDM meets monthly, PLCs meet weekly, and PAC meets monthly, Agendas and meeting minutes are shared through email and Google

shared drive. Cindy Fletcher, Family Resource Center Coordinator, is also utilized to help meet students needs so that they may be successful.

Review of Previous Plan

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?

West Broadway Elementary School continues to use small-group instructional strategies. We utilize our classroom size reduction teacher and Title I retired teachers to provide small group instruction and interventions. We continue to use formative and summative data, and KSI progress monitoring to help drive our instruction. The CSRT and Title I retired teacher have helped our students show gains academically in reading and math which will help us form this year's CSIP plan.

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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

We will continue to target our gap students in the area of math and reading. After reviewing KSA data from 2021-2022 and 2022-2023, Science and Social Studies will continue to be an area of improvement that will be targeted as well. We will continue to work on increasing proficiency in these areas. School attendance is also a focus area and needs improvement.

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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

When looking at current MAP data in assessed grade levels, we see that math proficient/distinguished averages are lower than those in reading. In 3rd grade the reading MAP scores show 59% proficient/distinguished in reading and 46% proficient/distinguished in math. In 4th grade the reading MAP scores show 52% proficient/distinguished in reading and 51% proficient/distinguished in math. In 5th grade the reading MAP scores show 48% proficient/distinguished in reading and 40% proficient/distinguished in math. When looking at the KSA averages, this was not the trend overall, with 3rd grade math on KSA being higher than reading which are the current 4th graders this year when looking at the MAP scores. KSA data shows that 3rd grade reading 52% proficient/distinguished and 3rd grade math 58% proficient/distinguished. 4th grade reading 39% proficient/distinguished, 4th grade math 44% proficient/distinguished and 4th grade science 43% proficient/distinguished. 5th grade reading 69% proficient/distinguished, 5th grade math 46% proficient/distinguished, 5th grade social studies % proficient/distinguished, 5th grade editing and mechanics 61% proficient/distinguished, 5th grade on-demand writing 52% proficient/distinguished. There has not been any teacher turnover in 3rd, 4th, or 5th grade so the teachers are consistent in teaching those grade levels and content. We did add one additional teacher to third grade due to classroom size. This school year, we do have instructional staff changes to all 3rd, 4th, and 5th grade teams.

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 first area of weakness is math in 4th and 5th grade. We need to increase math proficiency in all grade levels. We have a majority of students in the apprentice range in 4th and 5th grade math. In 4th grade, 44% of students met proficiency. In 5th grade, 46% of students met proficiency. 3rd grade students had 58% of students reach proficiency which could also improve. There were no big gaps between boys (59%) and girls (56%), economically disadvantaged (53%) and there was no score for noneconomically disadvantaged. 30% of students with IEPs that reached proficiency. There is a big gap in 3rd grade students with IEPs. In 4th grade math,

there was a big gap between economically disadvantaged (38%) and non-economically disadvantaged (55%) students. There was not a significant difference between boys (41%) and girls (48%). Students with IEPs did not have a percentage recorded for proficiency. 5th grade showed a gap in boys (36%) and girls (55%) and economically disadvantaged (31%) and non-economically disadvantaged (64%). There was not a percentage recorded for students with IEPs that met proficiency in math.

The second area of weakness is reading in 4th grade as well as 3rd grade, which 4th grade being the focus. In 4th grade, 39% of students met proficiency in reading. In 3rd grade, 52% of students met proficiency in reading. 3rd grade had a gap between students with IEPs that met proficiency (27%) and students without IEPs that met proficiency (65%). 4th grade gap between student that are economically disadvantaged that met proficiency (38%) and students that are non-economically disadvantaged (55%). 5th grade had a gap between boys (36%) and girls (55%), and economically disadvantaged (31%) and non-economically disadvantaged (64%).

The third area of need is social studies in 5th grade and science in 4th grade. 43% of students in 5th grade met proficiency. 44% of students in 4th grade met proficiency. There were no significant gaps among groups. In social studies, there was a gap between economically disadvantaged students (31%) and non-economically disadvantaged students (64%).

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.

3rd grade math KSA scores were higher than 4th and 5th grade in math. 3rd grade uses data based instruction to drive small groups in math. We can use this knowledge to utilize small group instruction, specifically in math, on a higher level in fourth and fifth grade to see success. 3rd grade overall had 58% of students reach proficiency. 4th grade had 44% of students reach mastery. 5th grade had 46% of students reach mastery.

Reading is an overall strength for West Broadway in 3rd and 5th grade. 3rd grade had 52% of students reach proficiency, 69% of 5th grade. Reading strategies and practices can be carried over into our related content areas that are showing weakness, which are science and social studies. We can integrate content into reading from related areas of study to help strengthen connections and build background knowledge for students. We can use this to aid in science and social studies which are areas of weakness.

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 Results](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establish Learning Environment and Culture](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

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ATTACHMENTS

Attachment Name



WBES School Key Elements 2023-2024

8. 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 District Improvement Plan (CSIP) diagnostic and template.

The practice that we are going to focus on this year to help in strengthening weaknesses is design and deploy standards. In our areas of need that we are focusing (math, science, and social studies), we will be diving into the standards and unpacking what each standard truly means so that we can better design instruction to aid in reaching mastery of those standards through formative and summative assessments. If teachers can understand the deeper level of the standards in those areas, they can better design instructional focuses in a way that is engaging for students. Teachers will use this information while continuing to focus on small group instruction to better target meaningful instruction as related to the standards. This also includes a focus on differentiation, collaboration, increasing rigor, and increasing student engagement. Discussions in PLCs with data, PAC meetings, and classroom walkthroughs will help ensure that standards are being

explicitly taught through instruction that is on track and aligned to standard to ensure student gains.

Attachment Summary

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 WBES School Key Elements 2023-2024		• 7