Potter Gray Elementary Needs Assessment for 2018-2020
Fall 2019

Purpose: To identify a school/district's current reality (areas of strength and opportunities for growth) to develop a multi-year plan for growth toward a vision for continuous improvement.

Core Beliefs:
- Building Relationships
- Engaging Students and Connecting Opportunities
- Personal and Professional Growth

What are the District non-negotiables?
    Curriculum and alignment of instruction and assessment throughout all subjects and grade levels.

Living Goals for BGISD and Potter Gray
1. Administrator Leadership
2. Student Achievement
3. Chronic Absenteeism

Stakeholders: Team members outside of the leadership team that will assist in assessing the current reality and developing a plan for growth toward a common vision.

- Students
- Faculty & Staff
- SBDM Council
- Parents
- Community Partners

1. **Develop a current reality of your school/district that is supported by data.** Use data that you can "hang your hat on." If available, use longitudinal data to determine your actual trajectory.

   Potter Gray Elementary is an outstanding school where all students, staff, and parents are held to a high standard. The expectation of excellence is the norm for our teachers and our students. This standard is achieved each year through great effort and a commitment to excellence in the following four areas;

   Attendance - The administration and staff at Potter Gray is committed to maintaining high attendance numbers for the students throughout the school year. Currently, student attendance is at 97.38% for the school year. This is above the year end total of 96% from the prior year. It is proven that students who have high attendance rates perform better academically compared to their peers with attendance concerns and we see the same trend within the student body at Potter Gray. Our high attendance rate contributes directly to the high academic performance scores the school receives each year.

   Academic excellence - Potter Gray is a school which places an emphasis on and expects high academic achievement. The school has been rated as a four star school by the Department of Education. The state assessment numbers show that our students are performing well in the Proficiency Index - 85.4 (Reading, Math), Separate Academic Indicator Index - 82 (Social Studies, Science, Writing), and Growth Index - 59.3 categories. Potter Gray ranks third in the county when compared to the overall scores of other elementary schools and only three tenths of a point from ranking first. As important as those scores are to the school, leadership, and community, the administration and teachers at Potter Gray understand the state assessment and the data it provides are just one data point which shows how well our students are growing within their grade level standards. The STAR Reading and Math Benchmark assessment is given to students three times per year to measure progress on grade level standards. Currently at least 68% or more of students in grades 2-5 scored Proficient or Distinguished on the fall benchmark. The data and standards information that come from the benchmark provide our teachers with the understanding of where their students are within the standards.

   Professional Growth - PLC & GRREC - In 2017, Potter Gray identified a need to support teachers in math instruction specifically in the lack of number sense we witnessed with our students. As well, writing instruction was a growing concern. Because BGISD is a GRREC member, we reached out and were able to secure a three year commitment from them. Their work included observation and modeling time throughout the course of the year. They scheduled visits monthly and provided feedback to teachers during PLC time. We're currently in our third year of this work. Unfortunately, the role of each consultant has changed and we've not been able to secure them for specific monthly learning opportunities thus far. Fortunately, it's time

for them to begin releasing us. We feel extremely fortunate that we reached out to them when we did and have felt the impact of our partnership daily in our instruction, most predominantly in math. As well, we had four teachers begin the National Board certification process last year and our ELA consultant was able to provide a great deal of support to those candidates. There is no better model for professional learning and growth. Although we feel much better prepared to stand on our own feet with math instruction, we have felt the impact of our ELA partnership and as our teachers developed a relationship with her and she continues to support us without a formal commitment.

Teacher sustainability - The teachers at Potter Gray are committed to excellence and believe in a shared vision so that the school can meet their goals. The average years of teaching experience for our staff is 14.8 years. This provides the ability to remain consistent with instruction and relationships with students in all grade levels. The teacher turnover rate for Potter Gray is a little deceiving. The turnover rate of 10.3% (3 teachers) identifies two transfers and one retirement. One transfer was hired at the district level as the District Digital Learning Coach, the second transfer was moved by the district to another elementary school and the third teacher retired at the beginning of the current school year. The teachers at Potter Gray want to be here and have a passion for serving and teaching the students of this community.

Curriculum-specific instructional practices that teachers have been trained to use are being focused in the following subject areas:
- Continued commitment to mathematical tasks and math instruction.
  - Job embedded support through GRREC
  - How should we evaluate impact?
- Continued commitment to critical thinking and developing better writers
  - Job embedded support through GRREC
  - Writing plan example of living document based on shifting needs
- Entry level STEAM Lab instructional professional development for all grade level teachers and staff

Potter Gray Instructional Hub

2. **Determine your current reality** Consider these questions about the current reality. When you have analyzed your data, list your strengths/cause for celebration and weaknesses.
    a. What questions do we have about our school performance?
        i. Are we addressing the equity needs within our building? What more should we be doing for special needs and African American students?
        ii. Fourth grade students underperforming on the state assessment and how does that correlate to the growth being seen in the classroom on formal and summative assessments.
    b. What does the data tell us?
        i. Achievement Data
            1. KPREP - The new state KPREP assessment and accountability system data provides us with a clear picture of our strengths and our areas in need of growth.

                The proficiency data show that our students continue to find success on the **Reading** assessment.
                - Distinguished/Proficient percentages in grades 3 (78% D/P), 4 (59% D/P), and 5 (69% D/P).
                - Overall score D/P score for Reading - 69.2%
                - The overall score subgroups of focus include: white (74% D/P), African-American (23.5%), economically disadvantaged (48% D/P), and students with disabilities (52.4% D/P).
                The subgroups identified show both our strengths and our areas in need of growth.

                The proficiency data shows that our students are growing and showing continued improvement on the **Math** assessment.
                - Distinguished/Proficient percentages in grades 3 (67% D/P), 4 (56% D/P), and 5 (67% D/P).
                - Overall score D/P score for Reading - 63.5%
                - The overall score subgroups of focus include: white (70.3% D/P), African-American (11.8%), economically disadvantaged (34% D/P), and students with disabilities (28.6% D/P).
                The subgroups identified show both strengths and areas in need of growth. In this case, concerns lay in the improvement of students in the African American and students with disabilities subgroup. Neither one of these subgroups had a student score at the distinguished level. As good as our instruction has improved in this content area, an important conversation has to take place about the growth and mastery of standards from students who identify with these two subgroups.

2. <u>STAR Longitudinal Data</u>

> Students take the STAR assessment three times per year which give the teachers and administrators the opportunity to measure growth over a long period of time using a researched based benchmark assessment. The data provides us with a picture of how our students are performing within the Kentucky State Standards in a digital format. The picture painted with the longitudinal data is how students are showing improvement over time; not only within one school year, but over a span of two or three years.
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> The attached sheet provides a picture of how groups of students are performing on the Fall, Winter and Spring benchmark assessment. The 2018-19 comparative data is listed to show gains made from one year to the next as well as being able to compare one class to the other over time. Currently all classes except for fourth grade have maintained or grown their overall Proficient/Distinguished number from one year to the next. The Math comparison will not take place this year as the scores reported and saved from 2018-19 were based upon the school benchmark rather than the KPREP comparative scores. Proper attention will be given to Math and the teachers and administration will ensure conversations and growth is taking place with our students over time.

3. Schoolwide RTI Data

> RTI services are provided to students at all grade levels. The data shows us a balanced pyramid of service amongst the grades. Teachers and staff members servicing RTI students are using researched based programs and curriculums to help identify students needs and then aligning resources and curricular activities to help fill those gaps. The RTI team meets weekly to identify and discuss the needs and services of the students. Currently 29 students (7% of population) are being served in Reading and 9 (2% of population) students being served in Math. Grade level teachers and the RTI team are continually monitoring student benchmarks and classroom academic performance to identify any students who are in need of RTI services.
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> Historically, students who are identified for RTI show growth in their academic progress however most students remain in a tier or don't show a significant progress on benchmark or state

assessments. Many times the data will also point to chronic tier 2/3 students regularly scoring well below grade level and identified as novice performers on the state assessment. Currently the student data for our 4/5th grades who took the 18-19 state assessment and who are identified and served through RTI shows great growth and progress being made with those students and their ability to perform well on the assessment. Reading shows 4 of 8 students scoring novice and Math identifies 2 of 4 students. Only two students out of eleven scored novice in both subject areas on last years assessment as well.

RTI Data Tracking 2019-2020

    ii.   Behavior Data

Potter Gray Referral Form 2019-2020
Current Behavior Referral Data
The implementation of PBIS structures and school-wide behavior expectations brought to light the importance of accurately tracking and identifying behavioral needs at all grade levels. This is the second year of implementation which will bring with it growth opportunities for the PBIS committee and administration. The focus of year two will be to implement an effective Tier 2 system that will serve students with higher behavioral needs. Teachers and administrators will attend PD opportunities provided by PBIS trainers so that the implementation of tier support is accurate and effective.

    iii.   Attendance Data

Current grade level percentages
Student attendance at Potter Gray is not only important to the success of the school but also to the high student achievement levels of our students. The current year attendance levels reflect an attendance percentage of 97.38%. Keeping the average attendance percentage above 97% is a goal for Potter Gray this year. Grade level attendance incentives will be offered to encourage high attendance throughout the school year.

c.   What does the data not tell us?
    i.   Mastery, critical thinking, collaboration skills, creativity

Our vision is to have longitudinal evidence of student mastery of each specific standard that follows each student throughout their time at PG. We do not yet have that data and long for this critical view of our students. The district standards work and report card, along with the purchase of illuminate, will help in making this vision a reality.

The data also doesn't report on soft skills. This is an area that should receive more attention than it does if we're hoping to ensure they're prepared for and successful in their employment. Examples of such soft skills that lead to productive members of society include adaptability, collaboration, problem solving, resilience, humility, problem solving. These skills receive little attention and are not reported. They're critical and yet ignored. A standards based report card K-5 would allow us a full view of each student's growth over time and would serve as a much needed model of reporting not only academic achievement, but social preparedness as well.

d. What are causes for celebration?
   i. While the demographic at PG is shifting steadily, we're fortunate to serve a majority of students who arrive at school ready to learn, from an achievement standpoint. Our stakeholders value education. They're heavily invested in Potter Gray and committed to success for all students.
   ii. A great deal of time and effort has gone into creating a fluid system of interventions that is research based and effective. Although we're far from this vision, there is a system in place and it has been met with strong feedback from the faculty. It is timely and responsive. The RTI providers PLC has greatly contributed to our growth. We're still lacking the reliable research based instructional support that serves as the progress monitoring tool and research based instruction specific and aligned to the adaptive progress monitoring tool, but we're getting close.
   iii. PBIS is in place and thriving. Our staff craved consistency and we've found that in the implementation of PBIS. Our goals in year one were lofty, and we took on way more than we should've. We knew that when we did it. This year has already proven critical in the next steps for success with the commitment to reciting our PBIS mission statement each morning at Good Morning Potter Gray and posting signage to support the expectations. Our team meets with fidelity and our PAWS slips and rewards have proven motivating, which is exciting.
   iv. Professional learning has resulted in instructional growth. Little can compare to the success we've witnessed in the work that's taken place over the past two years in math instruction. Our teachers understand teaching math

conceptually. They spent two years wrapping their brains around teaching math conceptually. They understand how to start with the concrete understanding and how critical the use of manipulatives are at this stage. They can now move from concrete to semi concrete and finally to the abstract understanding methodically. They've embraced the need for number sense and are combatting the lack thereof with fidelity in number talks. They're committed to the implementation and will tell you they've witnessed the impact of their work in their students' ability to understand math conceptually. It's truthfully impressive and encouraging to see how far we've come.

e. What areas need improvement?
   i. After several years of productive struggle in the implementation of PLCs, teachers are beginning to value, protect, and own time for collaboration. Because PG introduced PLCs in 2015, it would seem we'd be further in our vision of data driven conversations and decisions. We need to continue to improve in our ability to have rich, meaningful, and honest conversations around student performance.
   ii. RTI is a work in progress. Although there's much to celebrate with the system we have in place, we're constantly evaluating and revising. We're in desperate need of instructional resources that provide engaging online software, adaptive assessments with informative data, and teacher instructional resources for face to face instruction aligned with those identified areas. We're struggling with how the services are provided and have revised our master schedule to better assist in the administration of services. This is where we envision having a full time interventionist who would be the expert in the delivery of instruction and management of data.

f. What are our next steps?
   i. The district work with instruction, assessment, and reporting is critical to Potter Gray. Ensuring fidelity in the work and the implementation of it is of the highest priority.
   ii. Acquiring a program that will streamline the identification of gaps and strengths to support differentiated instruction is a top priority for Potter Gray. Ideally this would come from an all-inclusive system of online software and adaptive assessments that not only identify sub-skill gaps, but strengths as well. Combine this with grade-appropriate instructional resources and teachers with high expectations and the possibilities are endless for student achievement at PG.

3. **Analyze your Weakness**   Complete a Root Cause Analysis with the 5-Whys for areas of weakness.

a. State the problem you have identified as a strategic problem to work on.
   i. RtI - chronic situation with not being able to provide the proper instruction so that those students who show slower growth are able to reach grade level mastery in a timely manner.
   ii. Meaningful collaboration both horizontally and vertically
      1. What can we do to invest in the development of teams and fierce conversations?
      2. How can we effectively plan for horizontal and vertical alignment at the school level?
      3. Are we capturing and sharing what high functioning collaboration looks like across the district?
      4. Can we provide more release time for peer observations?
      5. What can we bring to the table to help with our district embedded PD?

b. Start asking "why" related to the problem. Like an inquisitive toddler, keep asking why in response to each suggested cause.
c. Ask as many whys as you need in order to get insight at a level that can be addressed (asking five times is typical). You will know you have reached your final "why" because it does not make logical sense to ask why again.
d. Enter relevant Needs Assessment data into eProve.

4. **Develop a plan**
a. Everyone should have goals that relate to proficiency, separate academic indicators, gap populations and transition readiness. Growth goals apply only to elementary and junior high. Graduation Rate goals apply only BGHS.
   i. Proficiency
      1. Potter Gray will meet the proficiency delivery target by 2020 with an increase in combined reading and math KPREP scores from 85.4 to 88.0.

   ii. Separate Academic Indicators
      1. Potter Gray will meet the separate academic indicators delivery target by 2020 with an increase in combined reading and math KPREP scores from 82.0 to 86.0.

   iii. Growth
      1. Potter Gray will meet the growth delivery target by 2020 with an increase in combined reading and math KPREP scores from 59.3 to 66.0.

        iv.   Gap
1. Potter Gray will improve the gap rate scores for the African American (43.4) demographic group and the Disability (55.4) demographic group by the year 2020.

5. **Make this real** - What will you need to implement this well? Do not make a plan for KDE, make a plan for your students and teachers that is real. Build one that can last several years.
   a. What will you need to implement well?
   b. Will this involve change in the culture of the school?
   c. How much time will you need? Can this be a multi-year plan?
   d. What professional learning will you need to make this happen?
   e. How will ESS support your goals?
   f. What will be the financial cost?
   g. Do you have the right staff in the right places?
   h. Who will own and monitor data?
   i. How will you build ownership among the staff, students, community? How will you share your vision?
   j. Does this impact technology needs?

Timeline
Assemble a Team and Make appt so that you can have a needs assessment completed by Dec 7.
    By Dec 7 - **Needs Assessment**
- (Steps 1-4) completed (to inform CDIP)
- Needs Assessment upload to Folder
- Upload documents to eProve as necessary

    By December 12 - Draft Improvement Plan
- Schools choose format and present summary
- Improvement Plan uploaded to Folder
- Upload to eProve by January 1. Closing the Achievement Gap can be rolled into this and uploaded to eProve.

    TBD Monitor and Adjust
    TBD Celebrate and Re-Assess

Tools for Needs Assessment		
Components of Turnaround Leadership Development and Support* Leadership Team Self Assessment School Systems Check Teams System Check Grade Level Check PLC System Check	**Building Equity*** Study Guide	**District Requested** EL/SPED Questions** Measuring Core Instructional Program**
Key Core Work Processes 1. Design and Deploy Standards 2. Design and Deliver Instruction 3. Design and Deliver Assessment Literacy 4. Review, Analyze, and Apply Data 5. Design, Align, and Deliver Support 6. Establishing Learning Culture and Environment	**KDE Resources** KDE Continuous Improvement GRREC KDE Continuous Improvement Diagnostic	BGISD Data Dashboard

*Required by TSI Schools

**District Required for all schools