

**FY22 Comprehensive Needs Assessment and School Improvement Plan Summary
Crescent Elementary**

Strengths and Challenges based on Trends and Patterns

System/Area	Strengths	Weaknesses	Trends/Patterns
Coherent Instructional System	<ul style="list-style-type: none"> • More technology is used. • Assessments are consistently evaluated to be sure they measure the desired standards. • Teachers collaboratively analyze MAP Growth tests results three times per year and adjust instruction , WIN time, and MTSS interventions accordingly. Grade level teachers also collaboratively analyze data in pre and post tests. Kindergarten GKIDS, and Pre-K’s GELDS/WSO reporting system. Students tasks and authentic performance assessments are systematically graded with RCD rubrics. 	<ul style="list-style-type: none"> • Mastery Connect is not user friendly and the data provided does not provide the most reliable indicator of student mastery. • Interruption of the 19/20 and 20/21 school year due to Covid. • Safety protocols make it difficult to conduct small groups. 	<ul style="list-style-type: none"> • Clear Learning Expectations/Targets to guide students. • Professional Learning Plan developed for the school. We do not have a full time instructional coach to assist with the PL to support that plan. • Teacher Leaders utilized for PL and district wide task force teams. • Mentor program for new teachers. • MTSS, Special education, PBIS, gifted and ESOL are programs that support individual student needs. • Offer more opportunities for students who are in need of acceleration.
Effective Leadership System	<ul style="list-style-type: none"> • The administrators consistently build positive relationships with students and staff. • The administrative team effectively communicates change. • Data is used consistently throughout the grade levels to drive instruction • MTSS is extremely data-driven. • Student instruction in WIN and extended learning is data-driven. • Protocols for cleanliness and safety were communicated and implemented effectively. 	<ul style="list-style-type: none"> • Deeper conversations among staff members were somewhat limited because of Covid restrictions. • This year, due to COVID, the Leadership Team has been focused largely on school-wide operations. The Leadership Team has identified the need to continue to give attention to school-wide data and identify trends in student learning. 	<ul style="list-style-type: none"> • TKES/LKES walkthroughs and observations • Walkthroughs that provide immediate, specific feedback should be more frequent to support instructional changes in the classrooms. • Balanced Literacy and RCD Walkthroughs • Teacher Leaders utilized for PL and district wide task force teams. • Mentor program for new teachers. • MTSS, Special education, PBIS, gifted and ESOL are programs that support individual student needs. • The PBIS program provides a systematic process for us to evaluate our school climate and culture

			throughout the year. The school climate is positive
Professional Capacity System	<ul style="list-style-type: none"> ● PL's have been led by different staff members. ● We have continued to analyze data even in the midst of Covid-- F & P data, OG data, and MAP data. ● Our teachers have really stepped up while teaching virtually and through the hybrid model. New technology had to be learned and mastered and they implemented it successfully, especially our K-2 teachers through their OG instruction. ● Follow-up observations were conducted on teachers who received PL's on the following: OG, Social Studies Improvements, Science: Common Learning Experience, Kansas Writing Strategy Training, and sketchnoting. ● Teachers have taken ownership of their professional learning. 	<ul style="list-style-type: none"> ● We lack the resources of other schools in our school system (limited funds for technology programs and no full-time instructional coach.) ● In the area of evaluating PL on staff practices and student learning, we were headed towards exemplary, but virtual and hybrid models have kept us at Operational. This level of evaluation presents challenges in the virtual world. ● Veteran teachers may benefit from school level professional learning. ● The school does not have a full time Coach to provide the job embedded professional learning and coaching. 	<ul style="list-style-type: none"> ● Due to the virtual learning, teachers have researched and taken ownership of their own professional learning in order to provide high level, data driven virtual instruction to their students.
Family and Community Engagement System	<ul style="list-style-type: none"> ● School and stakeholder communication is effective ● The school continually builds the capacity of parents through recorded lessons, Bloomz, emails, phone calls, texts, packets home, one on one meetings, etc. ● Parent Liaison 	<ul style="list-style-type: none"> ● COVID restrictions have limited the manner in which outside agencies can interact with families and the ability for parents to come to the school and volunteer. ● It has been difficult for parents to access their student's grades and assignments because they have to be connected to their Google classroom account and know where to find assignments. ● Due to virtual learning, students are not getting a hard copy of report cards which has been a confusion for 	<ul style="list-style-type: none"> ● Communication between the school and parents has increased due to virtual learning. ● Parents are more empowered to ask questions and communicate with teachers due to the virtual learning.

		parents trying to access the report card online.	
Supportive Learning Environment System	<ul style="list-style-type: none"> • Students are working more independently to complete rigorous tasks. • A pervasive commitment to promoting positive interactions and a sense of community is evident. • Strong positive relationships with staff , students, and parents. • The virtual option for meetings has allowed more parent involvement. • Active and supportive PTO. • MTSS program to support students with skills deficits in reading and math. 	<ul style="list-style-type: none"> • Students need to use tools to monitor their own learning. • Our school can become more proactive in rules, practices, and procedures through PBIS. • There is a need for the school to further embed college/career readiness • Consistently recognize and celebrate the achievements and accomplishments of students and staff. 	<ul style="list-style-type: none"> • Classroom PBIS may be needed to proactively address behaviors that may exist within the classroom. • The school has demonstrated a commitment to intentionally promoting positive interactions and a sense of community. • Offer more opportunities for students who are in need of acceleration. • As a school, there are fewer celebrations due to various restrictions and the shift in the focus on data driven instruction. A systematic approach to earning celebrations would be beneficial to students and teachers. • Offer more virtual opportunities for students and parents (ex. game night)
Demographic	<ul style="list-style-type: none"> • High retention rate of staff from year to year. • Lower student transiency • Lowest free and reduced rate in elementary school in the county. • Gifted students 18% 	<ul style="list-style-type: none"> • The percent of students missing more than ten days of school has increased this year due to virtual learning. • Enrollment is down this year due to student withdrawals from virtual learning. 	<ul style="list-style-type: none"> • High retention rate of staff from year to year. • Lower student transiency than other schools in the county. Average student mobility rate for the past 4 years is 13.7%. • Average enrollment for the past 5 years is 414. • Gifted Students Totals Spring 2021- 52 gifted students (of 288 elementary) • Gifted students account for 18% of all gifted students in GSCS; 2nd highest in GSCS.
Financial	<ul style="list-style-type: none"> • Bookkeeping best practices are used and monthly due dates are met • FTE error reports show our data to 	<ul style="list-style-type: none"> • Budget does not support a full time instructional coach. • Funds are used to support Specials with the addition of a computer lab paraprofessional. As the cost 	<ul style="list-style-type: none"> • Budget does not support a full time instructional coach. • Gifted services model -at another site

	<p>be clean</p> <ul style="list-style-type: none"> ● Office staff support our school by guiding through the collection of funds for field trips and other charitable collections ● PTO fundraising is successful each year. Budget is used for supporting staff. PTO purchased chromebooks for all certified staff at the beginning of the school year to support virtual learning. 	<p>increases, minimal funds are left for needed resources such as programs, additional school technology, instructional materials).</p>	<ul style="list-style-type: none"> ● PTO funds support numerous instructional needs, culture activities and recognitions. ● Funds are used to support Specials with the addition of a computer lab paraprofessional. As the cost increases, minimal funds are left for needed resources such as programs, additional school technology, instructional materials).
<p>Student Achievement</p>	<ul style="list-style-type: none"> ● Students in 1st-5th grades scored in a higher percentile on Winter MAP in math than the overall GSCS grade level performance percentile. ● Students in 1st-5th grades scored in a higher percentile on Winter MAP in reading than the overall GSCS grade level performance percentile. ● Fourth grade had the highest percentage of students who met their grade level benchmark in reading with 55%. ● Kindergarten and first grade had the highest percentage of students who met their grade level benchmark in math with 44%, while 43% of fourth grade students met their grade level benchmark in math. ● Gifted students are performing far above all other subgroups in both reading and math. ● Gifted students in grades 2-4 are performing in the 99th percentile in reading. 	<ul style="list-style-type: none"> ● Increased number of students showing below grade level skills in reading and math due to virtual learning. ● Kindergarten students are scoring in a lower performance percentile than the GSCS grade level performance percentile. ● Students in 5th grade are scoring below the 40th percentile in math and below the 50th percentile in reading in all subgroups, except gifted. ● Economically disadvantaged and EIP students are significantly underperforming in both reading and math. ● There is a gap in achievement in reading and math between white and black students. ● 5th grade gifted students are performing lower than gifted students in grades 1-4. 	<ul style="list-style-type: none"> ● Computer lab paraprofessional is utilized for support in ELA, math, science, and social studies. ● Professional learning needs for next year are differentiated instruction, guided math with manipulatives, writing instruction, and number talks. ● PL on culturally responsive pedagogy. ● Extended Learning program for identified students. ● Daily WIN Time for student interventions and progress monitoring for reading and math. ● Number of students receiving math interventions through MTSS-44-12% ● Number of students receiving reading interventions through MTSS-62-17%

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Identification of Needs and Root Causes

Overarching Needs
To increase student performance and growth in reading Increasing student performance and growth in math
Root Causes
Interrupted 19/20 and 20/21 school years created gaps in learning for students across the content areas. Gap in reading acquisition due to the change in phonics based program from Sing, Spell, Read, Write to Orton Gillingham. OG program began later due to virtual learning. Covid safety guidelines limited effective small group instruction in reading and math, impacting number sense, use of manipulatives, reading comprehension, and phonics. Limited school based professional learning has been provided in the area of writing.

School Improvement Plan

Goal 1	From May 2021 to May 2022, the number of K-5 students performing at or above grade level in Reading on the MAP assessments will increase by 5%.
Action Steps/ Initiatives	<p>Utilize professional learning and planning to identify and develop strategies to support differentiation, culturally responsive pedagogy, and writing in ELA.</p> <p>Conduct observations for components of balanced literacy with feedback to include an instructional framework (mini lessons, work session, closing), phonics instruction, guided reading instruction, and writing.</p> <p>Provide support to new teachers through an effective mentor program including monthly meetings, observations with feedback, modeling, and the Get Better Faster Program.</p> <p>Support students ability to self-regulate personal, academic, social/emotional growth (MTSS, PBIS, Crescent CARES activities, Second Step, and intervention/remediation block - WIN.</p>

Goal 2	From May 2021 to May 2022, the number of K-5 students performing at or above grade level in math on the MAP assessments will increase by 5%.
Action Steps/ Initiatives	Utilize professional learning and planning to identify and develop strategies to support differentiation, culturally responsive pedagogy, guided math and Number Talks. Conduct observations for guided math and Number Talks with timely feedback. Provide support to new teachers through an effective mentor program including monthly meetings, observations with feedback, modeling, and the Get Better Faster Program. Support students ability to self-regulate personal, academic, social/emotional growth (MTSS, PBIS, Crescent CARES activities, Second Step, and intervention/remediation block - WIN.
Goal 3	
Action Steps/ Initiatives	
Goal 4	
Action Steps/ Initiatives	