



2022-23 Phase Two: Goshen Elementary - The Needs Assessment
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2022-23 Phase Two: The Needs Assessment for Schools

Goshen At Hillcrest Elementary School

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Table of Contents

2022-23 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	7

2022-23 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.

All Grade levels will review data using a predetermined protocol and results shared with stakeholders. Each grade level will analyze scores during extended planning and Teacher Work Day to allow multiple teachers to add to the discussion about best practice. The classroom teachers will analyze results from students they had in the testing year, in order to look for trends and patterns of student learning and instructional practices. The teachers will then analyze data information for their current students to determine if strategies showing positive trends will work for their current students.

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?

During the 2021-2022 school year our PLCs worked to unpack the units to create instructional lessons and complete curriculum maps for long-range vision to ensure a guaranteed and viable curriculum in reading and math. In addition, kindergarten, first grade and second grade implemented a systematic phonics program for grades k – 2. Professional development was focused on best practices that aligned with data analysis. Systematic data analysis protocols were implemented multiple times throughout the school year. A school-wide MTSS system ensured tiered services for all students needing additional support.

Based on 2021-2022 KSA results, the plan was successful. For 2022-2023, Goshen Elementary will continue to focus on implementing guaranteed and viable curriculums, aligned professional development, systematic data analysis, and tiered MTSS supports.

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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

In reading, 2021-2022 KSA results reveal an increase in the number of students scoring proficient / distinguished of 11% from the previous year's assessment.

Furthermore, 2021-2022 novice scores decreased by 2%. In math, 2021-2022 results reveal an increase in the number of students scoring proficient / distinguished of 2.4%, however, novice rates increased by 2.8%.

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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Based on results of the 2021-2022 KSA, Goshen Elementary received a rating of Blue, due to very high achievement rates in reading, math, social studies, writing and science. Information obtained from our 2021-2022 KSA scores in the area of reading indicate that 71% of students scored proficient / distinguished, 18% were apprentice, and 11% novice. In math, 70% of students scored proficient / distinguished, 20% were apprentice, and 10% novice.

In reading, 47% of economically disadvantaged students were proficient / distinguished, 33% were apprentice, and 20% novice. In math, 50% of economically disadvantaged students were proficient / distinguished, 13% apprentice, and 37% novice.

In reading, 36% of students qualifying for an IEP were proficient / distinguished in reading, 24% were apprentice, and 40% novice. In math, 37% of students qualifying for an IEP were proficient / distinguished, 21% were apprentice, and 42% novice.

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 gap between economically disadvantaged students (47% P/D reading and 50% P/D math) and students with IEPs (36% P/D reading and 37% P/D math) and peers (71% P/D reading and 70% math) will need to be addressed.

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.

Achievement in both reading (71% proficient / distinguished) and math (70% proficient / distinguished) prove that the current instructional systems are effective. Economically disadvantaged students (47% P/D reading and 50% math) and students with IEPs (36% P/D reading and 37% math), continue to lag behind peers.

The system of support implemented through our school-wide MTSS and guaranteed and viable curriculums will help address this gap.

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](#)

[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.

See attached.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Goshen Key Elements	Goshen Key Elements	•