



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Schools

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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.

Our KSA data was analyzed by staff members during team, staff, and SBDM meetings. In order to analyze our KSA results, teachers were asked to analyze the results for a specific content area and grade level. Each group was also given a copy of our current school improvement plan (Big 5). Teachers reviewed our School Improvement Plan and made recommendations for revisions based on the KSA results. Goals, strategies, and activities were deleted, added, and/or revised based on teacher feedback and assessment results. In late September/early October, the principal revised the plan based on staff feedback. A revised school improvement plan was then approved by the staff and then the school SBDM council at the December meeting.

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?

Our 2022-23 CSIP was fully implemented. Our goals were to increase our combined reading and math indicator to an 83 and scored an 83.6 and to increase our Separate Academic Indicator to an 82 and we scored an 84.8; therefore, we met both of our academic objectives. Some examples of strategies we used were flexible grouping, small group instruction, co-teaching at all grade levels, ESS for Tier 3 intervention during the day and after school, and Review Fridays. We will continue to utilize many of the same strategies and activities for this school year based on our results from last year.

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.

From 2021 to 2022, the school saw an increase in the percentage of students scoring proficient or better in reading (48% in 2021 and 65% in 2022); however, our percentage for 2023 decreased to 59% largely due to our third-grade results. In math, we also saw an increase in the percentage of students scoring proficient or better (from 38% in 2021 and 55% in 2022) and an additional increase in 2023 with 68% of our students reaching that goal.

We have continued to reduce the percentage of students scoring Novice in reading and math as indicated by KSA. In 2021, 26.7% of the students scored Novice in Reading on the KSA, in 2022 12% scored Novice, and in 2023, 5% scored Novice. In 2021, 16% of our students scored Novice in Math, in 2022 16% scored Novice, and in 2023, 11% scored Novice in Math. We are definitely trending down in this area.

Our achievement gap is between our students with disabilities and those without. There still exists a significant gap and we are seeing some inconsistencies with regard to trends. In 2022, 46.7% of our special education students were proficient/distinguished in reading; however, in 2023, only 40% of our special education students scored proficient/distinguished. In 2022, 33.7% of our special education students were proficient/distinguished in math; however, in 2023, that number increased to 53%.

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.

40% of the students with disabilities scored proficient/distinguished on KSA in reading. 53% of our students with disabilities scored proficient/distinguished in math.

59% of our students scored proficient/distinguished in reading on KSA as compared to 47% of the students across the state.

68% of our students scored proficient/distinguished in math on KSA as compared to 42% of the students across the state.

Our attendance rate is 94.2%. We have 59 students who are considered chronically absent.

78% of staff are satisfied with their working conditions.

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.

40% of the students with disabilities scored proficient/distinguished on KSA in reading. 53% of our students with disabilities scored proficient/distinguished in math. This is below the performance level of students without disabilities.

The percentage of students scoring proficient/distinguished in reading dropped from 65% to 59% in 2023.

Our attendance average was 94.2% for 2022-23. So far this school year, it is 94.9%.

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.

Math achievement has increased from 55% to 68%. We received a MAF grant for the 2023-24 school year which allowed us to provide professional development to teachers and purchase materials and resources for students.

Our writing achievement has increased from 61% to 78%. We will continue with the instructional strategies we have been using and have also incorporated a new program that addresses grammar and writing skills. We have drilled down the strategies and resources to 3rd and 4th grades as well.

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](#).

● **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name



Key Elements


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.

Tier 1 reading instruction will be highly effective and aligned to grade level. Interventions will be research-based and differentiated for students based on data. Students who are in the bottom 30th percentile as indicated by fall iReady testing will have a Reading Plan that is monitored throughout the year. Admins will perform weekly walkthroughs looking to see the 5 pillars of literacy instruction (phonics, phonemic awareness, vocabulary, fluency, comprehension) incorporated into the daily reading blocks.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements	Focus area for 2023-24	• 7