



2023-2024 Phase Two: The Needs Assessment for Schools_WhiteHall

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Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	9

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.

In order to determine priorities, White Hall engages in the review and analysis of various data sets by various stakeholders over the course of the Fall semester.

Stakeholder groups responsible for conducting data analysis include grade level PLC teams, the SBDM council, and the leadership team. Non-academic data is also analyzed by the MTSS/PBIS team, the FRYSC Advisory Council, the PTO, and the Title I Advisory Council.

Data analysis begins in August as teams review data from the previous school year in an effort to prepare responsive instruction to meet the needs of the current students. Academic Data sets analyzed include KSA results, i-Ready Universal Screener Data, Benchmark assessment data, and OTISS Observation data. Non-academic data analyzed includes survey results, the Family Resource Needs Assessment, Title I documents, Infinite Campus data.

Evidence of meetings and data analysis are recorded on agendas and meeting minutes.

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?

Below is a summary of the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan. When KSA data is released the plan will be further examined to develop the CSIP for this school year.

Proficiency Goal: Increase the average combined reading and math proficiency scores from 81.6 to 91.6 as determined by K-Prep. In the Spring of 2022 students were assessed utilizing the KSA instead of K-Prep. KSA results indicate that growth occurred overall in both reading and math. Strategies utilized to achieve this objective included grade-level differentiation, the utilization of the academic intervention teacher to improve teacher practices, the implementation of technology, growth and gap monitoring, and providing support. The identified strategies continue to be utilized and appear to have resulted in positive growth.

Regular monitoring of progress occurs through PLC work, team collaboration and planning, and evidence of implementation.

Separate Academic Indicator: Collaborate to increase the overall separate indicator score in Science from 73.1 to 76.1 and in Writing from 74.4 to 77.4 by December 31, 2022. Strategies for implementation focused on writing included utilizing the school wide writing curriculum, participation in PD, reviewing student writing in collaborative teams, and engaging students in peer and teacher conferences.

Further work in the area of writing is needed, as many of these strategies were not implemented with consistency. Strategies for implementation focused on science included the incorporation of science standards across all grade levels. The utilization of science standards are evidenced by lesson plans and assessment data.

Achievement Gap: Increase the achievement of identified gap students. Strategies for implementation included differentiated learning strategies and implementation of related school services. Specific activities included the use of a school nurse, school counselor, implementation of Sanford Harmony, CCI, intervention services, FRYSC, Early Childhood Alliance, ESS, PLCs, and Kagan. These continued to be utilized to support the needs of all students, especially those identified in Gap groups.

Growth: Increase the combined average growth to 70% in Reading and 74.3% in Math. The strategies for implementations include PLCs and CCI. Both systems continue to be utilized.

Transition Readiness: 75% of 5th graders will meet the benchmark composite score by December of 2022. 100% of incoming first graders will have the opportunity to visit White Hall and become familiar with surroundings and staff before the start of the school year. Transition readiness is primarily addressed through transition opportunities.

The strategies that proved to be successful will be considered for the development of this year's CSIP. Remaining strategies will be re-evaluated and revised as needed.

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.

Academic Trends:

- In 2021, 54.1% of students performed at or above proficiency in reading. In 2022, this number
- In 2021, 45.2% of students performed at or above proficiency in math. In 2022, this number

White Hall will continue to intentionally close the achievement gap of our GAP populations.

Behavioral Trends:

- Now that all students are back in the building following the pandemic, we have seen an incre

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.

2022 Data:

- White Hall Elementary was designated as a high performing school, achieving a green designation.
- 60% of students are performing at proficient levels in reading, as evidenced by Spring 2022 KSA.
- 51% of students are performing at proficient levels in Math, as evidenced by Spring 2022 KSA.
- i-Ready Fall 2022 scores indicate that 28% of students are performing on or above grade level in reading.
- The quality of school climate and culture results scored in the high range with an indicator of 4.5.

2023 Data:

- 32% of students scored at or above grade level in reading on the fall 2023 i-Ready diagnostic.
- 15% of students scored at or above grade level in math on the fall 2023 i-Ready diagnostic.

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.

Data represented on KSA 2022:

- Achievement gaps remain between economically disadvantaged students and non economically disadvantaged students.
 - Reading: 50% vs. 60%

- Math: 39% vs. 59%
- Achievement gaps remain between students with IEPs and those without IEPs in all content
 - Reading: 36% vs. 60%
 - Math: 48.2% vs. 59%
- 31% of students are performing at proficiency in science.
- 54% of students are performing at proficiency in writing.

In Fall 2023, we still have many students performing below proficiency across content areas.

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.

Traditionally, White Hall Elementary is a high performing school. As evidenced by previous KSA results, the number of students performing at proficient levels continues to increase. Therefore, we will continue to utilize and build upon strategies currently in place.

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

 WHE 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.

- The work of PLCs to assess student achievement and adjust instruction to meet the needs of diverse learners.
- Planning for Clarity
- CCI
- MTSS
- RTI
- Curriculum Development

Attachment Summary

Attachment Name	Description	Associated Item(s)
 WHE Key Elements		• 7