



2023-2024 Phase Two: The Needs Assessment for
Schools_10192023_13:16

2023-2024 Phase Two: The Needs Assessment for Schools

Silver Creek Elementary School

Lisa Banks

75 Old U.s. 25 North

Berea, Kentucky, 40403

United States of America

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.

- At Silver Creek, we review data with several different stakeholder groups including; SBDM, Leadership Team, K-5 grade level teams, and district staff.
- We review both KSA/KPREP data, iReady universal screener data, and F&P data.
 - KSA/KPREP Data is reviewed and discussed at our October and November meetings. We review proficiency, growth, and gap group scores, and make plans for the next steps.
 - iReady data is reviewed both for proficiency and growth three times per year. We use this data to drive our master schedule, interventions, professional learning, MTSS, and classroom instruction.
 - F&P data is reviewed both for proficiency and growth three times per year. We use this data to drive our master schedule, interventions, professional learning, MTSS, and classroom instruction.

- We also meet 1:1 with teachers 3 times per year to discuss data, goal setting, and create next steps.
- All meetings are documented with meeting agendas and 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?

Last year we utilized our iReady data to help us make decisions about our CSIP goals and school plan. We have a building instructional coach to support our Tier 1 instruction in the areas of reading and writing. Our building continues to be supported by our district MDC coach who supports our teachers with mathematics instruction. We supported our teachers with opportunities to meet during the summer to work on unit planning last year as well as the creation of common assessments and assessment discussions. Our feedback from teachers was that they appreciated the time to work together with support and appreciated the data discussions as we worked to move our students and recover lost learning. Our iReady data was lower last year in May as compared to our pre-Covid years. Therefore we added a summer learning program to support our K-2 students who were impacted by COVID. We provided high-quality instruction in a small group setting using both RISE curriculum, standards-based ELA instruction, and math strategic small groups.

We have continued this work for the 2023-2024 school year. Our goal is to strengthen our Tier 1 instruction and provide high-quality Tier 2/3 instruction to students based on specific data.

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.

Reading:

- iReady data from 2021 showed a very high percentage (68%) of our students were proficient on our winter iReady assessments (no spring test due to Covid)
- iReady data from 2022 showed a significant decline after Covid with only 45% scoring proficient on our spring iReady assessments.
- iReady data from 2023 showed that we increased to 54% percent scoring proficient as shown on our winter iReady assessments.

Math:

- iReady data from 2021 showed that 48% of our students were performing on grade level on the winter iReady assessment.
- iReady data from 2022 showed that we had a significant drop with only 29% of our students scoring proficient on the spring iReady assessment.
- iReady data from 2023 shows that we have increased to 33% of our building scoring proficient on the spring iReady assessment.

Behavior:

- 2023-2024 - We are averaging __ office referrals a nine weeks.

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.

Current Academic State:

- 46% of our students performed proficient/distinguished on the KSA assessment in the area of reading.
- 39% of our students performed proficient/distinguished on the KSA assessment in the area of math
- 32% of our students performed proficient/distinguished on the KSA assessment in the area of science
- 59% of our students performed proficient/distinguished on the KSA assessment in the area of social studies
- 43% of our students performed proficient/distinguished on the KSA assessment in the area of combined writing

- 35% of students scored proficient on the iReady fall assessment in reading
- 13% of students scored proficient on the iReady fall assessment in math.

Non-Academic Current State:

- We have had 37 office referrals in the first 9 weeks of school.
- We have 2 new certified staff this school year.
- We have 3 new classified staff this school year.

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.

Our special education students performed significantly below peers on the KSA assessment scoring an index of 35.5. The overall index was 68.7. (reading and math)

Our special education students performed significantly below peers on the KSA in science, social studies, and math scoring an index of 39.4. The overall index was 69.3 (S, SS, W).

93% of our special education students are performing below proficiency on the iReady assessment in reading and math.

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.

- iReady data from 2022 showed that we increased to % percent scoring proficient as shown on our spring iReady assessments.
- We have added the following supports
 - Building ELA Coach
 - RISE Intervention in grade 2 and plan to implement it in grade 1 as well.

- Ability Grouping for guided reading in 1-3
- Intervention Groups for 4th & 5th grade in reading and math
- PLCs are differentiated based on grade level need
- Data disaggregation and assessment discussion
- Departmentalized in 3-5

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

 2023 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.

Our school will continue to focus our resources on improving Tier 1 instruction in reading and math while also providing high-quality coaching to all teachers based on individualized professional growth goals. We will provide monthly and weekly opportunities for teachers to learn and grow in their practices, with feedback provided on a regular basis. We will continue to evaluate our instructional resources

and determine what addition resources are needed and which resources are ineffective.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 2023 Key Elements		• 7
 SCE Key Elements		•