



2023-2024 Phase Two: GME Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

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Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

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.

Grade level and department level professional learning community meetings (PLC's) are conducted each week. During these meetings, teachers and support staff analyze student formative and summative data results to determine student grouping for core instruction, response to intervention groups and next instructional action steps for students. Time is also spent deconstructing standards, working on unit plans, discussing the CCI cycle, and working on school goals. During each professional learning community meeting, each teacher has a role in carrying out the objectives of the meetings. Grade levels teachers, building coach, counselor and principal attend teach PLC. A teacher may serve as a facilitator, time keeper, note taker, etc. Minutes form each meeting are recorded and shared with the school administrations. All grade levels and departments have a written mission statement encompassing their goals and beliefs relevant to their grade and level and area. Each grade level has a team leader and someone who serves on the curriculum content committee. Team leaders and content leaders meet monthly with teachers and the principal each month to discuss instructional strategies, areas

of focus, areas of concern, celebrations, school operations, schedules, etc. The committees elect a chairperson and a member of each committee records minutes of each monthly meeting. School and grade level data reports are communicated with SBDM at least three times a year. The reading interventionists, counselor and other staff members attend the SBDM meetings to share student data information from iReady, Fountas & Pinnel, and KSA. Teachers also communicate of the principal, counselor, FRYSC director and teachers. This team meets once per month to discuss student with social and emotional concerns. The team looks at data and develops a plan to assist these students both in the classroom and outside of school.

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 reading objective from last year's plan was to increase the overall reading and math index scores from 69.5 to 72.5. We scored 77.5 so we met and surpassed that goal.

Our science/social studies/writing objective from last year's plan was to increase the overall index scores from 72.7 to 75.7. We scored 74.7 so we were just short of that goal.

Our gap objective from last year's plan was to increase the indicator score for students with disabilities from 49.9 to 53. We scored 63.3 so we met and surpassed that goal.

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 and math for all grades remains a focus area for improvement. In reading we are currently at 58% proficient and distinguished which is up from 54% in 21/22. In 18/19 we were at 49.6% and in 20/21 we were at 43.3%. We have seen an increase over the last three years. In math we are currently at 50% proficient and distinguished which us up slightly from 49% in 21/22. In 18/19 we were at 49.2% and in 20/21 we were at 33.7%. All of these scores are based on state testing which was previously KPrep but is now KSA.

Students with disabilities in the content areas of reading, math, science and social studies still remain an area that we will continue to improve.

Social emotional health has been identified as a significant area of improvement for all students.

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.
 - 58% of students scored proficient/distinguished on the Kentucky Summative Assessment (KSA) in reading.
 - 50% of student scored proficient/distinguished on the KSA in math.
 - 53% of students scored proficient/distinguished on the KSA in writing.
 - 47% of students scored proficient/distinguished on the KSA in science.
 - 47% of students scored proficient/distinguished on the KSA in social studies.

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.

- 37% of students with a disability scored proficient/distinguished on the KSA in reading as opposed to 58% of all students.

-Social/emotional health is still a concern and is something we are working on through SEL lessons and individual/group sessions

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.

Reading achievement has increased from 54% of students scoring proficient/distinguished on state testing to 58%.

Math achievement has increased from 49% of students scoring proficient/distinguished on state testing to 50%.

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

 School Key Elements Template

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.

We will continue to focus on high quality instruction. Teacher lesson plans are based on the Kentucky Academic Standards. Teachers use the unit plans to guarantee that all standards are taught in the school year. Teachers use a variety of research-based resources and strategies to deliver the instruction. Lessons are differentiated to meet the learning styles and needs of the students. All students receive tier 1 instruction. Students that need additional assistance in learning will receive tier 2 and/or tier 3 instruction based on their specific needs.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements Template	School Key Elements template attached	• 7