



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.

NCES reviews and analyzes KSA data as a whole faculty using graphs/guidelines to see strengths and weaknesses, trends, etc. Then grade level teams and individual content teachers disaggregate the data further by students to apply changes to instruction, to plan intervention groups, and placement for students in core classes. NCES has implemented and continues to have a student success committee. This team will meet about students who are referred because they are struggling to succeed (academics, behavior, motivation, social/emotional or attendance). The team will determine strategies or interventions to support the students and monitor them. All stakeholders analyze student data and are represented on the committee.

#### **Review of Previous Plan**

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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?

When comparing 2022-23 KSA to 2022-22 data, there are slight increases and decreases throughout the building. In 2021-22, 30% of students in grades 3-6 were Proficient/Distinguished in reading and in 2022-23, 25.95% of students in grades 3-6 were P/D in reading, which is decrease of 4.05%. In 2021-22, 35% of students in grades 3-6 were P/D in math, and in 2022-23, 32.4 % of students in grades 3-6 were P/D in math, which is a decrease of 2.6%. Last year's CSIP objective/goals were to increase Reading and Math by 3% for the year, which we met that objective. NCES has implemented new reading and math programs schoolwide to ensure congruence throughout the building. Administration is monitoring the alignment between the standard that a teacher is teaching (in a daily lesson), a learning target, and resources provided. Congruence becomes the "lens" through which everything is the lesson should be viewed.

### 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.

NCES has implemented a schoolwide success committee to look at trends in grade levels. The committee will focus on schoolwide proactive behavior strategies and expectations including cooperative groups, increasing student engagement and school wide incentives. The stakeholders will look at academics, attendance, and attitude/behavior.

The number of students with behavior referrals or incidents decreased in 2022-23 however, the individuals with multiple infractions were more prevalent and severe.

From 2022 to 2023 KSA data showed significant learning loss and gaps in both Math and Reading compared to state averages. There was an increase in sixth grade reading scores and fourth grade reading, math, and science scores.

### 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.

On the KSA in the 2022-23 school year, 74% of students in grades third through sixth scored below proficiency in math and 67% in reading. After analyzing KSA scores, NCES has consulted with CKEC to assist with scores.

NCES is focusing on recommendations : Teaching to the standards, learning target congruent to the standard, work is congruent to the learning target, students engaged in the learning process, pace of lessons, and assessments are congruent to the learning target.

After analyzing the beginning of the year i-Ready data from the last two consecutive years, the data mirrors each other.

#### **In the 2022-23 school year:**

Math: 12% three or more grade levels below, 21% is two grade levels below, 56% is one grade level below, 10% is early on grade level, and 1% is mid or above grade level. Reading: 13% is three or more grade levels below, 22% is two grade levels below, 48% is one grade level below, 12% is early on grade level, and 5% is mid or above grade level.

#### **In the 2023-24 school year:**

Math: 11% is three or more grade levels below, 21% is two grade levels below, 59% is one grade level below, 8% is early on grade level, and 1% is mid or above grade level. Reading: 15% is three or more grade levels below, 20% is two grade levels below, 46% is one grade level below, 11% is early on grade level, and 8% is mid or above grade level.

SBDM has analyzed the data looking at the lowest domains in both reading and math. The lowest reading domain at NCES is overall comprehension and geometry in math. Teachers have been made aware of these deficiencies and are focusing on grade level standards.

### 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.

Students scoring below proficiency in reading and math for 2022-23 school year, 85% of those students were economically disadvantaged. Attendance continues to be a priority and concern that is addressed with all students.

### 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.

While desegregating the data and school needs, NCES continues to reiterate growth mindset. There are seven teachers currently enrolled in LETRS training for a rank change. The MAT teachers are collaborating with qualified colleagues and participating in the district-wide mentoring program. Every week, teachers are attending data driven PLC's and deconstructing the standards. NCES is a place where relationships are built with students, growth is identified, and learning is occurs.

### 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**

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 School Key Elements Template Phase 2

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.

NCES faculty and staff is currently working with CKEC. Our current focus for the 2023-24 school year is designing and deploying standards. Teachers have had professional development on standards/learning targets and congruence.

Administration is implementing effective coaching strategies while working with teachers on self reflections and professional growth goals. While performing walk-throughs, learning targets should be congruent to the standards and students should be able to answer three questions: what are you learning today, how often do you do exit slips in this class, and what happens if you don't understand or do poorly on an exit slip?

NCES stakeholders will also evaluate i-Ready math and reading diagnostic data. The principal will analyze growth between diagnostics and assign standard mastery check at the end of each month based on standards taught.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Diagnostic	Phase Two of CSIP	•
 School Key Elements Template Phase 2		• 7