



2024-2025 Phase Two: The Needs Assessment for Schools_09172024_09:40

2024-2025 Phase Two: The Needs Assessment for Schools

Page School Center
William Lefevers
239 Page School Rd
Pineville, Kentucky, 40977
United States of America

Table of Contents

| | |
|---|---|
| 2024-2025 Phase Two: The Needs Assessment for Schools | 3 |
| Attachment Summary | 9 |

2024-2025 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 they will address 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 as you conducted 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 were documented.

The CSIP team consists of the Principal (Will Lefevers), Assistant Principal (Ann Stepp), School Guidance Counselor (Whitney Caldwell), Attendance Clerk (Tracy Langford), Family Resource Youth Service Center Coordinator (Aleisha Lewis), Digital Learning Coach/ Middle Grades Teacher (Clifton Caldwell), Intermediate Teacher (Becky Brown), Primary Teacher (Ashley Maguet) and a parent (Candace Cornett).

The CSIP Committee will communicate during the Four Phases of the CSIP process as identified by the Kentucky Department of Education. Through email and meetings, information will be shared and analyzed. Team meetings will be held throughout the process to apply data and work together to determine priorities and identify strengths and areas of concern. This will be evidenced by agendas and sign-in sheets. Phase timelines are predetermined by KDE, however our district team decides our school and district deadlines for each phase to ensure sharing with our SBDM committee and Board of Education. Our school CSIP Committee analyzes MAP scores three times a year September, December, & April, reviews KSA scores in the fall, and monitors MTSS classes and data from IXL and/or Simple

Solutions. We will identify increases, decreases, and ongoing trends. The team will have the opportunity to provide input as we evaluate and reflect on data to determine a specific course of action to move our school and student achievement forward. Parents and families will be provided with opportunities to make suggestions and give feedback during our FRYSC Advisory/Title 1 Parent Group meetings which are held bi-monthly.

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?

The implementation of goals, objectives, strategies, and activities from last year's CSIP suggests that Reading remains the area of continued and consistent growth, higher achievement, and overall success. Elementary met their annual goal, while Middle Grades maintained the percentage of students who are scoring Proficient/Distinguished. Another area of success is Writing. Elementary met their annual goal and had a gain of 12 points. Middle Grades increased but missed our annual goal by 2 points. Finally, Science was also an area of growth and success. Both Elementary and Middle Grades met their annual goal with Elementary increasing by 13 points and Middle Grades increasing by 15 points.

Mathematics remains the subject area of concern. The annual objectives were not met for both Elementary and Middle Grades. There is a large number of students scoring Novice. Furthermore, Social Studies scores declined and fewer students scored Proficient/Distinguished when compared to the last few years. Annual goals were not met in Social Studies.

This data informs us that our reading program and teachers, along with interventions, RTI, and a focus on fluency are making a positive impact on our students ability to read and process information. We continue to see academic growth in reading and writing. The data also reveals that we must make changes with strategies and activities in Mathematics. We are not seeing improvement, and we need to address the root cause for stagnancy in Math. We also need to identify what caused the decline in Social Studies and determine a course of action.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

*Elementary and Middle Grades math scores continue to trend low with a large majority of students scoring novice or apprentice.

*From 2022 to 2024, Page saw an increase in students scoring novice and apprentice in mathematics. 4th Grade- 4% increase with 59% scoring novice, 5th grade 17% increase with 33% scoring novice, and 8th grade 19% increase with 59% scoring novice.

*From 2022 to 2024, Page saw a 12% increase in novice scores in 6th grade mathematics. (35% novice in 2022, 35% novice in 2023, and 47% novice in 2024)

*Social Studies in 8th grade has a lower index when compared to last year's KSA data. (2023-53.6 and 2024- 44.7) Index decreased 8.9 points.

*Our Quality of School Climate and Safety data has declined when compared to last year's survey results. (Elementary- 5.7 decrease and 3.7 decrease in Middle Grades)

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Current Academic State:

*52% of students in grades 3rd-5th grade are proficient or distinguished in reading according to 2024 KSA data.

*60% of students in 6th-8th grade are proficient or distinguished in reading according to 2024 KSA data.

*According to 2024 Fall MAP data, the percentage of students who benchmarked in reading:

Kindergarten- 44%, 1st grade- 56%, 2nd grade-45%, 3rd grade-68%, 4th grade- 63%, 5th grade- 60%, 6th grade- 82%, 7th grade- 55%, and 8th grade 64%

*27% of students in grades 3rd-5th grade are proficient or distinguished in math according to 2024 KSA data.

*31% of students in grades 6th-8th are proficient or distinguished in math according to 2024 KSA data.

*According to 2024 Fall MAP data, the percentage of students who benchmarked in math:

Kindergarten- 44%, 1st grade- 48%, 2nd grade- 41%, 3rd grade- 59%, 4th grade-67%, 5th grade-33%, 6th grade-35%, 7th grade-34%, & 8th grade 48%

*2024 KSA science data states 31% of 4th grade students are proficient or distinguished and 58% are apprentice. 27% of 7th grade students are proficient or distinguished and 47% are apprentice.

*2024 KSA social studies data states 40% of 5th grade students are proficient or distinguished and 21% of 8th grade students are proficient or distinguished.

*2024 KSA combined writing scores suggests 60% of 5th grade students are proficient or distinguished and 52% of 8th grade students are proficient or distinguished.

*2024 Brigance data indicates that 89.1% of our Kindergarten students are ready with interventions and 10.8% are ready.

Current Non-Academic State:

*Based on the 2023-24 Quality of School Climate and Safety Survey, our index is 69.7 for Elementary and 70.1 for Middle Grades.

*According to the 2023-24 KY ADM/ADA Summary Report, our student attendance rate is 91.1%.

*87% of our student population qualifies for Free/Reduced Lunch according to district data.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

*Third grade students are consistently performing lower on KSA in both reading and math. 29% of 3rd grade students were novice in both reading and math.

*Mathematics is an overall area of weakness. 59% of 4th grade students and 8th grade students were novice in math.

*Science scores did increase, however, 70% of 4th grade students scored novice or apprentice and 74% of 7th grade students scored novice or apprentice.

*Social Studies is a new concern with 60% of our 5th grade students scoring novice or apprentice and 78% of our 8th grade students scoring novice or apprentice.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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 at the middle grades level continues to show growth according to KSA data. The index for reading is 79.5 with 81% of 7th grade students scoring proficient or distinguished and 66% of 8th grade students scored proficient or distinguished.

Writing scores at the middle grades level is a strength as 60% of our 8th grade students scored proficient or distinguished on the KSA.

We can utilize these strengths to help our content areas of social studies and science improve. Collectively, our students are good readers and writers, so we must determine the disconnect with the content. Our middle grades teachers can share strategies they use with content teachers and with elementary teachers.

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 Processes](#)

[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



Page School Key Elements 2024-25


8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Our school's plan will focus on KCWP 2: Design and Deliver Instruction and KCWP 3: Design and Deliver Assessment Literacy

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|--|-------------|--------------------|
|  Page School Key Elements 2024-25 | | • 7 |