



2024-2025 Phase Two: The Needs Assessment for
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2024-2025 Phase Two: The Needs Assessment for Schools

Richardsville Elementary
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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 Richardsville Elementary teams meet weekly to review and disaggregate academic and behavioral data for grades K-6. The team consists of Lyndsey Thomason, principal; Lara Lim, curriculum coordinator; Braden Proffitt, dean of students; Krista Duckett, and grade level teachers. KSA data, iReady reports, HMH weekly assessments, Amira, Literacy and Math formative assessment data, PBIS data, as well as classroom data and teacher-reported evidence are included in the data review. Additionally, Student Success Team Meetings convene each 3 times per academic year with additional stakeholders in attendance (including, but not limited to special education consultants, academic interventionist, district behavior consultant, special education teachers, general education teachers, speech therapists, school psychologist and FRYSC coordinator). These teams meet to analyze individual student data in order to identify students as Tier 1, 2, or 3 in academics and/or behavior and discuss subsequent instruction to promote growth. Data analysis PLCs are held weekly with homeroom and special education teachers to analyze formative & summative assessment data. Fastbridge data, and KSA scores.

These meetings are evidenced by calendar invitations, agendas and agenda meeting notes. Lyndsey Thomason, in conjunction with the administration team, also shares out assessment results with our district support staff and SBDM members on a regular basis. These meeting minutes may be found on the school website or in the SBDM binder. Grade level teams meet to give feedback and input into the areas of greatest concern during district PLC meetings throughout the year. The feedback will be used to determine school goals for our CSIP.

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 yearly objectives focused on increasing proficiency and distinguished levels in both reading and math. The yearly reading objective was to increase the percentage of students scoring proficient/distinguished in reading from 31% to 51.9.5% by 2026. One of our main activities to reach this goal was for all staff to collaborate with the curriculum coordinator and the principal designing and delivering literacy instruction with an intentional focus on implementing rigorous, grade-level tasks. Our school analyzed literacy tasks for rigor through deconstructing standards, intentionally planning using the Powerful Task Rubric to cross the rigor divide, and data-driven PLC discussions. Our math objective included increasing the percentage of students scoring proficient and distinguished in math from 23% to 42.6%. One of our main strategies and objectives to improve mathematics instruction was for teachers to participate in grade-level professional learning led by our curriculum coordinator, as well as intentional planning rigorous tasks to cross the rigor divide. Teachers also participated in Foundational Numeracy professional learning at GRREC to strengthen their mathematical practices in the classroom. These activities increased teacher efficacy and strengthened pedagogy for mathematical practices. Our KSA reading proficient and distinguished score increased from 31% to 41% and math proficient and distinguished scores increased from 23% to 35% . We experienced large growth met our reading and math yearly objectives for the 2023-2024 school year. We intend to continue planning rigorous instruction with researched-based curriculum and strategies during the 2024-2025 school year. Our focus for this year's plan will be to increase the intentional, explicit, and systematic instruction of literacy and math in our all grades kindergarten - 6th grade years, crossing the rigor divide each day in instruction. We believe students who are meeting grade-level standards will be prepared for challenging and more complex texts and mathematical processes. Effective writing instruction during the 2023-2024 school year was a focus of all grade levels. Last year's CSIP writing objective was to increase the percentage of students scoring proficient/distinguished from 35% to 38.6%. Our students did meet this goal by scoring 43% P/D in the Combined Writing category. We believe this result is due to all grade-level teachers collaboratively planning writing tasks and assessments; as well as, collaboratively scoring the assessments to determine the next steps for instruction. The leadership team, grade-level, and special education teachers also analyzed K-6 writing samples in PLC and live scoring sessions to provide students with quality feedback. Our staff plans to continue this high-leverage practice as well as review and revise our schoolwide writing plan ensuring all grade levels understand the

progression of writing. Our 23-24 GAP objective was to increase the percentage of students with an IEP scoring at the proficient or distinguished level from 15% to 19.9% in reading and 15%-19.9% in math. In reading, we met our goal with the total percentage of students scoring P/D at 27%. In Math, we met our goal with the total percentage of students scoring P/D at 21%. The strategies and activities we implemented last year were to incorporate co-teaching throughout all core reading and math classes as well as provide support from district and regional specialists. This year our focus will be for teachers to intentionally collaborate with general education teachers and each other during daily planning sessions each morning, and Student Success Team meetings focused on delivering rigorous content and analyzing student work.

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.

Currently (measured by i-Ready for the fall diagnostic), 40% of RES students in reading and 43% of RES students in math are meeting the 60th percentile nationally for proficiency. Our district has invested in i-Ready (Curriculum Associates, LLC), so data cannot be compared to previous years' Fastbridge assessments side by side due to different measuring and assessments being used. With this being said, RES is continuing to focus instructional improvements on strengthening instruction (both core and intervention times) through research-based strategies, the PLC process, aligning lesson plans weekly with grade level standards, higher order thinking questions, and Kagan cooperative learning structures in order to increase the percentage of students meeting reading and math proficiency benchmarks. Behavior interventions and practices have aided in the improvements of behaviors across RES, with a decrease in discipline referrals from 314 in 2022-23 to 177 in 2023-24. However RES also been placing a large emphasis on social, emotional, behavioral, and mental health with implementing daily SEL time school-wide first thing each morning and purchasing access to QuaverEd SEL for all students and Centervention SEL for students in behavior tiers, due to the rising number in mental health concerns and referrals over the past few years: 8 in 2021-2022, 21 in 2022-2023, and 36 in 2023-24.

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.

At Richardsville School, the atmosphere is one of celebration and renewed optimism as we reflect on our recent academic progress. The latest outcome data reveals significant growth and a promising trajectory for our students. Comparing the Knowledge, Skills, and Abilities (KSA) scores from the 2022/2023 to the 2023/2024 academic year, we have seen an impressive increase from 50.3 to 66.0. This leap signifies not just a numeric improvement but a shift in our overall educational landscape. Importantly, we are no longer classified as a Targeted Support and Improvement (TSI) school, marking a critical milestone in our journey. Delving into specific subject areas, our growth has been particularly notable. In reading, students made a substantial gain of 9.7 points, while math also saw a commendable increase of 9.6 points. Social studies outperformed expectations with a remarkable 17.6-point rise, and combined writing scores improved by 9.7 points. Science growth was more modest at 0.2 points, yet it contributes to our overall upward trend. The 2024 fall iReady diagnostic results further illuminate our students' progress. Currently, 42% of students are performing at or above the 60th percentile in reading, and 44% have reached the same benchmark in math. These figures reflect not only academic growth but also a stronger foundation for future learning. Moreover, our commitment to student engagement and well-being is reflected in our attendance rates, which have steadily improved. We recorded an average daily attendance (ADA) of 93.8% in the 2022/2023 school year, which has now increased to 95.8%. This rise in attendance underscores our efforts to create an inviting and effective learning environment. In summary, the current state of Richardsville School is characterized by significant academic advancements, a revitalized school culture, and a strong community commitment to student success. With each passing year, we continue to build on this momentum, striving for excellence in education.

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.

During the 2024-2025 school year, current iReady data shows RES has 31% of students scoring at/above grade level in reading compared to 30% of other elementary Warren County public school students. According to 2024-2025 Fall iReady Math data, 17% of RVES students scored at/above benchmark compared to 18% of other elementary Warren County public school students. Richardsville Elementary's collective KSA data, Fastbridge data, and other academic indicators exhibit a significant need to strengthen core instruction in order to increase basic literacy and numeracy for all student demographic groups. Teachers and school leaders routinely analyze data from the following sources: HMM Assessments, Amira, iReady diagnostics, KSA, ACCESS, Brigance Kindergarten Readiness, Gifted/Talented Assessments, and classroom formative/summative assessments. As part of a weekly Professional Learning Community, RES teachers and administration make informed, data-driven decisions regarding classroom instruction. Collaboration among teachers and school leaders in professional learning community meetings, progress monitoring meetings, student success team meetings, and guided planning sessions provide a framework to plan instruction based on student needs. Multiple data points are used in Richardsville Elementary's Current Academic State.

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.

Our highest indicator score for the 23/24 KSA data was achieved in combined writing, with an impressive score of 69.8. We have made a concerted effort to prioritize writing across all content areas on a daily basis. To support this initiative, our school has implemented a universal success criteria writing tool known as RACE, which guides students in structuring their responses effectively. Additionally, our students have engaged in writing smackdowns, fostering a collaborative environment where they can refine their skills. These strategies have significantly

empowered our students, enabling them to perform well and experience success in their writing endeavors.

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



School Key Elements RVES 24/25


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.

The Key Elements Richardsville Elementary will focus its resources and efforts on to produce positive change are KCWP Design and Deliver Instruction Design and Deliver Assessment Literacy.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements RVES 24/25	KCWP	• 7