24-25 Rich Pond Phase Two: The Needs Assessment for Schools

2024-2025 Phase Two: The Needs Assessment for Schools

Rich Pond Elementary
Derick Marr
530 Rich Pond Road
Bowling Green, Kentucky, 42104
United States of America

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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.

Kentucky Summative Assessment data for 2023-2024 is initially collected and analyzed by the leadership team which consists of our principal, assistant principals, counselors, and curriculum coordinator. As soon as the embargo period ended, we shared the data with staff and spent a significant amount of time looking at school-wide, grade level, and individual results. Non-disclosure agreements document staff attendance at this meeting. Student reports are shared with students and parents during fall conferences held in October. Sign-in sheets document parent attendance at conferences. Subgroup data is analyzed by our Sped department and ESL department prior to Thanksgiving break. All stakeholders then begin developing plans to help increase student achievement by reducing the number of students scoring novice, and increase the number of proficient and distinguished students.

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 2023-2024 Goal 1 was Rich Pond will increase proficiency in reading and math by 2025 as measured by state assessments. Students will increase in reading from 64% to 78.4% and in math from 55% to 74.8%. We did not meet these goals because our school wide reading proficiency is at 61% and our school wide math proficiency is at 60% as indicated by our 23-24 KSA scores. These goals have not yet been accomplished, so we will continue to work toward these goals. We increased our overall math proficiency by 5pts and reading by 1 pt as compared to the previous year. We will continue to focus on reading and math instruction using i-Ready and HMH curriculum.

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.

In KSA reading 3-6th grade, we saw a slight decrease in overall reading proficient/ distinguished in 2022-2023 for a total of 60%. In 2023-2024 we increased reading proficient/distinguished to 61%. We saw no change in math proficient and distinguished students in 2022-2023 because our score remained 55%, but in 2023-2024 we increased to 60%. In 5th grade writing, we saw a 14% increase in overall writing proficient and distinguished for a total of 70% in 2022-2023, and continued to see large gains in proficiency with 78% proficient and distinguished. 54% of our writing scores are at the distinguished level which is the highest in our district. In 4th grade science, we saw an increase in overall science proficient and distinguished students for a total of 49% from our previous score of 38%. In 5th grade social studies we decreased our proficiency by 8% from 58% to 50%.

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.

Attendance is not an issue for students or teachers. Our student attendance is at 96.85% which meets the district goal of 96%. Behavior referrals also do not present a major problem. Data does not indicate that the non-academic concerns negatively impact our academic performance. Our students are highly proficient, as indicated on the KSA with our overall rating of Green and our combined score of 82.2.

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.

We would like to continue to focus on our students with disabilities. Priority 1 is: Students with disabilities will increase reading proficiency from 23% to 33% by 2025. Our students with disabilities have remained stagnant the last two years on KSA scoring only 23% proficient or distinguished in reading. Priority 2: Students with disabilities will increase math proficiency from 19% to 38.2% by 2025. We saw a slight increase in proficiency scores of students with disabilities to 26% in math. Priority 3: Our Rich Pond indicator score will increase from Green status of 82.2 to Blue status at a score of at least 85.

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.

From the 2023-2024 KSA data Rich Pond Elementary's Proficiency Indicator score was 82.2 which is an overall rating of Green. Our writing increased to 54% of students scoring distinguished. 4th grade science increased their proficiency by 11%. We saw high growth in overall math scores which helped our reading and math indicator color went from yellow to green. Our English Language Learners went from 60 to 65.5 which is very high growth. We will continue to reduce the percentage of novice scores in each academic area which will help us achieve our goal of becoming a Blue school.

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

24-25 School Key Elements

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.

We have decided to focus on KCWP 2: Design and deliver instruction to produce the desired changes we wish to see in all of our students, especially those with disabilities. An additional focus is KCWP 4: Review, Analyze, and Apply data to tie into our PLC work to develop high level practices within our school level PLCs focusing on i-Ready data.

Attachment Summary

Attachment Name	Description	Associated Item(s)
24-25 School Key Elements		• 7