



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

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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.

We have a Leadership Team that works on the CSIP using data and school needs, meeting monthly and adjusting as needed. We have an Administrative Team that meets weekly to discuss/review data and teacher/student needs. Our SBDM Council reviews KSA data yearly, Benchmark data quarterly, and Intervention Data monthly. Our grade level teams meet weekly to discuss formative and summative data, through our PLC process, which follows the PDSA model. Our MTSS team meets monthly to discuss behavior and academic intervention data. Each grade level and department has representation on this committee. Information is dispersed through the members to our entire school. Our entire staff works together to analyze KSA scores, looking for patterns, successes and weaknesses. All meetings are documented through Agendas/notes on Google Drive .

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 previous year's CSIP is monitored through the 30-60-90 plan. It is embedded in all the systems of our school, so that the work of our teams is focused on our School improvement Plan.

Establishing a system for lesson plans was a successful strategy for this year. OUR PLCs allowed for discussions about struggling kids and accelerated kids. We were able to review mid-module and module assessments throughout the year. Our Peer Learning Walks was a great way for teachers to see and model great learning techniques. Going further, we will need to continue work on formative assessment. Common planning is used for teachers to have critical conversations focused around lesson planning, assessments and learning strategies. On Demand Scrimmages are great ways to inform teaching and learning in our writing across grade levels. We really want to build off of our data analysis and adjustments for instruction, using formative, summative and benchmark data. WE would also like to improve our MTSS system, with progress monitoring, and more teacher input. Our tutoring system is constantly being refined to meet the needs of our students who are not benchmarking or reaching proficiency on the KSA assessment.

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.
 - From 2023 to 2024, there was a decrease of 27.3 in the combined Science, Social Studies, and Writing indicator score
 - From 2023 to 2024, there was an increase in the Reading and Mathematics status of 3.1
 - From 2023 to 2024, the school saw a decrease in Bus Violations by 50% (From 30 to 15)
 - From 2023 to 2024, the school saw an increase in Fighting events from 17 to 47.
 - In Reading, looking at scores from 2023 to 2024, the scores were higher than in math; Novice rates moved from 32% to 35%, while Apprentice rates stayed steady
 - In Math, looking at scores from 2023 to 2024, the scores were lower than in reading; Novice rates moved from 41% to 39%; Apprentice percentages went from 29% to 31%; the overall index went from 46.7 to 47.5

- Students with a disability went from a 44.5 index score to a 54.6 index score from 2023 to 2024

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.
 - Our overall school indicator score was 53, which put us at the Orange Level
 - Our Reading and Math indicator score was 52.9, which put us at the Yellow Level
 - Thirty-four percent (34%) of students scored at or above Proficient on the Kentucky Summative Assessment in Reading in 2024
 - Thirty-one percent (31%) of students scored at or above Proficient on the Kentucky Summative Assessment in Math in 2024
 - Twenty-four percent (24%) of students scored at or above Proficient on the Kentucky Summative Assessment in Science in 2024
 - Thirty percent (30%) of students scored at or above Proficient on the Kentucky Summative Assessment in Social Studies in 2024
 - Thirty-three percent (33%) of students scored at or above Proficient on the Kentucky Summative Assessment in Combined Writing in 2024
 - Quality of School Climate and Safety Indicator Score was 83.5, which is at the Green Level
 - 33% of our students with a disability scored Proficient or Distinguished in Reading, while also decreasing the Novice rate to 31% on the KSA Assessment in 2023-2024

- 27% of our students with a disability scored Proficient or Distinguished in Math, while also decreasing the Novice rate to 30% on the KSA Assessment in 2023-2024
- Year to date attendance percentage is 91.93%
- Our student to teacher ratio for the 2023-2024 school year was 14:01 according to the SRC
- We had over 15% of our teachers with less than one year of experience in 2023-2024 according to the SRC
- 100% of our teachers this year are certified in the area that they teach according to the SRC
- 310 of our students had parents/guardians who attended a parent teacher conference in 2023-2024 according to the SRC

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.

1. 35% of all students scored Novice on 2023-2024 KSA Reading assessment.
2. 39% of all students scored Novice on 2023-2024 KSA Math assessment.
3. 38% of all students scored Novice on 2023-2024 KSA Social Studies assessment.
4. 44% of Disability with IEP scored Novice on 2023-2024 KSA Combined Writing assessment
5. We dropped from 77.3 down to 50.0 in writing, SS, and science combined writing .
6. 41% apprentice in writing on the 2023-2024 KSA assessment

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.

1. 35% of all students scored Novice on 2023-2024 KSA Reading assessment.
2. 39% of all students scored Novice on 2023-2024 KSA Math assessment.
3. 38% of all students scored Novice on 2023-2024 KSA Social Studies assessment.
4. 44% of Disability with IEP scored Novice on 2023-2024 KSA Combined Writing assessment
5. We dropped from 77.3 down to 50.0 in writing, SS, and science combined writing .
6. 41% apprentice in writing on the 2023-2024 KSA assessment
7. 57% apprentice in science on the 2023-2024 KSA assessment

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



Key Core Work 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.


KCWP 2: Design and Deliver Instruction

Does our instructional program include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research?

KCWP 4: Review, Analyze and Apply Data

Does our school communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning?

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Core Work Elements	This document helped narrow our focus for the upcoming CSIP.	• 7