



2024-2025 Phase Two: The Needs Assessment for Schools- Waco Elementary School

2024-2025 Phase Two: The Needs Assessment for Schools

Waco Elementary School
Venessa Coner-Worley
359 Waco Loop
Waco, Kentucky, 40385
United States of America

Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

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.

Data was reviewed as a leadership team, prior to sharing information with the teachers. Leadership facilitated conversations with staff members about leverage opportunities, grade level standards, curriculum, pacing guides, work release time and reducing the number of novice. Scores were shared with SBDM council members along with the school's plan to attack novice. Conversations will continue to occur throughout the school year as we work on curriculum and review diagnostic assessments. The Principal is focusing on providing feedback to forward learning, growing leaders within the building and cultivating a culture and climate to promote positivity for her growth plan this year to assist teachers. As a school we are focusing on implementation with fidelity and curriculum study.

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?

Last year's CSIP goals were written around IReady diagnostic fall scores. IReady and KSA scores mirror one another. We continue to use the data as a school to inform instruction, grow our teachers, identify students who need targeted intervention, provide coaching opportunities for staff to continue to learn new strategies and ways to teach students, provide mental health resources to our students who are still experiencing the impact of the pandemic. Students, in 5th grade, continue to show gaps in their learning from the COVID span. We have hired 12 new staff members (2023) and 5 new staff members (2024), in varying positions, throughout the building and we are doing our best to respond to their needs as a Principal, coach, district and leadership team. Every staff member in the building has a professional growth goal they are working on in addition to focusing on school/district initiatives. In addition to our in house instructional coach, we also have support people from our district we continue to collaborate with: Blankenship, Boulden, Kabalen and Gabbard.

Our hard work paid off last year. Our school moved from the yellow category to the green category. We were proud of that progress and strive to continue to grow all kids and staff. Our goal was to remain in the green this year and to continue to move closer to all kids being proficient by the time they exit our building to attend middle school. We dropped from 70.9 to 67. The data was not a surprise to us. We hired multiple teachers in 4th grade science, 2nd grade and Pre-K throughout the year. Our goal is to return to the green category next spring and to continue to support our students; meeting them where they are and pushing them forward.

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.
 - * students entering school for the first time as 2nd and 3rd grade students due to the pandemic
 - * number of students being home schooled due to religious beliefs
 - * the number of mental health needs since the pandemic
 - * the number of mental health needs of staff since the pandemic
 - * office referrals have increased in the number of students in the general education area without IEP's or services

-
- * number of students in an intervention group have increased tremendously
 - * parental support has decreased since pandemic with behavioral and academic needs
 - * students absences continue to be a problem, parents are not concerned- take a vacation, trip, kids just stay home
 - * Tier 1, whole group instruction, continues to be an area of concern- the master schedule has been changed in order to meet the need
 - * the number of students we are having to provide intervention for has increased
 - * we have adjusted our ESS system to allow for push in and support in Tier I instruction, no students being pulled during grade level standards instruction

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.

Rating: Yellow

Overall index score- 67

After clean up

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.

Rating: Yellow

Overall index score- 67

After clean up

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.

Strengths: Our teams meet to review data, instructional practices, set goals, be observed, have coaching sessions , reflect, use release days for planning, developing pacing guides, identify success criteria. We have stream lined our Tuesday work sessions and PLC meetings in order to protect time for the work. We have been systematic about "everything" from K- 5th; knowing we still have a lot of work to do. We restructured the master schedule in order to ensure time was being allocated for a balanced math and a balanced reading program: whole group and small group time protected. We also rearranged the morning schedule to allow students to report to the classroom at 7:20 a.m. to begin receiving interventions from: teacher, running records, Hear Builder, ESS, Imagine Learning, Reflex, iReady reading, IReady math, etc.

Leverages: Are we utilizing our interventionist with the kids who are movable? We are reviewing schedules to ensure core contents have equivalent minutes, looking at text complexity, reviewing curriculum we are using to teach the standards, updating pacing guides, deconstructing standards for clear learning targets, success criteria, rigor in the summative and formative assessment. We have purchased a tool to assist us with creating rigorous, state like format assessments.

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 Template

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 1, 2 and 3

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Data point	Data point	•
 Data point 2	Data point 2	•
 Data point 3	Data point 3	•
 School Key Template	School Key Template	• 7