



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.

Our school had our first initial meeting to first review data results during an October faculty meeting. Our focus for this day was to review, analyze and apply data results to our current school year data from KSA, Map, and Masteryconnect benchmark information. In the meeting teachers reviewed the KCWP and monitored progress towards our reading, math, science, writing, and social studies goals. Staff agreed that was our goal to continue focus on our previous KCWP and school goals. Our plan will be shared with our SBDM council and they will be given the opportunity to give input. Student achievement/planning is discussed during all our SBDM meetings, it is the goal and mission of our council to see an improvement in student achievement. Our school will continue this work and applying it throughout the year as well as addition professional learning time during PLC's and school data follow meetings after quarterly benchmarks in January and April. Meetings are documented by agendas and minutes taken.

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?

Calhoun Elementary School has had a goal and activities for reducing Novice scoring students and overall proficiencies. Two areas that we have activities is for tier 3 interventions to work towards novice reduction; especially in our economically disadvantaged group and our students with disabilities. Our separate academic indicators have shown growth in on-demand writing, on-demand writing. The goals for reading and math proficiency improved as well.

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.

Calhoun Elementary School has had a goal and activities for reducing Novice scoring students and overall proficiencies. Two areas that we have activities for and have been working towards have shown success is for tier 3 interventions to ensure a reduction in novice scoring students and activities for rigorous aligned tier I instruction in reading and math to improve proficiency. We are also working on kindergarten transition readiness, to help educate parents on the expectations of kindergarten entry and the skills needed to acquire during kindergarten.

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.

Overall Reading proficiency is at 58%: 3rd Grade-58%, 4th Grade-59%, 5th Grade-54%. Overall Math Proficiency is at 58%: 3rd Grade-43%, 4th Grade-50%, 5th Grade-66%. Social Studies Proficiency is at 52%. Science Proficiency is at 39%. Editing & Mechanics is 72% proficiency. On-Demand Writing: 40% proficiency.

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.

40% On-Demand Writing Proficiency.

15% 4th Grade Reading novice rate and 24% 4th Grade Math novice rate; our overall school novice goal is to be decreased to 10%.

28% Social Studies novice rates need to be reduced.

54% 4th Grade Science Apprentice Rates; we are setting a goal to improve science proficiency from 39% to 45%

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.

Improvement in proficiency for reading and math to 58%. Improvement in proficiency in social studies and combined writing. SSCW score improved 21% in proficiency.

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 CES 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.

KCWP 1 and KCWP 2 will be the focus at CES. We will work on ensuring that rigorous tier I instruction is provided to students, they are assessed adequately towards mastery of grade level standards, and there is a structured intervention process for students to move in and out of tier 2 and tier 3 interventions. Teachers will be utilizing explicit design engagement strategies and EDI engagement norms to improve engagement in the classroom.

Attachment Summary

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