



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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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.

To review, analyze, and apply data results we are looking at each objective and goal with a root cause analysis, and applying the impact/effort prioritization matrix to determine focused and highly effective activities we can do to make a bigger impact towards goals. During the months of November and December committee groups in English Language Arts, Mathematics, Science, Social Studies, and our PBIS team will meet to work through the root cause analysis protocol pertaining to their specific goal. They will then use those root causes to complete a impact/effort prioritization matrix to determine highly effective activities. At the end of these months the SBDM council will complete the same protocol and matrix to provide further feedback. This feedback will be used to develop our plan.

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 overall indicator decreased during the 2023-2024 school year. Our students in third grade had only 28% proficient/distinguished in reading and 25% proficient/distinguished in math. This was a huge difference from our percentage of proficient/distinguished in fourth and fifth grade. Compared to the third grade achievement in 2022/2023 of 42% in reading this was a huge change in the performance of our third grade students. It is clear our students need more support with foundational reading skills. Throughout the year our STAR benchmark data showed major gaps in phonics and even phonemic awareness with this group. We began to provide more targeted tier 3 and tier 2 instruction. While our benchmark data showed growth throughout last year, it was not at the rate needed for higher proficiency. This group of students, now in fourth grade, are continuing to receive targeted tier 3 instruction focused on foundational reading skills using Orton Gillingham as an intervention. This group also receives tier 2 reteaching with a fourth grade intervention teacher who is planning intervention and monitoring progress with reading improvement plans. The fourth grade intervention teacher and the fourth grade reading teacher are using coteaching models to provide support during tier 1 instructional time.

Students in fourth and fifth grade grew in both reading and math from the previous year. To increase proficiency across all grade levels we are strengthening our tier 2 process using summative data that is broken down by question and standard to determine targeted tier 2 needs. Teachers meet in PLC's to deconstruct the standard to focused skills and use the data to determine reteaching groups. During the 30 minute daily tier 2 times for reading and math students are in homogeneous groups to receive targeted reteaching instruction. Pre and post assessments are used to determine growth on the targeted skill to monitor mastery of the standard. We will implement the unit internalization protocol to better understand our assessments and standards to plan better instruction.

We saw a decline among our white, Hispanic and students with disabilities populations in reading and math. We maintained proficiency among our economically disadvantaged and EL monitored, but they didn't grow. It is clear our students in our primary program needed better foundational instruction that is rigorous and targeted. We have supported more teachers with professional development in LETRS, assessment, questioning, and engagement. We have adopted the district suggested curriculum of CKLA for reading and continue to implement and use iReady curriculum for math.

We have really analyzed the curriculum we are using in science and social studies to look for weak areas. One area we noticed is writing within the content areas of science and social studies. While we continue to use both HMH and TCM for these content areas, we are supplementing with writing components. Teachers in fifth grade are receiving professional development for inquiry based instruction to drive growth and support in social studies. We are focused on using evidence and sources in our instruction and assessments.

We have seen a significant decline in the proficiency of our Hispanic and EL monitored population in science, social studies, and writing. We are working with the district EL coordinator to provide professional development for our teachers. Teachers are working to better understand their EL students access scores to provided better differentiation. Teachers are working closely with SIOP model specifically on building background and vocabulary. We were able to maintain our proficiency among our economically disadvantaged. We did not see much growth implementing Project Lead the Way so we are moving to a more inquiry based robotics curriculum in second through fifth grade and Mystery Science in kindergarten and first grade.

Our ELP scores continue to be very high. Our EL instruction is working well with the National Geographic curriculum and our intervention model and supports. We didn't see the level of growth we saw in 2022/2023 and will continue to support teachers in the general education setting with professional development and coaching.

We saw growth on our QSCS data this year. Our counseling groups with our guidance counselors and outside agencies helped this tremendously. Our administration team worked with our tier 2 and tier 3 MTSS team to provide identification and targeted intervention for students struggling with social and emotional growth. This year we have implemented Character Strong curriculum, continued implementation of calm corners, counseling groups and personal growth groups such as Guys with Ties and Girls with Pearls for our third grade students.

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.
- Our economically disadvantages and our EL monitored groups of students have maintained their level of proficiency over the last two years.
- We continue to see small growth in our science proficiency.
- Combined writing scores have decreased over the last three years.
- Behavior referrals from 2021-2024 had decreased significantly.
- Our ELP scores continue to be very high achieving blue status for the past two years.

- QSCS results have increased from 2022/2023 with an increase among our students with disabilities and maintaining in our other groups

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.
 - Students in all groups declined in our reading and math proficiency with our Hispanic gap group experiencing the least growth.
 - 36% of our students were proficient/distinguished on 22/23 KSA for Reading which aligns with our STAR Reading fall benchmark for this year of 36%
 - 31% of our students were proficient/distinguished on 22/23 KSA for Math which aligns with our STAR Math fall benchmark for this year of 31%.
 - Our average daily attendance percentage for students is 94.4%.
 - 44% of our kindergarten students are at or above benchmark on STAR Reading and 37% on STAR math.
 - 48% of our first graders are at or above benchmark on STAR Reading and 38% on STAR Math.
 - 39% of our second graders are at or above benchmark on STAR Reading and 39% on STAR math.
 - 35% of our third graders are at or above benchmark on STAR Reading and 51% on STAR math.
 - 32% of our fourth graders are at or above benchmark on STAR Reading 39% on STAR math.

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- 39% of our fifth graders are at or above benchmark on STAR Reading and 54% on STAR Math.

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.

36% of our students in grades 3-5 are at or above proficiency in reading.

41% of our students in grades K-2 are at or above proficiency in reading.

31% of our students in grades 3-5 are at or above proficiency in math.

38% of our students in grades K-2 are at or above proficiency in math.

26 % of our Hispanic students are at or above proficiency in reading.

25% of our students with disabilities are at or above proficiency in reading.

29% of our Hispanic students are at or above proficiency in reading.

10% of our students with disabilities are at or above proficiency in math.

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 EL indicator continues to show strong growth at 76.4. We have a strong implementation of SIOP with a focus on building background and vocabulary instructional strategies to differentiate instruction for these students.

We have seen growth in our student culture and climate survey to 71.6 and continue to implement strategies and programming to support this.

Behavior incidents have decreased this year and we continue to improve our strategies and implementation of MTSS at all tiers to support this.

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

 KCWP Table

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

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

Attachment Summary

Attachment Name	Description	Associated Item(s)
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