



Goshen Elementary 2024-2025 Phase Two: The Needs Assessment for Schools_10112024_15:43

2024-2025 Phase Two: The Needs Assessment for Schools

Goshen At Hillcrest Elementary School

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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.

To ensure stakeholder involvement and input, data is reviewed and analyzed across multiple stakeholder groups. Data reviewed includes, but is not limited to, KSA, iReady, and summative assessments. The Instructional Leadership Team (ILT) analyzes this data to uncover areas of strength and areas in need of growth / adjustment. This analysis is presented to our PLC team leaders and SBDM for further analysis and discussion.

The SBDM Council members consist of Ellen Cox, Amanda Henson, Candace McDaniel, Rebeca Schulz, Erin Roberts and Lysie Rust. The school leadership team consists of Heather Gossom, Candace McDaniel, Amanda Morris, Melinda Nevills, Hannah Sims and Kayla Thurman including the PLC team leaders who continually review all formative and summative data.

Across all grade levels, PLCs and MTSS team members review grade level and individual student data to identify trends and patterns of student learning and to identify successful instructional practices and / or practices needing improvement. PLCs meet weekly during extended planning time to review data using the PDSA (plan, do, study, act) cycle. In addition, the MTSS team meets with PLCs a minimum of three times per year in structured data days.

Our mental health team, which consists of school counselors, district mental health lead, and school psychologist meet for weekly Kid Talks. During Kid Talks, the mental health support team reviews school-wide data and individual student interventions and supports.

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?

Based on 2021-2022 and 2022-2023 KSA results, Goshen Elementary continues to distinguish itself as an exemplary school due to very high achievement in reading, math, social studies, writing and science. For the second consecutive year, the overall KSA scores resulted in a "Blue" rating, which is the state's highest possible designation.

During the 2022-2023 school year our PLCs worked to unpack the standards and units to create instructional lessons and complete curriculum maps for long-range vision. Professional development was focused on best practices that aligned with school goals. Systematic data analysis protocols were implemented multiple times throughout the school year. This data was used to refine instructional practices and differentiate instruction. In addition, our school-wide MTSS system ensured tiered services for all students needing additional support.

Based on 2022-2023 KSA results, the plan was successful. For 2023-2024, Goshen Elementary strived for continuous improvement by researching, piloting and implementing the highest quality (evidenced-based) instructional resources in literacy instruction and science.

Currently in 2024-2024, Goshen Elementary has now adopted the HQIR, MyView and has begun the implementation process. With a new, clear vision for literacy, instruction is more streamlined and the level of rigor has increased. In addition, to the adoption we have focused a great deal on PLC's and building their capacity to analyze data and make instructional decisions. We understand the power and value of our PLC's and are working to ensure that they are operating at full capacity.

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.

Goshen Elementary continues to be a high performing elementary school but has had a slight drop in overall achievement for the past three years and is now rated a green school as opposed to blue as in years past. In reading, achievement dropped from 70% P and D in 2022 to 66% P and D in 2024. However, in math, there was an increase from 69% to 74% overall proficient and distinguished. Overall writing has seen a decrease from 51% to 44% and Science saw a decrease from 58% to 47%.

Results also indicate that school year plans should include a further focus on support for students with an IEP who are not performing similarly to their typical peers.

-In science, the school maintained in novice over 3 years

-In science, distinguished has decreased over the 3 year period by 6%.

-In science, 22-23 was positive outlier for apprentice and proficient (A, P).

-In On-Demand writing there was 3 year decrease in distinguished (18% → 15% → 11%) and novice slightly decrease (-1.3%) from 2023 to 2024

-In On-Demand writing the number of apprentice students has increased from 2022 to 2024 by 6.2%

-Social Studies showed an increase in Distinguished from 21-22 to 23-24 with a 3 year increase in proficient

-In Social Studies there was a decrease in novice over 3 years by about 5%

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.
 - In reading, 50% of students with disabilities performed Proficient or Distinguished and 54% of economically disadvantaged students scored proficient and distinguished as compared to the general population where 85% scored proficient or distinguished.
 - In math, 59% of students with disabilities performed Proficient or Distinguished and 58% of economically disadvantaged students scored proficient and distinguished as compared to the general population where 92% scored proficient or distinguished.
 - In science, writing and social studies, the overall index score saw a significant decline by 6.4 points. This is primarily due to a 10 point drop in science.
 - In 23-24, 24 out of 49 students that scored an Apprentice in science, scored Proficient or distinguished in reading.
 - In 23-24, 13 apprentice students scored at or within 2 points of the cut score for proficient in science.
 - In science, the most significant change was found in the number of apprentice students which doubled from 22-23 to 23-24.
 - Survey results indicated that the school needed to increase the number of positive phone calls, emails and positive notes to students and families.

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.

Overall achievement has declined over the past three years, most notably in reading, writing and science.

Students with disabilities and economically disadvantaged students are performing well below their typical age peers.

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.

With the implementation of a new HQIR and strong PLC's, reading achievement should increase. Goshen has always been high performing and this should be the correct lever to put us back in line with where we were just a few years ago. In addition, a structured phonics program was also implemented last year which lays a strong foundation for students in primary grades. A new math HQIR was adopted just a few years ago and math achievement has seen an increase over the past three years from 69% proficient and distinguished to 74%.

In addition we have been focusing on our MTSS system which allows us to target students who are struggling and this will allow us to increase achievement with our sub-populations. Also we are utilizing an ECS coach to help build capacity with our teachers who work with our students with disabilities.

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

 Goshen 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: Design and Deploy Standards

KCWP 4 : Analyze Assessment data

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Goshen Key Elements		• 7