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2024-2025 Phase Two: The Needs Assessment for Schools

Crittenden-Mt. Zion Elementary
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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.

Our school has a guiding coalition, similar to our SBDM, but includes more stakeholders to make instructional decisions for our school. We meet the first Thursday of each month to discuss progress and make decisions when considering our mission and collective commitments. On a smaller scale, we have grade level teams that meet weekly to discuss and review data on student progress, specifically in ELA and Math. The formative assessment data reviewed is kept by standard in a data assessment tracker. This data, along with MAP (completed 3 times a year) and KSA are used to evaluate overall student performance. Weekly PLT meetings with teams are documented in a google form, tracking attendance and what was accomplished as a team. We have been good at reviewing data, our goal is to improve at using the data to make informed decisions to plan for future instruction, especially for RTI. To help grow in this, many members of our guiding coalition have attended the RTI at work conference held by Solution Tree. We have also created an

intentional RtI plan that is included in our master schedule for an all hands on deck approach to student learning.

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?

We need to continue to improve our planning process to improve student learning at our team meetings when reviewing data. Again, we are good at discussing where our students are, but need to improve at working together as a team to utilize all of our strengths to address the needs of all of our students. We used our previous data to develop the master schedule around an intentional RtI reading block.

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.

The number of behavior referrals increased during the 2023-2024 school year.

Our overall student attendance rate for the year in 2023-2024 was just below 95%.

Our overall KSA indicator score declined from 61.5% in 2022-2023 to 46.5% in 2023-2024.

Our combined status score in reading and math declined from 59.4 in 2022-2023 to 49.6% in 2023-2024.

Our climate and safety survey increased from 70.9 in 2022-2023 to 76.9% in 2023-2024.

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:

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• 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 student attendance rate for the year in 2023-2024 was just below 95%.

Our overall KSA indicator score was 46.5% in 2023-2024.

Our combined status score in reading and math was 49.6% in 2023-2024.

Our climate and safety survey was 76.9% in 2023-2024.

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.

Over 60% of our students performed at a novice or apprentice level in both reading and math.

Less than 5% of our students performed at a distinguished level in 5th grade social studies.

Less than 20% of our students performed proficient and/or distinguished in combined writing.

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

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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 climate and safety survey increased to 76.9 % in 2023-2024. We will continue our school wide PBIS and mission statement to maintain our school climate and safety.

Slightly over 20% of our students scored Proficient and/or Distinguished in fourth grade science. This was an increase from the previous year.

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

📄 CMZ Key Elements 24-25

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.

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We will focus on 1, 2 and 4.

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Attachment Summary

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