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2024-2025 Phase Two: The Needs Assessment for Schools

Dry Ridge 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.

To ensure a thorough and collaborative approach in the development of our annual needs assessment, we engaged multiple school councils, leadership teams, and stakeholder groups throughout the data review and analysis process. This process provided a foundation for identifying the critical areas for improvement that will drive the development of our comprehensive school improvement plan, fostering staff capacity and increasing student achievement.

Stakeholder Groups Involved

1. School-Based Decision-Making Council (SBDM)
2. Guiding Coalition – Consisting of teacher leaders, administrators, and department heads focused on implementing key instructional strategies.

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3. Attendance Committee – Focused on analyzing attendance data and identifying trends and improvement strategies to enhance student attendance.
4. Vertical Content Area Teams – Comprised of teachers from each grade level who meet to discuss content-specific trends and ensure curricular alignment across grades.
5. School Leadership Team – Including administration, instructional coaches, and department leads.
6. Other Key Stakeholders – School counselors, family resource center coordinators, and representatives from our school's parent and community groups.

Timeline of the Process

The process began in early October and extended through the end of November, following the state's guidance for continuous improvement planning. A general timeline of key meetings and activities is as follows:

- October 1-15: Initial data review and analysis by the Leadership Team, with data from last year's goals, student performance on standardized assessments, attendance, behavior incidents, and teacher observation reports.
- October 15-31: Meetings with the SBDM, Guiding Coalition, Attendance Committee, and Vertical Content Area Teams to examine data trends, set initial priorities, and align them with improvement goals.
- November 1-15: Cross-team collaborative meeting with all stakeholder groups to discuss feedback, adjust identified priorities, and ensure a cohesive approach to the needs assessment.
- November 15-30: Finalize the needs assessment document and present findings and proposed priorities to the broader school community for input before formal approval.

Specific Data Reviewed

Data sources included:

- Student Performance Data: Results from state assessments, MAP, and common formative assessments (CFA).
- Attendance Data: Reports generated by the Attendance Committee to identify patterns, absentee rates, and attendance-related barriers.
- Behavioral Data: Review of discipline records to identify trends and align behavior interventions with SOAR goals.
- Perception Data: Results from teaching and learning condition surveys, administered annually to assess the school climate and teaching conditions.
- Previous Goals Review: Analysis of last year's improvement plan goals and objectives, identifying areas of success and areas needing further intervention.

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Process for Reviewing, Analyzing, and Documenting Meetings

Each meeting was documented by the school's administrative team, with minutes recorded and saved in our shared digital folder for accountability and transparency. Key points, discussions, and action items from each session were recorded, allowing for continuous reference and follow-up. Following each data review session, priorities were revised based on collaborative input from all stakeholder groups.

The Guiding Coalition reviewed instructional practices and curriculum alignment, and the Vertical Content Area Teams analyzed specific content data to ensure cross-grade coherence and scaffolded learning experiences. Additionally, the Attendance Committee met biweekly to evaluate attendance interventions and worked to align strategies with the overall improvement plan to reduce chronic absenteeism.

These coordinated efforts resulted in the identification of strategic priorities that reflect our commitment to continuous improvement and guide our comprehensive school improvement plan. The needs assessment findings will direct the development of measurable goals, strategies, and activities to address identified areas, fostering a data-informed approach to school improvement.

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?

The previous year's CSIP laid a strong foundation for school improvement, focusing on key areas like student achievement, school climate, and attendance. This year's goals are designed to build upon these successes while focusing more intently on evidence-based instructional practices and curriculum implementation.

1. Goal: Improve Student Achievement through Evidence-Based Instructional Practices

Objective: Increase student proficiency in literacy and math by implementing evidence-based instructional practices across all grade levels.

Strategies and Activities:

- Professional Development on Evidence-Based Practices: Teachers will engage in ongoing professional development to deepen their understanding and implementation of evidence-based instructional strategies such as explicit instruction, formative assessments, and differentiated teaching methods.
- Peer Collaboration and Coaching: Teachers will collaborate with instructional coaches and participate in peer observations to share best practices and refine instructional techniques.
- Classroom Observations and Feedback: Administration and instructional coaches will conduct regular observations to ensure evidence-based practices are being effectively implemented, providing timely feedback to staff.

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Successes:

- Last year, teachers reported increased confidence in using data to inform their instruction. This year, we are building on that momentum by ensuring that all teachers consistently apply evidence-based practices.
- Formative assessments, used to inform instruction, were particularly effective in literacy, where 75% of students met or exceeded growth targets.

How It Informs This Year's Plan:

- We will expand professional development to include high-impact instructional strategies such as reciprocal teaching, metacognitive strategies, and targeted differentiation to address the diverse needs of our students.
- Teachers will be encouraged to create data-driven action plans based on student performance, using RTI data to guide instructional adjustments.

2. Goal: Internalize EL Curriculum to Ensure Consistency and Effectiveness

Objective: Ensure consistent and effective implementation of the EL curriculum across all grade levels, with a focus on literacy development.

Strategies and Activities:

- Curriculum Mapping and Alignment: Teachers will participate in vertical alignment meetings to map out the EL curriculum, ensuring consistency and seamless transitions from grade to grade.
- Teacher Support and Feedback: Instructional coaches will work closely with teachers to ensure that they are internalizing and applying the EL curriculum effectively.
- Ongoing Monitoring and Adjustment: Regular review of student progress through formative assessments to ensure that EL strategies are meeting the needs of all students.

Successes:

- Last year, we saw improvements in literacy performance among English learners, but there were inconsistencies in how the EL curriculum was applied across classrooms.

How It Informs This Year's Plan:

- This year, we will focus on internalizing the EL curriculum, ensuring all teachers are fully implementing its components with fidelity.
- We will incorporate regular check-ins and reflective practices, with support from instructional coaches to refine teaching methods and monitor student progress.

3. Goal: Implement Structured Literacy Approaches Across All Classrooms

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Objective: Ensure all teachers are using structured literacy approaches to improve reading skills for all students, particularly struggling readers.

Strategies and Activities:

- Professional Development on Structured Literacy: Teachers will participate in professional development on structured literacy approaches, which include phonological awareness, phonics, fluency, vocabulary, and reading comprehension strategies.
- Tiered Interventions for Struggling Readers: Students struggling with reading will receive targeted interventions through the RTI process, using small-group instruction and evidence-based literacy practices.
- Collaborative Planning: Teachers will meet regularly to plan literacy instruction and ensure consistency across grade levels and content areas.

Successes:

- In the past year, there was increased focus on early literacy interventions. The implementation of structured literacy practices in K-2 yielded improvements in reading fluency and comprehension.

How It Informs This Year's Plan:

- This year, we will expand the use of structured literacy approaches to grades 3-5 while continuing to strengthen foundational literacy skills in the early grades.
- RTI data will be used more intentionally to identify students requiring additional support, and instructional strategies will be adjusted accordingly to meet their needs.

4. Goal: Full Implementation of Envision Math Curriculum

Objective: Ensure the full implementation of the Envision Math curriculum across all grade levels, with a focus on student mastery of mathematical concepts and skills.

Strategies and Activities:

- Professional Development on Envision: Teachers will receive training on the Envision Math curriculum, focusing on best practices for implementation and using the program's resources to maximize student learning.
- Curriculum Mapping: Vertical teams will work together to ensure that math instruction is aligned across grade levels and that key concepts are revisited and reinforced.
- Monitoring Student Progress: Teachers will use formative assessments, as well as benchmark data from the Envision program, to monitor student progress and adjust instruction as needed.

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Successes:

- Initial implementation of Envision in grades 2 and 3 showed strong student engagement, but some teachers expressed the need for more guidance on how to use the program's resources effectively.

How It Informs This Year's Plan:

- This year, we will provide additional support for teachers on the Envision Math curriculum, with a focus on deepening their understanding of how to integrate the program's resources for differentiated instruction.
- We will ensure that all grade levels have access to vertical alignment meetings to ensure cohesion in math instruction across K-5.

5. Goal: Use RTI Data to Drive Instruction and Interventions

Objective: Utilize RTI (Response to Intervention) data to inform instructional decisions and provide targeted interventions to students at all tiers of support.

Strategies and Activities:

- RTI Data Review: Teachers and the RTI team will regularly review student data to identify those in need of Tier 2 and Tier 3 interventions.
- Data-Driven Instruction: Based on RTI data, teachers will adjust instructional practices and provide targeted interventions for students based on specific academic needs.
- Collaborative Planning and Support: Teachers will meet weekly with the RTI team to discuss student progress and adjust interventions as necessary.

Successes:

- Last year, the RTI process helped identify students who needed additional support, and interventions were successful in improving performance for many at-risk students.

How It Informs This Year's Plan:

- This year, we will streamline the RTI process to ensure more timely and efficient interventions. Teachers will receive more frequent professional development on how to interpret RTI data and make informed instructional decisions based on those insights.
- We will also increase the frequency of progress monitoring and improve communication between teachers, interventionists, and families to ensure ongoing support for students.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

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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.

MAP Fluency data gathered through universal screening further identifies phonemic awareness, phonics, and fluency as key areas of need in K-2, foundational skills critical to preventing wider achievement gaps. Recent MAP Spring data reflects our progress and areas for targeted intervention, showing the percentage of students scoring below the 60th percentile:

Year	K	1	2	3	4	5
2024	27%	55%	60%	56%	34%	57%
2023	39%	66%	60%	58%	43%	49%
2022	40%	61%	56%	56%	59%	54%

In addition, KSA data for grades 3-5 demonstrates the percentage of students at the novice and apprentice levels in reading, revealing fluctuating rates but generally high percentages that underscore the need for early intervention:

Year	Grades 3-5 (KSA)
2024	62%
2023	57%
2022	64%

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

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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.

Dry Ridge Elementary is in a period of continued growth and focus on academic improvement. Our school's performance data, gathered through multiple outcome sources, reveals both successes and areas for growth.

As of the most recent MAP (Measures of Academic Progress) testing in Fall 2024, our school's overall average student growth has shown positive results, particularly in literacy. As of the most recent MAP (Measures of Academic Progress) testing in Fall 2024, our school's overall average student growth has shown positive results, particularly in literacy.

Behaviorally, the school has seen notable improvements. Our SOAR program (Self-Awareness, Ownership, Adaptability, Respect), coupled with our PBIS (Positive Behavioral Interventions and Supports) framework, has contributed to an overall positive school climate. Key findings include:

- Disciplinary referrals have decreased by 15% compared to the previous year, indicating a reduction in behavioral incidents and a positive shift in school culture.
- 80% of teachers reported that students are consistently demonstrating SOAR expectations, with improvements particularly noted in respect and ownership.
- Attendance rates have improved slightly

Family engagement has been a focus area. The school saw a 30% increase in parent participation in school events compared to the previous year, with a notable rise in attendance at parent-teacher conference

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.

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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.

At Dry Ridge Elementary, math achievement has been identified as a critical area for improvement, particularly in Tier 1 instruction and the development of foundational mathematical skills.

Teachers will ensure a clear comprehension of the targeted standards and mathematical concepts.

Teachers will use data-driven assessments to identify students requiring additional support in critical math areas such as number sense and basic operations.

We will provide explicit instruction in math vocabulary and the structure of word problems. Teachers will model how to break down complex word problems into manageable parts, emphasizing key vocabulary and math operations.

Special attention will be given to decoding skills, enabling students to better understand the language of math and successfully solve word problems.

Our data indicates that a significant percentage of students are classified as novice or apprentice readers in specific grade levels, which has a direct impact on their overall academic achievement.

Teachers will provide clear and engaging instruction on foundational reading skills, particularly around phonemic awareness, decoding, and fluency.

Students will work on targeted reading strategies (e.g., practicing decoding or fluency) during daily instruction.

Monitor the implementation of instructional strategies using real-time data from formative assessments, student work, and teacher observations.

Reflect regularly on the effectiveness of instruction, using student performance data to guide adjustments.

Adjust the instructional approach when necessary to ensure that students are receiving the support they need to succeed in reading.

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

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58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

The high-quality instructional resources in both reading and math have been instrumental in improving student performance and can be further utilized to target areas of concern.

- The EL Literacy Curriculum has shown positive results, with 75% of students meeting or exceeding their growth targets in reading. This curriculum's alignment with best practices in literacy instruction has fostered significant gains in reading across all grade levels.
- The Envision Math Curriculum has supported steady improvement, with 70% of students meeting or exceeding their math growth targets. The curriculum's structure and focus on foundational math skills have been particularly beneficial in early grades.

Dry Ridge Elementary has committed to providing ongoing professional development and instructional coaching, both of which have positively impacted teaching practices and student achievement.

- 85% of teachers reported that instructional coaching has significantly improved their ability to implement data-driven instruction and differentiated teaching strategies.
- 90% of teachers feel supported by school leadership, indicating a robust professional development framework that focuses on continuous teacher growth.

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

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Attachment Name

📄 School Key Elements DRE

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.

Dry Ridge Elementary has several strengths that will serve as critical levers to address the areas of concern in reading and math. By capitalizing on our significant KSA gains (KCWP 4), high-quality instructional resources (KCWP 1 and 2), strong professional development (KCWP 2), and positive school climate (KCWP 6), we are well-positioned to continue improving student outcomes in both reading and math

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 School Key Elements DRE		• 7