2024-2025 Phase Two: The Needs Assessment for Schools_10042024_10:03

2024-2025 Phase Two: The Needs Assessment for Schools

Grant County High School
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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.

The Principal meets every other week with Curriculum Specialist and Director of Secondary Education to review student data. The Principal reports monthly to SBDM Council and provides written report to the Board of Education. The Principal also meets with critical process teams within the building, such as Teaching & Learning team, MTSS Behavior team, and Attendance team. Data is also reviewed at weekly Admin Team meetings that includes Assistant Principals, Counselors, YSC Director, and Curriculum Specialist. RTI meetings occur monthly with Counselors, Curriculum Specialists, School Psychologist and Director of Secondary Education.

All Meetings are documented with agendas that are stored on GCHS Leadership Drive.

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?

Last year's CSIP included a focus on Literacy, Instructional Protocol, continued adoption of PLC process, curriculum review, targeted support for seniors, and a focus on College and Career Readiness. The Plan had successful components. Math and Reading benefited from a quality PLC process, focused on aligning assessments to state standards and reviewing student data. Graduation and Readiness continued to function at a high level.

This year we will continue to refine and implement the collaborative process. Specific emphasis will be placed on ensuring effective PLCs in all KSA assessed subjects.

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.

State Assessment for Reading and Mathematics increased from 38.6 to 56.0. In Science, Social Studies and Writing the score was suppressed.   Quality of School Climate and Safety dipped from a increased to 57.0. Post-Secondary Readiness increased from 85.8 to 86.2.

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.

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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.
    Current Reading proficiency is 27%. Current Math Proficiency is 26%. Current Social Studies is 15%. Current Writing is 22%.

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.
    Percentage of students scoring novice continues to be a concern, ranging from 34% in writing to 56% in social studies.

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.
    Increase in Reading and Math index over previous year. The emphasis on refining instruction and assessment in the PLC process can be continued.

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

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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

 Key Elements Evidence Plan

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.
Heavy focus on PLC process, with specific attention given to assessment and data usage.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Key Elements Evidence Plan		• 7