



## 2024-2025 Phase Two: The Needs Assessment for Schools\_10042024\_10:02

2024-2025 Phase Two: The Needs Assessment for Schools

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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.

Data analysis and application are ongoing processes at Mason-Corinth Elementary School. Teams include district-level administrators, the school Site Based Decision making Council, Guiding Coalition, school administrative team, and teachers. KSA and MAP data are shared with all teams for analysis. Principal and Leadership Team leads school-level teams in analysis and planning. Teachers meet weekly with curriculum administrative team to analyze formative assessment data and plan instruction (once for Reading, once for Math).

#### **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?

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Some progress was made on the big goals last year. The growth the school made in correcting IEPs and identifying students based on data were some areas of success. This year we decided to only edit or add to those goals so that progress would continue into this year.

## 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.

While our test scores went down, our growth increased. When comparing apples to oranges we did not do well, but when looking at trends following the same group of students we saw a great reduction in novice scoring students. Reading and math are our focus areas based on data. Reviewing test data shows that we have work still to do in the sub-categories; special education and EL. We will be implementing PD on accommodations and co-teaching models.

## 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.

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The percentage of students who scored Novice in Reading on the KSA assessment in 3rd through 5th grade was 48% respectively.

The percentage of students who scored Novice in Math on the KSA assessment in 3rd through 5th grade was 42% respectively.

We know looking at the data we need to focus on Writing as a whole and reading across content areas. We are working to create a writing plan and to work with ERQ's with students.

Student attendance rate has been high this year, but teacher attendance is down a bit.

### 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.

80% of all students scored below proficient on the KSA assessment in Reading. 82% of all students scored below proficient on KSA assessment in Math. These two areas are the priority of the 24-25 school year. This data is worse than last years, but the gap was larger to fill in their learning. This data when comparing same group of students does look better individually.

### 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 kindergarten students have come in performing at higher levels than other groups of kindergartners. Our second grade students grew a lot last year, and are continuing to grow this year. Our current K & 1st grade students are scoring at the 63%tile on the MAP assessments for Growth and Achievement.

### Evaluate the Teaching and Learning Environment

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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**

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School 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, 2, 6

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 MCE 24-25		.
 School Key Elements		• 7