



## 2024-2025 Phase Two: The Needs Assessment for Schools\_10302024\_17:53

2024-2025 Phase Two: The Needs Assessment for Schools

**Sherman Elementary**  
**Shannon Brickler**  
3985 Dixie Highway  
Dry Ridge, Kentucky, 41035  
United States of America

---

**Table of Contents**

2024-2025 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

## **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.

Student assessment and survey data is analyzed by school leadership, all teachers, our guiding coalition (consists of admin and teacher leaders) and SBDM committee. All teachers and school leadership team analyzes data at PLC meetings as soon as data is available. This data includes but not limited to classroom formative data, MAP data, KSA data, and student surveys. The SBDM analyzes KSA data and MAP data. All meetings are documented with meeting agendas and minutes. Updated plans of action are created to meet the student needs based on analyzed data.

#### **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 goal and objectives connected to our mission statement which included: Providing a safe and loving environment, Learning for All students, and High quality instruction. For high quality instruction our objectives included on-going implementation of instructional protocol and engagement strategies. Learning for all students includes the continuous classroom improvement framework. The safe and loving environment focused on creating student leadership roles.

The KSA and MAP data informs that student performance is maintaining but growth is not occurring and novice reduction in all content areas is an area of need.

### 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.
  - From 2022-2023 to 2023-2024 KSA data there was a slight increase in the students scoring novice: 3% increase in reading; 10% increase in writing; 3% in social studies
  - From 2022-2023 to 2023-2024 KSA data there was a slight decrease in students scoring proficient/distinguished: 2% decrease in reading; 3% decrease in math; 1% decrease in writing and 2% decrease in social studies.
  - From 2022-2023 to 2023-2024 KSA data students with disabilities declined significantly with 68% scoring novice in math and 68% scoring novice in reading.

### 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.

We continue to work toward improvement in all academic areas (Reading, Math, Writing, Science, and Social Studies) and continue to work towards reducing the gap for students with disabilities.

- 35% of students scored proficient/distinguished on KSA Reading.
- 33% of students scored proficient/distinguished on KSA Mathematics.
- 42% of students scored proficient/distinguished on KSA Writing.
- 13% of students scored proficient/distinguished on KSA Science
- 30% of students scored proficient/distinguished on KSA Social Studies

**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.

Our students with disabilities are scoring significantly below all students. 2023-2024 KSA data students with disabilities declined significantly with 68% scoring novice in math and 68% scoring novice in reading.

Novice reduction is an area of need with 41% of students scoring novice in reading and 37% of students scoring novice in math.

**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.

The trend data for KSA from the 2022-2023 to 2023-2024 data reveals that progress maintained statistically.

- From 2022-2023 to 2023-2024 KSA data there was a slight increase in the students scoring novice: 3% increase in reading; 10% increase in writing; 3% in social studies
- From 2022-2023 to 2023-2024 KSA data there was a slight decrease in students scoring proficient/distinguished: 2% decrease in reading; 3% decrease in math; 1% decrease in writing and 2% decrease in social studies.

We will addressing concerns with intentional implementation of a high quality instructional resource.

### 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**



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: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements	School key elements: Evaluate the Teaching and the learning environment	• 7