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2023-2024 Phase Two: The Needs Assessment for Schools

Crittenden-Mt. Zion Elementary
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2023-24 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 will be addressed 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 to determine the priorities from 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 are documented.

Our school has a guiding coalition, similar to our SBDM, but includes more stakeholders to make instructional decisions for our school. We meet once a month to discuss progress and make decisions when considering the big picture. 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 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, all members of our guiding coalition have attended or will be attending an RTI at work conference held by Solution Tree.

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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?

I believe our strategies were successful last year due to our academic growth in both reading and math. We will 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. Last year we had implemented a plan to bring awareness to and increase the amount of time students are actually reading at school. We included students, teachers and families in this process to work together.

Trends

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

Example of Trends

• The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
• From 2021 to 2023, 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 2022-23 school year.

Our overall student attendance rate for the year in 2022-2023 was below 95%.

Our overall KSA indicator score improved from 52.43% in 2021-2022 to 61.5% in 2022-2023.

Our combined status score in reading and math improved from 54.6% in 2021 -2022 to 59.4 in 2022-2023.

Our climate and safety survey decreased from 72.7% in 2021-2022 to 70.9 in 2022-2023.

Based on our change scores, we increased in reading and math, increased in science, social studies and writing, and maintained in school safety and climate.

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

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Example of Current Academic State:

• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2022-23 academic year.
• 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 2022-2023 was below 95%.

Our overall KSA indicator score was 61.5% in 2022-2023.

Our combined status score in reading and math was 59.4 in 2022-2023.

Our climate and safety survey was 70.9% in 2022-2023.

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

Our climate and safety survey decreased from 72.7% in 2021-2022 to 70.9 in 2022-2023.

Over 60% of our 5th grade students performed at a novice or apprentice level in both reading and math.

Less than 8% of our students performed at a distinguished level in both 4th grade science and 5th grade 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 they may be utilized to improve areas of concern listed above.

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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 overall KSA indicator score improved from 52.43% in 2021-2022 to 61.5% in 2022-2023.

> Our combined status score in reading and math improved from 54.6% in 2021 -2022 to 59.4 in 2022-2023.

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
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 - Focus

8. After analyzing the Key Elements of your teaching and learning environment, which 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: These elements will be throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

> We will focus on 1, 3 and 4.

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Attachment Summary

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