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2023-2024 Phase Two: The Needs Assessment for Schools

Dry Ridge 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.

Several sources of student data are reviewed by members of the Dry Ridge Elementary community. Our Building Admin Team reviews the Instructional Protocol walkthrough data on teachers at our weekly Admin Team meetings. This data is used to guide highly effective instruction in the classroom. RTI data is collected weekly and is discussed at PLC Meetings every six weeks. We also use the MAP assessment three times a year to analyze student progress throughout the year. The MAP assessment is given in the fall, winter, and spring. The data is reviewed by the Building Administrative Team, the Instructional Leadership Team, Grade Level PLC's and with the DRE SBDM Council.

Review of Previous Plan

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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?

- By the end of the 23-24 school year, 50% of students will demonstrate proficiency in reading and math as measured by state assessment.
- By the end of the 23-24 school, DRE staff will effectively implement Tier 2 and Tier 3 intervention/extension activities based on priority standards.
- By the end of the 23-24 school year, all reading teachers will implement the EL Reading Curriculum with fidelity and integrity.
- By the end of the 23-24 school year, we will implement a successful co-teaching model in 4 of our math classrooms
- Effective implementation of Tier 2 and Tier 3 behavior intervention suppport groups based on PBIS Rewards data.
- Effective implementation of SEL programming for students and staff.
- By the end of the 2023-2024 school year, all SPED teachers will deliver high quality SDI with fidelity and integrity to support both literacy and math instruction.

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.

Basic numeracy and literacy seem to still be a problem with our students especially in the area of phonics and phonemic awareness. In math, fluency and problem-solving skills are have been identified as our most critical need areas.

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.

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

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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.

> According to the Fall 2022 MAP assessment data, 48% of DRE students in Grade K-5 scored at or above grade level in Math and 51% of the DRE students in Grades K-5 scored at or above grade level in Reading. According to the 1st Quarter Leadership Effective Survey, 82% of the DRE staff rate the performance of the building administrative team as either accomplished or exemplary.

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.

> A major area of concern as identified by the Fall 2023 MAP Assessment Data the low number of students that are projected to score proficient or distinguished in Math on the Spring 2024 KSA. According to Fall 2023 MAP data, only 26% of our current 3rd Grade students would score proficient or distinguished in math. We are using the MAP student profile to determine the individual needs of our students. We are working to close the gap by using lessons from the Georgia Numeracy Project during Tier 3 intervention time and an IXL learning plan based their MAP results.
>
> Another concern is the performance of our students who are on an IEP compared to our general education population. We are strengthening our instruction in the resource setting by making sure all lessons include a learning target and success criteria that is aligned to a grade level standard. We are also implementing the UFLI curriculum to make sure we are delivering high quality instruction during resource time. Finally, we are working with OVEC to strengthen our co-teaching teams to ensure high quality instruction is being received in the Tier 1 and Tier 2 settings.

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.

> A clear strength so far at DRE are our 4th Grade students. According to Fall 2023 MAP data, 50% of our 4th Grade students would score proficient or distinguished on the KSA in Math and 56% of our students would score proficient or distinguished in Reading. Both of those marks would meet or exceed our stated goals for the 23-24 school year.

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**

> 📄 School Key Elements Template

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 are focusing our professional development for our staff on strategies to teach literacy, phonics, and phonemic awareness (KCWP 2). In numeracy we are working with our vertical team to plan Georgia Numeracy Project lessons in our Tier 3 intervention time to close student learning gaps in math. We are also focusing our Fun Friday activities and end of the quarter PBIS activities on a data informed approach by using the point data in PBIS Rewards as a benchmark. We are also using our PBIS Reward point data to pull behavior intervention and support groups (KCWP 6).

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Attachment Summary

Attachment Name	Description	Associated Item(s)
[PDF] School Key Elements Template		• 7