



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Schools

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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.

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.

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 and on demand writing focus school wide.. The safe and loving environment focused on creating mentors for students, attendance, student recognition and enrichment objectives.

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.
 - There was an increase in the percentage of students scoring proficient and distinguished in both reading in math. 5% increase in reading and 11 percent increase in math.
 - A reduction in students scoring novice for on demand writing by 7%.
 - On demand writing saw an increase of 19% in students scoring proficient/ distinguished.
 - 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.

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 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.
 - 38% of students scored proficient/distinguished on KSA Reading.
 - 36% of students scored proficient/distinguished on KSA Mathematics.
 - 43% of the students scored proficient/distinguished on KSA.

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.

Priorities addressed in the school improvement plan include: -providing high-quality instruction in all classes through the implementation of Instructional Protocol -providing access to high-quality co-teaching -implementing a daily schedule that includes all students in grade level core instruction -Engaging students in classroom and personal goal setting and monitoring -Engaging teachers in professional learning on writing instruction.

63% of students scored below proficiency in reading and 64% of students scored below proficiency 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 they may be utilized 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.

On demand writing achievement has improved from 24% proficient/distinguished to 43%. Our focus on writing across all content areas can improve both math and reading.

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

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 thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements		• 7