



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

Creekside Elementary School

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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.

At Creekside Elementary School, the focus is to use data to drive decision-making from the school level all the way down to the individual classroom level. A variety of teams work together to make data driven decisions. The Creekside SBDM Council meets, at a minimum, monthly to address school-wide issues impacting student achievement. Initial student i-Ready data was shared during the September SBDM meeting and at a school faculty meeting. Fall i-Ready scores were shared with SBDM Council at the October meeting. Four committees exist to support the work of the school, with meetings occurring monthly, and similar to the SBDM, these

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committees include both teacher and parent representatives. All grade level teams and the special education team meet weekly in PLCs. SBDM Council, committee meetings, and PLC meetings are documented through the use of agendas and minutes. Additional groups that support the work of the school and analyze data to include the Title | Advisory Council and the FRYSC advisory council. The most critical data review and analysis happens in Student Support Meetings. These meetings occur in the Fall, Winter, and Spring following iReady and/or OG Continuum assessment cycles. These meetings are attended by the Principal, individual teacher, counselor, KSI coordinator, interventionists, and FRC. During these meetings classroom data is analyzed down to each individual student to determine which academic or social emotional supports need to be put into place for every child to be successful. These meetings are documented by Google Calendar and also by the data spreadsheets that are created during the meeting for each individual class. Additionally, grades K-3 hold monthly Senate Bill meetings to review the progress monitoring data of students who have fallen below the 25% in Reading iReady scores.

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?

Our first goal was Creekside will continue to implement the strategies and activities to continue to improve past 50% to move from the orange low designation to green by the KSA measure. Our second goal was

The goal of increasing Math from 25.2% to 50% as measured by KPREP/KSA

by 2025. We will continue the strategies and activities from 22-23, and also look at what

additional strategies and activities need to be incorporated. Our third goal was

by 2025, students scoring proficient/distinguished will increase from 12% proficiency to 40%

proficiency in Science. We will continue to incorporate TCTs in our Writing plan and embed Science in our AgSTREAM program and regular classroom curriculum. Our fourth goal was by 2025, students scoring proficient/distinguished will increase from 40.7% to 50% in

Writing. We will continue to incorporate WOW Writing with our students in Grades 3-5 monthly. Our Writing extra class has transitioned to a "We" model in 23-24 where the writing teacher pushes into classrooms to co-teach.

Our achievement GAP goal is by 2025, Economically Disadvantaged students scoring proficient/distinguished in Reading

will increase from 33.9% to 50%. We will begin the targeted interventions for students scoring below the 25% on iReady Reading using the Senate Bill structure in place for our district.

Our second achievement GAP goal was by 2025, Economically Disadvantaged students scoring proficient/distinguished in Math will increase from 12.6% to 37% as measured by KPREP. We will continue the systems and structures we have in place and extend our focus on Number Sense uses the resources from the GRECC Early Numeracy trainings. We have extended the teachers participating from 5 to 13. Our third growth rate goal of by 2025, the Growth rate for all students in Reading and Math will increase from 51.8% to 63.8% as determined by iReady was met in 21-22.

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.
 - Our behavior events for 21-22 were 99 and for 22-23 there were 244. The significant increase is due to the level of severity in behaviors of the students who were enrolled in 22-23. Our PBIS committee also worked to streamline the behavior/PBIS process for our building to be more consistent and explicit.
 - Our enrollment has increased since 22-23
 - All of our academic measures have increased since 22-23.

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.

Current Non-Academic State:

During the 23-24 school year we have added 3 KTIP teachers. 3 teachers retired in 22-23. 2 teachers resigned in 22-23. We added an additional Kinder position. We hired 2 teachers from other schools/districts. We also lost an interventionist position. However, we have increased the number of instructional assistants for 23-24. 86% of employee indicated that they feel a sense of pride for where they work on the employee engagement survey. 82% if employees would recommend our school to parents to serve their child.

Current Academic State:

Our overall index for KSA increased from 50.5 to 73. Our status score for combined reading and math increased from 51.7 to 64.6 which was categorized as a 12.9 significant increase category. Our status score for combined Writing, Social Studies, and Science increased from 46.5 to 56.4 which was a significant increase category of 9.9. Our climate and safety survey status increase was 75.4 to 78.6. Our overall indicator total score for climate and safety was 81.8 which placed us in a high status increase for the overall category.

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.

The overall percentage of students scoring Proficient or Distinguished in Reading in 22-23 was 46%. The overall percentage of students scoring Proficient or Distinguished in Math in 22-23 was 41%. Although both of these were increases, we want to continue to improve. Our 3rd graders in 22-23 have 60% not proficient or distinguished in Math. Our 4th graders in 22-23 have 49% not proficient or distinguished in Math. Our 5th graders in 22-23 had 68% of students not proficient or distinguished in Math. Our 3rd graders in 22-23 had 55% of students not proficient or distinguished in reading. Our 4th graders in 22-23 have 53% of students not proficient or distinguished in reading. Our 5th graders in 22-23 had 55% of students not proficient or distinguished in reading. Our Science scores decreased by 5% from 30% in 21-22 to 25% in 22-23 proficient or distinguished. Our Social Studies scores increased from 23% in 21-22 to 36% in 22-23 proficient or distinguished. However, 64% of students not proficient or distinguished in Social Studies and 75% of students not proficient or distinguished in Science is still an area for growth. Our Writing scores increased from 17% proficient or distinguished in 21-22 to 34% proficient or distinguished in 22-23. However, 66% of students not proficient or distinguished in Writing is an area for growth.

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.

Our Climate and Safety Survey total quality indicator is 81.8. We will continue to foster our sense of community through MTSS supports and student engagement/PBIS activities. This year we also added Club Days to our PBIS process. Our Math and Reading percentages of proficient and distinguished increased in every grade level. The overall percentage of students scoring Proficient or Distinguished in Reading in 22-23 was 46%. The overall percentage of students scoring Proficient or Distinguished in Math in 22-23 was 41%. Our 3rd graders increased in Reading from 40% proficient or distinguished in 21-22 to 45% proficient or distinguished in 22-23. Our 4th graders increased in Reading from 36% proficient or distinguished in 21-22 to 47% proficient or distinguished in 22-23. Our 5th graders increased in Reading from 24% proficient and distinguished in 21-22 to 45% proficient or distinguished in 22-23. Our 3rd graders increased from 35% in 21-22 to 40% in 22-23 proficient or distinguished in Math. Our 4th graders increased from 30% in 21-22 to 51% proficient or distinguished in 22-23 in Math. Our 5th graders increased from 24% proficient or distinguished in Math to 32% proficient or distinguished. Our Writing increased from 17% proficient or distinguished in 21-22 to 34% proficient or distinguished in 22-23. Our AgSTREAM program has tremendous community

support. Our PTA is incredibly involved and supportive. Our school has tremendous momentum to continue to increase the amount of students on grade level and at the proficient and distinguished level in all subject areas.

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

 Creekside

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.

Design and deliver assessment literacy and review, analyze, and apply data to design instruction to maximize every student's potential.

https://drive.google.com/file/d/1Vo4jGYuizdWkQAY6AAR4qxZ-zdQ1F4Vb/view?usp=drive_link

Attachment Summary

Attachment Name	Description	Associated Item(s)
 23-24 CSIP Key elements	23-24 CSIP Key Elements	•
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