



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

**Radcliff Elementary School**

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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.

Teachers maintain a digital data binder wherein student assessments are recorded. Data for students participating in the Read to Succeed Act (Senate Bill 9) is maintained in the Iready program. Grade level teams meet weekly in Professional Learning Communities (PLCs) to analyze data and apply information to instructional planning. The Curriculum, Instruction, and Assessment (CIA) committee meets monthly to analyze data and determine next steps. CIA committee members are the grade level team leads for PLCs and lead data analysis and instructional planning activities such as Collaborative Assessment of Student Learning (CASL), and Strengths, Weaknesses, Opportunities, and Threats (SWOT) protocols. When Iready and Kentucky Summative Assessment (KSA) results are released, administrators and teacher teams organize and analyze data to drive instruction. Iready and KSA scores, along with materials and opportunities to aid in parent understanding, are sent home with students as they become available.

## 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?

Radcliff Elementary teachers attended Professional Development (PD) in the areas of high yield math and reading strategies, Orton-Gillingham comprehensive classroom procedures and routines, and meeting the social-emotional needs of students. These topics, along with others designed to increase student engagement such as Thoughtful Ed and Kagen structures were visted throught the year. CIA committee members worked with the administrative team to develop goals in the areas of reading, math, and social-emotional needs and monitored them for progress during monthly meetings. Grade level teams analyzed iready math and reading data, common assessment data, and phonics continuum data during monthly PLCs. Administrators analyzed walk through data for standard alignment and rigor. All measures are used to drive instruction and select improvement goals for our school.

## 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.

When analyzing data over the past two year, that all academic areas are in need of significant improvement. Although data has been trending upward, there has been a most recent downward swing in all areas but science. According to the most recent data, there has been an overall decrease in the percentage of students scoring proficient/distinguished in the areas reading, math, writing, and social studies; there was a 3% increase in the number of students scoring proficient/distinguished in science.

## 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

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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.

According to Fall Iready data, 17% of students scored mid or above grade level, 46% scored one grade level below, and 37% scored two or more grade levels below in reading; 9% of students scored mid or above grade level, 51% scored one grade level below, and 39% scored two or more grade levels behind in math. According to the spring 22-23 Kentucky Summative Assessment scores, 73% students in grades 3-5 are below grade level in reading, 82% are below grade level in math, 81% are below grade level in writing, 79% are below grade level in social studies, and 90% are below grade level in science. Twenty-one percent of student in the achievement gap African-American scored proficient/distinguished in the area of reading, while 10% scored proficient/distinguished in math as compared to 29% (reading) and 19% (math) of non-gap white students. Twenty-seven percent of students in the achievement gap economically disadvantaged scored at or above proficiency on KSA in reading and 20% scored at or above proficiency in math. Eleven percent of students in the achievement gap disability-with IEP- scored above proficiency in reading, while 7% scored above proficiency in math. The overall mean of the Employee Engagement Survey taken in the spring of 2023 is 3.34. The Quality of School Climate and Safety Indicator Score for all students increased to 71.6; this is a .2 increase from last year. The lowest scoring item was " I feel that organizational cutlure supports open and honest communication with a score of 2.89 out of 5.

### 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.

According to the spring 22-23 Kentucky Summative Assessment scores, 73% students in grades 3-5 are below grade level in reading, 82% are below grade level in math, 81% are below grade level in writing, 79% are below grade level in social studies, and 90% are below grade level in science. Eighty-nine percent of students in the achievement gap "disability with IEP" scored below proficiency on the KSA in reading and 93% scored below proficiency in math. Seventy-nine percent of student in the

achievement gap African-American scored below proficiency in the area of reading, while 10% scored proficient/distinguished in math. Seventy-three percent of students in the achievement gap economically disadvantaged scored below proficiency on KSA in reading and 80% 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.

The percentage of students scoring at or above proficiency in the area of science increased by 3%. Systems of support have been implemented and monitored with fidelity. We will continue to implement the processes and procedures for improvement that are in place across all settings. We will continue to use the scorecard, PLCs, and CIA meetings to continually monitor for improvement.

### 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**

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

Radcliff will continue to focus resources and efforts on process, practices, and conditions related to design and deliver instruction (Key Core Work Process 2) and establishing learning culture and environment (KCWP6).

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCWP template		• 7