



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

Rineyville 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.

Data was reviewed by our admin team, interventionists, classroom teachers, SBDM committees and our SBDM council. Meetings are documented through meeting agendas and attendance log. The overall accountability summary was reviewed and preliminary discussion took place to discuss next steps. Over the next few weeks, more meetings will be taking place for next steps with our instructional measures.

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?

In the 2022-23 our school gap groups were: Economically disadvantaged and Special Education. This year's test scores again indicate a gap in these two populations compared to all students. During 2022-23, we implemented the MTSS

process to target specific deficits in reading, math, writing and behavior. Teachers created lessons in iReady to fill gaps and advance learners at an individual pace.

Students were provided social emotional learning opportunities throughout the school year. We also continued the implementation of the Ready Math program school-wide and the Orton-Gillingham process in grades K-3. After looking at the data, we realize math continues to be a target area for all students, especially these 2 target groups. Staff has received Professional Learning in using hands-on manipulatives to improved instruction for this year. Staff have also had the opportunity for ongoing iReady training to pull more detailed reports, form specific groups to target, and assign lessons specific to areas of need.

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.

Over the past 6 years, Rineyville's gap groups have remained the same. Our two gap groups are: Economically disadvantaged and special education students.

Although our economically disadvantaged scores rose this year, our special education population scores decline.

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.

According to our 2022-23 data, we continue to have two specific gap groups: Economically Disadvantaged and Students with Disabilities.

-In combined Reading and Math, Economically Disadvantaged students scored 61.5 while all students scored 74.9. This is a status level of Medium. Students with Disabilities scored significantly lower with a 41.7, while all students scored 74.9. This is a status level of Low.

-In combined Reading and Math, there was a 6.2 increase difference with Economically Disadvantaged students, while Students with Disabilities scored -4.8 decline status.

-Overall scores indicate Rineyville scored at the Blue Level with an overall score of 81.9 in Reading/Math combined. Other indicator score was a 91.2, while Quality of School Climate and Safety was an 81.3.

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 greatest area of weakness for Rineyville Elementary is our Students with Disabilities gap group. We will also need to continue to target our Economically Disadvantaged gap group.

-In combined Reading and Math, Economically Disadvantaged students scored 61.5 while all students scored 74.9. This is a status level of Medium. Students with Disabilities scored significantly lower with a 41.7, while all students scored 74.9. This is a status level of Low.

-In combined Reading and Math, there was a 6.2 increase difference with Economically Disadvantaged students, while Students with Disabilities scored -4.8 decline status.

-29% of 3rd grade in math students with disabilities scored P/D while all students scored 66%. In the Reading area, 3rd grade students with disabilities scored 21% P/D while all students scored 57%.

-In 4th grade in the area of reading, students with disabilities scored 42% Novice, while all students scored 56% P/D.

-Overall, Math continues to be our greatest subject of need, especially 5th grade students who only scored 47% P/D overall.

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.

-In the area of Reading, all students scored 57% P/D in 3rd grade, 56% P/D in 4th grade and 63% P/D in 5th grade.

-In the area of Math, all students scored 66% P/D in 3rd grade.

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 2023-24


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.

See school elements template below.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements 2023-24	Rineyville School Key Elements	• 7