2023-2024 Phase Two: The Needs Assessment for Schools_10312023_09:14

2023-2024 Phase Two: The Needs Assessment for Schools

Cecilia Valley 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.

At Cecilia Valley Elementary, there is a process of layered review and analyzation of data results which includes the following groups: Principal; Principal w/ Central Office Mentors; CVES Leadership Team; CVES SBDM Council; Curriculum, Instruction & Assessment Committee; and grade-level teams. The Principal meets with each of these groups approximately one time per month, with the exception of Professional Learning Communities which Administrators and Teachers participate in weekly.

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?

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All CVES Committees reviewed our previous year's goals, objectives and strategies from our previous CSIP. Goals were designed to increase the percent of students earning proficient and distinguished in each subject area specifically through the strategy of Designing and Delivering Instruction: KCWP 2. Goals were also designed by our PBIS committee and CVES leadership team to decrease the number of student office referrals for behavior.

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.

The performance of students who are identified as Economically Disadvantaged and students who receive Special Education Services continue to perform below their peers that do not fall into these groups.

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 Academic State:

49% of 3rd grade students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in reading.

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59% of 4th grade students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in reading.

61% of 5th grade students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in reading.

58% of 3rd grade students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in math.

45% of 4th grade students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in math.

50% of 5th grade students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in math.

Non-Academic Current State:

According to the employee Studer survey of Spring 2023:

- 61% of employees feel they have the support needed from leadership in their immediate work environment to accomplish their work objectives.
- 68% of employees feel they receive feedback on their strengths as an employee.

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 number of 4th grade students earning proficient or distinguished decreased from 2022 to 2023 in both reading and math.

- 4th graders earning P/D in reading 2022 (67%) to 2023 (59%).
- 4th graders earning P/D in math 2022 (58%) to 2023 (45%).

Strengths/Leverages

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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 number of 5th grade students earning proficient or distinguished in reading improved from 40% to 61% from 2022-2023.
>
> The number of 5th grade students earning proficient of distinguished in social studies improved from 36% to 80% from 2022-2023.
>
> The systems of supports we implemented for these students in reading and social studies can be adapted to address our low performance in 4th grade 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

📄 CVES 23-24

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

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Processes.

NOTE: These elements will be throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

KCWP 2: Design and Deliver Instruction

CWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CVES 23-24	Template	• 7