



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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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 review and analysis is first conducted by the administrative team once previous year's scores are released. Data analysis is then done independently with each grade level during Professional Learning Communities. The Curriculum and Planning Committee, which is made up of at least 1 member of each grade examines data, and then compares and contrasts their findings to grade level findings. Each group looks at KSA data and IReady Diagnostic Proficiency Correlation, as well as formative and summative assessments. Curriculum and Planning Committee meets with admin quarterly and presents to SBDM twice a year.

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?

One goal from the previous year's Comprehensive School Improvement Plan focused on increasing our percentage of on-grade level students in Reading. In the Fall of 2022, most of our grade levels had over 60% of our students below grade level in Reading. By the Spring, we saw tremendous improvement. Our primary focus for improving reading centered around training and implementation of Orton Gillingham. Professional development has been provided for grades K-2. This year, 4th and 5th grade will be trained and we will continue to offer PD for new staff. Although we saw great gains in Reading, our 2023 Fall data shows that many of our students have regressed from Spring to Fall. Implementation and analysis of Orton Gillingham will continue to be a focus for this year's plan. Another goal from last year's Comprehensive School Improvement Plan focused on improving engagement in all content areas, but especially for our students identified as having an Individual Education Plan. Many of our goals and activities focused on small group centers in Reading and Math. Staff received professional development. Administrators and member of the Instructional Services Department completed observations and shared feedback with staff. As our numbers continue to increase in this subcategory, we will continue this focus.

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.

According to KSA scores, G.C. Burkhead still has room for improvement in the area of Writing and Science. While our scores were not negative, we did not see the growth that we wanted from our 22-23 students. While our 22-23 Reading and Math scores from KSA show similar results to the previous year, we did not see the same improvement from the overall growth within the district.

The number of behavior referrals continued to increase from 2021-22 to 2022-23. While this is cause for concern, our early data from the 2023-24 school year shows a significant decline in behavior referrals for the first three months. PBIS team is working with administration to create a multi-tiered system of interventions for attendance. Our initial data shows a number of students who would receive interventions for attendance that already receive interventions for behavior.

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 KSA results, our students scored a 70.3 in combined Reading & Math. This score was nearly identical to the previous year's data. According to IReady Fall data, 32% of our students are on or above grade level in Reading. According to IReady Fall data, 19% of our students are on or above grade level in Math.

Teacher attendance rate for the 23-24 school year is approximately 90%.

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 IReady Fall data, over 80% of our students are below grade-level in Math. 59% of our 5th grade are below grade level. According to IReady Fall data, over 68% of our students are below grade-level in Reading.

According to our 22-23 KSA data, students in the achievement gap regressed 17 overall points from the 21-22 school year.

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.

According to IReady data from the 22-23 school year, students on or above grade level increased from 35% in the fall to 74% in the spring in Reading. Students on or above grade level increased from 21% in the fall to 67% in the spring in Math.

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

 GCB School Key Elements 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.

The school will continue its focus on teacher practice with research-based professional development in the areas of Reading and Math. A continued emphasis on Orton-Gillingham practices to positively impact reading will be one focus. All teachers have now had initial training. Teacher feedback will be provided by administration and the Instructional Services dept. All math teachers have had professional development in IReady Math in conjunction with the Green River Regional Educational Cooperative. Math focus centers towards incorporating effective discourse and student led problem solving and discussion.

Attachment Summary

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