



2023-2024 Phase Two: The Needs Assessment for Schools_Lakewood

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Lakewood Elementary School

Shelee Clark

265 Learning Place Lane

Cecilia, Kentucky, 42724

United States of America

Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

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.

State assessment data results were analyzed by school personnel as a whole group on Monday, October 30. A slideshow of the data was utilized to engage staff members in discussion on the strengths and areas for improvement as a school in all subject areas. Next, the school reviewed priorities in achievement, growth, and gap groups during PLCs on November 2 and committee meetings on November 15 and 16. Each committee reviewed our current goals and compared the goals to current state data to see if adjustments should be made. The school's SBDM council reviewed local data (i-Ready reports) at the September 11 meeting and will review all data from state assessments at the November 13th meeting (data was still embargoed during our October meeting date). During grade level PLCs, teachers analyzed individual student results in each subject area and identified students who needed extra intervention in order to show growth. Ongoing data reports are made to school staff in the monthly newsletter for our PBIS program. Employee engagement survey results were reviewed with staff on Opening Day

(August 2023) and staff members had the opportunity to provide suggestions for school leadership.

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?

Goal One: Proficiency Indicator--The committee will change these goals to reflect new scores in reading and math. Activities for math and reading will remain mostly the same with checks for fidelity in processes and programs.

Goal Two: Separate Academic Indicator--The committee will change these goals to reflect new scores in science, social studies, and writing. Upon review of this goal, strategies and activities will be better aligned to address areas, particularly in writing.

Goal Three: Achievement Gap--Upon review of the achievement gap scores, goals will be built to address students with disabilities and reducing the percentage of novices

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.

A slideshow was utilized to analyze data and trends over time (see attachment)

PBIS data is reviewed monthly by the learning environment committee and shared in the staff newsletter. Our annual PBIS data (22-23) is attached.

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: See attachment of scores for all subject areas.

Non-academic current state: See attached PBIS data. Student safe schools survey data is also included in the slideshow with test scores.

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.

Reading: The percent of students scoring below proficient in reading is 46% for all students but is 78% for students with disabilities.

Math: The percent of students scoring below proficient in math is 51% for all students but is 66% for students with disabilities.

Combined Writing: The percent of students scoring below proficient in combined writing is 67 % for all students.

Social Studies: The percent of students scoring below proficient in social studies is 52% for all students.

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.

Science: Only one novice student and second highest science index score in the district (71.5). Through Course Tasks have been implemented consistently in our school for over 6 years to help students develop the ability to write and think about science in a rigorous way.

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



KSA data analysis



PBIS year end report




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.

To produce the desired change, the school will continue to focus on systems within committees such as data analysis and curriculum review.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KSA data analysis		• 7
 PBIS year end report		• 7
 School key elements		•