



2023-2024 Phase Two: The Needs Assessment for Schools_10192023_11:55

2023-2024 Phase Two: The Needs Assessment for Schools

Vine Grove Elementary School
Ashley Cockriel
309 First Street
Vine Grove, Kentucky, 40175
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.

First, the administrative level looks at the scores, analyzes trends, and looks at the number of students under each category (novice, apprentice, proficient, and distinguished). The administrative team meets with each PLC group and discusses trends over time, as well as individual scores for each grade level. Then, the admin staff meets with each team to look at individual students, in comparison with another universal screener (iReady) to see how student scores compare. Then, teachers look at specific summaries to see if students are on track, or need improvement with each domain. Then, admin shares with SBDM to discuss the proficiency levels, separate academic indicators, as well as growth indicators.

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 that we have is to increase proficiency in reading. Currently, our school has increased our KSA proficient/distinguished scores in reading from a 54% to a 55%. Another goal that we had was to increase proficiency in math. Currently, our school has increased our proficient/distinguished scores in math from a 42% to a 54%. Our plan to increase proficiency in science, social studies, and writing was successful as well. We increased our proficiency scores in science from a 35% to 48%, in social studies from a 37% to a 51%, and in writing from 48% to 70%. These indicators show that we are being successful in implementing our improvement plan. It also shows us what we need to continue in the future. Our implementation of different curriculum, such as TCi for Social Studies and Science, iReady for math, and Orton Gillingham for our beginner readers and morphology for our upper grades are being successful in increasing our students' understanding in each area.

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 number of behavior referrals increased from 116 in 2021-2022 to 120 in 2022-2023. This increase is attributed to a larger than average number of bus referrals. VGES has increased the number of employees that would recommend that parents choose VGES for their students' school from a 4.00 (53.42%) in 2021 to a 4.50 (65.79%) in 2023 on the Studer Employee survey. VGES has also increased the number of employees that feel that the administrators are genuinely concerned with their welfare from a 4.36 (60.92%) in 2021 to a 4.40 (68.42%) in 2023. On the iReady diagnostic assessment administered three times a year, in 2022-2023 VGES increased their students on grade/early grade level from 34% in the fall of 2022 to 71% in the spring of 2023. VGES decreased the level of students that were 1 or more grade levels below from 66% in the fall to 29% in the spring. In the area of math, in 2022-2023 VGES increased their percentage of students on grade level/early grade level scores from 19% in the fall to 69% in the spring. VGES reduced their percentage of students one or more grade levels below in math from 80% in the fall to 31% in the spring. VGES raised the percentage of students that scored proficient/distinguished in reading from 54% in 2021-2022 to 55% in 2022-2023. VGES also raised the percentage of students that scored proficient/distinguished in math from 42% in 2021-2022 to 54% in 2022-2023. In science VGES increased the number of students that scored proficient/distinguished by 12%, in Social Studies by 14%, and

in writing by 22% from 2021-2022 to 2022-2023. This data shows that VGES is trending upwards when academics are concerned.

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.

Seventy-one percent (71%) of students were on grade level or early grade level in reading on the spring 2023 iReady diagnostic. Sixty-nine (69%) of students were on grade level or early grade level in math on the spring 2023 iReady diagnostic. Eighty-seven percent (87%) of the faculty feel that progress is being made to create a culture of success for employees across the organization and for those we serve. Currently VGES has increased our school index score is an 82.6. VGES has increased the KSA percentages of proficient/distinguished in every subject by an average of 12.2%.

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.

VGES has a priority/concern in our quality of school climate and safety survey. VGES had a two point drop from 2021-2022 to 2022-2023 school years. VGES had low indicators on the question of 23 - Students being mean or hurtful to other students

is NOT a problem for this school, at an index score of 34.3 and question 25 - Students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for my school, at an index score of 53.9. In the area of reading, our economically disadvantaged students averaged a 48% in 2021-2022, this percentage remained the same in 2022-2023. Although our overall percentages of proficient/distinguished were raised in all areas, our economically disadvantaged students averaged a lower increase than our other populations. VGES's economically disadvantaged population averaged a 48% proficient/distinguished score in reading, and a 44% average 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.

Reading achievement has increased from 54% proficient/distinguished to its current rate of 55%. Math achievement has increased from 42% proficient/distinguished to its current rate of 54%. Science achievement has increased from 35% proficient/distinguished to its current state of 48%. Social Studies achievement has increased from 37% proficient/distinguished to its current state of 51%. Writing achievement has increased from 48% proficient/distinguished to its current state of 70%. VGES has raised its percentages consistently since 2021. This shows us that our current systems of support are affective. We will continue to be intentional with our supports in the areas of reading and math as it pertains to our economically disadvantaged population.

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

 Vine grove key elements


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.

We will utilize our name and need document to help our economically disadvantaged population. This document will help VGE track the data necessary to use in refining what we are doing with this population of students. VGES is also tracking those students that are scoring well below the national norm on the iReady diagnostic in reading in the 1-3 grades. This data is being used to help increase those students reading levels to help ensure that all students who get to third grade can read on grade level.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Vine grove key elements		• 7