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2023-2024 Phase Two: The Needs Assessment for Schools

Heartland Elementary School
Emily Campbell
2300 Nelson Drive
Elizabethtown, Kentucky, 42701
United States of America

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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.

District assessment coordinator shared data with all school principals. After that meeting principal met with building leadership team to begin analyzing data. On October 10, leadership team shared with certified staff KSA results and where our school ranks within the other schools in the district. Once data was made public leadership team and teachers started lookin at individual student data. We compared KSA results with end of the iReady data. In grade level PLCS we have looked at how our data compares with the district and state. In addition to that data we have a district data hub where we store all of our school data. This hub us referred to as our data tracker. In PLCs we look at the data tracker data which consists of our PA and phonics data. It also has fluency data as well as math fact data, iReady and KSA data. This data tracker is reviewed at least monthly.

 In addition to school data and individual data, we also look at subpopulations that may need to be of focus. Comparison of novice and apprentice in all test content

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areas is analyzed. School wide data and how the school compares and ranks within the district was shared with our school's site base council.

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?

CSIP goals were implemented with a focus on the objectives and strategies that would meet those objectives. Success was evident in reading and writing. Small gains from the previous year are evident in all core subject areas specifically math . Data will drive how we design our improvement plan with an emphasis on subpopulations such as students with IEPS and students with low socioeconomics.

For the year's plan, we will continue to focus on the our subpopulations and all core subject areas.

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.

Students with disabilities continue to have greater novice percentages in reading and math. Economically disadvantaged students continue to have lower percentage of proficient and distinguished in the areas of reading and math. African American subgroup continues to perform lower than all students in the areas of reading and math.

Our behavior referrals increased and the number of students participating in our check in check out program have remained about the same as the 22-23 school year.

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:

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• 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.
     Currently student attendance has slightly increased from 94.5% to 95.2%.

     37.8% of students in the achievement gap of disabilities scored proficient on Kentucky Summative Assessment (KSA) in reading.

     33.5 % of students in the achievement gap scored of disabilities scored proficient on Kentucky Summative Assessment (KSA) in math.

     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.
     53 % of students in the achievement gap scored of disabilities scored below proficiency on Kentucky Summative Assessment (KSA) in math compared to 26% of non-gap learners.

     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

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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 64.2% proficient/distinguished to its current rate of 67.9%. The systems of support we implemented for reading can be adapted to address our low performance 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**

📄 HES 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

> Focus will be on aligning curriculum, instruction and assessments. Focus on PLC work on these areas of focus. Continue to focus on core subjects and student growth.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 HES key elements	key elements	• 7