



2023-2024 Phase Two: The Needs Assessment for
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2023-2024 Phase Two: The Needs Assessment for Schools

New Highland 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.

Information was shared and discussed during faculty meetings, PLCs, and SBDM council meetings.

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?

The previous plan was focused on growing students. According to KSA data, we were successful. We saw tremendous growth in most areas, but grew in every category. This tells us, we are on the right trajectory and doing the right things to continue to grow students. We will continue to grow with our implementation of OG and Morphology and we are working on ways to improve math. It also shows

that our guidance lessons and PBIS is helping the school culture as our culture and environment increased as well.

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.

While we have grown from the previous two years, the data shows us that Math and Reading continue to be a growth area for us. We also see a large discrepancy between SPED students.

<https://docs.google.com/spreadsheets/d/1KeKrjs7DWGGq0Z93KRv8ZwrKai6dIQ-k0ksxMxLFWrl/edit?usp=sharing>

https://docs.google.com/spreadsheets/d/1rdR-ZCpUryF3adMAmSg9BYS8Zzf8IgM-H7OAFB1_jol/edit?usp=sharing

https://docs.google.com/presentation/d/11oirHrTicgHdkNsuilx_ZldGLi-jNsUM-Llh0SZUskM/edit?usp=sharing

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 data, 47% of students scored proficient/distinguished in reading, 38% of students scored proficiency in math, 35% of students scored proficiency in science, 42% of students scored proficiency in social studies, and 40% of students scored proficiency in writing.

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 KSA data, 47% of students scored proficient/distinguished in reading, while only 23% of students with an IEP. According to KSA data, 38% of students scored proficiency in math, while only 23% of African American students. Only 11% of students with an IEP scored proficiency/distinguished in math. 45% of students disagreed or strongly disagreed with the following statement: Students being mean or hurtful is not a problem at my school.

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.

All tested areas in 4th grade raised their index scores. Math in all grade levels went up. Social studies and science went up.

https://docs.google.com/presentation/d/11oirHrTicgHdkNsuilx_ZldGLi-jNsUM-Llh0SZUskM/edit?usp=sharing

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

 Worksheet


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.

PLCs, PD, walkthrough feedback, SEL, PBIS, guidance lessons, OG and Morphology, Visual Math, etc.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>Worksheet</u>	Priority focus	• 7