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2024-2025 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 they will address 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 as you conducted 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 were documented.

Committees include both teacher and parent representatives. All grade level teams and the special education team meet weekly in PLCs. SBDM Council, committee meetings, and PLC meetings are documented through the use of agendas and minutes. Additional groups that support the work of the school and analyze data to include the Title | Advisory Council and the FRYSC advisory council. The most critical data review and analysis happens in Student Support Meetings. These meetings occur in the Fall, Winter, and Spring following iReady and/or OG Continuum assessment cycles. These meetings are attended by the Principal, individual teacher, counselor, KSI coordinator, interventionists, and FRC. During these meetings classroom data is analyzed down to each individual student to determine which academic or social emotional supports need to be put into place for every child to be successful. These meetings are documented by Google Calendar and also by the data spreadsheets that are created during the meeting for each individual class. Additionally, grades K-3 hold monthly Senate Bill meetings to review the progress

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monitoring data of students who have fallen below the 25% in Reading iReady scores.

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?

Our first goal was Creekside will continue to implement the strategies and activities to continue to improve past 50% to move from the orange low designation to green by the KSA measure. Our second goal was the goal of increasing Math from 25.2% to 50% as measured by KPREP/KSA by 2025. We will continue the strategies and activities from 23-24, and also look at what additional strategies and activities need to be incorporated. Our third goal was by 2025, students scoring proficient/distinguished will increase from 12% proficiency to 40% proficiency in Science. We will continue to incorporate TCTs in our Writing plan and embed Science in our AgSTREAM program and regular classroom curriculum. Our fourth goal was by 2025, students scoring proficient/distinguished will increase from 40.7% to 50% in Writing. We will continue to incorporate WOW Writing with our students in Grades 3-5 monthly. Our Writing extra class has transitioned to a "You-do" model in 24-25 where the writing teacher pushes into classrooms to support. Our achievement GAP goal is by 2025,Economically Disadvantaged students scoring proficient/distinguished in Reading will increase from 33.9% to 50%. We will begin the targeted interventions for students scoring below the 25% on iReady Reading using the Senate Bill structure in place for our district. Our second achievement GAP goal was by 2025, Economically Disadvantaged students scoring proficient/distinguished in Math will increase from 12.6% to 37% as measured by KPREP. We will continue the systems and structures we have in place and extend our focus on Number Sense uses the resources from the GRECC Early Numeracy trainings. We have extended the teachers participating from 5 to 13. Our third growth rate goal of by 2025, the Growth rate for all students in Reading and Math will increase from 51.8% to 63.8% as determined by iReady was met in 21-22.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

Example of Trends

• The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
• From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

-Our behavior events for 21-22 were 99 and for 22-23 there were 244. Our behavior events in 23-24 were 146. The significant decrease can be attributed to our district having multiple mental health options for elementary students, and our streamlining of the PBIS/DoJo point system schoolwide. Our PBIS committee also

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worked to streamline the behavior/PBIS process for our building to be more consistent and explicit. -Our enrollment has remained steady since 22-23. -All of our academic measures have increased since 22-23.

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
• Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

Example of Non-Academic Current State:

• Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

During the 24-25 school year we have added 1 KTIP teacher. 2 teachers retired in 23-24. We added an additional Kinder/First grade split position. We hired 3 teachers from other schools/districts. Our employee engagement survey and parent survey results were both the highest they have been in the past 6 years. Our overall index for KSA decreased from 73 to 66.9. Our status score for combined reading and math decreased from 64.6 to 63.6. Our status score for combined Writing, Social Studies, and Science increased from 56.4 to 69.8 which was a significant increase category. Our climate and safety survey status increase 78.6 to 79.6

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-

eight percent of students in the achievement gapscored below proficiency on the Kentucky S̶u̶ gap learners.

The overall percentage of students scoring Proficient or Distinguished in Reading in 22-23 was 46% and in 23-24 was 44.6%. The overall percentage of students scoring Proficient or Distinguished in Math in 22-23 was 41% and in 23-24 was 40.6%. Although both of these were decreases, we are confident that by being more consistent with the fidelity of implementation of research based curriculum our percentages will increase. Our 4th graders scoring proficient or distinguished on KSA in 23-24 increased 9% in reading from the scores the same students earned in 22-23. Our 5th grade students scoring proficient or distinguished on KSA decreased 5% in reading from the scores the same students earned from 22-23 to 23-24. Our 4th graders scoring proficient or distinguished on Math KSA increased 16% in 23-24 from the scores the same students earned in 22-23. However, the 5th graders scoring proficient or distinguished on Math KSA in 23-24 decreased 9%. Unfortunately, our 3rd grade students scoring proficient or distinguished on KSA reading decreased 7% compared to the 22-23 third grade students, and that same group of 3rd graders scoring proficient or distinguished on KSA math decreased 16% in 23-24 compared to the third graders in 22-23. Our sub-category of SPED students scored a 38.2 index rating on combined reading and math KSA which categorizes those students as low.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Our combined Science, Social Studies, and Writing index was 69.8 which was a 6.7 increase. Our climate and safety survey also remains high, with our SPED students showing the highest ratings of 82.6. Our WOW Writing plan, school-wide writing focus, and AGSTREAM programs can be attributed to the increase. We have also added Amplify Reading to K-2 which has a Science and SS focus, as well as streamlining Science 3-5 with TCI, and utilizing TCI Social Studies 3-5 and DBQ programs in 5th grade Social Studies. Our PTA is incredibly involved and supportive. Our school has tremendous momentum to continue to increase the amount of students on grade level and at the proficient and distinguished level in all subject areas.

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 Processes

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

📄 24-25 Key Elements Template

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

Design and deliver assessment literacy and review, analyze, and apply data to design instruction to maximize every student's potential.

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 24-25 Key Elements Template		• 7