



2024-2025 Phase Two: The Needs Assessment for Schools_10152024_11:39

2024-2025 Phase Two: The Needs Assessment for Schools

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2024-2025 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 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.

Data review and analysis is first conducted by the administrative team once previous year's scores are released. Data analysis is then done independently with each grade level during Professional Learning Communities. The Curriculum and Planning Committee, which is made up of at least 1 member of each grade examines data, and then compares and contrasts their findings to grade level findings. Each group looks at KSA data and IReady Diagnostic Proficiency Correlation, as well as formative and summative assessments. Curriculum and Planning Committee meets with admin quarterly and presents to SBDM twice a year.

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 from the previous year's Comprehensive School Improvement Plan focused on increasing our percentage of on-grade level students in Reading. In the Fall of 2023, most of our grade levels had over 70% of our students below grade level in Reading. By the Spring, we saw excellent improvement, especially with our stretch growth targeting students with disabilities. We continue to incorporate comprehensive Orton Gillingham in grades K-2. This was year 2 for most of our teachers in grades 3-5 implementing Orton Gillingham morphology. We will continue this, as well as add a reading comprehensive block to our school schedule for grades K-2. Staff also received continuing professional development in Thoughtful Education strategies. Administrators and members of the Instructional Services Department completed observations and shared feedback with staff.

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.

According to scores from the Kentucky State Assessment, our students with disabilities saw a significant decrease in overall scores in the Spring of 2023. The percentage of students scoring proficient/distinguished was 40%. According to KSA scores from the Spring of 2024, that figure had risen to 46.3%.

The number of behavior referrals decreased 354 in 2022-23 to 320 in 2023-2024.

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.

According to KSA results, our students scored a 65.9 in combined Reading and Math in the Spring of 2024. This was a 3.5% decrease from the previous year. According to IReady Fall data, 27% of our students were on grade level in 2023 in Reading. According to IReady Fall data, 22% of our students were on or above grade level in Math.

Teacher attendance rate for the 23-24 school year is approximately 90%.

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 gap scored below proficiency on the Kentucky Summat gap learners.

According to IReady Fall data, 22% of our students are below grade-level in Math. This concern matches Spring KSA testing, where the number of our students scoring proficient/distinguished in Math fell 2.1%.

Another priority of concern was our decrease in Writing scores on the Kentucky State Assessment. Comparing our 2022-23 KSA scores to 23-24, the percentage of students scoring proficient/distinguished fell 5%.

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.

According to School Climate & Safety survey results from the 2023-2024 Kentucky State Assessment, students responded positively by an increase of 2%. By continuing to focus on preventative strategies and Positive Behavior Interventions, we can continue to reduce the number of office referrals in the year 2024-25.

With our students with disabilities, a continued focus on incentivizing and goal setting stretch growth in IReady, we hope to continue to improve our achievement gap percentages of novice reduction. Comparing 2022-23 to 2023-24, 6.3% more students with disabilities scored proficient/distinguished.

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



Key Elements

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.

The school will continue its focus on teacher practice with research-based professional development in the areas of Reading and Math. A continued emphasis on Orton-Gillingham practices to positively impact reading will be one focus. All

teachers have had initial training. Teacher feedback will be provided by administration and the Instructional Services department. All math teachers have had professional development in IReady Math in conjunction with the Green River Regional Educational Cooperative. Math focus centers towards incorporating effective discourse and student led problem solving and discussion.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements	Needs Assessment	• 7