



2024-2025 Phase Two: The Needs Assessment for Schools_10312024_13:06

2024-2025 Phase Two: The Needs Assessment for Schools

Meadow View Elementary School

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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.

Our Admin Team and instructional support team analyze, share, and apply data results

during regular team meetings. This same process is followed by grade-level teams during weekly Professional Learning Community meetings (PLCs). The members of the PLCs are responsible for sharing, reviewing, and applying the data to lesson planning, enrichment, and intervention lessons. Monthly SBDM meetings are open to the public and include the sharing of data. SBDM minutes are housed at the school and shared with our district office where parents and the general public have

access to the information shared and discussed at 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?

Throughout 2023-2024 staff at Meadow View Elementary worked diligently to implement strategies and activities to help our school reach the goals and objectives of the Comprehensive School Improvement Plan (CSIP). We continued to refine our MTSS program that targeted students who were below the 16th percentile in achievement in the areas of reading and math. We also worked to implement an intervention plan that targeted students who were in the 30-50% on the IReady diagnostic. Daily intervention periods were built into the school's master schedule to allow teachers to work with students in their specific deficit areas. Success was seen in both reading and math. With our overall reading and math index increasing from 46.3 to 54.5. We increased our percentage of students who were proficient & distinguished in reading from 34% to 37% and in math from 23% to 25%. We also reduced our novice percentage in reading from 36% to 33%. In math, we reduced our percentage of novice students from 45% to 35%. We saw an increase in our social studies, science and writing combined index from 39.4 to 43.7. Science scores helped boost this index with a significant increase of 43.3 to 54.9. Social studies declined from 39.3 to 38.4, and writing had an increase from 35.7 to 37.9.

We are using this data to inform our next steps. We are focusing more intentionally on our Tier 1 instruction instead of Tier 2 and Tier 3. We are also continuing to target students who fall in the 30th to 50th percentile for achievement in both reading and math to close specific instructional gaps that exist. In the area of writing, we are working on specific strategies at all grade levels.

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.
 - The number of behavior referrals decreased from 288 in 2022-23 to 204 in 2023-2024.
- From 2022 to 2024, the school saw an 13% decrease in novice scores in reading among students in the achievement gap.
- Students in the disability achievement group exhibited a significant increase from 2022 to 2024 in the reading and math index from 26.4 to 42.0.
- Parent and family engagement continues to be a struggle. The school does not have a PTA and continues to work to secure volunteers for the organization.

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.
 - The teacher attendance rate was 88% for the 2023-2024 academic year.
 - Survey results and perception data indicated 75% of the school's teachers received adequate professional development.

- Students who identify as two or more races were the only group to show a decline in their reading/math index scores, from a 52.5 in 2023 to a 49.8 in 2024. A decline of 2.7 points.
- The student attendance rate for the 2022-2023 academic year was 93.85%, an increase of .51% from the previous year.
- The school index in the area of writing continues to be our lowest scoring index with a score of 37.9

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 Summat gap learners.

- 39% of students scored novice in the area of writing, and a total of 48% scored apprentice or novice in writing.
- 35% of all students are still scoring novice in math.
- Students in the Two or More Races Achievement Group scored lower in the combined reading/math index and combined social studies/science/writing index than in previous years and showed a decline in all areas.

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 White, Economically Disadvantaged, and Disability achievement groups all had increases or significant increases in their combined reading/math index.
- Our African America, Economically Disadvantaged, and Disability achievement groups all had increases in their combined science/social studies/writing combined index.

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.


- Teachers will participate in the Foundational Numeracy professional development along with additional professional development from curriculum and associates to address math instruction at all levels.
- Orton Gillingham processes including PA/Phonics and Morphology are being implemented as our reading curriculum to ensure that all students have firm foundational reading skills.
- Consistent and impactful MTSS implementation is now in year 3 with a plan in place to address significant gaps in the students who were needing

intervention versus those actually receiving an intervention.

- Two Intervention support teachers have been put in place to help identify and close

gaps for those students who have gaps in learning and fall between the thirtieth percentile and fiftieth percentile in achievement in reading and math on the IReady diagnostic. A plan is in place to identify these students and revise groupings as needed based on growth monitoring throughout the year. Procedures and practices for identifying students for MTSS and implementing interventions have been created and put into practice. Students are identified using a combination of IReady data and formative and summative assessment data. These students are receiving intervention during our daily enrichment period where all staff members are being utilized to deliver instruction. Student progress and IReady Diagnostic data will be reviewed during PLCs to determine if interventions should continue, intensify, or cease for each student.

Attachment Summary

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