



## 2024-2025 Phase Two: The Needs Assessment for Schools\_10302024\_07:55

2024-2025 Phase Two: The Needs Assessment for Schools

**New Highland 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.

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 in some areas and some areas we were not. We became stagnant in reading and math according to KSA. We also decreased by 3.8 in science, social studies and writing. We decreased by 5.8 in culture and climate. We increased student proficiency in reading by 1 child. We were

disheartened to see that our African American population decreased in proficiency rates in reading and math and our African American population increased in novice ratings in reading and math. We did see a growth in our economically disadvantaged groups in reading. We also saw growth in proficiency scores for math for our special education students.

We will continue to grow with our implementation of OG and Morphology as that is scientifically proven to help students struggling with reading 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, but we need to focus on certain aspects in the classroom to ensure this is implemented consistently in all classrooms. Because of our growth and our overall decrease, we know we need to ensure staff consistency in implementation for all of our students in school action plans. We also know we need to intertwine this with a targeted approach for our novice students and apprentice students.

### 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.

While we have grown from the previous two years, the data shows us that Math, Reading, Science, Social Studies, Writing and Climate & Culture continue to be a growth area for us.

Links to our trends: [https://drive.google.com/file/d/1hMKl33svV7IM4Z4RYhC4gO358qaOaaFd/view?usp=drive\\_link](https://drive.google.com/file/d/1hMKl33svV7IM4Z4RYhC4gO358qaOaaFd/view?usp=drive_link)

### 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 data, 48% of students scored proficient/distinguished in reading, 38% of students scored proficiency in math, 26% of students scored proficiency in science, 39% of students scored proficiency in social studies, and 41% of students scored proficiency in writing.

According to Impact Survey results, New Highland scored in the top percentile group for school leadership and feedback and coaching. Our greatest increase was professional development. Our lowest drop in the Impact Survey was resources. In that, it appears that classrooms appear to feel too full, and students have to wait on adults in order to get help, the facilities need repairs, etc.

### **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.

According to KSA data, 48% of students scored proficient/distinguished in reading. When looking at subpopulations, there is 51% of white students score proficient/distinguished compared to the following counterparts: African Americans at 43%, Hispanic at 38%, and 2 or more races at 43%. 38% of students scored proficiency in math. When looking at subpopulations, 45% of white students scored proficient or distinguished, compared to the following counterparts: 30% African Americans, 24% Hispanic, 26% of two or more races and 20% of students with an IEP. When analyzing the subpopulations, many of the students who did not score proficient have social and emotional implications from trauma. We will continue to focus on the social and emotional learning for all students.

### **Strengths/Leverages**

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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 impact survey, the staff at New Highland rated leadership and coaching and feedback in the top percentile in the state. We believe we will continue to leverage this trust and relationship to ensure all students benefit from instructional improvements. We also know that our white students improved in reading and math, so we need to ensure and a targeted response to ensure that systems of support implemented in the classroom cater to all students in order to address low performance of subcategories and ensure our teachers have high expectations for every child in the classroom.

### 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**

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Key elements WS for New Highland

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.

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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key elements WS for New Highland		• 7
 School Key Elements WS	Key elements for New Highland ES	•
 <u>Trends of Data</u>	New Highland's data and trends	•