



2024-2025 Phase Two: The Needs Assessment for Schools_10212024_12:35

2024-2025 Phase Two: The Needs Assessment for Schools

Rineyville Elementary School

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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.

This year data was analyzed by our SBDM council with the following team: Andrea Musselman (teacher), Michelle Young (teacher), Breeann Cunningham (teacher), Dawn Willcox (parent) and Marquist Dorsett (parent). All teachers reviewed testing data. Also, our school's team lead committee did a deep dive of test score data.

This team includes a cross section of stakeholders in our building. We met with staff on Friday, October 4 to share preliminary data. We reviewed all data on Monday, October 14 and allowed each grade level to review data and make suggestions for improvement. That afternoon, I met with the team lead committee who then took the data to fine tune. We also reviewed data as a SBDM council on Thursday, October 3.

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?

Goal 1 (Reading and Math goal.): By Spring 2026, Rineyville Elementary's Reading scores will increase from 59% P/D to 79% P/D and Math scores will increase from 55% P/D to 75% P/D:

- In the 2023-24 school year, we implemented the Orton Gillingham program in K-5. The comprehensive portion is grade K-2, while morphology was grades 3-5. Our reading scores did increase throughout the year on every iReady assessment due to fidelity of this program. We also did quarterly fluency checks to see fluency increase throughout the year in grades 3-5. In the math area, we have shown fidelity to our iReady Math program in grades K-5. We also improved math scores throughout the year on every iReady math assessment.

Goal 2 (Science, Social Studies, and Writing goal.):

By 2026, Rineyville's Science scores will increase from 42% P/D to 62% P/D. Our primary teachers try hard to embed Science into reading to increase vocabulary instruction. Students also participate in Science Lab class as a related arts opportunity K-5.

By 2026, Rineyville's Social Studies scores will increase from 55% P/D to 75% P/D. Our primary teachers try hard to embed Social Studies reading passages into reading instruction to improve vocabulary.

By 2026, Rineyville's Combined Writing scores will increase from 69% P/D to 89% P/D. We have a school-wide writing plan where each grade level is responsible for specific portions of the writing process throughout our grade levels. Our 3-5 teachers use a checklist, peer conferences, editing, live scoring, etc to improve writing techniques/processes throughout the year.

Objective 1:

By 2024, Rineyville's students with disabilities with accommodations scoring Novice in Reading

- At Rineyville, we service student with disabilities in both co-teaching and resource setting. While in resource, they work on specific target areas for growth. These students take the growth is monitored.

Objective 2:

By 2024, Rineyville's students with disabilities with accommodations scoring Novice in Math w

- At Rineyville, we service student with disabilities in both co-teaching and resource setting. While in resource, they work on specific target areas for growth. These students take the growth is monitored.

Objective 1:

By 2024, Rineyville will raise it's Climate Index from 77.8/High to 79.8/High.

Objective 2:

By 2024, Rineyville will raise it's Safety Index from 74.3/High to 77.3/High.

- In the school climate area, our students are receiving monthly SEL lessons through out s students are participating in meetings regularly. We realized at the end of last school ye made this summer for the 2024-25 school year.

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 greatest area of weakness for Rineyville Elementary over the last 2 years has been Students with Disabilities.

In 2022-23 year: In combined Reading and Math, Students with Disabilities scored significantly lower with a 41.7, while all students scored 74.9. This is a status level of Low. **In the 2023-24:** school year, students with disabilities scored 45% Novice, 35% Apprentice and 19% P/D in reading. In the math area they scored: 45% Novice, 29% Apprentice, and 26% P/D.

In 2022-23: In combined Reading and Math, there was a 6.2 increase difference with Economically Disadvantaged students, while Students with Disabilities scored -4.8 decline status.

In the 2022-23 school year: 29% of 3rd grade in math students with disabilities scored P/D while all students scored 66%. In the Reading area, 3rd grade students with disabilities scored 21% P/D while all students scored 57%. **In the 2023-24 school year** in math area they scored: 45% Novice, 29% Apprentice, and 26% P/D.

In the 2022-23 school year: 4th grade in the area of reading, students with disabilities scored 42% Novice, while all students scored 56% P/D.

In the 2022-23 school year: Math was the subject of greatest need, especially 5th grade students who only scored 47% P/D overall. **In the 2023-24 school year,** Science and Social Studies had the lowest scores overall. For students with disabilities, Reading scores were the lowest with 45% Novice.

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.

Overall school scores for 2023-24 indicate the following: Our overall combined indicator was 85.8 (BLUE).

Reading 17% Novice and 59% P/D, Math 20% Novice and 55% P/D, Science 14% Novice with 42% P/D, Social Studies 21% Novice and 55% P/D and lastly, Combined Writing 5% Novice and 69% P/D.

In our largest GAP area, students with disabilities students scored: Reading 45% Novice, 35% Apprentice and 19% P/D. In the Math area, the gap group scored: 45% Novice, 29% Apprentice, and 26% P/D.

Overall, our 5th grade writing scores were very good with 69% of students scoring P/D.

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.

Greatest concerns for Rineyville are:

1. Students with disabilities in Reading: As a whole, students scored 59% P/D in Reading, while students with disabilities scored 19% P/D. This is a difference of: 40%.
2. Students with disabilities in Math: As a whole, students scored 55% P/D in Math, while students with disabilities scored 26% P/D. This is a difference of: 29%.
3. Reducing novice in Social Studies: 21% of students scored Novice overall, while 55% scored P/D. This was the lowest category overall.

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.

Both Reading and Writing were our strongest 2 areas overall: In the area of reading, all students scored 50% P/D and they scored 69% P/D in Combined writing. Our students scored 64% P/D in On-Demand Writing and 60% P/D in editing and mechanics. We believe our higher writing scores are due to having a school-wide writing plan where every grade level is responsible for parts of the writing process through our grade levels to prepare students for 5th grade. We also have implemented the Orton Gillingham morphology in grades 3-5 in the last 2 years for Reading and this will continue to help us improve in Reading. We do need to develop more vertical alignment in the math area in order to increase our math scores overall.

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



Rineyville Key Elements 2024-25

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.

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Rineyville Key Elements 2024-25	Key elements	• 7