



2024-2025 Phase Two: The Needs Assessment for Schools_10312024_10:53

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.

First, the administrative level looks at the scores, analyzes trends, and looks at the number of students under each category (novice, apprentice, proficient, and distinguished). The administrative team meets with each PLC group and discusses trends over time, as well as individual scores for each grade level. Then, the administrative staff meets with each team to look at individual students, in comparison with our iReady diagnostic results to see if their scores compare. Then, teachers look at specific summaries to see if students are on track, or need improvement with each domain. Then, admin shares with SBDM to discuss the proficiency levels, separate academic indicators, as well as growth indicators.

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 prior CSIP goal was to increase our proficient and distinguished scores in reading from 55% to 60% 2024. Other goals were to increase proficiency/ distinguished scores from 54% to 59% in math, 51% to 56.1% in social studies, 48% to 52.8% in science, and from 70% to 77% in writing. In reading we managed to raise our proficient and distinguished scores from 55% to 58%, two less than our goal of 5%. In math our proficient and distinguished percentage dropped from 54% to 51%. In Social studies our proficient and distinguished percentage dropped from 51% to 47%. In Science our proficient and distinguished percentage dropped from 48% to 42%. In writing our proficient and distinguished percentage dropped from 70% to 62%. These drops in percentage of proficient and distinguished have caused reflection. VGES has an MTSS time that will now be intentional with leveled groupings. Our teachers are doing more center work during this time to help identify and help those most needy of specific instruction. Our after school ESS program will focus on those students that need the help to reach the next benchmark, from apprentice to proficient, as well as our interventionist are pulling those students who are at least one grade level below and more.

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 120 in 2022-2023 to 77 in 2023-2024. This decrease is attributed to incorporating a new PBIS system of rewards and consequences. VGES has decreased the number of novice students in reading from 19% to 17%. However, we increased the percentage of novice students in math from 17% to 19%. VGES decreased the percentage of novice in Science from 13% to 9%, and decreased the percentage of novice in writing from 19% to 14%. The percentage of novice in Social Studies increased from 19% to 23%. When comparing our current 2nd grade students from fall of 2024 to when they were in 1st grade fall 2023 on the iReady diagnostic, the 2nd grade increased the on grade level status from 11% to 24%. We can see this same trend in our 3rd grade iReady scores compared to their 2nd grade iReady scores from last year. This trend shows that our students are growing throughout the year.

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.

When looking at IREADY diagnostic for MATH, 22% of students have mastered the grade level standards for the current year. For READING, 35% of students have mastered the grade level standards for the current school year. In comparison to the end of year results of 72% for the spring reading diagnostic and 64% for math.

When looking at KSA, our math indicator was much lower than reading with an indicator 69; whereas, the reading indicator was 76.1. Our science indicator for KSA is 69.4. Our social studies indicator for KSA is 66.9. Our writing KSA indicator was 78.2.

Our special education indicator for reading and mathematics, which was a 39.7.

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 Su
gap learners.

One area that we are continuing to improve upon our primary mathematics. When looking at the IREADY diagnostic, 12% of students in 2nd grade are on grade-level, and 9% are on grade-level for first grade. In comparison, last year's data for 2nd grade was 21% and first grade was 10%. When looking at KSA, our math indicator was much lower than reading with an indicator 69; whereas, the reading indicator was 76.1.

Another area of concern is our special education indicator for reading and mathematics, which was a 39.7.

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.

As a school, writing and reading continue to be strengths of Vine Grove Elementary. Our combined writing indicator was a 78.2, which is in the high range.

Our reading KSA indicator was also in the 70s range, resulting in 76.1.

The scope, sequence, and programs that we are using in reading and writing are proving to be beneficial so that our students are successful.

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_2024

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.

For this school year, we will be focused on professional development opportunities through the design and deliver key element, especially in the areas of AMPLIFY reading and I-Ready math. We will also focus on data analysis within PLCs to analyze trends and student growth opportunities.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements_2024	VGE KEY ELEMENTS	• 7