



## 2024-2025 Phase Two: The Needs Assessment for Schools\_10262024\_12:49

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.

Upon receipt of state test results (KSA), the staff is briefed on overall results. In the following weeks, teachers work to disaggregate data utilizing the KASC test score graphs guidance. This data is considered in weekly PLC meetings and emphasized when analyzing iReady Diagnostic data, common assessments, PBIS data, unit assessments and other formative assessment data. Individual student data sheets are shared with parents in their weekly folder. An announcement will be made that state testing data is being sent home. An explanation of scores will be shared and those scores will be used to goal set for students throughout the school 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?

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## Summary of Goals, Objectives, Strategies, and Activities

### 1. Goals:

- To enhance student reading comprehension and overall academic performance by effectively implementing high-yield instructional strategies within lessons.

### 2. Objectives:

- Utilize iReady diagnostics three times a year to assess student progress and tailor instruction based on identified needs.
- Ensure all teachers are proficient in employing high-yield instructional strategies through model lessons and professional development (PD).

### 3. Strategies:

- Instructional Strategy Focus: Emphasize reading comprehension strategies and Kagan cooperative learning strategies in lesson planning and delivery.
- Professional Development: Conduct weekly PD sessions to model high-yield instructional strategies and analyze lesson plans collaboratively.
- Data-Driven Instruction: Implement iReady diagnostics in Fall 2023, Winter 2023, and Spring 2024 to monitor student progress and inform instruction.

### 4. Activities:

- Data Analysis: Analyze iReady diagnostics data by scale score and percentile to identify areas for targeted small group instruction and enrichment activities.
- Progress Monitoring: Weekly meetings during Professional Learning Communities (PLCs) to discuss iReady reports, monitor student progress, and adjust strategies as needed.
- Intervention Planning: For students not meeting specified norms in reading, develop Reading Improvement Plans in compliance with Senate Bill 9 for grades 1-3.

In conclusion, this plan strategically focuses on high-yield instructional strategies and data-driven decision-making to enhance student outcomes, with a commitment to ongoing professional development and progress monitoring throughout the academic 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.

No longer in TSI status for Students with Disabilities

-Based on KSA, while we saw an increase in students P/D in both reading and math and a reduction in novice, we still have a significant number of students scoring in the novice category for both:

-Math - remained constant in P/D from 30% to 30%, but a small reduction in novice from 37% to 35%

-Reading - Increase in P/D from 34% to 42%, but a small reduction in novice from 38% to 31%

-Science - Decrease in P/D from 23% to 20%, but an increase in novice from 19% to 23%

### 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.

#### Academic Current State:

Students in the African American (48.9), Hispanic (28.4), and Economically Disadvantaged (49.7) are all below the Green indicator according to the KSA data in Reading and Mathematics. Although the demographic groupings are below the Green indicator level they all had an increase except for the Hispanic grouping which declined significantly from 42.6 to 28.4.

#### Non Academic State:

Quality School Climate Safety Survey decreased from 71.2 to 70.1. Data shows that results maintained from the previous year but Safety and Climate scores decreased for both Hispanic and Disability-with IEP groupings.

### 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.

Students in our gap groups are scoring below all students.

Sixty-two percent (62%) of students in the Male demographic group scored below proficiency on the Kentucky Summative Assessment (KSA) in Reading as opposed to 53% in the Female demographic group.

Fifty-nine percent (59%) of students in the African American demographic group scored below proficiency on the Kentucky Summative Assessment (KSA) in Reading as opposed to 50% of the White demographic group.

Sixty-eight percent (68%) of students in the Male demographic group scored below proficiency on the Kentucky Summative Assessment (KSA) in Math as opposed to (72%) in the Female demographic group.

Seventy-eight percent (78%) of students in the African American demographic group scored below proficiency on the Kentucky Summative Assessment (KSA) in Math as opposed to (61%) of the White demographic group.

Continue momentum of increase in ALL learners in the areas of Reading and Math.

### 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.

Reading achievement has increased from 51.5 proficient to its current rate of 58.6. The systems of support we implemented for reading can be adapted to address our low performance in math.

Consistent use of iReady Math curriculum resource across all grades will help to support the growth in Math.

### 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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Woodland School Key Elements Template

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.

# Attachment Summary

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