Lakewood-2024-2025 Phase Two: The Needs Assessment for Schools

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Lakewood 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.

State assessment data results were analyzed by school personnel as a whole group on Wednesday, October 2. A slideshow of the data was utilized to engage staff members in discussion on the strengths and areas for improvement as a school in all subject areas. On Thursday, October 3rd, PLCs further analyzed results in comparison to other schools in the district and had targeted discussions about plans for improvement. On our Professional Learning Day on October 14, in depth discussions, including cross grade level, and break out sessions occurred in order to trouble shoot subject areas and sub populations.

The school's SBDM council reviewed local data (i-Ready reports) at the September 16 meeting and will review all data from state assessments at the November 18 meeting.

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During grade level PLCs on October 31, teachers analyzed individual student results in each subject area and identified students who needed extra intervention in order to show growth. Novice reduction forms were completed and grouping of students and subpopulations were designed intentionally to target students in WIN (What I Need) time.

In regards to school safety and behavior, ongoing data reports are made to school staff in the monthly newsletter for our PBIS program. SEL groups and a "PAWs" Club meet on as needed basis for targeted groups of students who struggle with repeated behaviors.

Employee engagement survey results were reviewed with staff on Opening Day (August 2024) and staff members had the opportunity to provide suggestions for school leadership.

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 One: Proficiency Indicator--The committee will change these goals to reflect new scores in reading and math. Activities for math will remain mostly the same with checks for fidelity in processes and programs. Activities for reading phonics and phonological awareness will remain mostly the same with the addition of comprehension curriculum.

Goal Two: Separate Academic Indicator--The committee will change these goals to reflect new scores in science, social studies, and writing. Upon review of this goal, strategies and activities will be better aligned to address areas, particularly in writing and social studies.

Goal Three: Achievement Gap--Upon review of the achievement gap scores, goals will be built to address students with disabilities and reducing the percentage of novices.

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.

Academic-From 2022 to 2024, the school has seen a drop in combined science, social studies, and writing from 66.0 in 2022 to 62.8 in 2023 and 58.6 in 2024.

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Behavioral-From 2022 to 2024, the average daily office referrals has increased from 1.20 per day in 2022 to 1.82 per day in 2023 and 1.99 per day in 2024.

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:

Overall reading and math indicator status is 69.8, above the district average of 63.4

Fifty-two percent (52%) of our students scored proficient or distinguished in reading.

Forty-eight percent (48%) of our students scored proficient or distinguished in math.

Non-academic:

Employee engagement results show a mean of 4.49 out of 5 that teachers receive feedback about improving performance.

Family engagement results show a mean of 4.44 out of 5 that families are proud to say they have a child at Lakewood.

Our QSCS indicator was green this year with an indicator of 84.5 while the district average is 75.7.

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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.

Reading: The percent of students scoring below proficient in reading is 48% for all students but is 75% for students with disabilities.

Math: The percent of students scoring below proficient in math is 52% for all students but is 73% for students with disabilities.

Combined Writing: The percent of students scoring below proficient in combined writing is 67 % for all students.

Social Studies: The percent of students scoring below proficient in social studies is 66% for all students

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.

Science: Only three novice students and second highest science index score in the district (70.7). Through Course Tasks have been implemented consistently in our school for over 7 years to help students develop the ability to write and think about science in a rigorous way.

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

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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

📄 LW School 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.

To produce the desired change, we will focus on being intentional with What I Need Time(intervention/enrichment time daily for ALL students); improving writing and social studies instruction; and more focus on the "positive" in PBIS with behavior

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Lakewood Test Data 23-24		•
📄 LW School key elements		• 7
📄 PBIS year end report		•