# 2023-2024 Phase Two: The Needs Assessment for Schools_10282023_15:31

2023-2024 Phase Two: The Needs Assessment for Schools

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# 2023-24 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 will be addressed 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 to determine the priorities from 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 are documented.

The School Improvement Planning Committee (school principal and all instructional staff) utilize current and past data (assessment, survey, etc.) to conduct a schoolwide Needs Analysis. Upon completion of the School Needs Analysis, results and information are shared with all stakeholders including district administration (a presentation at a public meeting), all school employees, SBDM Council, parents, students and community members. Input from all stakeholders is recorded, reviewed and implemented when appropriate and applicable. Meetings are documented with agendas and sign in sheets.

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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All activities in 2022-2023 CSIP were implemented and monitored through our 30-60-90 day planning and implementation process.  We met our goal in reading (goal was 44% and we scored 51%.  Our math goal was 32 and we scored 31% so we were one point away. We met our Science goal which was 40% and we achieved 47%.  We did not achieve our goal in Social Studies. Our goal was 40% in Social Studies and we scored 32%.  Our Writing goal was 50% and we did not achieve that, we scored 39%.

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

**Example of Trends**

• The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

From 2021-2023 we have shown an increase in the percentage of students performing proficient or distinguished on KSA.  Our growth in math and writing have not been on par with other subjects.

Current State

4. Plainly state the current condition 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.
• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

**Example of Non-Academic Current State:**

• Teacher attendance rate was 84% for the 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Our Reading and Math Indicator improved from last year 59.2 from 54.0

Our Science/SS/Writing indicator improved from last year 58.2 from 54.1

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Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

> Our lowest scores were in Math (38% PD), Science (32% PD) and Writing (39% PD). These areas are also our highest number of novice (novice reduction is a priority moving forward). Math Novice was 3#%, Science Novice was 36% and Writing Novice was 32%.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized 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.

> Our strengths are our resources. Budgets (including Reading Intervention Fund) and Math Achievement Fund grants were leveraged this summer to purchase HQIRs in Reading and Math. Our FRYSC continues to help us ensure student needs are met. Our district PLCs are providing teachers time and opportunity to personalize their professional learning and expand their professional learning network.

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
KCWP 6: Establish Learning Environment and Culture

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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**

📄 school key elements 2023

8. After analyzing the Key Elements of your teaching and learning environment, which 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:** These elements will be throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

We will continue to prioritize direct explicit instructional practices (KCWP 2) along with interventions and support (KCWP 4 and 5).  Continued efforts to improve attendance and behavior will be implemented. Questioning as formative assessment (KCWP 3) continues to be a district priority for improvement.

# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---|---|
| 📄 2023-2024 Heritage KCWP | | • |
| 📄 school key elements 2023 | | • 7 |