2024-2025 Phase Two: The Needs Assessment for Schools INDIAN HILLS

2024-2025 Phase Two: The Needs Assessment for Schools

Indian Hills 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.

Indian Hills Elementary has numerous stakeholders involved when reviewing, analyzing and applying data results. The team consists of the following:

- Site Base Decision Making Council (SBDM-monthly meetings)
- Professional Learning Communities (Grade level weekly PLC meetings and Vertical monthly meetings)
- RTI team (meets every 6 weeks), Leadership team (Principal and 2 AP's meeting weekly while Principal, 2 AP's 2 school counselors, 2 interventionists/coach meeting monthly)
- Literacy team (meets once a month)
- Superintendent weekly meetings
- District Instructional Leaders (one from every school) meets bimonthly

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- District Instructional Leadership Teams (All head principals, instructional principal, intervention coach-meets once a month)
- Monthly committee meetings (SPED, PBIS, Literacy, and Team Leads)

Every meeting is documented by an agenda and sign in sheets. Data that is collected, reviewed and analyzed at Indian Hills is NWEA Map Growth Assessment, MAP Fluency diagnostic assessment, and Mastery Connect that are all taken 3x a year. Our state accountability results(that comes out yearly), common assessment data, and formative data are also analyzed during the PLC process. The process for looking at our data is on going. We study the universal screener (NWEA Map) data three times a year, MAP Fluency diagnostic screener for those scoring below the 30%ile three times a year, and we analyze our state accountability data when it is released. Lastly, we monitor formative and common assessment data during our weekly PLC meetings with teachers to monitor instruction and mastery of standards for assessments and student growth. Teachers complete an google spreadsheet for pre and post assessments. We use this through PLCs to identify students' performance levels in all content areas and to determine growth needed. There is a formula built into the spreadsheet that automatically calculates students pre to post growth for teachers to monitor and intervene for those students not meeting performance level expectations or growth expectations.

Teachers also have Data Trackers that they complete from Kindergarten through 5th grade. All assessment information is housed in one document. This document can be sorted by gap group categories to determine sub groups performance compared to the whole. This one document gives us an overall picture of the individual student's performance on multiple assessments to get a picture of the whole child. In concurrence with our teachers, our sped department also has a specific data tracker in which they track their students progress. In addition to data trackers, the KSA calculator is used to plug in classroom assessments, MAP data, and Mastery Connect data tracking the weight and cut scores that students need to achieve in order to get to proficiency. The KSA calculator helps all stakeholders to track students progress throughout the year, look at our GAP students, and work on those students who need to move from novice to apprentice or apprentice to proficient.

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?

By May 2025 and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/ distinguished in reading and mathematics, across the school's grade spans as follows:

Increase the number of students scoring proficient or above in reading from 41% to 58.4% 2023-2024

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Increase the number of students scoring proficient or above in math from 43% to 63.5%

Summary of Reading Goal: Intentional instructional focus was placed upon all reading classrooms last year, Kindergarten through 5th grade, An instructional focus on foundational reading skills (phonemic awareness, phonological awareness, and phonics) was instruction that was occurring in every Kindergarten through 5th grade ELA classroom on a daily basis. The implementation of our reading program included coaching visits, guided planning, mentoring work, as well as grade level and vertical PLC meetings.

Summary of Math Goal: This past year we had an intentional focus on math instruction K-6. We had a math coach and a math interventionist who worked with all math teachers. Their focus was on standards breakdown, work during summer professional development, cohort meetings for specific teachers, weekly guided planning for tiered teachers, and vertical PLC meetings led by our school interventionist and veteran math teacher. These meetings focus on researched based strategies that has given proven results. When our KSA data came out this fall, our overall math scores increased schoolwide and this increase has not happened in several years.

This summer our district had a realignment and transition of schools moving locations. We were one of the schools that moved and with this came two thirds of our population being new to us for the start of school. This will likely impact our overall plan for 2024-2025 goals, objectives, and strategies and our overall comprehensive school improvement plan.

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.

Reading

2022-2023- Overall reading we saw a decrease in all GAP groups at Indian Hills. Indian Hills got out of TSI status for students with disabilities.

2023-2024- We saw a significant decrease in novice for AA, Females decreased to 23%, we did see a rise in novice with our students who have disabilities. We did see an increase overall of proficient and distinguished 49%

Math

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2022-2023-Math data was lower overall, we saw a slight decrease in novice reduction overall

2023-2024-Overall math we had 49% proficient and distinguished, this is a 10% increase from last 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.

Current Academic State:

Reading Overall proficient and distinguished: 49%, novice: 24%

Math Overall proficient and distinguished: 49%, novice: 23%

Science Overall proficient and distinguished: 33%, novice: 13%

Social Studies Overall proficient and distinguished: 33%, novice: 33%

On Demand Writing Overall proficient and distinguished: 54%, novice: 14%

Non Academic State

Behavior: Indian Hills had 488 write ups for the 2023-2024 school year

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Attendance: 92%

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.

Our overall combine Science, Social Studies, and On Demand writing status is at a 62.1, this is a significant decline from last year at 71.2. Social Studies showed a significant decrease in overall performance from last year. Our overall index was a 52.8%, last year it was a 72.4%

Students with disabilities showed a decline in reading and math. This year current status is 32.9 versus last year at 37.3-we showed a decline in all demographic groups (White, AA, Eco disadvantage)

With our district, realigning and moving schools, we have a very new population of students. This data reflects the students we had last year and not this new school year.

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 46% (2022-2023) to 49% (2023-2024) proficient and distinguished

Math achievement showed a significant increase from 39% (2022-2023) to 49% (2023-2024) proficient and distinguished

Quality of school Climate and Safety Indicator increased from 80.0 to 82.2

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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

📄   Indian Hills Elementary Needs Assessment

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.

Please see attached. Indian Hills will focus on KCWP 1, KCWP 2, KCWP 4, and KCWP 6. This is more than we have in the past but this is due to the redistricting of students as well as Indian Hills moving locations (from and elementary school to a middle school) this summer.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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