



CR 2023-2024 Phase Two: The Needs Assessment for Schools

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Crofton Elementary School
Chris Guier

12145 S Madisonville Rd
Crofton, Kentucky, 42217
United States of America

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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 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.

Data from the 22-23 KSA were reviewed and analyzed by the school leadership team. This data was compared with the three previous years state testing data. The percentages of students scoring at the proficient and distinguished levels in both reading and math were compared during those years. Trends were documented in a decline with students scoring P/D however the last two years have shown an increase in the percentages of students scoring at the P/D level. Multiple teams were involved in reviewing assessment data including SBDM, Leadership, CSIP Committee, PLCs and RTI teams. Preliminary data was received at the end of August. This was compared to final data release dated October 31st.

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?

Last year's CSIP was focused on improving math performance. We did improve math overall however this is still an area of improvement that is needed. We also focused on decreasing the number of students with disabilities that performed at the novice level and ultimately removing the TSI label. There is evidence that practices that were put in place were successful in accomplishing the goals set forth in the previous year's CSIP.

There was also a focus on targeting on students with disabilities and reducing the number of students in that groups scoring novice. There is evidence that the number of students with disabilities scoring scoring were reduced. We have exited the TSI status for students with disabilities.

This year we will look closely specific strategies to increase student engagement in the classroom. This will include modelling, questioning and discussion techniques.

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.
 - The students in the 5th grade group continue to score significantly lower (P/D) than the other grade levels in reading and math.
 - The same group of 5th grade students increased the percentage of students scoring Novice by 4.9%.

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.

- Reading- 50.7% of students scored Proficient
- Math- 43.8% of students scored Proficient
- Science- 52.8% of students scored Proficient
- Social Studies- 36.7% P/D of students
- Writing- 49% P/D of students scored Proficient

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.

- Although combined proficient and distinguished writing scores improved by 17%, students are still performing below the district average.
- Social studies proficient and distinguished scores improved by 6.7% however this is still below the district average.
- The number of students scoring at the proficient/distinguished level in math increased from 38% to 43.8% but students are still below the state average.

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.

Reading achievement has steadily increased over the last three assessment years from 40.7% P/D to 50.7% P/D. The systems of intervention we were able to implement as well as a structured literacy program can be attributed to the positive change. We had intentional reading intervention and collaboration times built into the daily schedule.

Science achievement showed growth over the past two assessment years from 17% P/D to 52.8% P/D. Science instruction has been intentional and instruction across grade levels has improved.

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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

● I have uploaded the Key Elements Template

ATTACHMENTS

Attachment Name



School Key Elements- Crofton 23-24

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 thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

Ensure that instructional modifications are made based on the immediate feedback gained from formative assessments.

Plan for and implement active student engagement strategies.


Plan strategically in the selection of high yield instructional strategy usage within lessons (modeling, discussion, questioning, feedback).

Assess with formative and summative assessments that are aligned to the standards.

Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.

Use classroom assessment data to inform teacher's instructional decisions.

Attachment Summary

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