



2023-2024 Phase Two: The Needs Assessment for
Schools_10232023_16:51

2023-2024 Phase Two: The Needs Assessment for Schools

Livingston Central High School
Stephanie Wood
750 US Highway 60 W
Smithland, Kentucky, 42081
United States of America

Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

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.

Data review, analysis, and application are completed by staff, administration, and SBDM members through monthly SBDM meetings including administration, parents, and staff as well as being open to the community. Content Area PLCs and Administration PLCs including staff and administration, as well as district-level administration meetings which include curriculum specialists, superintendent, DPP, and all district principals. SBDM meets monthly, Administration and Content Area PLCs meet twice monthly, while district-level PLCs are held weekly. During these meetings, there are discussions on growth or decline (grade level, class, individual) based on current summative assessments, State testing, ACT scores, CTE assessments, Mastery Prep assessments, Mastery Connect data, STAR data, and IXL. Student behavior is also analyzed. Teachers have chosen up to five students in academics and five in behavior to "bump up" to at least the next level of proficiency. Minutes are taken documenting SBDM meetings and PLCs.

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?

One goal was a combined proficiency goal increase from 46.875 to 55 as measured by the ACT. LCHS had two objectives. The first objective was to increase our percentage of proficient/distinguished students in reading from 55.8 to 63.8 on the ACT. The second objective was to increase our percentage of proficient/distinguished students in math from 31.6 to 44 as measured by the ACT. Our combined score this year was 66.5 showing good growth. Our reading ACT percentages increased from 55.8 to 59% with our math increasing from 31.6 to 39%. Our PLCs were successful in adding a focus on content and data. The use of Teach Like a Champ provided students with management strategies for their classroom to allow for more time on task and strong student engagement. This year we will be modifying our plan to focus on ACT as well as state assessment format while focusing on individual growth to help those students who need to have additional instruction on specific content or strategies.

The next goal was to increase the percentage of free and reduced lunch gap students scoring proficient or distinguished from 25.1 to 38.7 percent in math by 2023 as measured by ACT. We ended the year at 23%. As a school, we are not pleased with the decline but feel confident that we can make improvements quickly. We will take the data from this year and work on individual students in the specific areas of deficit using research-based strategies to continue growth.



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.

Our academic trend in math and reading increased from 2021-22 to 2022-23 by 13 points as measured by the ACT. Though we have had a significant increase, we still have room for growth.

The attendance rate has stayed consistent at 94% but has to remain a focus area.

Behaviors have been fairly consistent with 258 events in the year 2021/2022 involving 95 students and 259 events in the year 2022/2023 involving 103 students.

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 school's overall state assessment score was 65.8 with the economically disadvantaged groups scoring 47.1.

Our school's state assessment scores reading and math scores were 66.5 with the economically disadvantaged group scoring 47.1.

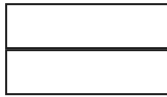
Our school's state assessment scores in science, social studies, and writing score were 54.7 with the economically disadvantaged group scoring 52.4.

Our school's post-secondary scores were 104.4 with the economically disadvantaged group scoring 89.4.

Our school's graduation rate scores were 95.1 with the economically disadvantaged group scoring 89.

Climate survey results were in the red this year.

Student attendance averages 90-94 percent.



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 quality control survey was in the red with 53.1%. This is lower than last year's score of 57.2%. This is an area of concern due to our school being small and having many supports in place.

Our science, social studies, and writing score is still at 54.7%. Though this is a one-point growth, it is not where we want to be a school.

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 and math achievement has made good growth moving to a 66% proficiency rate. Our strategies implemented for reading and math to improve the ACT scores can be used to improve state testing scores as well.

Our post-secondary readiness moved from 94 to 104 showing consistent growth. The monitoring and individual conferencing process we have in place is beneficial and will continue to be used individually.

Our graduation rate continues to stay at 95% over the last two years. We will continue conferencing and working with individual students to ensure they graduate high school.

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](#).

- **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

 Key Elements 2



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.

Our focus will be KCWP 4 and 5. We will continue our focus on data and use it to modify instruction as well as working to improve our delivery of content to best meet the needs of all students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Key Elements		•
 Key Elements 2		• 7