



2023-2024 Phase Two: The Needs Assessment for  
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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.

All data is reviewed on a consistent basis by SLES administration, teachers, SBDM Council, as well as District Office Personnel.

Leadership team includes Alicia Wallace- Guidance Counselor, Whitney Calabrese- Guidance Counselor, Randy Layne- Principal. SBDM Council consists of Teacher Joe MoneyMaker, Teacher Sunni Ogg, Teacher Priscilla Kelller, Parent Jennifer Johnson and Parent Jordan O'Brien..

The SBDM Council meets monthly. PLCs are conducted weekly with all teachers. 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?

Goals, and objectives from the previous CSIP have been implemented with fidelity and success. PLCs have focused directly on instruction, assessments and standards and have proven to be successful in moving our school towards the goals and academic improvement.

### 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.

All content areas have improved over the previous year. While we are encouraged with the improvement, we realize we still have massive opportunity for continued growth. Areas of improvement include writing and science.

### 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.

SLES 3rd Grade: Seventy-nine percent (79%) of students scored proficient on Kentucky Summative Assessment (KSA) in Mathematics. Seventy-two percent (72%)

of students scored proficient on the Kentucky Summative Assessment (KSA) in Reading.

SLES 4th Grade: Thirty-nine percent (39%) of students scored proficient on Kentucky Summative Assessment (KSA) in Mathematics. Fifty-five percent (55%) of students scored proficient on Kentucky Summative Assessment (KSA) in Reading. Thirty-eight percent (38%) of students scored proficient on Kentucky Summative Assessment (KSA) in Science.

SLES 5th Grade: Thirty-nine percent (39%) of students scored proficient on Kentucky Summative Assessment (KSA) in Mathematics. Fifty percent (50%) of students scored proficient on Kentucky Summative Assessment (KSA) in Reading. Fifty percent (50%) of students scored proficient on Kentucky Summative Assessment (KSA) in Social Studies. Thirty-seven percent (37%) of student scored proficient on Kentucky Summative Assessment (KSA) in Writing.

#### 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.

Thirty-seven percent of 5th Grade students scored either proficient or distinguished in Writing.

#### 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.

SLES Third Grade students scored extremely well on the state assessment. Seventy-nine percent of students scored either proficient or distinguished in math while seventy-two percent scored proficient or distinguished in reading.

Additionally, improvements were witnessed in reading in the 4th and 5th grade levels.

## 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**

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

While we plan to focus on all areas, our main priority will be focused on KCWP Design and Deliver Instruction.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 SLES Key Elements		•
 SLES Key Elements 2023	Description of the key elements for SLES.	• 7