2024-2025 Phase Two: The Needs Assessment for Schools CROFTON

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Crofton 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.
Data from the 23-24 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. Overall trends were documented for the last two years and there continues to be an increase in the percentages of students scoring at the P/D level in both reading and math. Multiple teams were involved in reviewing assessment data including SBDM, Leadership, PLCs (teachers) and RTI (interventionists) teams. Preliminary data was received in the middle of August. This was compared to the final data release dated October 4th.

Review of Previous Plan

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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 area of focus of last year's CSIP was continuing to improve math performance. As a result of intentional planning and instruction, we did improve overall math performance. We also focused on increasing the number of students performing at the proficient and distinguished level in social studies. There was an improvement in the percentage of students scoring at the proficient/distinguished level from 36.7% in the 22-23 school year to 58% in 23-24 school year. There is evidence that practices that were put in place were successful in accomplishing the goals set forth in the previous year's CSIP.

Another area of focus of last year's CSIP was increasing the percentage of student scoring proficient and distinguished in combined writing. There was a slight decrease in the percentage from 49% in the 22-23 school year to 47% in the 23-24 school year.

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

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.

- **The students in the 6th grade group continued to score significantly lower (P/D) than the othe**

- **The same group of 6th grade students increased the percentage of students scoring proficien**

- **The number of students scoring proficient and distinguished in reading and math increased o**

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.

- **Reading- 51.3% of students scored Proficient or Distinguished on Kentucky Summa**

- **Math- 54.0% of students scored Proficient or Distinguished on Kentucky Summative**

- **Science- 45.0% of students scored Proficient or Distinguished on Kentucky Summa**

- **Social Studies- 58.0% P/D of students scored Proficient or Distinguished on Kentuc**

- **Writing- 47% P/D of students scored Proficient or Distinguished on Kentucky Summ**

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 Summ gap learners.

- **Combined proficient and distinguished writing scores decreased by 2% and students are sti**

- **Science proficient and distinguished scores decreased by 7.8%.**

- **The number of the group of students scoring at the proficient/distinguished level in 5th gra**

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.

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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 to 51.3% for the current testing cycle.. 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.

Math achievement has steadily increased over the last two assessment years from 43.8% P/D to 54.0% P/D for the current testing cycle.. The systems of intervention we were able to implement can be attributed to the positive change. We had intentional math intervention and collaboration times built into the daily schedule.

Social Studies achievement showed growth over the past two assessment years from 36.7% P/D to 58% P/D. Social Studies 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 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

📄 24-25 Crofton Key Elements

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?

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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.

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.

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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