



2024-2025 Phase Two: The Needs Assessment for Schools SOUTH CHRISTIAN

2024-2025 Phase Two: The Needs Assessment for Schools

South Christian 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.

To assess South Christian's needs for the 24-25 SY, to date, we (Leadership Team & Teachers) have reviewed the previous year's state assessment data that pertains to the students that were in our building last year and also that of the students that we currently have in our building (our district went through a consolidation process in which we are now a Pre-K through 5th Grade School and we lost and gained some students through the rezoning process). When we received the initial state data with student performance levels, we first calculated the percentage of students scoring novice, apprentice, proficient, and distinguished at each grade level and each tested subject. Additionally, for each tested area, we used the fishbone analysis process to ask the 5 Whys around the data whether the tested area had an increase or decrease in the number of students scoring at the proficient and distinguished levels. From this, during our first and second PLC Meetings of the year, each teacher (Grades 3-5), developed a plan of action for their subject area this school year. We also looked at each student's scale score and percentile to determine which students were really close to a scale score that would have

bumped them up to the next performance level. We also looked at the students whose scale score indicated a proficiency level, but could easily drop a performance level. This list will help in determining which students will be targeted for strategic academic or non academic interventions. This was the initial review and analysis of data. From this, we determined that we need to continue to increase the percentage of students scoring at the proficiency levels in reading, math, science, social studies, and writing and decrease the percentage of students scoring below the proficiency levels.

On October 2nd, we reviewed state assessments data with the entire staff and on October 15th, the School Based Decision Making Council, Tiffany Gray-Principal, Candice Anderson-Teacher Representative, Meagan Wise-Teacher Representative, Emily Vierra-Teacher Representative, Melissa Vargas-Parent Representative, and Tiffany Knight-Parent Representative reviewed the data and had the opportunity to provide input and feedback as noted in the Monthly SBDM Agenda and Meeting Minutes. On October 17th, members of the Student Voice Committee reviewed the data and were able to provide feedback.

Regularly throughout the year, academic and non academic data is reviewed and analyzed during weekly Professional Learning Community Meetings, weekly Leadership Meetings, monthly SBDM Council Meetings, 6 Week MTSS/RTI Meetings, monthly District Instructional Leadership Team Meetings, and other various committee meetings.

- Academic Data

- KSA, MAP, Brigance, Mastery Connect, Unit Assessments
- High Quality Instructional Resources Implementation
- Research Based Instructional Strategies Utilization
- Student Work Samples
- Multi Tiered System of Supports and Response to Interventions MTSS/RTI Student Pro
- Report Card Grades
- IEP Progress Monitoring

- Non-Academic Data

- Attendance
- Behavior Incidents and Referrals
- Staff, Students, and Parent Surveys
- Parent Engagement
- Family and Socioeconomic
- Social-Emotional

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?

The goals of the previous year's Comprehensive School Improvement Plan included increasing student achievement in the areas of reading, math, science, social studies, and writing based on the goal set by the Kentucky Department of Education. Goals to close the achievement gap among our African American, Students with Disabilities, and EL Learners Subgroups were established as well. Student achievement increased in reading and math combined among all students and all subgroups except white students. EL students had a significant increase in combined reading and math. In reading, 50% of South Christian students scored at the proficient level or above. However, our goal was for 57.5% of our students to score at the proficient level or above in reading. In math, last year's goal was to increase the number of students scoring at the proficient level or above from 41% to 53.4% on KSA, May 2024. We had 47% of our students score at the proficient level or above in math. That was an increase but we did not meet the goal that was set on the previous year's CSIP. Fifty percent of South Christian's Students scored at the proficient level or better in science; there again was an increase; however, we did not meet the goal of 52%. In social studies, the previous year's goal was to increase proficiency from 50% to 70%. We actually had 44% of students score at the proficient level or better in social studies and this is an instance where we saw a decrease in student achievement. In writing, the goal was to move from 55% of South Christian' students scoring proficient to 60% and only 38% of our students scored at the proficient level or better in writing. Some of the activities and strategies to help us accomplish these goals included:

- reviewing and conducting cyclic curriculum reviews/checks within the PLC (KCWP1)
- establishing communication protocols for parents/guardians, regarding placement and progress in intervention support systems (KCWP2)
- ensuring the expectations of students are clearly defined and that group norms have been established within the classroom, (KCWP6)
- implementing and monitoring the school writing plan (KCWP1, KWCP2)
- teacher using the Mastery Connect resource to create formative and summative assessments and use the data to adjust and drive instruction (KCWP3)
- develop and implement a school wide MTSS Process (KCWP4).

The previous year's plan was not completely unsuccessful. We made some gains in areas of reading and math and within subgroups. However, this year, we will refine and use some of the same strategies and activities from the previous year's plan. We believe they are some good strategies and we have to get better at carrying out those strategies. We will add additional strategies to help to meet this year's goals and objectives. This school year, we will have to take into consideration that the

makeup of our school is different than in the past few years because of district consolidation and realignment.

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.

Academically, we have to maintain our focus on reading and math and continue to focus on increasing proficiency to more than 50% of our students scoring proficient and science, social studies and writing have become a significant area for improvement and an area of focus.

Our percentage of students scoring novice in reading, math, social studies, and writing remain a significant area of concern and for improvement.

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.

Currently, South Christian has been designated as a school with a yellow performance rating with an overall score of 66.4 according to the state's accountability measure which is down from a green performance rating overall score of 73.1 in 22-23. Although all subgroups, except white students increased in the areas of reading and math. There was an overall decline in Science, Social Studies, and Writing Combined.

- 50% of all students scored proficient or better in reading on KSA
- 47% of all students scored proficient or better in math on KSA
- the number of AA students scoring proficient or better is 34% in reading and 39% in math on KSA
- the number of EL student scoring proficient or better is 58% in reading and 44% in math on KSA
- 20% of SWD scored proficient or better in reading and 17% in math on KSA
- the number of students scoring proficient or better in science, social studies, and writing declined across the board on KSA

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.

Areas of weakness

- Number of students scoring novice -In 23-24 58 students (21%) in Grades 3-6 scored novice in Reading and 71 students (25%) in Grades 3-6 on KSA
- Writing scores declined - In 22-23, 55% of students scored proficient or better in writing; however, that percentage declined to 38% in 23-24 on KSA
- Social studies scores declined - In 22-23, 52% of students scored proficient or better in social studies; however, that percentage declined to 45% on KSA

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.

Current Fall Map Scores show that we only 7.9% of students performing at a novice level in 4th Grade and only 13.8% of students performing at a novice level - we will leverage this data to group/place students appropriately to keep students from falling into this category. Additionally, we will use this data to drive instruction and continue to plan strategies to move students beyond the novice performance category.

Social Studies and Science in Grades K-5 Instruction is being delivered using a HQIR and being intentionally monitored. We will leverage this non negotiable and structure to build students' background knowledge and mastery towards science and social studies standards at each grade level.

Reading achievement was at 50% among all students and closer to 60% at the 3rd Grade and 4th Grade Levels. We will leverage that strength to determine which students of the other 50% that did not score proficient can be moved towards proficiency.

In Grades 3-5, we have a total of 12 teachers and of the 12, half of those have 10 + years of experience. We will use the knowledge and experience of those teachers to collaborate strengthen the academic program and teaching and learning to help provide vibrant learning experiences that should increase student achievement.

In every subject area, the core is being taught from and HQIR. This is a leverage we hope to use to increase student achievement in all areas of the 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 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

 South Christian School Key Work Elements Template

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.

KCWP 1

KCWP 2

Attachment Summary

Attachment Name	Description	Associated Item(s)
 South Christian School Key Work Elements Template	KCWP Focus Areas	• 7
 South Christian School Key Work Elements Template SY 24-25	KCWP Focus Areas	•