



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.

School KSA data were reviewed and analyzed by administration and faculty PLC teams as well as parent SBDM members to identify areas of need and identify priorities. The process took place throughout the months of September and October 2023 during after school sessions with various grade level teams. Recommendations were made concerning pacing, sequence, gap areas of curriculum maps, and assessments to address areas of need.

#### **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 three year goal LCMS identified for reading and math was that by 2025 70% of students will be proficient/distinguished in reading and math. The first objective we identified was that 50% of our students would make the P/D mark in 2023. We fell short of this goal observing only 41% of our students achieving P/D in reading. Objective 1 for math was to observe 37% of our students achieving P/D in math. We fell short of this mark with 32% of students achieving P/D in math. Our 3 year will remain the same as will our 2 year objective in both subjects. Our goals for separate academic indicator was to observe 22% P/D in Science, 46% P/D in Social Studies, and 39% P/D in Writing. LCMS observed 34% P/D in science surpassing our objective considerably, however only observed 30% in Social Studies and 32% in Writing. Our current objective will provide the baseline for our plan for the current school year with the exception of science which will be to have 50% of our students at P/D. In all academic areas our strategies were summarized as LCMS faculty and administration will conduct weekly PLC meetings that focus assessments on individual student mastery of Kentucky Learning Standards, RTI Tier II and III will rely on PLC data and benchmark data to identify learning loss on individual learning standards. Activities to actualize our strategies included that Instructors would utilize a variety of weekly assessments that used varied DOK levels to measure both content and application of standards to assess student mastery. For students found to not be mastering standards prescriptive instructional practices were reviewed to assist in instructional planning. PLC Lead data was collected for each student and analyzed each week to identify areas of learning loss. Progress monitoring, diagnostic, and district common assessments was given 3 times each year to baseline achievement and monitor progress toward targets. Instructors utilized a variety of weekly assessments that use varied DOK levels to measure both content and application of standards to assess student mastery. For students found to not be mastering standards prescriptive instructional practices were reviewed to assist in instructional planning. Despite not reaching our goals for 2023, the PLC process and data collection processes were conducted with fidelity and are identified as best practice in the research. LCMS believes that academic trend data, as well as attendance and behavioral data were significant contributors to the results observed. Changes to practice in these areas for 2024 are anticipated to have a positive effect on achievement, but will not alter the objectives set for year 2 of our 3 year plan.

## 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.

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Over the past five years LCMS has observed a marked decrease in achievement. In 2017 LCMS was observing reading achievement in the low 60% range and low 50% range for P/D in math. Social studies and Writing were likewise comparable with achievement in the 50 to 60 percent range. In five year's time reading achievement had dwindled to 41% P/D in 2023 and 32% P/D in math in 2023. Social studies has fallen to 30%, Science to 34%, and Writing to 32%. Some factors may be contributing to this decline. Schedule changes as a result of policies during the pandemic time saw a new protocol in class structures during the years of 20 and 21. Attendance in 18, 19, 20, and 21 hovered in the 94 to 95% range, then in 21 and 22 struggled to remain at 91%. Behavior referrals doubled from 2021-2022 from 255 to 592 in 2022-2023. These environmental trends are having an impact on achievement. For example in 2023 during the testing window and in the weeks leading up to the testing window LCMS struggled to achieve 90% attendance and observed a preponderance of its 592 behavior referrals. Both attendance and student conduct remain focus areas for improvement in 23/24. Other factors that may lead to achievement challenges include faculty turn over. Since 2020 LCMS has had a number of teachers move in and out and we have reduced our faculty size over the past 2 years to 10 teachers, down from 12 in 2021.

### 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.

Current Academic State P/D Percentage comparable to 5 year high

Reading 41% down 35% over 5 year high of 63% in 2018

Math 32% down 39% over 5 year high of 52% in 2018

Science 34% 2023 current 5 year high up from 23% in 2018

Social Studies 30% down 66% over 5 year high of 64% in 2018

Writing 32% down 31% from 5 year high of 46% in 2019

Behavioral events increased to 592 up from 255 in 2021

Student ADA was at 91% for the second year in a row down from a five year average of 94%

Students with disabilities rose to a 5 year high of 40 in 2023.

### 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.

Reading achievement is currently at a 5-year low with 41% of students proficient/distinguished on the 2023 KSA assessment

Math achievement is currently at a 5 year lows with 32% of students proficient/distinguished on the 2023 KSA assessment

Social Studies is currently at a 5 year low with 30% of students proficient/distinguished on the 2023 KSA assessment

Student referrals increased by over 100% up from 255 in 2022 to 592 in 2023

Student attendance decreased over 5 years to a low of 91% ADA in 2022 and 2023

### 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.

Science achievement is at a 5 year high with 34% of students proficient/distinguished on the 2023 KSA assessment. The processes we implemented for curriculum development and student scheduling can be adapted to improve our achievement in reading, math and social studies.

7th grade students observed 52% proficient/distinguished achievement on the 2023 KSA assessment and 40% proficient/distinguished achievement in math. Student scheduling as well as PLC processes are anticipated to gain on this measure and assist growth in social studies.

5th grade students entering 6th grade observed 50% proficient/distinguished achievement in reading. Student scheduling as well as PLC processes are anticipated to gain on this measure and assist growth in social studies.

Student referrals in the 1st quarter of 2023 have observed a decline over 2022/2023. Student scheduling and application of new procedures and protocols within the school environment are anticipated to reduce referrals and improve the school learning environment.

Student attendance is currently averaging between 94 and 95% ADA. Resources within the community as well as those provided by FRYSC, CDW program, and the office of DPP are anticipated to continue to improve attendance.

New support classes designed to assist students struggling with grade level curriculum as well as gapped skills in math are anticipated to raise math achievement.

An inclusive Tier II support period that utilizes flexible scheduling and tiered support is anticipated to increase reading and math achievement as well as fill gap skills.

## 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](#)

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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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 LCMS Key Elements Template 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.

- 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



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 LCMS Key Elements Template	LCMS Key Elements Template	•
 LCMS Key Elements Template 24	Key Elements template for LCMS 2023-2024	• 7