



2023-2024 SES Phase Two: The Needs Assessment for Schools_10132023_09:17

2023-2024 Phase Two: The Needs Assessment for Schools

Sebastian Elementary School
Jeremy Hall
90 LBJ Road
Jackson, Kentucky, 41339
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.

We have a Leadership Team that works on the CSIP using data and school needs, meeting monthly and adjusting as needed. We have an Administrative Team that meets weekly to discuss/review data and teacher/student needs. Our SBDM Council reviews KSA data yearly, Benchmark data quarterly, and Intervention Data monthly. Our grade level teams meet weekly to discuss formative and summative data, through our PLC process, which follows the PDSA model. Our MTSS team meets monthly to discuss behavior and academic intervention data. Each grade level and department has representation on this committee. Information is dispersed through the members to our entire school. We also have a Literacy/Writing that meets monthly. All decisions and information from each committee meeting is shared through email and our Google Classroom. Our entire staff works together to analyze KSA scores, looking for patterns, successes and weaknesses. All meetings are documented through agendas/notes on Google drive.

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 previous year's CSIP is monitored through the 30-60-90 plan. It is embedded in all the systems of our school, so that the work of our teams is focused on our School improvement Plan. The CSIP Leadership Team and SES SBDM Council also reviews the 30-60-90 plan in monthly meetings.

Although, our goal for reading and math was not met, our proficiency rates for both reading and math increased.

Our goal for science, social studies, and writing was not met but proficiency rates increased.

Our goal for Quality of School Climate and Safety Survey was met. We moved from the yellow level to the green level.

Our indicator score had increased enough that we no longer have a TSI classification.

Our PLCs allowed for discussions about struggling kids and accelerated kids. Our Peer Learning Walks was a great way for teachers to see and model great learning techniques. Going further, we will need to continue work on formative assessment. Common planning is used for teachers to have critical conversations focused around lesson planning, assessments and learning strategies. On Demand Scrimmages are great ways to inform teaching and learning in our writing across grade levels. We really want to build off of our data analysis and adjustments for instruction, using formative, summative and benchmark data. WE would also like to improve our MTSS system, with progress monitoring, and more teacher input. We will continue to use our Special Education PLC meetings to address the needs of our disability gap group students.

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.

From 2021 to 2023 our overall school indicator score went from 45.6 to 67.2.

From 2021 to 2023 our reading and math indicator score went from 44.2 to 58.4.

From 2021 to 2023 our science, social studies, and writing indicator score went from 44.5 to 77.3.

From 2021 to 2023 our Quality of School Climate and Safety Survey indicator score went from 75.1 to 79.3.

According to KSA data, our students with in disability gap group went from the red level to the yellow level.

According to KSA data over the last 2 years, our performance in reading was consistently better than our performance in math.

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.

72.2% of our students were in the economically disadvantaged population.

14 to 1 student to teacher ratio for the 2022-2023 school year.

39.1% teacher turnover rate during the 2022-2023 school year.

66 students were identified for the Gifted and Talented Program during the 2022-2023 school year.

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.

On the reading test, KSA 2023, 32% of students scored novice.

On the math test, KSA 2023, 31% of students scored proficient or above.

On the science test, KSA 2023, 61% of students scored apprentice.

On the social studies test, KSA 2023, 36% of students scored novice.

On the reading test, KSA 2023, 40% of students scored novice in 3rd grade.

On the math test, KSA 2023, 49% of students scored novice in 3rd grade.

On the math test, KSA 2023, 41% of students scored novice.

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.

-Significant growth occurred in reading, math, Science, social studies, and combined writing. We want to continue to build on this growth by monitoring student progress who are performing at all tiers.

-The indicator score for science, social studies, and combined writing was 77.3 resulting in a green designation. We will work to decrease the percentage of students scoring novice in social studies through professional learning opportunities. We will also work to move students performing at the apprentice level to the proficient and distinguished levels by using after school tutoring with targeted groups.

-The quality of school climate and safety indicator score was 79.3 resulting in a green designation. We will focus on the lowest scoring questions to improve these scores.

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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



CSIP Key Elements Chosen 2023-2024


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.

We will focus on KCWP2: Design and Deliver Instruction and KCWP4: Review, Analyze and Apply Data

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CSIP Key Elements Chosen 2023-2024	Key Core Work Processes Document	• 7