



## 2023-2024 Phase Two: The Needs Assessment for Schools

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**Table of Contents**

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	9

## **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.

Data is reviewed, analyzed, and applied by multiple stakeholder groups. The School-Based Decision-Making (SBDM) Council includes the principal, three teachers, and two parents; this council is selected by teachers and parents through an election process. Our SBDM Council meets once per month, and meetings are scheduled in the early evening so that parent and community stakeholders can attend to review academic and behavioral data, determining next steps, supports, and intervention needs. The Principal's Advisory Council (PAC) includes the principal, counselor, instructional leader, Special Education building coach, the Family Resource and Youth Services Center (FRYSC) coordinator, and teacher representatives from each grade level/content area. The PAC meets once monthly after school to ensure all stakeholders can meet without interrupting instructional time; the PAC discusses curriculum, instruction, and assessment needs (KSA data, MAP data, benchmark data, etc.). PLCs consist of grade area teachers, meeting twice monthly to analyze curriculum, instruction, and assessment data. The Leadership Team, (the principal, counselor, instructional leader, Special Education

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building coach, and FRYSC coordinator) meets weekly to analyze assessment and behavioral data as well as to determine next steps, supports, and intervention needs. The School Support Team (SST) meets monthly to review intervention data for Tier II and Tier III students; this data includes academic, speech/language, behavioral, and adaptive data as the SST plans for intervention and referral needs. The FRYSC Advisory Council is made up of 3 community members, four parent members, and three staff members; the advisory council meets five times annually. Meeting agendas are provided in advance to ensure that all stakeholders have the opportunity for input on continuous school improvement, data-driven needs, and student achievement. District Leadership Team members receive an open invitation to attend SBDM, PAC, and PLCs to provide feedback on school improvement and utilizing data to drive change in teaching and learning. In each of these committees/meetings, student achievement data is a priority for discussion to focus resources and staff intervention to meet achievement needs. Achievement data is utilized by teachers and support staff to plan high quality instruction and to intervene in skill deficits. Impact Kentucky Survey data will be used to analyze school culture, employee engagement, and working conditions all in an effort to promote overall culture and achievement. The FRYSC coordinator works to meet family and basic needs as well as to support student attendance so that students are present and prepared to learn.

### 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?

Last year, our goals, objectives, strategies, and activities included data tracking, student notebooks (growth mindset -- tracking MAP, weekly assessments, and standards mastery), MAP data tool (by class, grade level, and overall school percentages), student conferences (student-teacher), student goal-setting, data-driven reflection/instruction, "Name and Claim" mentoring, and PBIS strategies to promote positive interactions and student learning. Everything that was implemented was successful (annual goals were met, and 3-year goals are projected to be met). For this year's plan, we will continue with last year's objectives, strategies, and activities with an emphasis on data-driven instruction and "Name and Claim" mentoring. We will also continue refining our PBIS strategies to promote positive interactions and student learning.

### 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.
- Since 2021, the two lowest scoring questions of KSA's Quality of School Climate and Safety Survey are: "Students being mean or hurtful to other students is NOT a problem for this school." AND "Students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for my school."
- The number of behavior referrals increased from 37 in 2021-2022 to 154 in 2022-23.
- Regarding academic data, we no longer have a trend as our needs changed based on the 2022-2023 KSA data.

#### 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.

#### Academic State:

- Pride Elementary School maintained "Blue" status on the Kentucky Summative Assessment (KSA) for the 2022-2023 school year.
- Our overall indicator score on the 22-23 KSA was 86.1 (highest in the county).
- Our reading and math overall indicator score on the 22-23 KSA was 87.0 ("very high").
- Our science, social studies, and writing overall indicator score on the 22-23 KSA was 85.8 ("very high").
- Our quality of school climate & safety overall indicator score on the 22-23 KSA was 91.5 ("very high").
- Our science score decreased from 88.7 to 72.7.

### Non-Academic State:

- During the 2022-2023 school year, we had 154 behavior referrals.
- The number of FRYSC referrals and needs has decreased significantly due to redistricting and decreased enrollment this 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.

- Our science score decreased from 88.7 to 72.7.
- On the Kentucky Summative Assessment (KSA) reading portion, our Students with Disabilities score decreased from 96.2 to 77.8.
- On the Kentucky Summative Assessment (KSA) math portion, our Students with Disabilities score decreased from 95.5 to 77.1.
- On the Kentucky Summative Assessment (KSA) science portion, our Students with Disabilities score decreased from 94.1 to 77.3.
- On the Kentucky Summative Assessment (KSA) social studies portion, our Students with Disabilities score decreased from 81.3 to 71.7.
- Since 2021, the two lowest scoring questions of KSA's Quality of School Climate and Safety Survey are: "Students being mean or hurtful to other students is NOT a problem for this school." AND "Students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for my school."

### 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.

- Pride Elementary School maintained "Blue" status on the Kentucky Summative Assessment (KSA) for the 2022-2023 school year.
- Our overall indicator score on the 22-23 KSA was 86.1 (highest in the county).

- Our reading and math overall indicator score on the 22-23 KSA was 87.0 ("very high").
- Our science, social studies, and writing overall indicator score on the 22-23 KSA was 85.8 ("very high").
- Our quality of school climate & safety overall indicator score on the 22-23 KSA was 91.5 ("very high").

Teachers should consider implementing more targeted goal-setting and "Name and Claim" strategies to improve our scores, particularly for the science assessment and for our Students with Disabilities in reading, math, science, and social studies.

### 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](#).

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#### **ATTACHMENTS**

##### **Attachment Name**

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PES School Key Elements Template 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 KCWP 4 (Review, Analyze, and Apply Data). We will more closely monitor the "Name and Claim" mentoring process for students performing below proficiency. We will make "Name and Claim" a standing agenda item for all Professional Learning Community (PLC) meetings and Principal's Advisory Council (PAC) meetings. These committees will continuously evaluate data and make necessary changes to our Name and Claim mentoring process accordingly.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
<div> PES School Key Elements Template 2023-2024</div>	School Key Elements	<ul style="list-style-type: none"><li>7</li></ul>