

2019-20 Phase Two: The Needs Assessment for Schools_09132019_14:12

2019-20 Phase Two: The Needs Assessment for Schools

Northview Elementary
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TABLE OF CONTENTS

2019-20 Phase Two: The Needs Assessment for Schools	3
Understanding Continuous Improvement: The Needs Assessment	4
Protocol	5
Current State	6
Priorities/Concerns	7
Trends	8
Potential Source of Problem.....	9
Strengths/Leverages	10
Attachment Summary	11

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Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It 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).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

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 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. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Data results are looked at by several teams of people and teachers. These groups include grade level teams during PLCs. Teachers desegregate data and discuss trends that allow them to plan instruction based on student needs as found in data results. Our instructional leadership team reviews and analyzes student data as a building and as specific grade levels. This team focuses on what instructional practices are working, what areas are we not seeing desired outcomes and identify ways to improve instructional practices. Our Data Team that represents our school at our district data retreats twice a year. This team of people facilitate our building wide data work day, this is where we analyze data down to the individual student and identify needs, create watchlists, and action plans. This team also looks at historical data for our building, this allows the school to identify trends over time. Our SAT team reviews student data specifically in the area of intervention monthly and, this team looks at intervention plans, resources and groupings of students. Our Site Base Council members review student data results during meetings to ensure that goals are aligned to the CSIP. These meetings are documented in various ways including but not limited to sign in sheets, minutes, student watchlists, google documents and spreadsheets.

Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- Thirty-four (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2017 to 2019, we saw an 11% increase in novice scores in reading among students in the achievement gap.
- Fifty-four (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 84% for the 2018-19 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2017-18 to 288 in 2018-19.
- Kentucky TELL Survey results indicated 62% of the school's teachers received adequate professional development.

-Data indicates that Northview has an overall proficiency score of 73.6 compared to the state average of 70.4 on the 2018-2019 KPREP assessment. - Data indicates that Northview has an overall growth score of 46.5 compared to the state average of 57.7 on the 2018-2019 KPREP assessment. -Data indicates that Northview has an overall separate academic score of 72.8 compared to the state average of 64.7 on the 2018-2019 KPREP assessment. The separate academic score includes the areas of science, social studies and writing. -Data indicates that Northview's disability population is scoring below the state average in all 3 indicators. Those scores are as follows: proficiency -31.9 compared to the state average of 48.2, separate academic score of 36.4 compared to the state average of 43.8 and the growth score of 28.1 compared to the state average of 57.5.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Continuous Improvement Planning Diagnostic for Schools.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

Data indicates we had a high percentage of students scoring Novice in 4th grade math (24.1%) on the 2018-2019 KPREP assessment. One of our priorities is to decrease this percentage by categorically moving students towards proficiency. Data indicates our students with disabilities are performing below proficiency in both reading and math. The growth for this population of students is a focus area of our building as well. In reading on the 2018-2019 KPREP assessment 60% of students in our disabilities population did not show growth. As stated above, growth for all populations is a priority. Northview has an overall growth score of 46.5 compared to the state average of 57.7 on the 2018-2019 KPREP assessment. This is going to be a top priority to increase the number of students showing growth in reading in math.

Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

With this being our second year in operation, our historical data is limited. However, in looking at MAP data and KPREP data we have a need to increase proficiency and growth in Reading throughout the building. We are putting structures into place that will assist in identifying specific students needing support in these areas, implementing and progress monitoring the appropriate interventions and using data to make informed decisions for instruction. Our goal is to increase the amount of students showing growth in reading and decrease the amount of students scoring Novice in the area of reading.

Potential Source of Problem

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 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](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Northview plans to focus its resources and efforts in a variety of ways to produce the desired changes. We plan to restructure WIN time as a building and create data driven groups that will allow students extra time to work on areas of need based on them specifically. We are looking into our resource time and coteaching models to ensure we are using both areas efficiently while meeting the needs of all students. We are developing a literacy initiative that promotes students to read books on their own instructional level as well as receiving lessons in small groups on their reading level. We are putting data collection, reviewing and analyzing at the forefront of decision making for students and instruction. We are working on implementing appropriate and consistent interventions for students. We are also working to increase our parent involvement to encourage student learning and growth. Including educating parents through student led conferences, accessing educational supports and programs at home (AR, Lexia, etc.) and parent conferences.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Northview scored above the state average in the separate academic indicator with a 72.8 compared to the state average of 64.7. This gave us a high rating. In addition, the 5th grade Social Studies scores indicated 74.2% of students scoring proficient and distinguished. This was well above the state average of 53%.

Attachment Summary

Attachment Name	Description	Associated Item(s)
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