



2022-23 Phase Two: The Needs Assessment for  
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2022-23 Phase Two: The Needs Assessment for Schools

**Northview Elementary**  
**Beth Mullins**  
1040 Maysville Road  
Mount Sterling, Kentucky, 40353  
United States of America

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## **2022-23 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.

Northview Elementary SBDM council, School Improvement Planning committee, and special education department have reviewed data pertaining to school performance and overall needs to increase student achievement results. SBDM council reviews policy and academic performance monthly; budget reviews allow for allocations toward academic performance to be prioritized and documented accordingly. School Improvement Planning committee has reviewed attendance data monthly that impacts overall access that specific student demographics have to their daily curriculum and instruction; targeted incentives and communication with families have been supported through these efforts. Our School Improvement Planning committee monitors tiered intervention services, behavior barriers to learning, and general curriculum specifics monthly to continuously improve school practices. Special Education department staff have reviewed student performance in both content areas of reading and math to determine co-teaching supports that can be aligned with needs and overall achievement efforts.

## 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?

Goal 1: As we work toward 65.5% proficient/distinguished in reading and 63.8% proficient/distinguished in math by 2024, our data this year indicates a performance of 52% proficient/distinguished in reading and 43% proficient/distinguished in math. Successful activities from the prior year that should be continued in the current year include: using literacy continuum book to support guided reading, lexia progress monitoring, reteaching with organized instructional delivery workbooks, established intervention supports. Communicating standard expectations with families and supporting home-school partnerships through Title I activities can be improved for the current school year.

Goal 2: As we work toward 55% proficient/distinguished in science, 80.1% in social studies, and 60.9% in writing by 2024, our data this year indicates a performance of 39% proficient/distinguished in science, 62% proficient/distinguished social studies, and 69% proficient/distinguished combined writing. Successful activities from the prior year that should be continued in the current year include: common planning collaboration to review standards, curriculum review for programs to support science instruction, professional development support for science, social studies, and writing. Activities to improve in the current school year specific to science, social studies, and writing include review of student work samples, review of curriculum options to support the delivery of instruction for all three content areas.

Achievement Gap: (Objective 1) Northview students scoring proficient/distinguished who are economically disadvantaged increased from 30.7% to 38% reading; this exceeded the set objective to 33%. Activities of targeted assistance for small groups during instruction, continuous professional learning, and explicit identification of students who are economically disadvantaged are activities that should continue for the current school year. (Objective 2) Northview students scoring proficient/distinguished who are economically disadvantaged increased from 24.2 to 27% in math; this meets the set objective percentage. Activities of continuously reviewing student assessment performance and seeking professional development opportunities as well as explicit identification of students who are economically disadvantaged are activities that should continue for the current school year. (Objective 3) Northview students scoring proficient/distinguished who are students with disabilities scored at 10% in reading, and 6% in math. These percentage results do not meet the set percentage of 20% for reading and 15% for math that were set within the improvement plan objectives for 2020-2021. Activities this year should target instructional opportunities provided to special education students with co-teaching service minutes on their individualized education plans.

## 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 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Academic: Academic areas that remain as significant areas for improvement pertain to the math content. The percentage of novice students for math did not decrease like that of reading for the 2021-2022 KSA. The percentage of Novice on math KSA for 2020-2021 and 2021-2022 remains at 23%; the percentage of Novice on reading KSA for 2020-2021: 34.8, 2021-2022: 43.

Behavior: Behavioral measures that remain as a significant area for improvement as evidence by data recorded in Infinite Campus shows a general disruptive behavior and disregard for adult authority. Tier 1 positive behavior intervention structures are being supported for the 2022-2023 school year. Classroom management, high expectations, and instructional minutes are priority for removing any behavioral barriers. School report card data indicates that of the overall 15 behavior reports, 9 of those occur within the classroom environment during the 2019-2020 school year, and 3 of 5 reported incidents occur within the classroom during the 2020-2021 school year. The 2021-2022 school year indicates a significant increase of behavioral data with 19 of 40 school reported behavior incidents occurring within the classroom environment.

Cultural: As indicated by KSA student voice results, our students feel safe and cared for within their learning environment. This evidence details specific behaviors that teachers have adopted within the school environment and individual classrooms to create learning experiences that value individual student performance, guides growth in knowledge, and allows for meaningful instruction and feedback to occur. As reported during the 2021-2022 school year, more than 70% of students feel that school is a caring place, teachers make them feel welcome, teachers expect student's best performance, and adults respect students' differences. Two areas indicating lowest student voice agreement: I feel comfortable sharing my opinion in class, and an adult from school will care if I miss a day.

## 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%.

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**Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Third grade percentage of proficient/distinguished in Reading is 44%, Math 30%.

Fourth grade percentages of proficient/distinguished in Reading, Math, and Science are as follows: Reading (54%), Math (46%), Science (39%).

Fifth grade percentages of proficient/distinguished in Reading, Math, Social Studies, and Writing are as follows: Reading, (62%), Math (58%), Social Studies (62%), and Combined Writing (69%).

**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.

In comparison of demographic groups with n=30 in our school, we have 3 identified groups: white, economically disadvantaged, special education. Our white demographic group has an overall score for reading and math as 69.4. Our economically disadvantaged group has an overall score for reading and math of 52.9. Our special education demographic group has an overall score of 40.5. There is a significant difference in scoring with our white group as compared to our special education group. Within the overall combined score of reading and math, there is a noticeable trend of scores that are lower in the content area of math as compared to that of reading. The demographic group: disability-with IEP has a significantly higher number of novice in Reading (45) as compared to the demographic group: all students (22); Math is disability- with IEP (50) as compared to all students (23). Other performance levels within the content areas are much closer in comparison.

**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.

Quality of school culture and climate as reported by students is very high. Teachers and school staff are committed to an environment that prioritizes the agreement of students with their learning conditions as well as a general level of respect for basic needs being met to foster commitment, meaning, and individual student investment within the school.

Science, Social Studies, and Writing indicator for the demographic group of white students is 81.6.

### 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](#)

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

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

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 below.

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 School Improvement Plan (CSIP) diagnostic and template.

See attached template

### **ATTACHMENTS**

## Attachment Name


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KCWP NES 22-23



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCWP NES 22-23	KCWP Template completed with specific evidence from school environment	• 7