



2020-21 Phase Two: The Needs Assessment for  
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2020-21 Phase Two: The Needs Assessment for Schools

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## **2020-21 Phase Two: The Needs Assessment for Schools**

## 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, 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 councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

The grade level teams and homeroom teachers begin the data analyzation process of ALL classroom data. These grade level teams will bring their information to their professional learning communities once per month. ALL test data from statewide tests, like K-PREP data and norm-referenced tests like Brigance and MAP begin with the Building Administration Team (Cathi Harman, principal; Shawn Lansdale, assistant principal; and Janie Robinson, counselor). This data then gets presented to grade level teams, the school staff at a Staff Meeting and then goes to the Northview SBDM committee (Cathi Harman, Paige Brown, Brittany Rose, Ashlie Thompson, James Hay, and Mike McCormick). The SBDM committee meets once per month. There is also a Title 1 Committee that consists of Paige Brown, reading interventionist; Cathi Harman, principal; and Shawn Lansdale, assistant principal. They meet every other month to review data to determine next steps. Agendas and sign in sheets are used to document these meetings.

## 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 percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
- 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: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
- The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Due to the COVID 19 Pandemic, the current academic state of the Northview Students is somewhat unclear. The data that Northview has to pull from in the 2019-2020 school year is MAP reading and math scores from the WINTER 2019 test. According to that test data, 58.5% of Northview students scored proficient/distinguished in reading and 63.16% of Northview Students scored proficient/distinguished in math. We also have LEXIA data which shows that 45% of Northview students started BELOW their grade level in Lexia; 52% started on grade level; and 3% started above grade level in Lexia. We do not have Brigance data at this time. According to our current school numbers, 70% of our Northview students have chosen to return to school in a hybrid learning scenario in which they receive in-person instruction 2 days out of the week and utilize PLP, our chosen on-line virtual platform, and other resources at home 3 days a week. The remaining 30% of our Northview students have chosen to be virtual students in which they receive 100% of their instruction from the PLP platform with support from virtual teachers in the building. 74% of the Northview staff rated the school climate as a positive working environment. Only 42% of the Northview staff were positive when it came to the feedback and coaching that they received in the 2019-2020 school year. These scores came from the 2019-2020 Impact Kentucky Survey.



## Priorities/Concerns

. Clearly and concisely identify 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 (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.

Forty one point five percent (41.5%) of Northview students are scoring novice or apprentice in reading based on the 2019 Winter MAP reading scores. Thirty six point four percent (36.4%) of Northview students are scoring novice or apprentice in reading based on the 2019 Winter MAP math scores. Forty five percent (45%) of Northview students tested below grade level in LEXIA.



## Trends

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

Using the MAP data for both reading and math for the past two years, reading scores continue to be lower than math scores. Therefore Northview Elementary will focus PRIMARILY on reading instruction for the 2020-2021 school year while continuing to analyze math scores. Also, Northview's free and reduced lunch population continues steady around 50%; and the staff at Northview plan to put in place measures to assist these students in order to help them achieve at high levels. Finally, the special education population continues to struggle at Northview and the staff will continue to work with this subgroup and work to improve practices.

## 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](#)

The MAIN focus for Northview Elementary is the literacy practice used at the school, along with the RTI process. Obviously Tier 1 reading instruction will be analyzed and reconfigured in order to address: guided reading groups, phonemic awareness and phonics in the primary grades, comprehension strategies, stamina, inferring and making connections as well as reading behaviors. While Tier 1 reading instruction is very important, the RTI process at Northview is also being revitalized to look at how students are identified for Tier 2 and Tier 3 services, how students are progress monitored, and how parents are notified.

## 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%.

58.5% of Northview students scored proficient or distinguished on the 2019 Winter MAP assessment in reading. 63.16% of Northview students scored proficient or distinguished on the 2019 Winter MAP assessment in math. 55% of Northview students tested on grade level or above grade level based on their placement test for LEXIA.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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