



2021-22 Phase Two: The Needs Assessment for
Schools_10012021_12:05

2021-22 Phase Two: The Needs Assessment for Schools

Northview Elementary
Cathi Harman
1040 Maysville Road
Mount Sterling, Kentucky, 40353
United States of America

Table of Contents

2021-22 Phase Two: The Needs Assessment for Schools Understanding Continuous Imp... 3

2021-22 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.

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 KPREP 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 to the Northview SBDM. The SBDM committee meets once per month. Agendas and sign in sheets are used to document these meetings.

Trends

2. 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 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

At Northview Elementary in 2021-2022 school year, we are focused on the social and emotional needs of our students in order to help them be successful with their academics. This school year we have doubled and almost tripled the number of students needing the assistance of our guidance counselor, licensed therapist, and MTSS coordinator. Our students are suffering from anxiety due to the pandemic and the inconsistency of school in the past year (hybrid, virtual, full in-person). Our staff is committed to creating relationships with our students and helping them in any way that we can. Also, due to the pandemic, our Northview students are really struggling with math, as evidenced by our KPREP scores. The majority of our students in 3rd, 4th, and 5th grades scored in the novice and apprentice categories which proves that we have to focus on math at Northview. Our reading scores in 4th and 5th grades held steady, but in 3rd grade they were a little lower. Reading is another priority for Northview this year. Our special education population has really struggled in all areas due to the pandemic and therefore our special education teachers and co-teachers are diligently working to improve practices for this subgroup.

Current State

3. 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 KPREP 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 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Northview Elementary students in 3rd-5th took the KPREP assessment for the first time in several years due to the COVID pandemic. Due to the COVID pandemic, our scores have suffered but we do have some celebrations at Northview. For reading, our scores are lower for 3rd grade than our 4th and 5th grade students. 20% of our 3rd grade students scored proficient/distinguished on the reading portion of the KPREP test. However, 53.6% of our 4th graders scored proficient/distinguished and 56% of our 5th graders scored proficient/distinguished in reading. Math scores however have really suffered due to the pandemic at Northview and across the nation. 35% of our 3rd grades scored proficient/distinguished; 31% of our 4th graders scored proficient/distinguished ; and 38.4% of our 5th graders scored proficient/distinguished. Our science scores showed that 32.1% of our 4th grade students scored proficient/distinguished and only 7.1% of our students scored novice. Our 5th grade writing scores were AWESOME--55.8% of our 5th graders scored proficient/distinguished and only 9.3% were novice. Using the Lexia data (reading program) for the beginning of the 2021-2022 school year, 77% of our Northview students scored below grade level in reading, 22% were on grade level, and 1% were above grade level. Looking at our Brigance Assessment test for kindergarteners, we found that only 33% of our kindergarteners came to Northview ready for school whereas 66% of the kindergarteners need interventions and 1% of our kindergarteners are ready for enrichments.

Priorities/Concerns

4. 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 (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.

80% of our 3rd grade students scored novice/apprentice on the KPREP test in 2021. This is of great concern to our third grade team and school and so a priority has been placed on helping students read in third grade. Our math scores in all grades according to KPREP indicates a critical need for improved Tier 1 Math Instruction (65% of 3rd graders scored novice/apprentice in math; 68.9% of 4th graders scored novice/apprentice in math; and 61.6% of our 5th graders scored novice/apprentice

in math). Finally, the social emotional needs of our students is at an all time critical high and Northview will focus on building relationships and working with students on these needs. Finally, the kindergarteners who began school this year are lower than they have ever been based on Brigance (66% of our kindergarteners were not ready for kindergarten and 33% of our kindergarteners were ready but with interventions).

Strengths/Leverages

5. 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.

Science, Social Studies, and Writing are definite strengths at Northview. 32.1% of our students were proficient and distinguished and only 7.1% scored novice. In social studies in the 2019 school year, 74.2% of our students scored proficient/distinguished. The 2021 test was only a pilot test year. Writing scores showed 55.8% scored proficient and distinguished. We will focus on using these subjects to help with the scores in reading and math. The other strength that we have at Northview is our dedicated teachers to our students and they will leverage everything that they have to help the Northview students succeed.

Evaluate the Teaching and Learning Environment

6. 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.

Key Elements Evidence KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards? Professional Learning Communities meet at least three times a month to discuss data and review lesson plans and strategies. Teachers meet once a month with their grade level counterparts at TNTs (Teacher Network Teams) to discuss curriculum maps and lesson plans. KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom? Observations occur throughout the building by administration and central office staff to ensure that our teachers are providing support to all students in the classroom. Special education teachers co-teach with general education teachers and math and reading intervention teachers pull tier 2 and 3 groups throughout the day. Established RTI times for each grade level in math and reading is provided in the master schedule. KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning? Montgomery County has an Assessment Schedule for all schools in the district utilizing MAP, Brigance, and Case 21 for elementary schools. Classroom teachers use formative assessment data throughout the weeks as well. Interventionists for reading use the Fountas & Pinnell Leveled Literacy Instruction kits. The math interventionist use the AVMR assessment as well as the SNAP assessment with students throughout the year. Our kindergarten teachers use the Brigance test once a year and then monitor their students using the ESGI program. All teachers monitor our students' guided reading levels using the Jan Richardson Next Step in Guided Reading throughout the year and then they use the Benchmark Assessment System for GRLs four times a year. KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success? Professional Learning

Communities review data at least once a month, as well as a designated Data Day/ Professional Development Day throughout the school year. Reading and Math data is reviewed every 6-8 weeks to determine intervention groups. Student Assessment Teams meet once a month to discuss individual students and how our school can help these struggling students be successful. KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning? Professional Learning Communities review data at least once a month, as well as a designated Data Day/Professional Development Day throughout the school year. Reading and Math data is reviewed every 6-8 weeks to determine intervention groups. Student Assessment Teams meet once a month to discuss individual students and how our school can help these struggling students be successful. KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success? Northview students LOVE to be at school and will always say that they don't want the weekends to come. The Northview School has a family feel and all activities are well attended and supported. Students are supported by administration and all teachers and staff in the building. Every student is greeted in the morning by at least 2-3 staff members before they get to their classroom.

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------