



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

**North Pointe Elementary School**

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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.

At North Pointe Elementary, data is analyzed by the Site Based Decision Making Council at monthly meetings. The committee is comprised of the principal, teachers, and parents (Principal: Kelly Smith; Parents: Denise VanLeuvan and Kathryn Palmer; Teachers: Sarah Rice, Maggie Baumgartner, and Tiffany Hill). The assistant principal, instructional coach, and guidance counselor also work closely with the committee. These meetings are open to the public and all stakeholders have ability to attend. Data analysis is documented through agendas and meeting minutes. Grade level teams review and analyze data from assessments (including KSA, CASE, STAR, FastBridge, common unit assessments, etc) in PLC meetings at least 3 times a month. Teachers utilize data to determine individual needs and next steps for instruction and intervention following the MTSS model. Meeting notes are taken and stored in an electronic platform. Instructional plans are developed based on data outcomes.

**ATTACHMENTS****Attachment Name**

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Data Dive Protocol

**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?

The previous year's CSIP plan has been successful. North Pointe achieved pre-Covid achievement levels and was identified as a Blue Level elementary school based on 2021 KSA data. We also do not have a TSI or CSI identification. Therefore, goals, objectives, and strategies are working in the right direction. Teachers are working in grade level teams to implement PLC processes and use data to guide instruction and interventions following the MTSS model. School committees are actively working on creating vertical alignment strategies in the areas of ELA, math, science, and social studies. Grade levels are also working on integrating ELA and science and social studies units with a focus on inquiry. Because these are on-going goals that take time to create and implement, they can continue to be utilized in the upcoming year to guide the work embedded in the continuing CSIP plan.

**ATTACHMENTS****Attachment Name**

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Key Elements

**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.
  - See Academic Forecasting and Yellow Chart attachments for an overview of data trends.
  - The 2022 Fall Panorama Survey of noncognitive skills also showed score increases in all areas from the 2022 Spring assessment.

**ATTACHMENTS**

## Attachment Name

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 Data Forecasting

 Yellow Chart

### 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 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

#### **Current Academic State:**

See the Key Elements and Yellow Chart attachments for data on the current state

#### **Non-Academic Current State:**


For the 2021-22 school year, North Pointe had an attendance rate of 96.65% which exceeded the district goal.

North Pointe showed growth in all areas on the Panorama student survey of non-cognitive skills.

## ATTACHMENTS

### Attachment Name

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 Key Elements

 Yellow Chart

### 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.

Areas of weakness lie in the following student groups: economically disadvantaged and students with disabilities.

See the Yellow Chart attachment.

### 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.

We have identified the following areas of strength at North Pointe Elementary: - The school had no achievement gaps that were great enough to be designated a TSI school during the last reportable period. 69% of our students scored at the P/ D level in reading in 2022, which is an increase in proficiency from 2021 in which 59.2% of students scored P/D. 64% of our students scored at the P/D level in math in 2022, which is an increase from 2021 when 56.9% of students scored P/D. See attachments for other areas of strength.

### 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 the Key Elements attachment.

# Attachment Summary

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