



## 2023-2024 Phase Two: The Needs Assessment for Schools\_09292023\_11:07

2023-2024 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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## **2023-24 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, Curriculum Committee, and Multi-Tiered Systems of Support team have reviewed data pertaining to school performance and overall needs to increase student achievement results. SBM Council reviews policy and academic performance monthly. MTSS and School Improvement Planning committee have reviewed data pertaining to behavior, academics, and attendance. Our MTSS team monitors tiered interventions services, behavior barriers to learning, and general curriculum specifics monthly to continuously improve school practices. Our school improvement efforts throughout the last year have also allowed for a review of the master schedule and co-teaching supports to align with needs and overall achievement efforts. This is ongoing work that will be reviewed throughout the school year to monitor achievement in reading and math for special education students.

## 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: By 2026, 75% of students will score proficient/distinguished in reading and 65% of students will score proficient/distinguished in math. Through the work of designing instruction and reviewing student work samples for appropriate grade level performance aligned to content specific standards, reading and math practices were improved upon. Professional learning has continued with efforts to support implementation of new high quality instructional resources as well as aligning resources to state standards. Results from the 2022-2023 KSA indicate 53% of students with a performance score proficient/distinguished in reading, and 44% of students with a performance score of proficient/distinguished in math.

Goal 2: By 2026, proficient and distinguished scores for science, social studies, and combined writing will be as follows: 65% science, 75% social studies, 70% combined writing. Continued professional learning has occurred for each of these content areas along with the implementation of high quality instructional resources for social studies and science. Professional learning for writing is needed to support this content area. A schoolwide structure for the implementation of on-demand writing will be developed to support writing at grade level standards.

Achievement Gap Objective 3: As measured by KSA results from the 2022-2023 school year, 30% of students with disabilities will score proficient/distinguished in math. KSA results indicate 22% of students with disabilities scoring proficient/distinguished in math. Co-teaching practices will be reviewed and monitored for efficiency within the master schedule, total minutes needed by grade level and the overall strategies used to support student skills. The design of coteaching will be reviewed. Planning for student instruction by both the general education teacher and special education teacher will supported through the master schedule and design for deploying instruction.

Goal 5: By 2026, the quality of school climate and safety will increase to 82%. Results from KSA 2022-2023 indicate a decline in quality of school climate and safety. Specific questions relative to this include students not feeling comfortable to share an opinion and student saying mean/hurtful things to peers. Morning meeting practices will continue with a specific focus on community builder questions included within the Harmony curriculum schoolwide.

## 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 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Special education performance remains a significant area for improvement. The Reading and Math indicator on KSA for students with IEP's declined to 24.1 in 2022-2023 from a 40.5 in 2021-2022.

On-demand writing indicates a significant decline in 2022-2023 as compared to 89.9% proficient and distinguished in 2021-2022.

### 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 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Our current school year-to-date attendance percentage is 93.89%.

According to KSA, our Reading and Math indicator increased to 79.17 in 2022-2023 from 67.5 in 2021-2022; our Social Studies/Science/Writing indicator decreased to 58.1 in 2022-2023 from 78.7 in 2021-2022.

We have 46 students with IEP's who will complete the Kentucky Summative Assessment.

### Priorities/Concerns

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

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**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, and special education. Our white and economically disadvantaged groups have similar scores as indicated through reading/math, social studies/science/writing, and quality of school climate/safety. Our special education group indicates a significant decrease in performance in reading/math indicator as compared to the other two groups. Special education scores are as follows: reading and math indicator 24.1. Reading and math indicator for other groups are as follows: all students, 79.17; white students, 79.6; economically disadvantaged students, 73.1.

### 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.

According to Kentucky Summative Assessment, our reading and math indicator increased from 67.5 during the 2021-2022 school year to 79.17 for the 2022-2023 school year.

Third grade math, and fourth grade math increased their performance of students performing proficient/distinguished by 10% or more.

### 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 [Results](#)

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establish Learning Environment and Culture

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 directly below.

### **ATTACHMENTS**

#### **Attachment Name**

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 KCWP NES 23-24


8. 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 District Improvement Plan (CSIP) diagnostic and template.

Current and ongoing focus will be applied to KCWP 1: Design & Deploy Standards, KCWP 2: Design and Deliver Instruction, KCWP 3: Design and Delivery Assessment Literacy, and KCWP 4: Review, Analyze, and Apply Data.

# Attachment Summary

| Attachment Name  | Description | Associated Item(s) |
|--|-------------|--------------------|
|  KCWP NES 23-24 |             | • 7                |