



2024-2025 Phase Two: The Needs Assessment for  
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2024-2025 Phase Two: The Needs Assessment for Schools

**Cumberland Trace Elementary**  
**Lori Darnell**  
2464 Cumberland Trace Elementary  
Bowling Green, Kentucky, 42103  
United States of America

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## **2024-2025 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 they will address 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 as you conducted 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 were documented.

Our school administration met with the district school improvement committee to discuss areas of strengths as well as weaknesses from our 23-24 Kentucky Summative Assessments results. Our data team then met with CTE's teachers in professional learning communities to analyze data. PLC time will also be devoted to an in-depth analysis of each grade level, gap group and sub-population's KSA data, iReady Reading & Mathematics data, and PBIS data. Data was also shared and discussed at faculty meetings, SBDM meetings and Tier II/Tier III Child Study Team meetings. Individual student reports were shared with parents at student led conferences and school-wide data was shared with the local media outlets.

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## 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?

In looking at the 2023-24 CSIP, we are working towards objectives in reading, math, and science. Our objective in reading was to be at 77.2% proficient and distinguished by May of 2024, which would be an increase from 55.% the previous school year. Our objective in math was to be at 71.7% proficient and distinguished by May of 2024, which would be an increase from 55% the previous school year. Our objective in science was to be 61.5% proficient and distinguished by May of 2024, which would be an increase from 59% the previous school year. We did show growth in other areas; However, we need to continue to find ways to improve in all. We credit our growth in the content areas to embedded district professional learning days, along with data work at the school level. The district had also provided resources to allow teaching & learning coaches in each school, school level curriculum coordinators, and the implementation of the guaranteed viable curriculum in all schools. As always when we get new data, we will continue to examine new findings and the systems/processes we have in place, including data teams working in individual schools along with the district Professional Learning Days. This will help us continue to focus on our areas of need. As reviewed, the plan of implementation goals, objectives, strategies and activities continue to be a driver for appropriate guidance for the new plan.

## Trends

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

## Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Our special education enrollment has changed from year to year. In 2022-2023, our special education population included 153. Then 2023-2024 school year began with a special education population of 141. For the current school year, we have increased this population to 163 students. -For our ELL students, in 2022-2023, 109 students were tested and 12 exited ELL services. In 2023-24, out of 119 students, 11 exited.

## Current State

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4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent of our students scored proficient in math on the KSA compared to the state average of 57%. Local formative assessments show 53% of students are on grade level in math.

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

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school’s teachers received adequate professional development.

Our overall rating on the 2023-2024 Kentucky Summative Assessment (KSA) was a Green, High, rating. When looking at KSA trends, we scored above the state average in all five academic areas and showed growth from the previous year in four of the five academic areas. Our Academic Index scores all earned a High designation on the 2023-2024 KSA. In 2023-2024, 56% of our students scored proficient/distinguished on KSA Reading (increase from 55% in 2023) and 62% of our students scored proficient/distinguished on KSA Math (increase from 55% in 2023). Our Science achievement decreased from 59% proficient and distinguished in 2022 to 48% in 2023. Our Social Studies achievement increased from 39% proficient and distinguished in 2023 to 56% in 2024. Our combined writing percent of proficient and distinguished students increased from 46% in 2023 to 63% in 2024. Our Quality of School Climate and Safety also earned a Green, High, rating. Our Climate score, 84.4 was higher than the state, as well as our Safety score, 78.6. Our English Language Learners overall current status score was categorized as green, which decreased from a blue rating in 2023. 26% of our ELL students scored a 0 for growth on their ACCESS test scores, 43% scored a 60 or 80, 25% scored a 100, and finally, 6% of our students scored a 140.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

One area of weakness is the student achievement of our Disability GAP group. Only 37% of our students in that group scored proficient or distinguished in Reading, (versus 56% school-wide), and only 39% percent of this group scored proficient and distinguished in Math, (versus 62% school-wide). A second area of weakness is the student achievement of our ELL GAP group. Only 28% of our students in that group scored proficient or distinguished in Reading, (versus 56% school-wide), and only 39% percent of this group scored proficient and distinguished in Math, (versus 62% school-wide).

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

When looking at KSA strengths, we scored above the state average in all five academic areas and showed growth from the previous year in four of the five academic areas. Our Academic Index scores all earned a High designation on the 2023-2024 KSA. In 2023-2024, 56% of our students scored proficient/distinguished on KSA Reading (increase from 55% in 2023) and 62% of our students scored proficient/distinguished on KSA Math (increase from 55% in 2023). Our Social Studies achievement increased from 39% proficient and distinguished in 2023 to 56% in 2024. Our combined writing percent of proficient and distinguished students increased from 46% in 2023 to 63% in 2024. Our Quality of School Climate and Safety also earned a Green, High, rating. Our Climate score, 84.4 was higher than the state, as well as our Safety score, 78.6.

### 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 Results](#)

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

[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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24-25 School Key Elements Document



8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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:** The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

After analyzing the Key Elements of our teaching and learning environment, Cumberland Trace will focus its resources and efforts on KCWP 4: Review, Analyze, and Apply Data in order to produce the desired changes. Due to the implementation of new curriculum, it is vital that the school administration, faculty, and staff use formative and summative assessment data to make informed instructional decisions. During our Professional Learning Communities, we will analyze assessment results and compare data across grade levels, as well as vertically. We hope to also vertically align and assess our student data across our Greenwood feeder system. Instructional decisions, including interventions and enrichment, will be made using standards-based data to support instructional decisions. Administration will monitor assessment data regularly in order to determine trends and gaps, as well as monitor student success that is directly tied to academic goals.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 24-25 School Key Elements		•
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