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2025-2026 Phase Two: The Needs Assessment for Schools

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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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

In order to determine priorities, White Hall engages in the review and analysis of various data sets by various stakeholders over the course of the Fall semester.

Stakeholder groups responsible for conducting data analysis include grade level PLC teams, the SBDM council, and the leadership team. Non-academic data is also analyzed by the MTSS/PBIS team, the FRYSC Advisory Council, the PTO, and the Title I Advisory Council.

Data analysis begins in August as teams review data from the previous school year in an effort to prepare responsive instruction to meet the needs of the current students. Academic Data sets analyzed include KSA results, i-Ready Universal

Screener Data, Benchmark assessment data, and other Observation data. Non-academic data analyzed includes survey results, the Family Resource Needs Assessment, Title I documents, and Infinite Campus data.

Evidence of meetings and data analysis are recorded on agendas and meeting minutes.

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 will your results inform this year's plan?

Proficiency Goal: Increase the reading and mathematics indicator from 64.8 to 70 as determined by May 2028 Kentucky Summative Assessment Results. In the Spring of 2024, KSA results indicate that growth occurred overall in both reading and mathematics performance. Strategies utilized to achieve this objective included 1. increasing student clarity for learning through clear learning targets, goal setting, purpose for learning, and criteria for success; 2. implementation of technology to enhance learning; 3. collaboration and the support of the building coach to meet the Tier 1 educational needs of all students and ensure curriculum alignment to KAS. Each of these intentional strategies resulted in positive growth for our students and will continue to be utilized. Regular monitoring of progress occurs through PLC work, team collaboration and planning, and evidence of implementation.

Separate Academic Indicator: Increase the science, social studies, and writing indicator from 56 to 61 by May, 2028. Strategies for implementation focused on writing included revising the current writing curriculum to ensure rigor and alignment to state standards, participation in writing focused professional development, and reviewing student writing in collaborative teams. Continued implementation of these strategies will be necessary for continued growth and to obtain the desired results. Strategies for implementation in science and social studies included a focus on quality Tier 1 curriculum across all grade levels in these content areas. This can be measured by grade level lesson plans and assessment data.

Achievement Gap: Increase the achievement of identified gap students (economically disadvantaged and students with IEPs). Strategies for implementation included differentiated learning strategies, regular progress monitoring, and implementation of related school services. Specific activities included the use of a school nurse, school counselor, FRYSC, and RTI. These continued to be utilized to support the needs of all students, especially those identified in Gap groups.

English Learner Progress: By May of 2028, 100% of EL students will increase composite scores on the aACCESS assessment by at least two performance levels through the utilization of appropriate academic interventions.

Quality of School Climate and Safety: Increase the climate and school safety indicator from 64.2 to 69.2 by May of 2028. Strategies to address this included identifying and addressing barriers, implementation of Tier I PBIS, MTSS, and character education.

The strategies that proved to be successful will be considered for the development of this year's CSIP. Remaining strategies will be re-evaluated and revised as needed.

Trends

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

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2023-2024 to 288 in 2024-2025.
- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

Academic Trends:

- In 2023, White Hall's reading and math status score was 64.8. In the spring of 2024, that number increased to 66.8.
- In 2023, 50% of students performed at or above proficiency in reading. In 2024, that increased to 55%.
- In 2023, 40% of students performed at or above proficiency in math. In 2024, that increased to 45%.

White Hall will continue to intentionally close the achievement gap of our GAP populations.

Cultural and Behavioral Trends:

- Both climate and safety status scores increased. White Hall's climate status score increased from 64.2 to 69.2.
- Behavioral needs are actively addressed through MTSS, PBIS, and SEL support.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate

- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.
 - White Hall Elementary was designated as a high performing school, achieving a green design
 - 55% of students are performing at proficient levels in reading, as evidenced by Spring 2024 KSA
 - 51% of students are performing at proficient levels in Math, as evidenced by Spring 2024 KSA
 - i-Ready Fall 2024 scores indicate that 32% of students are performing on or above grade level

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

The quality of school climate and culture results scored in the high range with an indicator of 77.3.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Traditionally, White Hall Elementary is a high performing school. As evidenced by KSA results, the number of students performing at proficient levels is increasing. Therefore, we will continue to utilize and build upon strategies currently in place.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.
 - We will coordinate efforts with our community partners and support systems within the school to remove barriers
 - We will utilize our relationship with local universities
 - We will continue to utilize partnerships with outside agencies to address concerns
 - We will utilize our professional development plan to continue to build teacher capacity

Evaluate the Teaching and Learning Environment

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](#)

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance

that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

- Weekly PLCs
- Data Review
- Building Coach
- MTSS Team
- Data Review

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

- Utilization of Kentucky Academic Standards
- MTSS
- Research based materials

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ Yes

COMMENTS

- Utilization of Continuous Classroom Improvement
- Assessment Data Analysis
- i-Ready Universal Behavior Screener
- MAP Diagnostic
- Progress Monitoring
- PLCs

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ **Yes**

COMMENTS

- PLCs
- MTSS
- SBDM

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ **Yes**

COMMENTS

- MTSS
- CCI
- PBIS

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for

all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

☐ No

☒ **Yes**

COMMENTS

- Daily Community Building
- Guidance Instruction
- School Wide SEL
- PBIS Implementation
- Monthly Character Traits

Attachment Summary

Attachment Name	Description	Associated Item(s)
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