2025-2026 Phase Two: The Needs Assessment for Schools_10272025_09:46

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.

Every year my leadership team reviews data taken from the KSA assessment, I-Ready test, the Universal Behavior Screener, as well as MAP testing for kindergarten-fourth grade students that potentially qualify for a Reading Intervention Plan. My leadership team is made up of myself, my curriculum coach, and my guidance counselor our MTSS team and SBDM members. . The data that is gathered from these tests is reviewed at multiple levels (classroom, department and school). We review data during weekly PLC's as well as monthly vertical alignment meetings. We also review data with our Site Base members, MTSS Team, as well as the leadership team. We use these assessments to gauge student progress as well as best teacher practice. We do not typically get KSA data until

October so we start by looking at I-Ready, and Map data first. Those tests are given within the first few weeks of school and will be taken again in the Winter and the Spring. We use the data to look at students current placement compared to their peers. We also look at student growth, this helps us to identify if students are making adequate growth in relation to their peers. SBDM meetings and MTSS meetings are documented by keeping the minutes of the meeting.

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?

Our goal is to establish a system for designing and deploying standards in order to assure that curriculum is valid and aligned to standards. Grade level teams will meet weekly in PLCs utilizing a PDSA process (two week cycle). Principal will attend weekly PLC meetings and monitor implementation of PLC Protocol. During the plan/ do portion, teams review upcoming unit plans to ensure that instructional strategies, assessments, and resources are aligned to grade level standards. During the study/ act portion, teams analyze assessments and results to determine alignment to state standards and make curricular adjustments 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.

Unfortunately KSA data has not been released so the only academic data point we have for this year is Fall I-Ready data. In the fall 518 1st-5th grade students took the I-Ready reading diagnostic. Thirty percent of the students that took the test were on or above grade level. Forty four percent of students were one grade level below, and twenty six percent of students were two or more grade levels below. Our Kindergarten students also took the fall I-Ready reading test and thirty eight percent of students were on or above grade level and sixty one percent were one grade level below.

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.

In I-Ready math the number of students scoring at or above grade level on the fall assessment decreased from 15% to 13%. That is an area of concern that we are addressing in our weekly PLC's. The number of students scoring two or more grade levels below also decreased from twenty four percent to twenty percent.

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.

In 2024 17.8% of our students were considered chronically absent. That number has dropped to 10.5% this year.

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.

One of our biggest strengths is our writing scores. Two years ago in combined writing 68% of our students scored proficient/distinguished compared to the district average of 54%. That is a significant difference when compared to the other schools in our district. I am expecting similar results when KSA data is released.

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.

As an on-going process, all classroom teachers will collaborate with their students to carry out a system for continuous classroom improvement. This will include the co-creation and commitment to classroom mission statements, as well as using a PDSA model, so that students are actively involved in knowing their own data and making decisions about their own learning.

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

We continually review our curriculum to ensure it is covering grade level standards.

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

All instructional programs must be evidence based and align with the Kentucky Academic Standards before they can even be considered for adoption.

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

The school leadership team meets weekly. Part of their responsibility is to implement and monitor a schedule that ensures appropriate academic interventions are taking place without interfering with Tier 1 instruction. In addition, as IEPs come up for re-evaluation, the team will ensure that students are placed in their least restrictive environment so that ALL students are engaged in quality grade level content.

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

Our district has a rigorous curriculum adoption process that reviews and analyzes each text thoroughly to ensure its positive impact on student learning.

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

We focus on having tier 1 instruction that promotes positive and equitable learning experiences for all students.

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

Our school intentionally designs the learning environment to be inclusive and accessible to all students, focusing on a culture that promotes grown as the primary focus for all decision making.

Attachment Summary

Attachment Name	Description	Associated Item(s)
CSIP 25-26		•