



## 2025-2026 Phase Two: The Needs Assessment for Schools Indian Hills

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## 2025-2026 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 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.

Indian Hills Elementary has numerous stakeholders involved when reviewing, analyzing and applying data results. The team consists of the following:

- Site Base Decision Making Council (SBDM-monthly meetings)
- Professional Learning Communities (Grade level weekly PLC meetings and Vertical monthly meetings)
- RTI team (meets every 6 weeks), Leadership team (Principal and 2 AP's meeting weekly while Principal, 2 AP's 2 school counselors, 1 interventionists/ coach, and 1 SPED lead meeting monthly)

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- Literacy team (meets once a month)
- Superintendent weekly meetings
- District Instructional Leaders (one from every school) meets bimonthly
- District Instructional Leadership Teams (All head principals, instructional principal, intervention coach-meets once a month)
- Monthly committee meetings (SPED, PBIS, Literacy, and Team Leads)

Every meeting is documented by an agenda and sign in sheets. Data that is collected, reviewed and analyzed at Indian Hills is NWEA Map Growth Assessment, MAP Fluency diagnostic assessment, and Mastery Connect that are all taken 3x a year. Our state accountability results(that comes out yearly), common assessment data, and formative data are also analyzed during the PLC process. The process for looking at our data is on going. We study the universal screener (NWEA Map) data three times a year, MAP Fluency diagnostic screener for those scoring below the 30%ile three times a year, and we analyze our state accountability data when it is released. Lastly, we monitor formative and common assessment data during our weekly PLC meetings with teachers to monitor instruction and mastery of standards for assessments and student growth. Teachers complete an google spreadsheet for pre and post assessments. We use this through PLCs to identify students' performance levels in all content areas and to determine growth needed. There is a formula built into the spreadsheet that automatically calculates students pre to post growth for teachers to monitor and intervene for those students not meeting performance level expectations or growth expectations.

Teachers also have Data Trackers that they complete from Kindergarten through 5th grade. All assessment information is housed in one document. This document can be sorted by gap group categories to determine sub groups performance compared to the whole. This one document gives us an overall picture of the individual student's performance on multiple assessments to get a picture of the whole child. In concurrence with our teachers, our sped department also has a specific data tracker in which they track their students progress. In addition to data trackers, the KSA calculator is used to plug in classroom assessments, MAP data, and Mastery Connect data tracking the weight and cut scores that students need to achieve in order to get to proficiency. The KSA calculator helps all stakeholders to track students progress throughout the year, look at our GAP students, and work on those students who need to move from novice to apprentice or apprentice to proficient.

## 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?

By May 2026 and evidenced through state summative assessment results, Indian Hills Elementary School will increase the percentage of students scoring proficient/distinguished in reading and mathematics, across the school's grade spans as follows:

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Increase the number of students scoring proficient or above in reading from 43% to 46% 2024-2025

Increase the number of students scoring proficient or above in math from 40% to 43% 2024-2025

**Summary of Reading Goal:** Intentional instructional focus was placed upon all reading classrooms last year, Kindergarten through 5th grade. An instructional focus on foundational reading skills (phonemic awareness, phonological awareness, and phonics) was instruction that was occurring in every Kindergarten through 5th grade ELA classroom on a daily basis. We implemented last year a WIN (What I Need) time for all students K-5 with a heavy focus around reading and phonemic awareness.

**Summary of Math Goal:** This past year we focused on math instruction K-5 but not as heavy as reading.. We had a math coach and a math interventionist who worked with all math teachers. Their focus was on standards breakdown, work during summer professional development, cohort meetings for specific teachers, weekly guided planning for tiered teachers, and vertical PLC meetings led by our school interventionist and veteran math teacher. When scores came out in November-it is clear that Math needs to be an area of focus school wide with only 42% scoring Proficient or above and 27% Novice

## 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.

#### Reading

2023-2024- We saw a significant decrease in novice for AA, Females decreased to 23%, we did see a rise in novice with our students who have disabilities. We did see an increase overall of proficient and distinguished 49%

2024-2025 (Increase in population and new students due to redistricting) We had a slight increase for proficient and distinguished (50%) and an increase overall in novice at 23% (Please note that 2023-2024 we had less students than we did this past year)

#### Math

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2023-2024-Overall math we had 49% proficient and distinguished, this is a 10% increase from last year

2024-2025 (Increase in student population due to moving schools and redistricting)  
Overall 42% proficient and Distinguished and 27% Novice

### 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.

Current Academic State:

Reading Overall proficient and distinguished: 50%, novice: 23%

Math Overall proficient and distinguished: 42%, novice: 27%

Science Overall proficient and distinguished: 32%, novice: 13%

Social Studies Overall proficient and distinguished: 35%, novice: 37%

On Demand Writing Overall proficient and distinguished: 50%, Novice: 12%

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

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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.

Non Academic State

Behavior: Indian Hills had 393 write ups for the 2024-2025 school year (increase in students and decrease in writeups)

Attendance: 92%

Studer Survey for Staff: Fall: 4.45 (Out of 5) Spring: 4.55 (Out of 5)

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.

Overall Reading achievement has increased from 49% (2023-2024) to 50% (2024-2025) proficient and distinguished (With redistricting and increase in student population)

Quality of school Climate and Safety Indicator increased to 82.4

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.

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### **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.

HQIR's for Reading and Math

Teachers participating in LETRS and Numeracy Counts

Family Engagement nights to center around Math (biggest area of need)

Increase Science content and exposure to all grade levels

### 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 will focus on KCWP 2 and KCWP 4 this year

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**

We use our districts pacing guide to follow standards and assessments. During our PLC process, we make sure during the planning phase and do phase all teachers are providing high quality instruction to all students. Lesson plans are submitted each Monday that serves as a guide for instruction. Currently, once a month we have vertical PLC's where all grade levels work on implementing instructional practices that are aligned to Kentucky State Standards.

**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**

**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**

Data is what drives our instruction at Indian Hills Elementary. Through our PLC process, teachers use their formative, summative, benchmark assessments, and screeners to help guide their instruction in each unit that is taught. If a student is not showing growth-this is discussed in PLC's and RTI meetings to adjust instruction on what needs to be done to close the achievement gap and make sure students are grade level ready.

**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 will focus on KCWP 2 and KCWP 4 this year

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**

We will focus on KCWP 2 and KCWP 4 this year

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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