



2025-2026 Phase Two: The Needs Assessment for Schools Crofton

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Crofton Elementary School
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Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools	3
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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.

Data from the 23-24 KSA were reviewed and analyzed by the school leadership team. This data was compared with the three previous years state testing data. The percentages of students scoring at the proficient and distinguished levels in both reading and math were compared during those years. Overall trends were documented for the last two years and there continues to be an increase in the percentages of students scoring at the P/D level in both reading and math. Multiple teams were involved in reviewing assessment data including SBDM, Leadership, PLCs (teachers) and RTI (interventionists) teams. Preliminary data was received in the middle of August 2024. This was compared to the final data release dated October 4th, 2024. When 24-25 KSA data is released later this year, these same

committees will review the updated data. MAP data has also been reviewed for the current year and intervention groups have been determined through the PLC process.

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?

One area of focus of last year's CSIP was continuing to improve math performance. As a result of intentional planning through the PLC process, intentional instruction and targeted interventions, we have seen a positive trend in overall math performance.

We also focused on increasing the number of students performing at the proficient and distinguished level in social studies. There was an improvement in the percentage of students scoring at the proficient/distinguished level from 36.7% in the 22-23 school year to 58% in the 23-24 school year. There is evidence that practices that were put in place were successful in accomplishing the goals set forth in the previous year's CSIP.

Another area of focus of last year's CSIP was increasing the percentage of student scoring proficient and distinguished in combined writing. There was a slight decrease in the percentage from 49% in the 22-23 school year to 47% in the 23-24 school year.

This year we will continue to look closely at specific strategies to increase student engagement in the classroom. This will include modeling, questioning and discussion techniques.

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.

When 24-25 KSA data is released these trends will be updated if needed.

- The number of students scoring proficient and distinguished in both reading and math increased over the previous two assessment cycles.
- We have also seen an increase in our average score on our locally administered Studer Student, Parent and Employee Engagement surveys.

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.

Once 24-25 KSA scores are finalized and release, these percentages will be updated.

- **Reading- 51.3% of students scored Proficient or Distinguished on Kentucky Summative**
- **Math- 54.0% of students scored Proficient or Distinguished on Kentucky Summative**
- **Science- 45.0% of students scored Proficient or Distinguished on Kentucky Summative**
- **Social Studies- 58.0% P/D of students scored Proficient or Distinguished on Kentucky Summative**
- **Writing- 47% P/D of students scored Proficient or Distinguished on Kentucky Summative**

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.
 - Crofton Elementary has little to no turnover of certified staff. This year we have one new teacher and 2 teachers who are non-tenured. The remainder of the staff have worked at Crofton for several years.
 - Teachers have participated in professional learning around Marzano's New Art and Science of Teaching.
 - Teachers have also participated in professional development around High Quality Instructional Resources such as Into Reading and EnVision Math.
 - Students have access to mental health services from outside agencies that have access to our building.
 - The Crofton community is a great supporter of our school. We have many regular volunteers that participate in different activities. They also provide us with resources that we may be needing.

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.
 - All certified staff have participated in professional development around Marzano's New Art and Science of Teaching.
 - Certified staff are mostly considered to be experts in their content areas.
 - Little to no staff turnover from year to year.
 - There has been positive increases in the percentages of students scoring at the proficient and distinguished levels in both reading and math.

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.
 - Through the PLC process, lesson internalization protocol will be used with every grade level.
 - Implementation of High Quality Instructional Resources across content areas and grade levels.
 - Formative data will be collected throughout the year to drive instructional decisions in the classroom to improve student 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 review standards and strategies weekly through our PLC process and determine skills and content students are missing.

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

Through the PLC process, we will:

- Ensure instructional modifications are made based on the immediate feedback gained from formative assessments.
- Plan for and implement active student engagement strategies.

Plan strategically in the selection of high yield instructional strategies to be used in lessons (modeling, discussion, questioning and feedback).

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

Teachers are asked to share assessments during PLC cycles and feedback is given on those. There are both formative, summative and benchmark assessments given throughout the year.

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

Through the PLC process, we will:

- Assess with formative and summative assessments that are aligned to the standards.
- Ensure effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student groupings, etc.
- Use classroom assessment data to inform teacher's instructional decisions.

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

Actionable instructional feedback is provided to classroom teachers on a weekly basis to enhance student learning opportunities. We are also continuing to work on our school wide behavior support system to reach our most intensive students. The goal is to have students be able to self-monitor their progress and take ownership of their learning.

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 have worked more diligently this year to build relationships with our students and families in order to bridge the gap between school and home. We continue to have and develop a Check In/Check Out system in place for students based on data and teacher referrals of students who need a positive adult presence in their lives.