2025-2026 Phase Two: The Needs Assessment for Schools South Christian

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South Christian Elementary School
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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.

To assess South Christian's needs for the 25-26 SY, to date, we (Leadership Team & Teachers) have reviewed the previous year's state assessment data that pertains to the students that were in our building last year and also that of the students that we currently have in our building. When we received the initial state data with student performance levels, we first calculated the percentage of student performance levels–Novice, Apprentice, Proficient, and Distinguished at each grade level and each tested subject. Additionally, for each tested area, we used the fishbone analysis process to ask the 5 Whys around the data whether the tested area had an increase or decrease in the number of students scoring at the proficient and distinguished levels. From this, in our upcoming November PLC

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Meetings, each teacher (Grades 3-5), will develop a plan of action for their subject area this school year. We also looked at each student's scale score and percentile to determine which students were really close to a scale score that would have bumped them up to the next performance level. We also looked at the students whose scale score indicated a proficiency level, but could easily drop a performance level. This list will help in determining which students will be targeted for strategic academic and non academic interventions. We also looked at student scores from one grade to the next (i.e. student scored proficient in 3rd Grade Reading and apprentice in 4th Grade Reading. This was the initial review and analysis of data. From this, we determined that we need to continue to increase the percentage of students scoring at the proficiency levels in reading, math, science, social studies, and writing and decrease the percentage of students scoring below the proficiency levels.

After state assessment data is released to the public, we will review with the entire staff and the School Based Decision Making Council. An opportunity will be provided to give input and feedback and it will be noted in the monthly SBDM meeting minutes. South Christian's Student Voice committee will also review the data and give feedback.

Regularly throughout the year, academic and non academic data is reviewed and analyzed during weekly Professional Learning Community Meetings, weekly Leadership Meetings, monthly SBDM Council Meetings, 6 Week MTSS/RTI Meetings, monthly District Instructional Leadership Team Meetings, and other various committee meetings.

- Academic Data

  - KSA, MAP, Brigance, Mastery Connect, Unit Assessments

  - High Quality Instructional Resources Implementation

  - Research Based Instructional Strategies Utilization

  - Student Work Samples

  - Multi Tiered System of Supports and Response to Interventions MTSS/RTI Stu

  - Report Card Grades

  - IEP Progress Monitoring

- Non-Academic Data

  - Attendance

  - Behavior Incidents and Referrals

  - Staff, Students, and Parent Surveys

  - Parent Engagement

  - Family and Socioeconomic

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- ◦ Social-Emotional

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?

The goals of the previous year's Comprehensive School Improvement Plan included increasing student achievement in the areas of reading, math, science, social studies, and writing based on the goal set by the Kentucky Department of Education. Goals to close the achievement gap among our African American Students, Students with Disabilities, and EL Learners Subgroups were established as well. Student achievement increased in reading and math combined among all students and all subgroups except white students. EL students had a significant increase in combined reading and math. In reading, 50% of South Christian students scored at the proficient level or above. However, our goal was for 57.5% of our students to score at the proficient level or above in reading. In math, last year's goal was to increase the number of students scoring at the proficient level or above from 41% to 53.4% on KSA, May 2024. We had 47% of our students score at the proficient level or above in math. That was an increase but we did not meet the goal that was set on the previous year's CSIP. Fifty percent of South Christian's Students scored at the proficient level or better in science; there again was an increase; however, we did not meet the goal of 52%. In social studies, the previous year's goal was to increase proficiency from 50% to 70%. We actually had 44% of students score at the proficient level or better in social studies and this is an instance where we saw a decrease in student achievement. In writing, the goal was to move from 55% of South Christian' students scoring proficient to 60% and only 38% of our students scored at the proficient level or better in writing.

Some of the activities and strategies to help us accomplish these goals included:

- Implementing HQIRs in content areas (KCWP1, KCWP2)

- Unit and Lesson and Internalization Protocol within the PLC (KCWP1)

- Establishing communication protocols for parents/guardians, regarding placement and progress in ir

- Ensuring the expectations of students are clearly defined and that group norms have been established

- Implementing and monitoring the school writing plan (KCWP1, KWCP2)

- Teacher using the Mastery Connect resource to create formative and summative assessments and us

- Developing and implementing a school wide MTSS Process (KCWP4).

- Hiring a Teacher Coach and Interventionist

The previous year's plan was not completely unsuccessful. We made some gains in areas of reading and math and within subgroups. However, this year, we will refine and use some of the same strategies and activities from the previous year's plan. We believe they are some good strategies and we have to get better at carrying out

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those strategies. We will add additional strategies to help to meet this year's goals and objectives. This school year, we will have to take into consideration that the makeup of our school is different than in the past few years because of district consolidation and realignment.

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.

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.

Academically, we have to maintain our focus on reading and math and continue to focus on increasing proficiency to more than 50% of our students scoring proficient and science, social studies and writing have become a significant area for improvement and an area of focus.

Our percentage of students scoring novice in reading, math, social studies, and writing remain a significant area or concern and an area for improvement.

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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.

Currently, South Christian has been designated as a school with a yellow performance rating with an overall score of 66.4 according to the state's accountability measure which is down from a green performance rating overall score of 73.1 in 22-23. Although all subgroups, except white students, increased in the areas of reading and math. There was an overall decline in Science, Social Studies, and Writing Combined.

- 50% of all students scored proficient or better in reading on KSA

- 47% of all students scored proficient or better in math on KSA

- the number of AA students scoring proficient or better is 34% in reading and 39% in math on KSA

- the number of EL student scoring proficient or better is 58% in reading and 44% in math on KSA

- 20% of SWD scored proficient or better in reading and 17% in math on KSA

- the number of students scoring proficient or better in science, social studies, and writing declined ac

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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.

Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12%of non-gap learners.

Areas of weakness

- Writing scores declined - In 22-23, 55% of students scored proficient or better in writing; however, tha

- Social studies scores declined - In 22-23, 52% of students scored proficient or better in social studies;

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.

Current Fall Map Scores show that only 7.9% of students performing at a novice level in 4th Grade and only 13.8% of students performing at a novice level - we will leverage this data to group/place students appropriately to keep students from falling into this category. Additionally, we will use this data to drive instruction and

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continue to plan strategies to move students beyond the novice performance category.

Social Studies and Science in Grades K-5 Instruction is being delivered using a HQIR and being intentionally monitored. We will leverage this non-negotiable structure to build students' background knowledge and mastery towards science and social studies standards at each grade level.

Reading achievement was at 50% among all students and closer to 60% at the 3rd Grade and 4th Grade Levels. We will leverage that strength to determine which students of the other 50% that did not score proficient can be moved towards proficiency.

In Grades 3-5, we have a total of 12 teachers and of the 12, half of those have 10 + years of experience. We will use the knowledge and experience of those teachers to collaborate and strengthen the academic program and teaching and learning to help provide vibrant learning experiences that should increase student achievement.

In every subject area, the core is being taught from an HQIR. This is a leverage we hope to use to increase student achievement in all areas of the school.

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 partner with our military partners to provide demonstrations of real life examples of how they use math and science in their daily jobs.

We will coordinate efforts with community partners to provide more "outside learning experiences" for our students.

We will partner with non profit organizations to provide mentoring to our at risk students.

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:

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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

N/A

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

This is done weekly during our PLC Meeting using the Plan, Do, Study, Act Model and Unit and Lesson Internalization Protocols with the implementation of HQIRs.

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**

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Our teachers use a variety of assessments strategically to assess student learning and to make decisions based on what the assessment data provides.

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

N/A

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

N/A

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

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N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)