



## 2025-2026 Phase Two: The Needs Assessment for Schools\_10292025\_11:21

2025-2026 Phase Two: The Needs Assessment for Schools

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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.

Full Staff meetings are held once a month to discuss behavior data on all students. Elementary, Middle, and High School Professional Learning Committee meetings are held at least once a month to discuss instructional strategies, project-based learning activities, thematic curricular focus, and the individual needs of our diverse student population. Administrative team meetings (Principal, Assistant Principal, and Counselors) are ongoing throughout the year to discuss patterns and alternative methods for working with our diverse population, as well as additional support from our teaching staff as they work with our students. Ongoing Counseling meetings (School counselors, Licensed Therapists, Counseling Interns,

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and Student Behavior/ Transition Specialist) are held to discuss students' responses to programming and the fidelity of implemented resources.

### 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 reading and math scores of both elementary and middle school students exceeded the 10% goal for identified at-risk students. The continued development and implementation of PBL and PrBL instructional models are increasing student engagement. However, with the addition of new staff, the instructional strategies are still in development. Increased student engagement is noted with the reduction in classroom referrals (75% reduction from the prior year), where PrBL and PBL strategies can be regularly implemented.

### 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.

Many students across the county are struggling with appropriate social/emotional behaviors. While we have a 75% reduction in the number of behavior referrals over the past year, we are seeing more students who are critically at-risk working to overcome severe trauma and/or mental disabilities. As new teachers are introduced to the PBL/PrBL instructional model and students work through their individual trauma and disabilities while attending school in a more controlled setting, we do not anticipate a continued decline in the number of behavior infractions across the county due to the level of mental health crisis that is manifesting throughout the country. We could see an increase in the number of students who need an alternative to the traditional classroom setting.

### 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.

**Students Assessed 77/333 Fall-Spring Diagnostic - Reading**

- 5 students mid or above grade level
- 6 students are at grade level
- 13 students, one grade level below
- 6 students, two grade levels below
- 47 students, three or more grade levels below

**Students Assessed 75/329 Fall-Spring Diagnostic - Math**

- 6 students mid or above grade level
- 5 students are at an early grade level
- 8 students are one level below grade level
- 43 students are three or more grade levels below

**Ready Growth 2024/2025 in Reading & Math**

- 48% overall growth in reading
- 29% overall growth in math

Approximately 60% of College View Students are below grade level in reading and math.

Approximately 10% of students decreased in reading and math from their initial fall diagnostic to the end-of-year diagnostic.

75% or more of the students at College View receive additional academic support.

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.
  - Survey results and perception data indicated 91% of the school's teachers feel they have a clear understanding of the school's mission and goals.
  - Survey results and perception data indicated 86% of the school's teachers feel they are given feedback concerning areas for improving their performance.
  - Survey results and perception data indicate that 86% of the school's teachers feel that the leaders are genuinely concerned for my welfare.

Due to the transient nature of students assigned to our school, the averages of students below grade level remain consistent with prior years. Over 60% of our current student population performs below grade level in math and reading, requiring additional academic support to close the gap that continues to grow each 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.
  - Our academic coach continually works to identify target students who are performing two or more years below grade level in mathematics and reading.
  - Our highly transient population requires our academic coach to evaluate new students' reading and math readiness continually. A significant strength is her ability to identify foundational gaps in our highly transient student population, which consistently accounts for more than 60% of our student enrollment and includes students with two years or less in reading and math.

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- Over 90% of our staff are Safe Crisis Management Certified, ensuring that our students are always surrounded by staff who understand how to de-escalate a student and safely secure a student should the need arise.
  - We actively involve minority leaders in the community to provide mentorship and leadership opportunities for our students.

### 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.
  - The academic coach continues to create academic interventions explicitly targeted at students who have missed core content instruction due to behavioral issues and begins to close the gaps plaguing their educational success. This leads to increased instances of inappropriate behavior tied to frustration over not understanding grade-level content.
  - We will continue to draw on community leaders and mentors to build relationships with students and show them the possibilities beyond high school.
  - We will continue to work with local colleges and universities to connect college students seeking mentorship hours with our students, providing our students with an advocate who focuses on their social/emotional needs.
  - We will continue to allow therapeutic agencies to partner with our school to provide therapy, case management, and medical services to our students via licensed professionals.

### 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

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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 continue to develop our PBL/PrBL practices and roll out the Portrait of a Learner skills for teachers to incorporate into their lesson designs throughout the 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 continue to develop our PBL/PrBL practices and roll out the Portrait of a Learner skills for teachers to incorporate into their lesson designs throughout the year.

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**

Team Leads meet regularly to discuss and develop assessments aligned to the New Tech instructional model. Ongoing professional development reinforces and supports best practices in assessing student competencies.

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



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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 continued development of the PBL/PrBL instructional model, PDs, Team Meetings, and school/district walkthroughs.

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**

Team Leads meet regularly to discuss and develop assessments in accordance with the PBL/PrBL instructional model. Ongoing professional development reinforces and supports best practices in developing a culture where learning and continued growth are the primary focus.

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**

Team Leads meet regularly to discuss and develop assessments in accordance with the PBL/PrBL instructional model. Ongoing professional development reinforces

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and supports best practices in creating a culture where learning and continued growth are the primary focus.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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