



2025-2026 Phase Two: The Needs Assessment for Schools_10312025_12:03

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Cecilia Valley 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.

At Cecilia Valley Elementary, there is a process of layered review and analyzation of data results which includes the following groups: Principal; Principal w/ Central Office Mentors; CVES Leadership Team; CVES SBDM Council (Members: Casey Goodman (principal), Ellen Basham (teacher), Tammy Riggs (Librarian), Alex Humphrey (SPED teacher), Marisel Morris (parent representative), Laura Alford (parent representative); Curriculum, Instruction & Assessment Committee; PBIS Committee; Family Resource Center Advisory Group, and grade-level teams. The Principal meets with each of these groups approximately one time per month, with the exception of Professional Learning Communities which Administrators and Teachers participate in weekly. Student academic data, student behavior data,

Family Needs Assessments, Attendance Data, are all part of the review process. Meetings are documented through public notification of meetings for SBDM, monthly schedules, agendas, and minutes recorded during meetings.

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?

All CVES Committees reviewed our previous year's goals, objectives and strategies from our previous CSIP. Goals were designed to increase the percent of students earning proficient and distinguished in each subject area specifically through the strategy of Designing and Delivering Instruction: KCWP 2. Goals were also designed by our PBIS committee and CVES leadership team to decrease the number of student office referrals for behavior.

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 performance of students who are identified as Economically Disadvantaged and students who receive Special Education Services continue to perform below their peers that do not fall into these groups.

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.

61% of 3rd grade students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in reading.

55% of 4th grade students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in reading.

52% of 5th grade students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in reading.

73% of 3rd grade students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in math.

51% of 4th grade students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in math.

34% of 5th grade students scored proficient or distinguished on Kentucky Summative Assessment (KSA) in math.

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.

According to the employee Studer survey of Spring 2024:

- 88% of staff agree or strongly agree that my supervisor effectively communicated information to staff.
- 85% of staff feel that they receive feedback concerning areas for improving my performance.

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.
- 3rd grade math performance P/D increased from 62% to 73%

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 utilize the knowledge gained from the analyzing PBIS data to meet the behavior needs of more students, with a focus on the impact of positive interventions.

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

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

We will continue to use data from instructional rounds to determine consistency of instructional practices and delivery, and analyze this data to continue determining professional development that will best support the needs of our staff.

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

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

We will continue to refine our school-wide MTSS process and continuing professional development for our teachers on MTSS supports to promote equitable learning 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

n/a

Attachment Summary

Attachment Name	Description	Associated Item(s)
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