



2025-2026 Phase Two: The Needs Assessment for Schools_10292025_08:31

2025-2026 Phase Two: The Needs Assessment for Schools

Lakewood Elementary School

Chase Cruse

265 Learning Place Lane

Cecilia, Kentucky, 42724

United States of America

Table of Contents

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

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.

With state testing data unreleased as of November 1st, we focused on i-Ready data to determine the priorities for our CSIP. The admin team reviewed the data when it was available after the fall testing window. The school's SBDM council reviewed the i-Ready reports at the September 15th meeting. During grade level PLCs throughout September, teachers analyzed individual student results in each subject area and identified students who needed extra intervention in order to show growth. Novice reduction forms were completed and grouping of students and subpopulations were designed intentionally to target students in WIN (What I Need) time. PLC meetings are done in our flex room, an area off the library. Our SBDM council meetings are done in the library and our admin team meets in our conference

room. The members are Kathie Hamilton, Sarah Shores, Sarah Newton, Lisa Jeffries, Chase Cruse and Rene Williams. Notes and minutes are taken at every meeting and added to our school wide Google Drive.

In regards to school safety and behavior, ongoing data reports are made to school staff in the monthly newsletter for our PBIS program. SEL groups and a "PAWs" Club meet on as needed basis for targeted groups of students who struggle with repeated behaviors.

Employee engagement survey results were reviewed with staff on Opening Day and staff members had the opportunity to provide suggestions for school leadership.

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?

Lakewood administration and teachers continue to reflect and revise our CSIP goals. Our data indicates that students are improving in reading and math. We will continue to use WIN time to improve student success.

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.

For the 23/24 and 24/25 school years, combined with i-Ready data from this year, reading, math and writing all remain areas for improvement. Our behavior data shows an upward trend, with referrals going down year by year.

Employee engagement survey results show a steady state of positive school culture.

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.

From 24/25:

Academic:

Overall reading and math indicator status is 69.8, above the district average of 63.4

Fifty-two percent (52%) of our students scored proficient or distinguished in reading.

Forty-eight percent (48%) of our students scored proficient or distinguished 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.

Non-academic:

Employee engagement results show a mean of 4.49 out of 5 that teachers receive feedback about improving performance.

Family engagement results show a mean of 4.44 out of 5 that families are proud to say they have a child at Lakewood.

Our QSCS indicator was green this year with an indicator of 84.5 while the district average is 75.7.

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.

From 24/25 - Science: Only three novice students and second highest science index score in the district (70.7).

FRC - We have multiple partners in the community invested in helping fill our student's needs

Athletics - We now have a full cheer team, basketball teams and a volleyball team

Academics - We now have a robotics team and an academic team that competes state wide.

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.

Lakewood and HCS will use the KSA data to incorporate strategies that will increase scores in all areas, with a focus on 5th grade.

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 use PLC's and professional development opportunities to select and implement the correct strategies for Lakewood Elementary.

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

Administrators provide constant feedback for teachers through weekly walkthroughs. These walkthroughs use evidence based instructional practices and current research to guide our teachers.

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

We use a variety of assessments: KSA, i-Ready, Reflex, My Path, and others. They cover formative, diagnostic, interim/benchmark and summative assessments.

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

We have a data specialist inside the district that organizes our data. We then get that to our teachers in a timely manner, allowing them to see where our needs are.

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

NA

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
-----------------	-------------	--------------------