



## 2025-2026 Phase Two: The Needs Assessment for Schools\_10292025\_12:30

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### **Meadow View Elementary School**

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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.
- SBDM council teacher members - Melanie Crady, Grace Doan, Kristina Gonzales, Jessica Russo
  - SBDM council parent members - Gretchen Beard, Debbie Carver, Michelle Watson
  - Administration Team Members - Carrie Prater, Principal; Scott Squires, Assistant Principal; Alexandria Davis, Counselor; Erica Scott, FRC Coordinator
  - Timeline of the process -Administration Team and SBDM Council both meet once in the first, second and third months of school to help determine the priorities of the school.

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- Specific Data Reviewed - Individual student KSA scores, IReady diagnostic data
  - Documentation of Meetings - Meeting were documented with minutes taken. These can be found in our SBDM binder in our school library or with the office manager or school principal

### 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?

Throughout 2024-2025, staff at Meadow View Elementary worked diligently to implement strategies and activities to help our school reach the goals and objectives of the Comprehensive School Improvement Plan (CSIP). We continued to refine our MTSS program that targeted students who were below the 16th percentile in achievement in the areas of reading and math. We also worked to implement an intervention plan targeting students who scored 30-50% on the I-Ready diagnostic. Daily intervention periods were built into the school's master schedule to enable teachers to work with students in their specific areas of deficit. Success was seen in both reading and math. With our overall reading and math index significantly increasing from 54 - 68. We increased our percentage of students who were proficient & distinguished in reading from 37% to 46% and in math from 25% to 39%. We also decreased our novice percentage in reading by 9% from 33% to 24%. In math, we reduced our percentage of novice students by 3% from 35% - 32%. We saw an increase in our social studies, science, and writing combined index from 48 to 69. Science scores helped boost this index with an increase from 55 to 59. Social studies increased from 38 to 55, and writing had an increase of 38 to 55. We are using this data to inform our next steps. We are focusing more intentionally on our Tier 1 instruction instead of Tier 2 and Tier 3. We are also continuing to target students who fall in the 30th to 50th percentile for achievement in both reading and math to close specific instructional gaps that exist. In the area of writing, we are working on specific strategies at all grade levels.

### 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 decreased from 204 to 183. We have seen a decrease every year for the past four years.

- Students in the disability achievement group exhibited a significant increase from 2022 to 2025 in the reading and math index from 26.4 to 47.6
- Parent and family engagement continues to be a struggle other than two annual parent engagement nights in the fall and the spring. The school does not have a PTA and continues to work to secure volunteers for the organization.

### 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.
  - Thirty-nine (39%) percent of students scored proficient and distinguished in math on the KSA, compared to I-Ready assessment results that showed twenty-six (26%) percent of students on grade level.
  - Forty-six (46%) percent of students scored proficient and distinguished in reading on the KSA, compared to I-Ready assessment results that showed thirty-five (35%) percent of students on grade level.

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.
  - The current culture and climate of the school is strong. The average score on the Studer Employee Engagement survey from spring 2025 was 4.58 on a 5 point likert scale.
  - Teacher retention has been a strength since spring 2024 with an average of 3 certified staff positions being filled each year.
  - Parent engagement nights in Fall 2024 (Literacy night) and Spring 2025 (Stem night) were highly attended with an average of 263 families attending each event.

**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.
  - We have active partnerships with two outside counseling agencies that help provide services that our students desperately need.
  - KSA data shows an increase in the index of every academic area with every population subgroup from spring 2024 to spring 2025.

**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.

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- 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.
    - Teachers will participate in the Foundational Numeracy professional development along with additional professional development from Curriculum and Associates to address math instruction at all levels.
    - Magnetic Reading and Orton Gillingham processes including PA/Phonics and Morphology, are being implemented as our reading curriculum to ensure all students have firm foundational reading skills.
    - Consistent and impactful MTSS implementation is now in year 4 with a plan in place to address significant gaps in the students who need intervention

### 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**

PLC agendas and minutes, Administrative team agendas and minutes, Analysis of I-Ready results, Decile chart, Data Tracker, Phonics and Phonemic Awareness Continuums

#### 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**

Walkthrough and teacher evaluation data, Co-Teach walkthrough data, District focus on instruction, PLC agendas and minutes, Orton Gillingham strategies

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**

Parent teacher conference data, District math continuum, Phonics and Phonemic Awareness continuum, Primary report card format, Learning Target walkthrough data

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**

Data analysis tools and results, Decile Chart, Data tracker, Goal Setting processes, PLC agendas and minutes, Team planning agendas and minutes, Enrichment schedule, identified students, MTSS identified students

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**

MTSS tracking and data, Behavior support data, Behavior Rating scales information, PLC agendas and minutes, support student tracking

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**

PBIS data, MTSS behavioral data, Tableau behavior data, Counseling referrals, SEL program implementation

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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