2025-2026 Phase Two: The Needs Assessment for Schools_10302025_09:41

2025-2026 Phase Two: The Needs Assessment for Schools

North Park Elementary School
Laurabeth Hayes
1080 S. Logsdon Parkway
Radcliff, Kentucky, 40160
United States of America

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10302025_09:41 - Generated on 12/12/2025

North Park Elementary School

Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10302025_09:41 - Generated on 12/12/2025

North Park Elementary School

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.

All stakeholders review grade, school-wide, applicable district, and state level data to determine school strengths and areas of improvement in the followings diagnostics: MTSS and past BRIGANCE data for preschool; District Literacy and Math Assessments for Preschool. We review school Literacy and Math continuum assessments; current BRIGANCE screen data, and iReady data for Kindergarten as well as MTSS and ESS progress data. Additional data in sub-domains for all content areas are utilized to provide Kindergarten teachers specific data to make more informed decisionis on their instructional practices. Intervention/enrichment lessons can be planned to provide targeted instruction for skill groups, as well. Analyses happen in leadership team meetings, PLCs. Faculty meetings, committees

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10302025_09:41 - Generated on 12/12/2025

North Park Elementary School

and SBDM meetings and are documented in minutes. PLCs meet one time per month to review data and one time to revise plans/instruction, Committees meet monthly to address needs that arise, SBDM meets monthly. Stakeholders look at multiple forms of data to get more valid information to make instructional decisions. Multiple programs are in place to reduce the many barriers to learning and close gaps. Results are used to designate areas of strengths and weaknesses for our school. these forms of data helped us pinpoint the weak or inconsistent areas in our curriculum and instruction. According to data reading continues to be the primary weakness for our school. We began implementing Orton Gillingham/Multi-sensory approaches in the 20-21 school year and continue to train our new teachers so we may continue to improve our literacy instruction. Math scores begin lower, but students perform on average above grade level by the end of the Kindergarten year. The school curriculum and instruction team is working hard to align instruction with our district Focus on Instruction as they analyze data to make informed decisions to adjust instruction. District Studer survey and Title 1 parent survey results were used to determine culture and climate needs at North Park.

School Council members were consulted at the August SBDM meeting after receiving input from PLC Lead Teachers and the administrative Team over the summer.

Council members: Hope Anderson, Keshia Goodman, Joanna Leiser, Kindra Miller, Laura Beth Hayes

Leadership Team: Sabrina Morgan (AP), Amy Gilpin (Counselor), Ivy Taylor (FRC), Denese Duncan and Kristi Wells (Interventionists)

PLC Lead Teachers: Hope Anderson, Keshia Goodman, Isaiah Hernandez, Jessica Mowry, Shannon Saltsman

Meetings were held at our summer leadership meeting, during the PLC Lead Teacher meeting (shared on the school calendar), and at SBDM meetings (shared on school calendar and on parent weekly school calendar).

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?

In the Fall of 2024, preliminary data showed 60% of incoming Kindergarten students were NOT READY according to the Brigance assessment. Only We continue to set a goal of 70-80% READY (Brigance). We ended the year with 58% of students on grade level in Reading and 61% in Math according to the iReady assessment. 60% of students achieved their yearly growth goal in both areas. This year we are setting a goal for increased grade level mastery on the iReady assessment (Reading and Math) of 65%. According to the 2025-2026 Brigance, 54.8% of our students were NOT READY according to the Brigance assessment. We will utilize the iReady

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10302025_09:41 - Generated on 12/12/2025

North Park Elementary School

assessment and we will also use our District developed classroom literacy profile data to set a goal for foundational reading skills. We continue to implement more explicit multi-sensory strategies school wide to improve in this area. By the end of October, all Kindergarten teachers will have received Orton Gillingham training and Heggerty. We are integrating Amplify for reading comprehension strategies.We developed a schoolwide intervention block to address the needs of individual students. We have already seen a growth from 53-63% mastery of first quarter PA skills when compared to last school year.

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.

In 2023, 53% of students were on grade level after the first 9 weeks (PA skills)

In 2024, 56% of students were on grade level after the first 9 weeks (PA skills)

This past quarter (2025), 63% of students were on grade level after the first 9 weeks (PA skills)

In 2023, 13% of students were on grade level after the first 9 weeks (Phonics skills)

In 2024, 51% of students were on grade level after the first 9 weeks (Phonics skills).

This past quarter (2025), 56% of students were on grade level after the first 9 weeks (Phonics skills)

Kindergarten red word mastery continues to be an area for needed improvement (5% in 2023 and 7% in 2024).

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

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10302025_09:41 - Generated on 12/12/2025

North Park Elementary School

• 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.

<u>Current Brigance Data:</u>

45.2% scoring "ready" (kindergarten Brigance)

<u>Current iReady Data:</u>

2025-2026 Reading Beginning of Year "On Target for Grade Level" - 29%

2025-2026 Math Beginning of Year "On Target for Grade Level - 17%

*These students were not NPES students last year. Since we are a preschool/ kindergarten school only, we do not have comparison data or growth data for students over time.

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.

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10302025_09:41 - Generated on 12/12/2025

North Park Elementary School

At North Park Elementary, we continue to improve our climate and culture. Our Employee Satisfaction Survey continued to receive strong feedback, particularly noting growth in the area of culture, teacher feedback and school leadership. On the survey, staff indicated they feel that communication is strong (4.63), recognition for work is a strength (4.56) and feedback is provided (4.5).

Allocation of resources was an area of growth, although still a strong score (4.35) and "principals consult me on decisions that affect my job" was another area for future growth (4.44).

We are working to improve our chronic absenteeism (67 students truant last year) through work with our FRC, Parent Engagement Meetings and intervention from social workers provided by the district. Currently we only have two students being sent to further action by the court system.

We are continuing to build our school community with family engagement. We hosted 6 "bus stop" visits utilizing our early childhood literacy bus in key neighborhoods this summer. We also hosted several literacy summer events at the school to promote reading throughout the summer months. Additionally, we have 6 family nights planned and we had 722 people in attendance at our first event. We continue to focus on strong communication utilizing a weekly school family newsletter, the use of the Thrillshare communication system, classroom newsletters and parent conferences.

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.

In 2024-2025, the number of students on grade level in Reading increased from 28% to 58% over the course of the school year.

In 2024-2025, the number of students on grade level in Math increased from 18% to 62% over the course of the school year.

These end-of-year results were nearly 10 percentage points higher than 2022 (50% Reading and 52% Math).

We demonstrated significant growth as a school toward increasing the number of students meeting growth goals (60%).

We retained 97% of our certified staff and 84% of our classified staff. All administrative staff was retained.

We averaged at least 500 participants at family events.

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10302025_09:41 - Generated on 12/12/2025

North Park Elementary School

We integrated Connection Breakfasts in January to discuss mid-year progress with identified students who were struggling with behavior or academics.

We will utilize small groups for reading/math as well as targeted daily phonological awareness instruction to further increase these scores.

We will continue to communicate effectively to parents regarding student progress, including school-made mid-term reports and family packs that include resources to reteach skills at home. We also instituted individualized and personalized homework for PA and Phonics skills.

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 continue to utilize small groups for reading/math as well as targeted daily phonological awareness instruction to further increase these scores.

We will continue to communicate effectively to parents regarding student progress, including school-made mid-term reports and family packs that include resources to reteach skills at home.

We have instituted individualized and personalized homework for PA and Phonics skills.

We have developed and implemented a schoolwide intervention block called GROW Time that individualizes instruction for Reading and Math based on continuum testing data. PLCs are held twice a month to review student data and form new groups.

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 are working hard to deliver individualized, focused instruction during our intervention block, GROW Time. Ongoing work is conducted in PLCs to review data and ensure that the instructional practices are sound and appropriate.

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

N/A

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

Student assessment data is being utilized in the intervention block (GROW Time), with individualized student homework and for mid-term reports. We will also utilize the data to meet with families in January for a mid-year review.

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

N/A

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10302025_09:41 - Generated on 12/12/2025

North Park Elementary School

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10302025_09:41 - Generated on 12/12/2025

North Park Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)