



2025-2026 Phase Two: The Needs Assessment for Schools_10312025_08:01

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Radcliff 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.

Our SBDM members include Ally Trombley, Demetria Delancey, Callie Stockel, Jasmine Alderman, and Dan Mahon. Our Leadership team consists of Susan Ellis, Craig Buchanan, Ally Trombley, Meredith Howell, Chase Greenwell, and Dan Mahon. SBDM meets once a month and our Leadership team tries to meet once a week. Both groups look at iReady data, behavior data, and various ways that we can make our school better. Notes are kept and published.

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?

Radcliff Elementary teachers attended Professional Development (PD) in the areas of high yield math and reading strategies, Orton-Gillingham comprehensive classroom procedures and routines, and meeting the social-emotional needs of students. These topics, along with others designed to increase student engagement such as Thoughtful Ed and Kagen structures were visited throughout the year. CIA committee members worked with the administrative team to develop goals in the areas of reading, math, and social-emotional needs and monitored them for progress during monthly meetings. Grade level teams analyzed iReady math and reading data, common assessment data, and phonics continuum data during monthly PLCs. Administrators analyzed walk through data for standard alignment and rigor. All measures are used to drive instruction and select improvement goals for our school

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.

When analyzing data over the past two years, all academic areas are in need of significant improvement. According to the most recent data, there has been an overall decrease in the percentage of students scoring proficient/distinguished in the areas reading, math, writing, and social studies. Radcliff Elementary still deals with a transient population that lives below the poverty line. We are continuing to deal with behavior issues

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.

According to Fall Iready data, 17% of students scored mid or above grade level, 46% scored one grade level below, and 37% scored two or more grade levels below in reading; 9% of students scored mid or above grade level, 51% scored one grade level below, and 39% scored two or more grade levels behind in math. According to the spring 22-23 Kentucky Summative Assessment scores, 73% students in grades 3-5 are below grade level in reading, 82% are below grade level in math, 81% are below grade level in writing, 79% are below grade level in social studies, and 90% are below grade level in science. Twenty-one percent of student in the achievement gap African-American scored proficient/distinguished in the area of reading, while 10% scored proficient/distinguished in math as compared to 29% (reading) and 19% (math) of non-gap white students. Twenty-seven percent of students in the achievement gap economically disadvantaged scored at or above proficiency on KSA in reading and 20% scored at or above proficiency in math. Eleven percent of students in the achievement gap disability-with IEP- scored above proficiency in reading, while 7% scored above proficiency in math. The overall mean of the Employee Engagement Survey taken in the spring of 2023 is 3.34. The Quality of School Climate and Safety Indicator Score for all students increased to 71.6; this is a .2 increase from last year. The lowest scoring item was " I feel that organizational culture supports open and honest communication with a score of 2.89 out of 5.

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 spring 22-23 Kentucky Summative Assessment scores, 73% students in grades 3-5 are below grade level in reading, 82% are below grade level in math, 81% are below grade level in writing, 79% are below grade level in social studies, and 90% are below grade level in science. Eighty-nine percent of students in the achievement gap "disability with IEP" scored below proficiency on the KSA in reading and 93% scored below proficiency in math. Seventy-nine percent of student in the achievement gap African-American scored below proficiency in the area of reading, while 10% scored proficient/distinguished in math. Seventy-three percent of students in the achievement gap economically disadvantaged scored below proficiency on KSA in reading and 80% scored below proficiency in mat

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.

The percentage of students scoring at or above proficiency in the area of science increased by 3%. Systems of support have been implemented and monitored with fidelity. We will continue to implement the processes and procedures for improvement that are in place across all settings. We will continue to use the scorecard, PLCs, and CIA meetings to continually monitor for improvement.

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 coordinate efforts with our community partners to meet the behavior needs of more students.

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 evidence based instructional practices essential for academic, behavioral, and SEL competencies.

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

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

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

We are focusing on making learning a priority.

Attachment Summary

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