2026-2027 Phase Two: The Needs Assessment for Districts

The needs assessment will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the needs assessment will lead to priorities to be addressed in the CDIP 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 aspects of teaching and learning that affect performance must guide the work. 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 districts 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 districts, each district to complete the needs assessment between October 1st and November 1st 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.

Review of Previous Plan

1. Analyze and summarize the implementation of the goals, objectives, strategies and activities from the previous year's CDIP. Include specific examples of what was implemented, what was successful and what adjustments are needed. How will these findings directly inform the development of goals, strategies or activities in this year's CDIP?

Reading
During the 2025–2026 school year, Allen County Schools implemented new High-Quality Instructional Resources (HQIRs) across all K–12 English Language Arts classrooms, including UFLI as a foundational literacy supplement to Wonders a the Primary Center. This significant districtwide investment established a consistent foundation for standards-aligned, grade-level instruction and increased students' daily access to high-quality, grade-level texts. To support implementation, all ELA teachers participated in vendor-facilitated Curriculum-Based Professional Learning (CBPL) during summer 2025, followed by ongoing instructional coaching, collaborative planning, and professional learning focused on effective use of the resources.

Although an initial decline in proficiency was anticipated during the first year of implementation, districtwide KSA reading performance remained relatively stable. Schools and grade levels demonstrating gains also exhibited consistent patterns of collaboration with the district's ELA coach and intentional weekly curriculum internalization, reinforcing the importance of sustained, job-embedded professional learning. Additionally, classroom observations indicated that HQIRs had become the primary instructional resource, substantially reducing reliance on supplemental materials from sources such as Teachers Pay Teachers and strengthening instructional coherence across the district. View the ongoing List of CBPL, over 250 hours districtwide in the last two years, centered on the ELA HQIR from 2025-2026 and into the 2026-2027 school year for PreK-12 ELA teachers.

Alongside HQIR implementation, the district continued advancing its local accountability work through the Profile of a Patriot competencies, emphasizing vibrant learning experiences that develop students as resilient learners, communicators, and engaged global citizens and more. While HQIRs provide the foundation for rigorous, grade-level instruction, the Profile of a Patriot strengthens how students experience and apply that learning through authentic tasks, meaningful collaboration, critical thinking, and opportunities to demonstrate understanding. Moving forward, the district will focus on more consistent and engaging implementation of HQIRs, ensuring these resources come alive in classrooms through intentional instructional design and vibrant learning experiences that connect academic standards to the competencies students need beyond the classroom. To help us monitor this, all leaders have been trained in a walkthrough tool for monitoring and teacher feedback.

Mathematics
Each grade identified a high-quality Math instructional resource (HQIRs) in 2025-2026. According to KSA proficiency results, the district experienced a decline in student proficiency across the district, with several grade levels demonstrating significant declines.

In response, the 2026-2027 school year will consist of many action steps toward increasing mathematics proficiency. Professional Learning, Instructional Coaches are being trained on coaching for effective math classrooms. We have several team members, district, school leaders, coaches and teachers attending the Numeracy Counts Cohort for professional learning. The High School Instructional Coach and a teacher will attend a training at GRREC on creating mathematical discourse. Our schools will ensure the Math HQIR is the primary resource being used in all classrooms. We will focus on high quality professional learning around the HQIR.

Science, Social Studies and Writing
All English Language Arts' HQIRs as of 2025-2026 are knowledge building curricula which grow student knowledge in Social Studies and Science through ELA standards. For example, in fifth grade, English class has a Native American unit and Marine Biology unit, among other social studies and science topics during their tier 1 reading class. This helps build a stronger background knowledge base, vocabulary and students can better enter science and social studies class with greater schema. According to the Fall 2026 Needs Assessment, teachers would like discipline-specific

professsional development. This combined with our KSA proficiency results in Writing point to the need for increased writing instruction and writing opportunities in all grade levels. The Needs Assessment also identified Writing Instruction as one of the top five identified areas for professional learning needs districtwide.

During the 2026-2027, the district will implement a writing program that will plan writing experiences for all students and demonstrations to share their products with an audience. We will seek out high quality writing professional learning for all grades, and focus on incorporating writing in all content areas. Additionally, the district will audit available HQIRs for science and social studies to ensure students are receiving grade level instruction.

Trends

2. Analyze data trends from the previous two academic years. After reviewing data derived from multiple sources and perspectives describe the identified trends. Please use precise numbers and percentages in your trend analysis.

Examples of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two years from 204 in 2024-2025 to 288 in 2025-2026.
- 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.

Reading

Reading proficiency, measured by the combined percentage of students scoring Proficient or Distinguished, declined at three of the four schools, while JEBMS demonstrated improvement. ACPC decreased from 38% to 36%, ACIC decreased from 44% to 43%, and ACSHS decreased from 48% to 41%, while JEBMS increased from 31% to 32%. Reading Novice percentages increased at ACPC from 27% to 32%, ACIC from 25% to 26%, and ACSHS from 26% to 27%, while JEBMS demonstrated a reduction from 45% to 39%, representing a 6-percentage-point improvement.

The relatively small changes at ACPC and ACIC suggest greater stability in reading compared with mathematics, while the reduction in Novice performance at JEBMS represents an important area of growth. Across the district, the data indicate a continued need to strengthen grade-level literacy instruction, reduce Novice performance, and increase the percentage of students demonstrating proficiency.

Mathematics

Mathematics demonstrated a consistent pattern of declining performance across all four schools. The percentage of students scoring Proficient or Distinguished decreased at ACPC from 44% to 33%, ACIC from 35% to 36%, JEBMS from 37% to 30%, and ACSHS from 52% to 34%. The mathematics content index declined at every school: ACPC from 64.23 to 51.8, ACIC from 53.4 to 51.7, JEBMS from 53.9 to 49.2, and ACSHS from 67.5 to 51.3.

Novice performance also increased across all four schools, with ACPC moving from 22% to 33%, ACIC from 31% to 35%, JEBMS from 33% to 34%, and ACSHS from 21% to 34%. These results identify mathematics as a significant districtwide priority, particularly the need to strengthen conceptual understanding, mathematical reasoning, rigorous grade-level instruction, and timely instructional responses to student learning needs.

Behavior

Behavior continues to be a nationwide area of focus and Allen County is no different. The Fall 2026 Needs Assessment identifies Behavior as teacher's number one priority in terms of needs. In the 2025-2026 school year, Kagan Win-Win-Discipline was provided for all teachers. This taught ways to keep students engaged and how to manage unwanted behaviors in a proactice way. The district has continued to invest in behavior therapists during the 2026-2027 school year. The behavior team will also continue working with MTSS teams districtwide to address challenges in a team setting. The 2026-2027 CDIP will consist of plans for addressing behavior needs.

Summary of Identified Trends

Collectively, the data identify three significant academic priorities: improving mathematics proficiency across all schools, strengthening writing performance across grade levels, and reducing Novice performance while increasing reading proficiency. Science improvements at ACIC and JEBMS, reading improvement at JEBMS, and strong graduation and postsecondary readiness outcomes provide opportunities to identify and build upon effective practices. These findings, together with local assessment evidence, classroom observations, instructional learning walks, and stakeholder feedback and more will inform the 2026–2027 CDIP through a continued focus on high-quality Tier 1 instruction, effective implementation of HQIRs, evidence-based instructional decisions, and responsive systems of student support.

Current State of Academics and Climate and Culture

3. Using precise numbers and percentages as revealed by multiple sources of your most recent data, describe in narrative form the current academic state of the district. Cite the source of data used. Consider the following data sources:

Academics:

- 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

Examples of Current Academic Narratives:

- Thirty-four percent of students in the achievement gap scored Proficient on Kentucky Summative Assessment (KSA) in Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent 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.

- The district's four-year graduation rate increased by 3.4 percentage points. The rate improved from 93.3% in 2025 to 96.7% in 2026.
- English Learner performance was Green rated from the state accountability measures. This shows we are effectively growing students' english proficiency according to the ACCESS test from 2025-2026 spring assessment.
- Postsecondary Readiness remains a district strength. The Postsecondary Readiness indicator increased from 105.1 in 2025 to 113.6 in 2026, earning a Very High (Blue) rating. Academic Readiness decreased from 85% to 73%, while Career Readiness decreased from 84% to 80%. Source: 2025–2026 KSA School Report Card Press Release, postsecondary readiness results.
- 45% of students obtained an Industry-Recognized Credential in 2025-2026 (102 students).
- 100% of students have access to High Quality Instructional Resources (HQIRs) in English Language Arts districtwide, PreK-12. The district has made a substantial investment in access to high-quality instructional resources and professional learning. During 2025–2026, Allen County Schools implemented new K–12 ELA HQIRs, including UFLI as a foundational literacy supplement to Wonders, and identified mathematics HQIRs across grade levels. The district's professional learning documentation identifies 249 listed session-hours across 2025–2026 and 2026–2027, including sessions listed separately for elementary and secondary participants. This implementation work is complemented by the district's Profile of a Patriot competencies and emphasis on vibrant learning experiences.
- Reading proficiency remains below 50% across the assessed grades. In 2026, the percentage of students scoring Proficient or Distinguished was 36% in third grade, 48% in fourth grade, 35% in fifth grade, 45% in sixth grade, 36% in seventh grade, 28% in eighth grade, and 41% in tenth grade.
- Tenth-grade mathematics experienced the largest one-year decline among assessed grades. Proficiency decreased from 52% in 2025 to 34% in 2026, an 18-percentage-point decline. Eighth grade also experienced a substantial decline, from 41% to 27%, a 14-percentage-point decrease.
- Fall 2026 FastBridge results reveal substantial mathematics risk in the middle grades. In seventh-grade aMath, 21% of students scored below the 20th percentile and 28% scored between the 20th and 29.99th percentiles. In eighth-grade aMath, 22% scored below the 20th percentile and 42% scored between the 20th and 29.99th percentiles. These categories together represent 49% in seventh grade and 64% in eighth grade below the 30th percentile.
- Three of the district's four schools experienced declines in overall accountability scores. From 2025 to 2026, ACPC declined from 70.3 to 46.9, ACIC from 54.8 to 51.2, and ACSHS from 78.8 to 63.1. JEBMS was the only school demonstrating an increase, moving from 45.1 to 47.7. Source: 2025–2026 KSA School Report Card Press Release, p. 3.
- Allen County-Scottsville High School offers 27 career pathways as of 2026-2027 and 13 programs.
- Early Childhood and Kindergarten Readiness: Incoming kindergarten screening results indicate that 29.9% of students were identified as Kindergarten Ready in 2026, compared with 27.1% in 2025. Additionally, 68.6% of incoming kindergarten students were identified as Ready with Interventions, demonstrating a continued need for foundational literacy, numeracy, and developmental supports. Allen County Schools provides full-day kindergarten and continues to emphasize early learning opportunities and targeted interventions to strengthen students' readiness for grade-level instruction.

4. Using precise numbers and percentages as revealed by multiple sources of your most recent data, describe in narrative form the current climate and culture conditions of the district. Cite the source of data

used. Consider the following data sources:

Climate and Culture:

- 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

Examples of Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2025-2026 academic year.
- 2024-2025 Impact survey data shows that 71% of staff feel like they belong at their school.
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

- Behavioral Incidents: Reported behavior events decreased from 978 in 2024–2025 to 857 in 2025–2026, a 12.4% reduction.
- 22.84% of students were chronically absent in 2025-2026, and we currently have a significantly less amount of chronic absenteeism for 2026-2027 with 15.95%.
- Students with Behavioral Incidents: The number of students associated with behavior events decreased from 405 to 396, a 2.2% reduction.
- Professional Learning Investment for ELA Teachers: District records identified 249 listed professional learning for ELA HQIRs in last two years, PL session-hours across 2025–2026 and 2026–2027, supporting instructional quality, curriculum implementation, and educator development.
- Student Attendance is stable for beginning of the year with gains from 2024-2025 year, District Month 1 attendance was 95.51% in 2026–2027, compared with 95.58% in 2025–2026 and 94.25% in 2024–2025.
- School Climate: All four schools received an Orange rating in 2026. Climate and safety scores were ACPC 70.1, ACIC 71.1, JEBMS 61.5, and ACSHS 58.6.
- Staff-Identified Strengths: Among 168 Fall 2026 survey responses, district strengths included student-centered decision-making and holistic care (39%), staff dedication and professional growth (35%), and community culture and Patriot Pride (28%). (Fall 2026 District Needs Assessment)
- Relationships and Belonging: Student relationships and belonging ranked as the #1 school strength in the Fall 2026 Needs Assessment, followed by school culture and climate and staff collaboration. (Fall 2026 District Needs Assessment)
- Professional Learning Needs: Co-teaching was selected by 24% of respondents, while classroom management, MTSS, and classroom AI use were each selected by 23%. Writing instruction was selected by 16%. (Fall 2026 District Needs Assessment)
- August 2026 -New Teacher Cohort Survey showed 19 out of 19 participants during session 1 (anonymous survey) felt they have a trusted adult in their building who they can ask questions and receive help when needed. 100% felt a sense of belonging in their school.

Strengths

5. Using precise numbers and percentages as revealed by multiple sources of your most recent data, plainly state the strengths of the district.

Examples of Strengths:

- We have active partnerships with 12 community organizations and 83% of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

1. Strong Postsecondary Readiness and Career Pathway Opportunities

Postsecondary readiness remains a district strength, with the accountability indicator increasing from 105.1 in 2025 to 113.6 in 2026, earning a Very High (Blue) rating. Allen County-Scottsville High School offers 27 career pathways, providing students with diverse opportunities to explore career interests and prepare for postsecondary transitions. The district's four-year graduation rate also increased by 3.4 percentage points, from 93.3% to 96.7%.

2. Districtwide Access to High-Quality Instructional Resources

Allen County Schools has established 100% access to high-quality instructional resources (HQIRs) in English Language Arts across PreK–12. The district implemented new ELA instructional materials during 2025–2026, including UFLI as a foundational literacy supplement to Wonders, and identified mathematics HQIRs across grade levels. These investments establish a foundation for coherent, standards-aligned instruction and continued improvement in instructional quality.

3. Significant Investment in Professional Learning and Instructional Capacity

The district has prioritized educator development through sustained professional learning aligned with curriculum implementation and instructional improvement. District records identify 249 listed ELA HQIR professional learning session-hours across 2025–2026 and 2026–2027. This investment supports teachers in developing the knowledge and instructional practices necessary for effective curriculum implementation and continuous professional growth.

4. Positive Trends in Student Behavior

District behavior data demonstrate measurable improvement. Reported behavioral incidents decreased from 978 in 2024–2025 to 857 in 2025–2026, a 12.4% reduction. The number of students associated with behavioral incidents also declined from 405 to 396, a 2.2% reduction. These trends indicate fewer documented behavioral incidents and provide a positive foundation for continued refinement of schoolwide behavioral supports.

5. Improving Early-Year Attendance and Chronic Absenteeism Indicators

Current-year attendance data indicate a positive trend in chronic absenteeism, with 15.95% of students identified as chronically absent in 2026–2027 compared with 22.84% in 2025–2026, a decrease of 6.89 percentage points. District Month 1 attendance remained stable at 95.51%, compared with 95.58% in 2025–2026, and exceeded the 2024–2025 rate of 94.25% by 1.26 percentage points. These results indicate stronger early-year attendance compared with 2024–2025, while continued monitoring is necessary to determine whether the current chronic absenteeism trend is sustained.

6. Positive Staff Perceptions of Student-Centered Practices and Professional Commitment

Fall 2026 District Needs Assessment responses identified several organizational strengths. Among 168 responses, 39% identified student-centered decision-making and holistic care, 35% identified staff dedication and professional growth, and 28% identified community culture and Patriot Pride. These findings reflect staff perceptions of a district culture that values student needs, educator commitment, and community identity.

7. Student Relationships, Belonging, and Staff Collaboration

Student relationships and belonging emerged as the highest-ranked school strength in the Fall 2026 District Needs Assessment, followed by school culture and climate and staff collaboration. These findings suggest that positive relationships and collaborative practices are recognized strengths within the district, providing a foundation for student engagement, professional learning, and continuous improvement.

8. Strong Initial Support and Belonging Among New Teachers

The August 2026 New Teacher Cohort Survey demonstrated positive early experiences among participating educators. All 19 respondents (100%) reported having a trusted adult in their building whom they could approach for questions and support, and all 19 reported a sense of belonging within their school. These results provide positive evidence of supportive relationships and onboarding experiences among the participating new teachers.

9. Positive English Learner Progress

English Learner progress earned a Green rating in Kentucky's 2026 accountability system, reflecting student progress toward English language proficiency as measured by ACCESS assessments. This represents a relative strength within the district's accountability results and provides a foundation for continued development of language acquisition supports and access to grade-level academic instruction.

10. Early Childhood Readiness Improvement

Incoming kindergarten readiness increased from 27.1% in 2025 to 29.9% in 2026, a gain of 2.8 percentage points. This represents measurable improvement in the percentage of students entering kindergarten identified as ready. The district's provision of full-day kindergarten and emphasis on early learning and targeted interventions provide structures for addressing foundational developmental, literacy, and numeracy needs.

11. Established Graduate Competencies and Authentic Learning Priorities

Allen County Schools has established the Profile of a Patriot competencies as a districtwide framework for student development beyond academic proficiency. The district's emphasis on vibrant learning experiences supports intentional connections among academic learning, critical thinking, communication, and preparation for life beyond graduation. These shared priorities provide a foundation for aligning instructional practices with broader student outcomes. These are also displayed on our public facing dashboard, accessed directly from the District Website.

Staff Perception Data: According to the 2026 Fall Districtwide Needs Assessment, the perception data from staff gave us three top strengths identified through the survey:

1. Student-Centered Decision Making & Holistic Care (39% of responses)
2. Staff Dedication, Support & Professional Growth (35% of responses)
3. Sense of Community, Culture & Patriot Pride (28% of responses)

Overall District Strengths Summary

Allen County Schools demonstrates strengths in postsecondary readiness, graduation outcomes, access to high-quality instructional resources, professional learning investment, student relationships, and supportive school communities. Measurable improvements in behavioral incidents, early childhood readiness, and current-year chronic absenteeism indicators provide additional

evidence of positive trends. Staff feedback highlights student-centered decision-making, professional dedication, and a strong sense of belonging, while English Learner progress represents a positive accountability outcome. Collectively, these strengths establish important organizational and instructional foundations for addressing identified achievement gaps, strengthening classroom instruction, and improving student outcomes across the district.

Leverages/Assets

6. Explain how the district will utilize its strengths and leverages, including academic achievements, culture and climate effectiveness, community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve the areas for improvement mentioned previously. Clearly connect each leverage or asset to one or more identified areas for improvement.

Examples of Leverages/Assets:

- 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.

Four Priorities

The district will leverage the four two-year priorities already known by all certified staff to leverage ongoing instructional improvements. These include High-QualityInstruction in All Classrooms, Demonstrated Learning Toward Academic Readiness and Growth, Responsive System for Every Student and Culture, Leadership and Organizational Coherence. These will be used to springboard work throughout the district.

Reading
The district will build on its significant investment in K–12 English Language Arts high-quality instructional resources (HQIRs), integrating authentic learning through our instructional model to ensure students engage in meaningful, vibrant learning experiences every day. Building on more than 250 documented professional learning session-hours and an established partnership with EPIC, the district will strengthen literacy instruction through sustained professional learning and coaching aimed at increasing reading proficiency and narrowing achievement gaps. Each school has access to dedicated internal and external literacy coaching support, allowing teachers to engage in sustained, job-embedded professional learning focused on curriculum internalization, instructional delivery and student learning. Building on successful collaborative planning practices, teachers will deepen their understanding of standards, anticipate student thinking, and strengthen implementation of grade-level instruction. Principals and instructional coaches will use the Instructional Practice Guide (IPG) to identify instructional strengths and needs, inform targeted professional learning, and monitor schoolwide implementation. These established resources and partnerships will support the district's transition from initial curriculum adoption to increasingly effective instructional practices. The CDIP will outline these plans and more to inform improvements.

Mathematics
The district will leverage its established mathematics HQIRs, instructional coaching structures, and regional and state professional learning partnerships to address declining mathematics proficiency, particularly in the middle and high school grades. Participation in the Numeracy Counts Cohort and professional learning through GRREC will build the capacity of teachers, coaches, and school leaders to strengthen mathematical discourse, conceptual understanding, and effective instructional practices. Instructional coaches will use their professional learning to support teachers in implementing the Standards for Mathematical Practice (SMPs) and Effective Mathematics Teaching Practices (EMTPs). Collaborative planning and student assessment data, including KSA and FastBridge, will guide instructional decisions and targeted interventions. These efforts will prioritize stronger Tier 1 mathematics instruction, consistent use of HQIRs, and improved student reasoning and problem-solving.

Science, Social Studies, and Writing
The district will leverage its knowledge-building ELA curriculum to strengthen students' background knowledge, academic vocabulary, and understanding of concepts across science and social studies. Interdisciplinary connections will provide opportunities for students to apply knowledge through reading, writing, discussion, and authentic learning experiences. In response to state assessment results and teacher-identified professional learning needs, the district will develop a coordinated K–12 writing approach that increases opportunities for students to write across content areas and demonstrate learning for authentic audiences. Professional learning will emphasize discipline-specific writing and instructional practices, while a review of science and social studies instructional resources will identify opportunities to strengthen access to rigorous, grade-level instruction.

Student Behavior, Attendance, and School Climate
The district will build upon reductions in reported behavioral incidents, positive staff perceptions of student relationships and belonging, and existing school-based support systems to strengthen

student engagement, attendance, and school climate. Behavioral incidents decreased by 12.4% from 2024–2025 to 2025–2026, providing a positive foundation for continued improvement. Schools will utilize MTSS teams, counselors, behavioral specialists, family partnerships, and community-based resources to identify barriers to attendance and learning and coordinate targeted supports. Student and staff feedback will inform school-specific action steps focused on consistent behavioral expectations, positive relationships, and supportive learning environments. These efforts will address continued chronic absenteeism and the need to improve school climate and safety outcomes across all four schools.

English Learners and Students Requiring Additional Support
The district will leverage its Green accountability rating for English Learner progress, existing instructional resources, and collaborative support structures to strengthen academic access and outcomes for english learners. Teachers, instructional coaches, English Learner staff, and special education personnel will collaborate to use student assessment data, language proficiency information, and evidence-based instructional practices to differentiate grade-level instruction. Professional learning in co-teaching and MTSS will support more effective coordination of Tier 1 instruction and targeted interventions. These efforts will focus on increasing reading and mathematics proficiency while ensuring students receive appropriate instructional support without reducing access to rigorous academic content.

Postsecondary Readiness and Graduation
The district will leverage its Very High (Blue) postsecondary readiness rating, increased four-year graduation rate, and 27 established career pathways to strengthen academic and career preparation. Existing partnerships with businesses, industry, and community organizations will support career exploration, work-based learning, mentoring, and authentic applications of academic knowledge. Counselors, teachers, and school leaders will use individualized career planning and student progress monitoring to identify students needing additional academic or graduation support. These efforts will specifically address declines in academic and career readiness percentages while expanding opportunities for students to successfully transition into postsecondary education, employment, or other career pathways.

Early Childhood and Kindergarten Readiness
The district will build upon improvements in kindergarten readiness, full-day kindergarten programming, and established foundational literacy resources to address continued early learning needs. Kindergarten readiness increased from 27.1% in 2025 to 29.9% in 2026. Schools will utilize screening data, evidence-based foundational reading instruction, mathematics resources, and targeted interventions to strengthen early literacy, numeracy, and developmental skills. Collaboration among early childhood educators, kindergarten teachers, interventionists, and families will support more intentional transitions and earlier identification of students requiring additional instructional support.

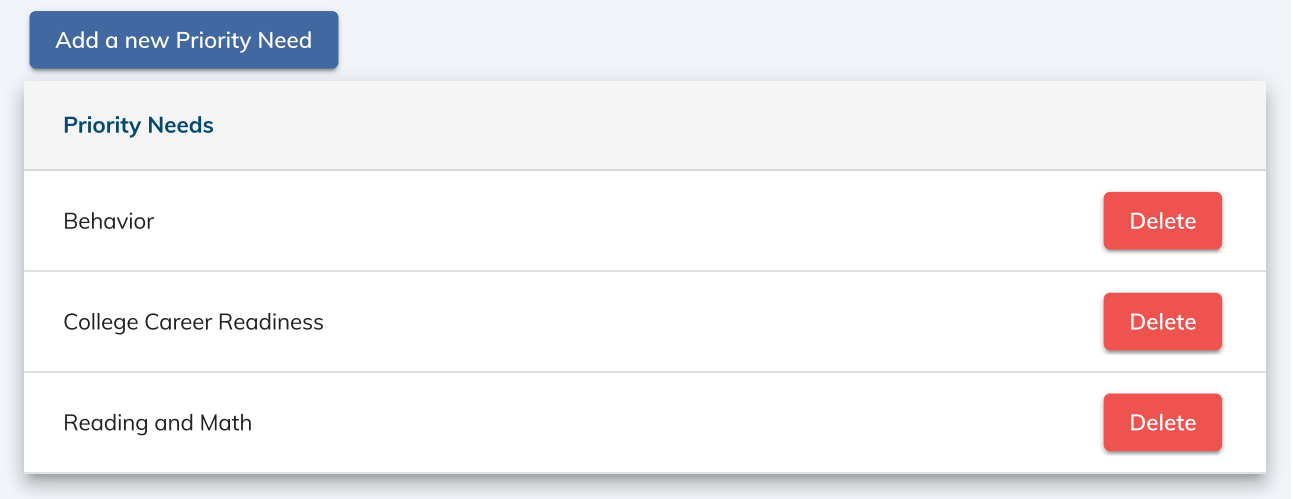
Districtwide Instructional Coherence and Continuous Improvement

- Allen County Schools will leverage its established PLC structures, instructional coaching partnerships, and Profile of a Patriot competencies to strengthen coherence across district improvement efforts. The district will use classroom observation evidence, student performance data, collaborative planning, and stakeholder feedback to identify instructional priorities and align professional learning with demonstrated needs. High-quality instructional resources will provide the foundation for rigorous, standards-aligned instruction, while vibrant learning experiences will strengthen students' opportunities to think critically, communicate, collaborate, and apply their learning. This coordinated approach will focus district and school resources on the instructional practices most likely to improve student outcomes.

These are snapshots of plans to inform the CDIP. More details will come in December with the full plan available.

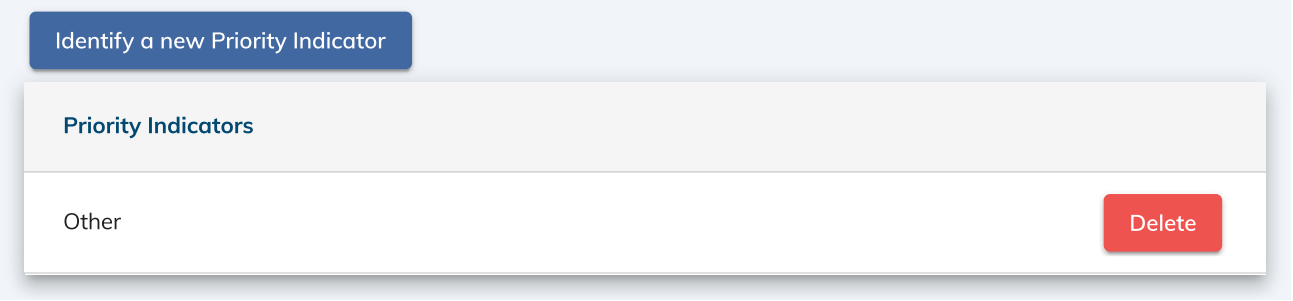
Identified Needs

7. Following the review of the previous plan, data trends and the current state, list the priority needs that will be fully addressed in the district's comprehensive improvement and professional development plans this year.



8. Alignment to Needs: When developing goals, all districts must establish achievement gap targets and set goals in state assessment results in reading and mathematics. Other goals aligned to the indicators in the state's accountability system and deemed priority areas through the needs assessment process are optional. Identify any additional indicators that will be addressed by the district to build staff capacity and increase student achievement, as well as any additional areas based on local data that you would like to include in your plan (identified as Other).

Click the blue button to add a New Priority Indicator. Any indicator noted as a priority will populate options for a new optional goal in the CDIP.



Strategies to Address Identified Needs

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 (KCWPs) outlined below or another established improvement approach:

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

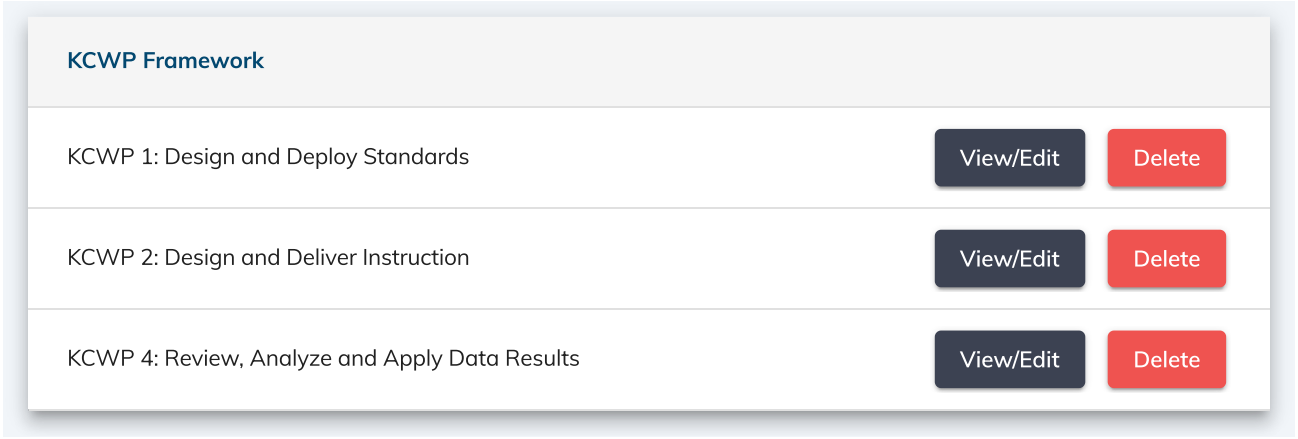
KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data Results

KCWP 5: Design, Align and Deliver Support Processes

KCWP 6: Establish Learning Environment and Culture

9. Click the blue button to select a maximum of three KCWPs (or another established improvement framework) to direct your district's resources and efforts toward meaningful change. Priority elements will automatically appear as strategy options in the CDIP.



Protocol

10. Clearly summarize the process used to identify the priorities for this year's improvement plan. Ensure the description demonstrates a needs-driven process to inform this year's goals and strategies. 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 and
- how and where the meetings were documented.

We review data and identify needs at all times during the school year. The Needs Assessment does not use one timeframe of data collection nor one point of data. A snapshot of the timesline is below:

Data Collected for Improvement Planning

*Not an exhaustive list.

- 2025-2026 Family School Surveys
- 2025-2026 Youth Truths Student Surveys
- Community Dashboard Data (current)
- Fall 2025 Needs Assessment (to compare Fall 2026 changes)
- Staff Attendance Data
- Kentucky Summative Assessment
- MVPA Benchmarks
- Fastbridge Screeners
- Chronic Absenteeism
- ACCESS English Proficiency Scores
- Walkthrough Data
- MTSS Data
- Walkthrough Data

Timeline to Determine Improvement Plans

- Open Window for Allen County Needs Assessment Survey (Perception Data) - September 2026 (all schools and staff- digital)
- Analyze 1st Quarter 2026 Walkthrough Data for Tier 1 HQIR Needs - Each School, Principals, Coaches, DOSE, Superintendent, Instructional Supervisor, CAO - October 2026 (Classrooms across the district, reviewed in CO Board Room)
- Compose Needs Assessment- Analyzing Data and Identifying Priorities for CDIP and CSIP - October 2026 (Digital data analyzed from parents, teachers, leaders, community feedback from past two years, etc)
- Collaborate with Principals, DOSE, DAC, Superintendent, CAO, SBDM for Identifying Goals and Strategies for Reading- October 27, 2026 (Instructional Team Meeting, All Schools, ACCO Board Room)
- Collaborate with Director of Special Education on Identifying Goals and Strategies for Achievement Gap - November 2026
- Collaborate with High School for Postesecondary Goals and Strategies - November 2026
- Review CDIP and CSIP draft to ensure alignment - Coaches, Principals, SBDM, Teachers, District Leaders November & December 2026
- Board Approval - December 2026