



2025-2026 Phase Two: The Needs Assessment for Schools_10062025_13:22

2025-2026 Phase Two: The Needs Assessment for Schools

Woodlawn Elementary School

Jennifer Pierson

1661 Perryville Road
Danville, Kentucky, 40422
United States of America

Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	12

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.

Woodlawn Elementary holds monthly SBDM (Site-Based Decision Making) meetings with a collaborative council consisting of:

- Jennifer Pierson, Principal
- Samantha Spinks, Co-Chair
- Kirby Harrison-Alcorn, Teacher Representative
- Savannah Workman, Teacher Representative

- Cara McAfee, Parent Representative
- Jenny Eldridge, Parent/Minority Representative

Each meeting follows a structured agenda, and minutes are posted on the Woodlawn Elementary website and shared with staff via email. The SBDM Council regularly reviews the Big 3, contributes to the development of the Comprehensive School Improvement Plan (CSIP), reviews the school safety plan, and provides input on other key components of our continuous improvement efforts.

In addition to SBDM, Professional Learning Communities (PLCs) meet monthly as a full faculty and bi-monthly in grade-level teams. During monthly whole-staff PLCs, committees collaborate to advance initiatives in PBIS, Staff and Student Recognition, Math Development, Reading Development, and Vibrant Learning Experiences Development. These sessions engage all certified staff in ongoing work around our Big 3 priorities. Mixed-grade teams collaborate to strengthen vertical alignment and ensure all staff voices are represented.

Grade-level PLCs, held bi-monthly, focus on data analysis through the lens of our schoolwide goals. Teams engage in a clear, consistent process of reviewing, analyzing, and applying data to assess progress, “name and claim” students, and determine areas for continued improvement. Agendas and collaborative notes are maintained in the WES Google Classroom for transparency and continuity.

At the district level, Curriculum, Instruction, and Assessment (CIA) meetings occur monthly, allowing district and school leaders to collaborate on shared goals. Agendas for these meetings are available in the District’s Google Shared Drive. The principal also participates in monthly leadership meetings with district administrators to align school and district priorities.

Our Parent-Teacher Organization (PTO) meets monthly, with agendas and minutes distributed to families via email to maintain open communication.

Each year, Woodlawn Elementary presents KSA data and updates on our Big 3 and CSIP goals to the Boyle County Board of Education. This annual presentation is documented in the September board meeting minutes and reflects our ongoing commitment to transparency, collaboration, and continuous growth.

The WES Big 3 serves as the foundation for all decision-making and improvement planning, woven throughout every aspect of our school’s work.

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?

Review and Implementation of 2025-26Goals

During the 2024-25 school year, Woodlawn Elementary remained focused on sustaining high levels of growth in both academic achievement and social-emotional learning. Our goals expanded to include stronger implementation of the new social studies standards and increased integration of writing across the curriculum to build stronger, more connected learning experiences for students.

A key objective was to continue improving reading and math proficiency while closing identified achievement gaps. In 2023–2024 that score was 93.7—the highest combined score we have achieved. Our 2024-25 score was 95.2. That showed continued growth at a high level where growth can be challenging to maintain. Individually, our reading index rose to 95.9, and our math index reached 94.8 both reflecting significant growth and instructional strength.

In social studies, a focus area due to the new standards, proficiency remained consistent at an 89.2. Science index has not yet been reported. Our writing went from an 81.4 to a 92 in 2024-25. These scores reflect the school's overall Other Academic Indicators as high and continuing to grow. We are confident that our science will also reflect that.

While our overall student achievement remains strong, closing achievement gaps continues to be a priority.

- Reading: Overall 95.9; Economically Disadvantaged 86; IEP 61.2
- Math: Overall 94.8; Economically Disadvantaged 85; IEP 53.3
- Science: Overall Unknown; Economically Disadvantaged 72.2; IEP 40.0
- Social Studies: Overall 89.3; Economically Disadvantaged 82.8; IEP 51.9
- Writing: Overall 92; Economically Disadvantaged 89.2; IEP 46.2

These data reflect that our largest gaps persist among students with IEPs and economically disadvantaged students, particularly in science and writing. This pattern aligns with our current emphasis on targeted reading and math interventions for students performing below grade level.

To support these goals, grades 3–5 continued to implement 75 minutes of core instruction daily, supplemented by an additional hour for academic recovery and intervention. This extended learning time is supported through push-in assistance from instructional aides and ESS instructors, allowing for more individualized instruction.

A revised master schedule was developed to optimize staffing and maximize direct support for students. Teachers continue to use research-based instructional resources and district-approved curricula aligned with the Science of Reading. Updates were made to our social studies, science, and writing materials to ensure alignment with state standards and current best practices.

Throughout the year, professional learning remained a key focus. Summer professional development established clear academic expectations, and teachers continued to deepen their understanding of the 8 Mathematical Practices, incorporating them into daily instruction and personalized learning plans.

Collectively, these efforts have built a strong foundation for continued progress, ensuring that our strategies remain focused, data-driven, and student-centered as we move into the 2025-26 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.

Based on the data trends outlined above, our continued focus is on reducing novice and apprentice levels to accelerate overall student proficiency. While we have made progress in decreasing novice levels, there remains room for growth. Analysis of our data revealed that iReady screeners and other assessments administered throughout the year accurately predicted student outcomes, which has guided our multi-level approach to further support novice and apprentice learners and promote significant academic growth. We continue to use our name and claim process to look at every student scoring below 30%. With Title 1 funds, we have employed a math interventionist to work alongside our reading interventionist in meeting tier 2 and 3 needs supporting our students.

Behavioral data indicates positive trends as well. While Infinite Campus (IC) referral data showed an increase due to changes in administration and additional data input, this did not reflect actual daily behavior improvements. When examining student- and class-level behavior, we see clear benefits from the intentional weekly integration of SEL curriculum. Students are demonstrating stronger problem-solving skills and improved social-emotional competencies.

To continue this progress, we are reintroducing the 7 Habits program this year, reinforcing strategies that support ongoing growth in both behavior and social-emotional learning.

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.

Woodlawn Elementary currently uses iReady as our universal screener. Fall screening results for 2025-26 indicated the following proficiency levels:

- Kindergarten: 65% reading, 62% math
- 1st Grade: 68% reading, 69% math
- 2nd Grade: 69% reading, 70% math
- 3rd Grade: 69% reading, 72% math
- 4th Grade: 70% reading, 72% math
- 5th Grade: 72% reading, 72% math

These results helped guide instructional decisions during the first semester, including placement for interventions, targeted literacy and math plans, and strategies to address learning gaps. Overall, these scores are similar to the fall 2024 benchmarks, indicating consistency in student performance.

Professional development for staff has been aligned with our Big 3 goals, and PLC time continues to focus on deepening skills in these target areas to support ongoing growth and effective instruction.

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.
 - Teacher attendance rate was 85% for the 2024-25 academic year.
 - Impact Survey Data shows that 71% of staff feel like they belong at our school.
 - 75% of families participated in Needs Assessment
 - Back to School Night had 95% attendance with families receiving lots of support information to help with family and student needs

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.
 - Combined Reading/Math Scores 95.2
 - Combined Other Academic Indicators 86.5
 - Projected overall score 93.1, which could be higher based on science scores
 - Gap students performed at high levels
 - 98% staff has masters degree or rank 1 or 2

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.
 - Coordinate with FRC to continue to provide basic needs as well as academic needs. Provision of school supplies and literacy supports
 - Collaborate with Parent/Teacher Organization to secure supports for literacy and math needs
 - See Woodlawn Big 3

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

See Woodlawn Big 3 Attached

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

See attachments

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

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

Please see Woodlawn Big 3 and PLC Agendas

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

See attachments

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

See attachments

Attachment Summary

Attachment Name	Description	Associated Item(s)
 PLC Tentative Agenda	This is used to help guide how we move through our goals set in the Big 3	.
 Woodlawn Big 3 Strategic Vision	This is the work we collaborate with district on throughout the year.	.