



2025-2026 Phase Two: The Needs Assessment for Schools_10092025_13:25

2025-2026 Phase Two: The Needs Assessment for Schools

Glenn R Marshall Elementary School

Jill Whitaker

1442 Robert R. Martin Bypass
Richmond, Kentucky, 40475
United States of America

Table of Contents

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

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.

Grade-level and department-level Professional Learning Community (PLC) meetings are conducted weekly, facilitated by the Instructional Coach and Principal. During these meetings, teachers and support staff along with the Instructional Coach collaboratively analyze formative and summative assessment data to determine student groupings for core instruction, Response to Intervention (RTI) groups, and next instructional steps. Time is also dedicated to deconstructing standards, developing unit plans, discussing the Continuous Classroom Improvement (CCI) cycle, and working toward school-wide goals.

Each PLC member has an assigned role—such as facilitator, timekeeper, or note taker—to ensure meetings are focused and productive. Grade-level teachers, the instructional coach, counselor, and principal attend each PLC meeting. Minutes from all meetings are recorded and shared with school administration.

Every grade level and department has a written mission statement that outlines its goals and beliefs aligned with the school's vision. Each grade level has a designated team leader and a representative serving on the Curriculum Content Committee. Team leaders and content leaders meet monthly with the principal and teachers to discuss instructional strategies, areas of focus, concerns, celebrations, and operational topics such as scheduling. Each committee elects a chairperson, and minutes from monthly meetings are documented.

School and grade-level data reports are shared with the School-Based Decision Making (SBDM) Council at least three times per year. Reading interventionists, the counselor, and other staff members attend SBDM meetings to present student data from i-Ready, Fountas & Pinnell, and KSA assessments.

The Multi-Tiered System of Supports (MTSS) team—composed of the principal, counselor, FRYSC director, and teachers—meets monthly to address students' social-emotional and behavioral needs. This team reviews data and develops targeted support plans to assist students both academically and socially.

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?

Our reading objective from last year's plan was to increase the overall reading and math index scores from 69.5 to 81.5. We scored 76.4 so we increased significantly. Our science/social studies/writing objective from last year's plan was to increase the overall index scores from 72.7 to 84.7. We scored 66.1, so we went down a little..

Our gap objective from last year's plan was to increase the indicator score for students with disabilities from 63.6 to 68.3. We scored 48 so we went up by one point in this area, but didn't reach our goal of 68.3. While we made growth in most areas, we went down in our overall social studies, science, and writing, from 68.3 to 66.1. We will continue to review and revise our scope and sequence work and focus on rigorous, standards aligned assignments and assessments, with an emphasis on backward design. Our schoolwide focus continues to be on continuous classroom improvement and student engagement and is embedded throughout our PLC work and supported by our building instructional coach, district math and literacy coaches and principal.

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.

As stated above, our areas of concern are growth, particularly in the subgroup of students with disabilities. We must ensure that our subgroup of students with disabilities is making more than a year's worth of growth and moving toward proficiency in reading, math, science, writing, and social studies. We must also continue to support our economically disadvantaged subgroup in reading and math proficiency, as well as meeting benchmarks in writing, social studies, and science.

In other non academic trends, we had a slight decrease in overall behavior incidents, dropping from 98 to 93 total incidents. Additionally, we are showing an increase in attendance at 93.7 average daily attendance, which is up about 1% since the last school year.

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.

In looking at the Fall i Ready universal screener, 27.0% of students performed at grade level, which is down 1.1 percentage points since last Fall; 42% of students scored one grade level below target, and 31% of students scored two or more grade levels below target.

We had several bright spots across subject areas in each grade level as evidenced in the KSA data below. There are several areas that we will continue to focus on for growth.

- 54% of students scored proficient/distinguished on the Kentucky Summative Assessment (KSA) in 3rd grade reading, 53% in 4th grade reading, 71% in 5th grade reading
- 59% of students scored proficient/distinguished on the KSA in 3rd grade math, 43% in 4th grade math, 52% in 5th grade math
- 44% of students scored proficient/distinguished on the KSA in writing.
- 34% of students scored proficient/distinguished on the KSA in science.
- 40% of students scored proficient/distinguished on the KSA in social studies

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 our Spring 2025 Title 1 Parent survey, a 29.7% of our families would like more information on how to help their student learn at home. Families also reported a moderate percentage of students struggling with anxiety (21.4%) and self control (14.3%). This shows a need to address these concerns in a Tier 1 and Tier 2 setting. We see a continued need for programming for social emotional learning and community building for our students. We will continue to focus on

building our schoolwide systems for academics, attendance, and attitude in the form of assemblies, guest speakers, and recognition. Much of this work is driven by our building instructional coach, our interventionist, and our school counselor. We had 86.1% of our respondents reported that they participated in at least one parent and family engagement event in the 24/25 school year. We hope to continue to have a high percentage of parents and families attending our events.

The 24/25 QSCS indicated a slight increase for a color rating of Green 76.9%. The previous score in 23/24 was 73.9%. The culture portion of the survey scored higher than the safety portion, which reflects our school wide focus on culture building.

The lower scoring items included 37% of respondents responding favorably to "Students being mean or hurtful to other students is NOT a problem for this school. Followed by 61% of students responding favorably to "All students are treated the same if they break school rules". Additionally, 94% of students responded favorably to "My school is a caring place." and 92% of students responded favorably to "Adults from my school make sure all students get what they need to be successful." Students also responded favorably to "If a student reports being treated in a mean or hurtful way, the adults will do something to help," with 93% of students reporting in the affirmative.

Our focus on continuous improvement cycles can support both of these areas of need by helping students provide feedback on their learning and begin transfer of ownership to students. We will seek feedback from our Student Leadership Council (3rd - 5th grade students) on how to positively impact our culture and safety survey. We will also continue to focus on our restorative practices and Tier 1 social emotional learning, Second Steps.

Our Teacher Attendance data for the 25/26 SY shows us in the top 5 schools in the district, running at about 95% or higher. This shows that our staff is committed to serving our students daily. We have several events planned to make all staff members feel valued, appreciated, and important to the success of our students. Additionally, we are showing an increase in student attendance at 93.7 average daily attendance, which is up about 1% since the last school year. Our attendance team consists of our FRC director, building instructional coach, principal and our school counselor.

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.

Current Strengths Include:

- Increase in KSA data, including students with disabilities (Orange to Green)

- Increase in student attendance (averaging over 93% daily)
- High teacher attendance, as compared to the district
- Green results in QSCS survey data
- Continued coordinated strong community partnerships with the support of

Family Resource Director and Building Instructional Coach to meet the academic and behavior needs of students

- iReady Growth incentive 2x per year
- Mustang Mania, recognizing student academics, attendance, and effort
- Principal lunch bunch for each grade level (lunch bunch)
- Food Bags
- Identifying individual learning gaps for students and streamlining the intervention (STAT) process with

School Counselor

- Schoolwide schedule that supports all tiers of instruction
- Embedded professional learning on continuous classroom improvement, engagement strategies,

instructional resources by principal, building instructional coach, and district literacy and math coaches

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 focus on high quality instruction at all tiers. To address our highlighted needs and leverage opportunities, we will continue to focus on rigor of instruction and rigor of assessments through backward design. Our schoolwide system for tracking iReady pathway lessons to increase typical and stretch growth percentages continues to grow and evolve as well as our schoolwide focus on continuous improvement facilitates more goal setting as classrooms and as individual students. These conversations and work continue in our professional learning opportunities and in our PLC work. We must continue to focus on the growth of ALL students, academically, socially, emotionally, and behaviorally. When

we focus on growth, proficiency will follow in stride. In particular for academics, we need to increase the percentage of students who meet their iReady stretch goal in both reading and math and continue to build assessment capable students. We will continue to partner with community resources to recognize growth and achievement and support areas of need (academically, socially, emotionally, and behaviorally) in our students. Our building instructional coach, student support services worker, guidance counselor and family resources director continue to be essential members of the continued growth of students at Glenn Marshall Elementary School.

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

Teachers will continue to align resources with Kentucky Academic Standards. They will align assessment with the rigor of the standards to make certain that students are challenged at the appropriate levels.

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

- PLCs, weekly walkthroughs to check for congruence of learning plan
- CCI
- Visible Learning Plan
- Classroom and School Goal Setting/Student Data folders
- PDSA cycles for classrooms and in PLC work
- Building Instructional Coach for analyzing student achievement data and measuring effectiveness of
- Share data/results through SBDM, report cards, reading plan meetings, conferences, class dojo, student

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

- Mustang Mania Day w/ support of building instructional coach to ensure a balanced approach to data
- High quality/standards aligned assessments through development in PLC work and with support of b
- Movement through Tiers (STAT process with building instructional coach as chair, schoolwide schedu
- Systems in place for students to be actively involved: PDSA cycles, student data folders

-
- Leadership qualitative and quantitative data to drive continuous improvement: PLCS, weekly data 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

- Mission/Vision: MTSS, Proactively working with students to address issues and prevent outbursts and
- Work framed by professional Learning: PLC work as evidenced by student data review universal screen
- Methods for equitable environment: Tier 1 SEL PDSA cycles, Tier 2 and 3 small groups as needed
- Self Directed Learners: data folders, CCI
- Authentic Learning Experiences: growth mindset, feedback, data folders, PDSA
- Develop collective efficacy: PLC work, survey results and feedback
- Identifying gaps in culture, climate, safety: survey results, Sunshine committee, Student Leadership C
- Support Inclusivity/Community Partners/Communicating w/ Families: Proactive Plan for Inclusivity

Attachment Summary

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