



## 2025-2026 Phase Two: The Needs Assessment for Schools\_10232025\_10:13

2025-2026 Phase Two: The Needs Assessment for Schools

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**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.

Data is first reviewed by the school's leadership and MTSS teams. Grade level teams meet at least twice, during PLC, to discuss initial academic performance as a grade level and to discuss individual students' performance from current data. Grade level teams then create academic growth plans that are data driven to address areas of concern. Our school's leadership and MTSS teams also meet at least 3 times per year to analyze any interim diagnostic data. This review includes all school-wide assessments, including AVMR, F&P, iReady and KSA results. Our SBDM discusses student academic achievement monthly. SBDM looks at school-wide assessment data mentioned previously. The SBDM council is encouraged to give input, ask

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questions and help develop plans to ensure student success. All meetings are held on a regularly scheduled basis and agendas and minutes are taken for each.

### 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?

We have continued to focus on standards based instruction and the use of assessments meeting the rigor of the instruction. We also had an intentional focus of providing more tier 2-3 instruction within our grade levels and more discussion during PLC's to determine needs and how to meet them. We continue that with a STAT PLC once a month. This helps us to stay focused on the needs of our students. We also have an intentional focus to help our teachers better plan for rigorous instruction and assessment that are aligned, along with a focus on providing those interventions for tier 2-3 where needed with the implementation of "Hawk Block". This is a dedicated time to help with interventions. We plan to provide tutoring afterschool hours and have a daytime ESS provide extra interventions, where needed.

### 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.

Overall our Reading and Math Indicators showed a decrease of 2.9 from the 23-24 to 24-25 KSA test scores. Our Science, Social Studies and Writing Indicators showed an increase of 7 from the 23-24 to 24-25 KSA test scores.

### 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.

Reading and Math indicator scores showed a decrease of 2.9

Science, Social Studies and Combined Writing showed an increase of 7.0

Reading index showed a decrease of 3.5

Math index showed a decrease of 2.2

Science index showed an increase of 8.1

Social Studies index showed a decrease 1.0

Combined Writing index showed an increase of 14

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.

Significant increase in Science & Combined Writing for all students

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Overall student achievement maintained in most tested categories from 23-24 to 24-25. We grow almost 5 points overall from 23-24 to 24-25.

Decreases were seen in reading (-3.5), math (-2.2), & social studies (-1.0)

### 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.

Significant increase in Science, Social Studies and Combined Writing indicator for our students with an increase of +7, scoring them in the High status and Green indicator rating with an indicator score of 80.3.

This also includes a Science score of 71.3 an increase of 8.1 and an increase in Combined Writing of 14.

### 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 use our FRC to help with out reach to our families and community.

We will utilize the assistance of an instructional coach to help strength our students and teachers in all areas assessed.

### 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**

Continued implementation of our "Hawk Block" to help students with needs in small group and individual settings. This is an RTI block of time that is school wide. Comprehensive school wide look at instruction and assessment to make sure alignment and rigor are present. Implementation of new reading curriculum (K-3) and implementation of reading plans for K-4. We will also be looking into the use of an instructional coach to help with needed areas of growth.

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**

A deep look into our RTI process and supports that we are able to provide for students. The use of an instructional coach will be looked into to help better the quality and quantity of supports that can be given throughout the school.

## 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

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## **COMMENTS**

N/A

# Attachment Summary

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