2025-2026 Phase Two: The Needs Assessment for Schools_09052025_10:33

2025-2026 Phase Two: The Needs Assessment for Schools

Silver Creek 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.

SBDM council members: Lisa Banks, Jay Bunch, Meghan Hillman, Marlis Todd, Kim Pennington, Tiffanie Nishimura FRC: Dayna Lowe

The council reviews the most current needs for our school based on data and observations. We review and analyze iReady scores and KSA scores (when released). We assess budgets versus needs to determine our focus and where to allocate the funds.

Priorities are determined in SBDM meetings where admin, teachers, building staff, and parents represent the school body.

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?

Last year we utilized our iReady and KSA data, our school climate results, and parent input to help us make decisions about our CSIP goals and school plan. We had, and continue to have, a building instructional coach to support our Tier 1 and Tier 2 instruction. We supported our teachers with opportunities to meet during the summer to work on unit planning as well as the creation of common assessments and assessment discussions. Our feedback from teachers was that they appreciated the time to work together with support and appreciated the data discussions as we worked to move our students and recover lost learning. Our iReady data was lower last year in May than the data from the two previous years. Therefore, we added weekly PLC meetings to discuss ways to improve instruction, strategies to focus on engagement, and getting students to own their learning. We provided high-quality instruction in a small group setting using RISE curriculum, standards-based ELA instruction, and math strategic small groups.

We are continuing our work with a few adjustments. We have added, district-wide, a new reading curriculum for K-3, and we have also added a new math program for grades 3-5 as a pilot program for our school. We have adjusted our schedule to maximize our instructional time, as well as having each grade level RTI time to ensure students are getting their TIer 2 and TIer 3 instruction as needed. Our instructional coach reviews needs with teachers and utilizes targeted support for each grade/team. The coach also determines PLC needs, in discussion with the teachers and the administration team. We have also included incentives to reduce behaviors, improve attendance, and reward top performers, as well as students of the month, based on desired traits. I have started a principal advisory committee with 6 students, two from 5th, two from 4th, and 2 from 3rd grade. We will discuss school-wide topics that effect students.

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.

Behavior remains a focus as trends can always improve. Last year, we did not meet our targeted behavior reduction goal, so we will continue to focus for the current year. We do realize that every year brings a different set of circumstances, but we have implemented our expectations repeatedly every day (ROAR R- Respect, O-

Outstanding Effort, A- Awesome Attitude, R- Responsible and safe). We review our anchor charts for each area of the building after a break in instruction, and all teachers have high expectations for students.

Since adopting a new reading curriculum for K-3 last school year, we are working to continually improve our reading performance. Math continues to be a focus as well, and we have continued with our pilot of a new curriculum for grades 3-5. We are seeing an improvement in our overall math scores, shifting slightly from novice and apprentice to proficient and distinguished. One area of concern was our 4th-grade math scores, where we only had one distinguished rating. We have restructured our 4th-grade math class to include a math lab and a new teacher in our building, teaching 4th-grade math.

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.

Based on our KSA 2025 results for reading and math, Silver Creek Elementary has increased index points by 2.8 for an overall score of 64.6. This is an increase in both areas overall, with the breakdown of percentages below. We have not reached our target but will continue to push growth each school year.

Overall, reading KSA for 2025 in 3rd grade, 40% of students scored at proficiency or above, while 60% were below proficiency. This was a drop from the previous year (2024), which was 50% at or above proficiency, with 50% being below proficiency. We have implemented a longer RTI period for our 3rd-grade students to fill in achievement gaps in the necessary areas based on iReady Fall data. We have also

provided push-in support for this block with our support personnel, including our Americorps tutor, paraeducators, and our ESS tutor.

Overall, in 3rd grade, 33% of students scored at proficiency or above in math KSA for 2025, while 67% scored below proficiency. This is an increase from the previous year (2024), which was 25% proficient or above and 75% below. We have implemented a trial of a new math program, as well as a longer RTI period, to help our 3rd-grade students with achievement gaps. We intend to continue to provide tutor support through Americorps and ESS tutors.

Overall, reading KSA for 2025 for 4th grade, 52% of students scored at proficiency, while 48% scored below proficiency. This was a jump from the previous year (2024), in which 48% of students scored at or above proficiency, and 52% scored below proficiency. We had made some switches in 4th grade last year, with a new teacher teaching ELA standards, and she had made great gains.

Overall, the math KSA for 2025 for 4th grade, 30% of students scored at proficiency, while 70% scored below proficiency. This was an improvement from the previous year, in which 23% of students scored at proficiency, while 77% scored below proficiency. While this was an increase, we are not near our goals for the overall 3-5 year period. We made some adjustments for this year, including a new teacher in 4th-grade math, as well as a second round of math in a math lab class. Our RTI blocks are group-focused on student needs, and we have the support of our ESS tutor. We will continue to purchase manipulatives, interactive games,

Overall, the reading KSA for 2025 for 5th grade, 49% of students scored at proficiency, while 51% scored below proficiency. This is a slight drop from the previous year, where 52% scored proficiency and 48% scored below proficiency. We have included a set RTI time for all of 5th grade for 30 minutes, which is to assist students with any gaps they may have in reading or math.

Overall, the math KSA for 2025 for 5th grade, 42% of students scored proficiency or better, while 58% scored below proficiency. This is an improvement over the previous year for math (2024) where 37% of students scored proficiency or better, and 63% scored below proficiency. We utilized a new math curriculum and visited schools that had previously used the curriculum for guidance and implementation questions. We are focusing our NTI block on small group supports for skills necessary to progress.

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.

For the student attendance rate for the 24-25 academic year, 19.7% of students were chronically absent for the year. We utilize a social-emotional learning curriculum where each class has a block of time to teach the curriculum and help improve our attendance data. We also provide small group counseling services, and utilize home visits when unexcused absences reach between 6-9 days. We have retained 95% of our staff from the previous year. We provide high-quality professional learning opportunities for our parents through events such as Literacy Night, Math Night, parent-teacher events, and numerous Family Resource Center activities throughout the year. We had approximately 125 families participate in our family engagement learning opportunities (math/literacy night). Behavior incidents decreased by 19% compared to the previous year. We have a full-time counselor available for our students who has a plethora of resources for referrals to outside agencies. We also have a full-time Family Resource Center Director who can provide families with the resources necessary to function well at home and in the community. Our families are heavily involved in the events we provide.

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.

We pride ourselves on having a strong Parent-Teacher Association with lots of active involvement from our families. We have active partnerships with 13 (+) local organizations and businesses through PTA. We also have strong partnerships with outside service agencies (police, fire, EMS) who offer faculty trainings and awareness for community issues. We also have a full-time safety monitor to actively be involved with keeping the school and students safe during the entire day and monitors the campus for any unusual activity.

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.

The district has set a 95% student attendance goal for the school year. To assist us with this goal, we will rely on our community partners and PTA to provide incentives and rewards.

We will continue to work to improve our math and reading scores at all levels. To assist us with improvement, we will utilize our District Math Instructional Interventionist, our District Literacy Interventionist, and our Building Interventionist to develop plans to target specific needs in each grade level. We have designated PLCs to review and discuss data from various sources and determine a plan for our RTI time for each grade level.

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

NA

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 have a school-wide social-emotional curriculum for all students, Second Steps, with an established time during each day. We have adopted a state-approved literacy curriculum for grades K-3, along with interventions including UFLI. We will continue to use our evidence-based curriculum in reading and math, including Savvas and iReady, that align with the KY Academic Standards.

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

During our set and established Professional Learning Community time, our Literacy Interventionist, principal, and teachers review and analyze our data sources from KSA, iReady, F&P, etc., to discuss ways to assist our students with interventions based on their needs and acceleration for those who need support. Data is reviewed at a minimum of three times per year, with many follow-up sessions to determine the appropriateness of interventions and placement of students. We have an established RTI time for each grade level. The Interventionist follows up with any needs teachers may have in implementing supports.

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

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)