# Madison Kindergarten Academy 2025-2026 Phase Two: The Needs Assessment for Schools_10092025_15:00

2025-2026 Phase Two: The Needs Assessment for Schools

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# 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.

Madison Kindergarten Academy uses a variety of processes to review and analyze data. Data from universal screening and iReady is analyzed by SBDM and Intervention/Instructional team at least three times a year (fall, winter, & spring). These data are used for school wide goal setting and professional development determinations. Teachers meet weekly in PLC's to analyze such things as universal data, diagnostic, formative and summative Tier 1 and RTI data. The MTSS team meets monthly to analyze student data for literacy, math, and behavior/social emotional and attendance. These data are used to flexibly group students needing intervention services. It is often used to determine teacher needs for professional growth. The FRC council meets every month to look at other sources of data,

including needs. The information from these meetings is shared at SBDM meetings and used to decide how to best support families and student learning. The intervention team reviews and analyzes RTI Progress Monitoring Data every 2 weeks to determine needed changes in supports, interventions, or tier 1 instructional changes.

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?

Working to closely monitor and analyze our assessment data points frequently throughout the school year helped us reflect on and improve our instructional planning and sequences. End of the year data is the highest since pre-covid even though our students' incoming school year data is low each year. We will continue with the goals and objectives we put in place to ensure we have similar success with our new group of students for this 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.

The trend is constant that students from the last 12 years continue to come significantly below level in reading and math.

For the past 4 years, the data from our Fountas & Pinnell (F&P) reading screeners indicate that students are beginning their kindergarten year significantly unprepared.

The F&P data includes areas of phonics, phonological awareness, high frequency words, and text levels.

2025 (fall): 95% below level

2024 (fall): 93% below level

2023 (fall): 97% below level

2022 (fall): 98% below level

We have seen a slight increase in the number of students who fall below level at the incoming kindergarten screener from the fall of last school year. Seeing only a 2% change. We see a 3% decrease in students scoring below level over the entire 4 years, but hold to our overall evaluation of students being unprepared.

When reviewing data trends in the literacy assessment in iReady, we can see similar percentages of students indicated below level on their fall assessment.

2025 (fall): 72% below level

2024 (fall): 75% below level

2023 (fall): 87% below level

2022 (fall): 81% below level

The big change in iReady data is that the percentage of students indicated as below level has again decreased from the previous year. We are hopeful to see this as a new trend. With a 3% decrease from last year (2024).

Math data closely resembles reading data for our incoming kindergarten students. When comparing iReady data over the past 4 years it is clear students are starting with limited math skills/understanding.

2025 (fall): 81% below level

2024 (fall): 82% below level

2023 (fall): 85% below level

2022 (fall): 83% below level

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.

72% below average on Iready in overall reading, and 95% below average on F & P

81% below average on iReady in overall math

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 averages 95.12% for the first 3 months of this school year.

Student attendance rate averages 93.75% for the first 3 months of this school year.

Attendance is one of the largest barriers to student achievement in our school building. This is the first year many of our students and families are connected to the school system and they do not have a full understanding, nor high value, of the importance of attendance in kindergarten. Our focus this year is to build systems and processes to increase overall student attendance, as well as address our Chronic Absenteeism.

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.

The reading data from the end of the 2024-25 school year is reported that 59% of students were reading independently on a level D according to the Fountas & Pinnell Screener. We also had 85% of students score proficient, or green, on iReady reading with 57% of them scoring at mid-K or higher. 92% of students knew all 52 letters, and 89% knew all 26 letter sounds. For math data, iReady Math shows 70% of students scored proficient, in green, and 54% of students were at mid-K or higher. This data is following the upward trend since over the past 4 years. This is an indicator that our teaching strategies and our data monitoring helps us understand and make adjustments to instruction in our critical areas that most affect students' reading and comprehension.

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 coordinate efforts with local community partners to create opportunities for incentivizes high student attendance. We will continue to use our title 1 instructional staff to help increase the academic rigor and coaching of teachers to continue the upward trend of student achievement data.

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**

Using Marzano strategies to support learning in reading and math as evidenced in teacher plans; Using Shipley Continuous Classroom Improvement systems to decrease biases and look at data amount classrooms; System checks for CCI as evidenced on PLC agendas; Monthly Classroom Clarity Observations

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**

Calendared Summative Assessment dates; SBDM agendas to review school wide data; PLC agendas to review classroom data with disaggregation; MTSS minutes that detail disaggregation information

### 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**

Using Marzano strategies to support learning in reading and math as evidenced in teacher plans; Using Shipley Continuous Classroom Improvement systems to decrease biases and look at data amongst classrooms; System checks for CCI as evidenced on PLC agendas

### 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) |
|---|---|---|