



## 2025-2026 Phase Two: The Needs Assessment for Schools\_10142025\_09:28

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### **Creekside Elementary School**

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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.

The SBDM Council (Nikki Wilcox, Sarah Bigler, Jill Knight (teachers) and Jade Sadler and Summer Cruse (parents), along with principal and VP) review student achievement data following iReady Diagnostics in Fall, Winter, and Spring. The School Leadership Team (including SBDM committee chairs - Peyton Beger, Kristin Skees, Samantha Daniel and teacher volunteer members - Mary Donna Atcher, Chrystal Seng, Laura Highbaugh, Chelsey Ritchie, Becky Riley and volunteer classified staff member - Tammula McClanahan and Principal and VP) meet quarterly to look at student achievement data. The SBDM committees meet monthly to review data for each committee. The PD/Budget Committee (Bethany Thompson, Makayla Napper, Katie Reed, Tiffany Adams, April Jackson, Mindy Helm,

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Matt Nickell) reviews PPA Budget, Student Activity Budget, and Title 1 Budget along with student achievement goals used for CSIP and Studor to ensure funds are being allocated in accordance with priorities and needs. This committee uses the same process to determine the PD Plan for the school. The Curriculum, Instruction, and Assessment Committee (Chelsey Ritchie, Chrystal Seng, Samantha Walker, Abby Copelin, Erica Wyatt, Kelly Davenport, Crystal Townsend, Laura Highbaugh) meet monthly and review iReady data along with WOW Writing Pear Deck KSA simulation data to determine what support, programs, and supplemental materials are needed to meet Studor and CSIP goals. The PBIS committee (Kelly Morris, Chelsea Davenport, Tiffany Anderson, Bobbie Jean Sanders, Shannon Sheroan, Teresa Magner, Brea Willingham, Hannah Isaacs, Mary Donna Atcher) meet monthly and review Student Behavior Data and PBIS Dojo Points to make decisions regarding PBIS rewards, incentives, and SDI. All grade levels meet weekly in PLCs to review Standards Mastery, Comprehension Check, WoW Writing, and continuum data to make instructional decisions for the upcoming weeks. Every teacher meets individually with Principal, VP, FRC, and Counselor following each iReady Diagnostic or Brigance to look at every student in every class to ensure every student is receiving the support they need to be successful. Every month the FRC Committee (3 community members, FRC, Principal, Counselor, VP, and nurse) meet to review impact data on FRC support programs for family resources and student groups.

### 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?

All goals of the previous CSIP plan were reviewed quarterly by SBDM Leadership Team. Student achievement goals were reviewed following every iReady Diagnostic. Our school met all of our goals and demonstrated the highest growth in the district as measured by the iReady diagnostic assessments. Based on our success, we will continue to implement the systems we have in place. However, due to no longer having full time interventionists on staff, we have allocated resources to have more instructional support in classrooms working with students so the teacher can provide more support for struggling 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.

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Although our growth in Reading and Math was high (76% in Reading and 72% in Math students making one year's growth in iReady), the overall percentages of students performing on grade level can still improve from 50% in reading and 48% in math as measured by iReady. We also need to continue to focus on our students in special education meeting on grade level standards. We want to decrease suspensions this year down from 20.98 days which was higher than previous years. We also want to decrease the number of truant students from 39 to 34.

### 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.

To increase the percent of students who make 1 year's growth to 81% or higher Reading- 77% is PGP goal for Math. (Reading 76%, Math 72% 24-25

-To increase the percent of students on grade level to 51% (dark green) Reading 50%, Math 48% 24-25

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

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- 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.
  - Decrease truant students from 39 to 34. -Decrease student out of school suspensions from 20.98 days to 15 days. I have the opportunity to provide input about my decisions that affect my job will increase from 4.14 on the Studor Employee Engagement Scorecard. -Increase opportunities for families and community members to participate in exhibits through Portrait of a Learner. I will increase the opportunities for teachers to be recognized and valued.

### **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 have outstanding family and community engagement. Over 600 people attended Grandparents Night. We have the most extensive AgSTREAM program in the state and were pioneers in implementing Ag in the Classroom throughout the state. We had the highest percentages of students meeting one years growth in Reading and Math on iReady than we have ever had last year. We have tremendous buy-in and fidelity with our instructional programs. Our Studor Employee Engagement Survey Results indicate an overall 54.00 for recommending this school as a good place to work. Our "Top Box Percentage" for Strongly Agree about positive place to work is 70.06% as measured by Studor.

### **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.

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• 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.

-Continue "Packing List" religiously

-Continue PLC format/walk-through pace

-Block off time for leading alongside in addition to lunch duty. Schedule co-teach time rotation.

-AgSTREAM field trip to reset staff focus

-Portrait of a Learner focus with academics

Continue work with CPS partnership and monthly attendance contest. Meet with parents to talk about attendance and academic correlation

-Begin re-integration conference/meeting when students return from out of school suspension.

-Continue to utilize the SBDM committees, but build in time in PLC minutes for committee reps to share out the minutes of what was discussed in the committees.

-Begin Portrait of Lifelong Learner recognition where teachers nominate each other for demonstrating the monthly PoL indicator of focus.

### 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**

-Epic Numeracy Alliance, Foundational Numeracy Transformation Cycle, Orton Gillingham, Amplify, IReady Mathematics, Fontas and Pinnel Leveled Literacy Intervention, 3.8 Paragraph/RACE strategy, TCI Science and Social Studies Curriculum, Magnetic Reading, Orton Gillingham Lift Intervention Program

-Organize schedule to maximize human resources and instructional time.

#### 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**

-Amplify, Magnetic, iReady, OG, OG Lift,

-WoW Writing/Pear Deck

-iReady diagnostics, continuums, SB9/MTSS district wide data collection system and progress monitoring

#### 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**

-iReady diagnostics, continuums, SB9/MTSS district wide data collection system and progress monitoring

-PLCs, SSMS, and CIA committee meetings and 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**

This is very solidly in place

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**

This is very solid and in place.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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