



2025-2026 Phase Two: The Needs Assessment for Schools_10082025_14:53

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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: Stephanie Breeding (principal), Breeann Cunningham (teacher representative), Andrea Musselman (teacher representative), Michelle Young (teacher representative), Lisa Biddle (parent representative), and Anjelica Lewis (parent representative).

Our school's needs assessment was sent to all parents on the first day of the school year. The data was turned into our family resource coordinator and data was compiled. The school's FRC committee reviewed the results first and made suggestions for target areas and next steps. The data was then shared with our school staff in a faculty meeting where staff had the opportunity to review and offer

suggestions and next steps. Finally, the data was reviewed with our SBDM council where suggestions and next steps were offered. The family resource coordinator and the resource council then took the input and developed a next steps plan for priorities for the school year. Documentation is housed in the minutes of our FRC council.

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?

After the CSIP was developed for the 2024-25 school year with stakeholder input, the plan was presented to our SBDM council and was approved. The full plan was then taken back to our faculty to review. SBDM council committees met bi-monthly where they reviewed the CSIP goals, objectives and strategies and developed next steps to maintain compliance. SBDM committee meeting minutes document these meetings. Our Team Lead committee also reviewed the CSIP plan each monthly meeting and reviewed next-steps for implementation.

Success: iReady diagnostic data indicated growth across all grade levels, including our school's gap groups of disability and socioeconomically disadvantaged. We were able to implement an intervention block in reading and math into our daily schedule that provided MTSS support for target students and we were able to provide enrichment to advanced students. Orton Gillingham processes for reading were successfully implemented with fidelity at all grade levels.

Results to inform this year's plan: Results indicated we need to continue our focus on strengthening our support and interventions for students with disabilities and our economically disadvantaged.

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.
 - Spring 2024 Results indicated:
 - Overall reading and math combined score was 73.7. Our climate survey score was 74.8.

- Our two gap groups increased, however were significantly lower than our overall scores with a 63.8 for economically disadvantaged and 54.5 for students with disabilities.
- Spring 2023 Results indicated:
 - Overall reading and math combined score was 81.9. Our climate survey score was 74.8
 - Our two gap groups were significantly low with a 67.7 in economically disadvantaged and 36.9 for students with disabilities.

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.

(Spring 2025 results will be updated when released)

Overall school scores for 2023-24 indicate the following: Our overall combined indicator was 85.8 (BLUE).

Reading 17% Novice and 59% P/D, Math 20% Novice and 55% P/D, Science 14% Novice with 42% P/D, Social Studies 21% Novice and 55% P/D and lastly, Combined Writing 5% Novice and 69% P/D.

In our largest GAP area, students with disabilities students scored: Reading 45% Novice, 35% Apprentice and 19% P/D. In the Math area, the gap group scored: 45% Novice, 29% Apprentice, and 26% P/D.

Overall, our 5th grade writing scores were very good with 69% of students scoring P/D.

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.

(Spring 2025 results will be updated when released)

In the 2024-25 school year our school adopted a new PBIS system for school-wide behavior support. The new system impleation decreased our office referrals from 223 to 176 over one year. We continued with this new system for the 2025-26 school year.

We lost 1 general education teacher and 1 special education teacher from last year. Those two positions were filled with new certified staff. Our impact survey results indicated staff receive positive recognition for the work that they do with a 4.03 and 32.35%. We believe this feeling of satisfaction is what is encouraging our staff to remain with Rineyville.

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.

(Spring 2025 results will be updated when released)

Both Reading and Writing were our strongest 2 areas overall: In the area of reading, all students scored 50% P/D and they scored 69% P/D in Combined writing. Our students scored 64% P/D in On-Demand Writing and 60% P/D in editing and mechanics. We believe our higher writing scores are due to having a school-wide writing plan where every grade level is responsible for parts of the writing process through our grade levels to prepare students for 5th grade.

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.
(Spring 2025 results will be updated when released)

We also have implemented the Orton Gillingham morphology in grades 3-5 in the last 2 years for Reading and this will continue to help us improve in Reading. We do need to develop more vertical alignment in the math area in order to increase our math scores overall.

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

N/A

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

We will be reviewing and analyzing bi-weekly common assessment results with each grade level and making instructional adjustments based on those results.

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

The instructional committee will meet quarterly to review iReady data and align instructional practices vertically.

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)
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