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2025-2026 Phase Two: The Needs Assessment for Schools

Vine Grove 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.

First, the administrative level looks at the scores, analyzes trends, and looks at the number of students under each category (novice, apprentice, proficient, and distinguished). The adminstrative team meets with each PLC group and discusses trends over time, as well as individual scores for each grade level. Then, the administrative staff meets with each team to look at individual students, in comparison with our iReady diagnostic results to see if their scores compare. Then, teachers look as specific summaries to see if students are on track, or needs improvement with each domain. Then, admin shares with SBDM to discuss the proficiency levels, separate academic indicators, as well as growth indicators.

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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?

VGE's first goal dealt with the IREADY diagnostic, in the 24-25 school year 12% of students in 2nd grade were on grade-level on the fall diagnostic, and 9% were on grade-level for first grade on the fall diagnostic. In comparison, 23-24 school years data for 2nd grade was 21% and first grade was 10%. Our goal was to increase these beginning scores from 12% to 20% for second grade and 9% to 15% for first grade.

When looking at KSA, our math indicator was much lower than reading with an indicator 69; whereas, the reading indicator was 76.1. Our goal was to close the gap between math and reading KSA scores. VGE also had a goal of increasing the Quality of School Climate and Safety Survey from a 72.4/medium to a 77/high.

To meet these goals we instituted a counselor class for specials where students would meet with the counselor once a month during specials. These classes addressed safety in school, equity and equality, among other topics. Positive Behaviors and Supports were put into place to help with student behaviors in the building as well as monthly and quarterly rewards program to help incentivize the students. for math and reading on the diagnostic as well as the KSA state test, we had several math related PD with Lindsey Aguilar, the consultant from iReady math, and these were geared towards using the curriculum with fidelity. VGES also participated in foundational numeracy, a program used to help focus primary teacher on the use of numeracy and number sense in the classroom.

On the 25-26 iReady diagnostic, our Second grade math had 9% of students on grade level on the fall diagnostic, as well as 9% on grade level in 1st grade math as well. There could be several factors involved when considering the lower percentages. The iReady diagnostic is not a static assessment, it is changed and updated yearly, which could have an effect on the scores based off of numbers and types of questions that students were not familiar with. The time we give the assessment could be a factor in why the strategies were not successful. We gave the diagnostic during the second full week of school, this could not have been enough recoupment time for students to do their best.

Currently we do not have state testing data, but will add numbers when those are released.

Our leadership team has been reviewing iReady data, and has developed a plan to help with next years retention of curriculum during the summer months. This plan includes having enrichment activities through out the summer that VGE will offer parents and students, these can include math and reading classes, book reading programs, and summer incentives for completing specific summer math and reading activities. We are also considering PD that will help teachers with the delivery of math and reading curriculum to help further retention of the material.

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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 number of behavior referrals decreased form 120 in 2022-2023 to 77 in 2023-2024. This number increased to 97 in 2024-2025. This increase could be attributed to a new district student code of conduct that spelled out exact consequences for specific events. When comparing our current 2nd grade students from fall of 2025 to when they were in 1st grade fall 2024 on the iready diagnostic, the 2nd grade increased their on grade level status from 16% as first graders in 2024 to 39% as second graders in the fall. We can see this same trend in our 3rd grade iready scores compared to their 2nd grade iready scores from last year. This trend shows that our students are growing academically throughout the year.

On the KSA test, Vine Grove Elementary School's percentage of proficient/distinguished in reading has risen 4% since 2021. In 2021 the percentage was 54%, currently our percentage is 58%. In math VGES has increased the percentage of proficient/distinguished from 42% in 2021 to 53% in 2024. In science our percentage of proficient/distinguished has risen from 35% in 2021 to 43% in 2024. There was a huge increase in 2022 up to 48%, but it leveled out in 2023 at 42%, and then 43% this year. VGE's percentage of proficient/distinguished has risen from 37% in 2021 to 60% in 2024. The Social Studies percentage has been very sporadic over the past four years. VGE's combined writing percentage of proficient/distinguished has risen from 48% in 2021 to 73% in 2024. VGE's quality of school climate and Safety Survey scores have dropped from an 80.3 in 2021 to a 78.7 in 2024. This is actually a deceptive fact, in 2021 VGE scored an 80.3, in 2022 an 76.9, in 2023 a 75.1, however we raised up to a 78.7 in 2024. So VGE is trending upward as of this year.

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

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- 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.

> On the iReady Diagnostic VGES currently has 38% on or above grade level in reading schoolwide. On the iReady Diagnostic for math, currently we have 20% of our population on or above grade level.

> On VGE's most recent KSA test the percentage of proficient/distinguished scores is an 58%. The percentage for math is a 53%. The percentage in science is a 43%. The percentage in social studies is a 60%. The percentage in writing is a 73%. The index score for the QSCSS is a 78.7.

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.

> VGES currently has 43 office referrals that span disruptive behaviors, disrespectful behaviors, physical aggression, and bus rule violations. This data was collected from infinite campus, our state portal for student information.

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VGES has two in school therapist. These therapist are available for one on one counseling sessions and service over 30 of our students.

VGES has four PBIS celebrations that is held every quarter, students who exhibit the schools four expectations get to participate. Last year over 95% of the student population participated.

VGES has several initiatives in place for chronic absenteeism. These include parent meetings with district employed social workers, prize incentives for students who had chronic absenteeism last year, and mentors for the top 20 students who had absenteeism issues last school year

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.

VGES has a strong sense of community, and that is our biggest strength. We have several events where the community comes and supports the school. We have fire safety day where the local fire department comes and talks about fire safety. We have a community walk where the local businesses will support the students as they walk on Vine Grove. We also have partnerships with the Lion's club and the optimist club. Another Strength is our teacher retention rate. We currently have four teachers who are first year teachers. the need for these new teachers were due to retirement, and relocation of previous year teachers.

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 community to help bolster the students success at our school. We will do this through having parent/community nights, continuing partnerships with local clubs and businesses, and continue to build climate and culture that is conducive to staff retention. Currently we have several staff nights, where we get together and build our team. We will continue to use our data

collection from iReady, teacher classroom evidence, as well as the coming KSA results to drive our decisions when it comes to student academic achievement.

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

At VGES we have monthly PLCs where teachers and administrators review the data and adjust the curriculum that is boing used at VGES. This process is ingrained in our culture, with conversations happening naturally during and outside of PLCs. VGE will continue to focus on this very important aspect of education.

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

VGES is committed to providing the best education possible, not just in academics, but for social and emotional health, physical health, and the arts and humanities. Instructional programs are constantly being reviewed and if necessary revised as needed to best serve the school. This is completed based on research and best practices.

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

For reading and math we use the iReady diagnostic. This diagnostic give us a very clear picture of student growth in those subjects. In our other subjects that are not assessed on the diagnostic, we have other methods. For Science and Social Studies we use TCi, a curriculum that has several built in assessments to gage student understanding. For writing our teachers use a very successful process for writing essays and 3.8 paragraphs. For the related arts, our teachers are constantly assessing the program to help ensure it is the best it can be. Add in walkthroughs that are specific in scope, and gives genuine feedback, and we have a very balanced and comprehensive assessment system.

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 PLCs we disseminate data, communicate that data to all stakeholders and then act on the data to ensure that there is a continuity of implementation of curriculum. This data is communicated to parents during parent meetings that both the administrators and teacher have with parents.

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.**

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○ No
● **Yes**
COMMENTS

The district has established a MTSS dashboard that shows what areas all students need help in schoolwide. This dashboard is used to help direct teacher efforts during our MTSS block of time. This is a framework that organizes the data into one spreadsheet.

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

All classrooms have adequate size, appropriate seating, and technology for all students. Teachers are given technology to ensure that all students are given opportunities to be successful. Most classrooms are set up into pods, that allow for quick access to small group times. All students have access to workbooks and tools needed to do that work.

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Attachment Summary

Attachment Name	Description	Associated Item(s)