



## 2025-2026 Phase Two: The Needs Assessment for Schools\_10202025\_10:21

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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.

Upon receipt of state test results (KSA) (when it is made public) and iReady diagnostic scores (early September, early January, early May), the staff and SBDM council is briefed on overall results. In the following weeks, teachers work to disaggregate data and place students in flexible groups to help determine gaps in both Reading and Math. This data is considered in weekly PLC meetings and emphasized when analyzing iReady Diagnostic data, common assessments, PBIS data, unit assessments and other formative assessment data. Individual student data sheets are shared with parents in their weekly folder. An announcement will be made when state testing data is being sent home. An explanation of scores will be shared and those scores will be used to goal set for students throughout the

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school year. Goal setting takes place before each diagnostic and teachers share progress after the diagnostics are complete. Parent meetings are scheduled to go over student progress in group sessions where parents are shown where their child is scoring, their current grade level standing, and ways to help student achievement at home.

School Leadership Team: Brandon Thompson (Principal), Precious Aubrey (Assistant Principal), Veronica Keeler (Counselor), Marissa Moorman (Family Resource Coordinator)

SBDM Members: Brandon Thompson (Principal), Eric Bristol (Teacher Representative), Andrea Green (Teacher Representative), Beth Burks (Teacher Representative), Deidra Winburn (Parent Representative), and Moriah Hourigan (Parent Representative).

PLC meetings are documented in weekly agenda minutes taken by each grade level PLC and housed in the school Google Drive.

SBDM council meetings are documented in monthly agenda minutes taken by the Secretary of the council and housed in the school Google Drive for the SBDM.

## 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?

### Summary of Goals, Objectives, Strategies, and Activities

- Goals:

- To enhance student reading comprehension and overall academic performance
- To build confidence in math fluency and overall academic performance by effective

- Objectives:

- Utilize iReady diagnostics three times a year to assess student progress and tailor
- Ensure all teachers are proficient in employing high-yield instructional strategies

- Strategies:

- Instructional Strategy Focus: Emphasize reading comprehension strategies and K
- Professional Development: Conduct weekly PD sessions to model high-yield instr
- Data-Driven Instruction: Implement iReady diagnostics in Fall 2025, Winter 2025,

- Activities:

- Data Analysis: Analyze iReady diagnostics data by scale score and percentile to id

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- Progress Monitoring: Weekly meetings during Professional Learning Communities
  - Intervention Planning: For students not meeting specified norms in Reading, dev

In conclusion, this plan strategically focuses on high-yield instructional strategies and data-driven decision-making to enhance student outcomes, with a commitment to ongoing professional development and progress monitoring throughout the academic 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.

Based on the previous two years of iReady diagnostic data, we saw a decrease in students On Grade Level in both Math and Reading. Overall we are still concentrating on raising the reading and math proficiency among all grade levels in our school. Specifically with our Gap Group students.

-Reading - slight decrease in On Grade Level students from 34% (2023-2024) to 29% (2024-2025), Two or More Grade Levels Below remained similar at 17% (2023-2024) to 18% (2024-2025).

-Math - slight decrease in On Grade Level students from 22% (2023-2024) to 20% (2024-2025), Two or More Grade Levels Below remained similar at 15% (2023-2024) to 17% (2024-2025).

Behavior Incidents in 2024-2025 saw a decrease of 61.7% from the 2023-2024 school 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

- 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.
  - iReady diagnostic data indicates that fifty-four percent (54%) of our students school-wide are receiving intervention services and supports in the area of Reading and Math. Currently, our enrollment is 522 and 284 of those students are receiving supports in intervention.

English Language Proficiency data was not reported because of too few students to be reported the 2024-2025 school year.

All students (100%) have access to high quality instructional resources in both Math & Reading for Tier I instructional time during the school day.

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.

Chronic Absenteeism has dropped from 26.1% in the 2022-2023 school to 17.8% in the 2024-2025 school year based off of reported data from the Kentucky School Report Card website.

Behavior has noted a sharp decline in the amount of behavior events regarding assault or violence from 25.7% in 2023-2024 to 6.1% in 2024-2025. Harrassment/ Bullying incidents were reported at 15% of behavior events in the 2024-2025 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.

Fifty-five percent (55%) of all certified staff members have completed Orton Gillingham training through IMSE to help strengthen our reading skills in grades 1st-5th, while 1st and 2nd grades focus on the foundational skills and 3rd-5th grades focus on Morphology or the structure of words and how we can break them down to help with their meanings.

4 parental involvement meetings/nights took place during the 2024-2025 school year and were received positively from the school community.

The school began a new attendance incentive which has helped to encourage good attendance with our Tardy Tater program. 135 Tardy Taters were built throughout the 2024-2025 school year.

### 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 within our school community to increase engagement and growth for our students by using our iReady diagnostic, common assessment and formative assessment data.

Community partners will be used to create mentor programs to help address behavior and emotional needs of our students across all grade levels.

## 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**

We have adopted school curriculum that we are currently using across the district that we are using school-wide. This is not currently a focus for us.

### 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**

Instructional strategies and best practices are at the forefront of instruction. We will continue to make this a priority for us at Woodland.

### 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**

We currently have a strong sense of delivering and designing assessments school-wide. This is not an area of concern at this time.

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**

With the new Senate mandates we are concentrating on using data results to move students forward and giving them all appropriate intervention supports in both Reading and Math.

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 an area of focus due to the increased amount of students that we are seeing that intervention supports school-wide.

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**

We have a diverse population of students and we are diligently working on making sure all students are included and have access to the curriculum. This is not a concern at this time.

# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|