

2026-2027 Phase Two: The Needs Assessment for Maryville Elementary

Protocol

Maryville Elementary uses a structured and continuous cycle to review, analyze, and apply data that is grounded in our PLC process and responsive to our CSI status. This process ensures that data is not simply reviewed but actively drives instructional decisions, resource allocation, and school improvement efforts.

The process to determine this year's needs assessment priorities began in the summer of 2025, when the principal, instructional coach, counselor, SBDM council members, and teacher teams analyzed iReady diagnostic data and prior CSIP outcomes to identify schoolwide priorities and areas of need. This initial analysis established a clear focus for the school year and was revisited in October 2025 following the release of updated KSA data to confirm and refine identified priorities.

Following the Diagnostic Review, the principal and instructional coach reviewed and deconstructed the improvement priorities and led the Turnaround Team, which includes the principal, instructional coach, counselor, district elementary supervisor, and teacher leaders, through the same process. During Bullitt Day professional learning, the full faculty engaged in deconstructing the improvement priorities to ensure shared understanding and alignment. Turnaround Team meetings were held on March 19, April 13, and April 20 to analyze the Needs Assessment and CSIP rubrics and revise documents for the 2026–2027 school year.

Throughout the year, this work will continue through weekly Professional Learning Communities (PLCs), which include general education teachers, special education teachers, interventionists, the instructional coach, counselor, and principal. During PLCs, teams analyze common formative assessments, iReady data, and student work to identify trends and adjust instruction in real time. This ensures that instructional responses are timely and directly connected to improvement priorities. All PLC work is documented through agendas and PDSA cycles.

To address improvement priorities, PLCs will continue to be refined with a focus on strengthening Tier 1 instruction practices, implementing high-quality instructional resources (HQIR), developing aligned common formative assessments, analyzing data, and responding through instruction and Tier II supports.

In addition, staff will engage in monthly faculty meetings and Bullitt Day professional learning to analyze schoolwide trends. The Instructional Committee and PBIS Committee will meet monthly to review academic and behavior data and ensure alignment between instructional practices and student needs.

This comprehensive, ongoing process ensures that data analysis is embedded in daily practice and directly linked to improved student outcomes.

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Review of Previous Plan

Maryville Elementary's previous CSIP goals for 2024–2025 included increasing proficiency in reading (51.7%), math (46.1%), science (27.8%), social studies (37%), and writing (36.3%), along with an achievement gap goal of 16.6% proficiency in reading for students with disabilities. Actual 2024–2025 KSA results indicated significantly lower outcomes, with 26% proficiency in reading, 21% in math, 18% in science, 15% in social studies, and 17% in writing. Students with disabilities achieved 9% proficiency in reading.

During the 2024–2025 school year, the school focused on strengthening Tier 1 instruction and improving PLC effectiveness through a focus on essential standards. Teachers unpacked standards, identified priority learning targets, and developed grade-level common formative assessments. PLC teams used these assessments to shift from task completion to deeper analysis of student learning and instructional decision-making.

As a result of these efforts, there were improvements in instructional practices and some student growth. iReady data indicated growth in reading from 25% to 29% proficiency, and increased use of structured student discourse and visual representations in math improved student engagement. However, the Diagnostic Review identified that instruction was not consistently rigorous, engaging, or aligned to grade-level standards across classrooms. Variability in classroom implementation and high staff turnover limited consistency in Tier 1 instruction. While systems were established, they were not implemented with sufficient depth or consistency to produce sustained improvements in student outcomes.

Additionally, while PBIS implementation improved behavior and contributed to a positive school climate, the Diagnostic Review noted a lack of clarity and communication around the continuous improvement process, limiting stakeholder understanding of academic performance and school goals.

These findings will guide next steps by strengthening the PLC/PDSA process to ensure consistent planning, analysis, and instructional decision making, increasing instructional rigor, strengthening assessment literacy and student engagement, and ensuring equitable implementation of high-quality instructional practices across all classrooms.

Trends

Over the past three years, multiple data sources, including KSA results, iReady diagnostics, and local formative assessments, indicate declining or stagnant academic performance, particularly in reading and mathematics.

KSA data shows a significant decline in proficiency, especially at the 5th-grade level. Reading proficiency decreased from 40% in 2022–2023 to 18% in 2024–2025, with a similar decline in

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math from 40% to 18%. Additional declines are evident in social studies (36% to 15%) and writing (editing/mechanics from 51% to 22%, on-demand writing from 30% to 15%). Across grade levels, performance remains below state averages.

While iReady and local data show short-term growth, these gains have not translated into sustained proficiency on state assessments. Diagnostic Review findings noted that instruction is not consistently rigorous or aligned to grade-level standards across the classroom. When looking across KSA results, iReady data, and local assessments, this pattern is evident: short-term growth has not resulted in sustained mastery of grade-level expectations. This suggests that Tier 1 instruction is not consistently providing access to rigorous, standards-aligned learning experiences.

Subgroup data shows declines across all groups, with the most significant gaps among students with disabilities and economically disadvantaged students. This correlates with Diagnostic Review findings that identified inconsistent implementation of instructional practices and limited differentiation to meet diverse student needs.

In contrast, climate and culture data reflect positive trends, including improved behavior, strong relationships, and a positive school environment, and the most recent Impact Survey results show 79% of teachers with a positive rating of School Leadership, which reflects a 52% increase from the previous survey. 85% of teachers report a positive rating for Staff-Leadership Relationships. While the positive climate supports learning, it has not yet translated into improved academic outcomes, indicating a disconnect between a positive learning environment and the level of instructional rigor students are experiencing, which must shift to ensure students consistently engage in rigorous, standards-aligned learning.

When looking across these data sources, a clear pattern is evident: students are not consistently engaged in rigorous, grade-level tasks that lead to sustained proficiency. The core problem is not access to supports, but the need to strengthen Tier 1 instruction to ensure consistent access to high-quality, grade-level content.

Current State of Academic Performance

Maryville Elementary's academic data reflects a continued need to strengthen Tier 1 instruction and close achievement gaps.

KSA data shows significant declines, particularly in 5th grade, where reading and math proficiency decreased from 40% to 18% over two years. Additional areas, including science, social studies, and writing, also remain below state averages.

While local assessments show some growth, these gains are not sustained at the level required for proficiency.

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A clear pattern emerges: students are not consistently accessing or mastering grade-level standards at the level of rigor required, particularly students with disabilities and economically disadvantaged students.

These findings indicate that while intervention systems are in place, Tier 1 instruction is not consistently rigorous, aligned, or engaging across classrooms.

Current State of Climate and Culture

Maryville Elementary demonstrates a strong, relationship-centered climate that supports student well-being and a sense of belonging as evidenced by in the most recent Impact Survey results which show 79% of teachers with a positive rating of School Leadership reflecting a 52% increase from previous survey. 85% of teachers report a positive rating for Staff-Leadership Relationships

Survey and observational data indicate high levels of trust among students, staff, and families, with over 90% of stakeholders reporting a welcoming and respectful environment. PBIS implementation has contributed to improved behavior and increased consistency in expectations.

However, the Diagnostic Review noted that significant time and attention are devoted to addressing non-academic needs, which has reduced the focus on instructional improvement.

As a result, the school will focus on strengthening KCWP 6 by leveraging its positive climate to support high expectations, increased student engagement, and consistent instructional practices across all classrooms

Strengths

Maryville Elementary has several strengths that provide a strong foundation for improvement.

As previously noted, the most recent Impact Survey results show 79% of teachers with a positive rating of School Leadership which reflects a 52% increase from previous survey. 85% of teachers report a positive rating for Staff-Leadership Relationships. In addition the Diagnostic Review Survey from parents shows that 92% of families/agree/absolutely agreed that the adults treat us with respect, and 90% of educators agreed/absolutely agreed that Maryville treated learners, families and each other with respect. A reduction in behavior referrals is further evidence of the strong relationships between staff, students, and families contributing to our positive school culture.

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Instructionally, teachers are increasingly using small groups, structured discourse, and visual models to support learning. The PLC process provides a strong foundation for collaboration, data analysis, and instructional planning.

The school benefits from partnerships with organizations such as OVEC and Kids First, which provide coaching and professional learning aligned to instructional priorities.

These strengths will be leveraged to increase consistency in Tier 1 instruction and ensure all students have access to rigorous, high-quality learning experiences.

Leverages

Maryville Elementary will leverage its identified strengths to support improvement efforts and address areas of need. These strengths include relationships and school culture, developing instructional practices, and established partnerships.

The school's strong culture of trust and positive relationships among staff, students, and families will be leveraged to support high expectations, increase student engagement, and ensure consistent implementation. These practices will be used to ensure more consistent implementation of rigorous, standards-aligned tasks and provide students with opportunities to explain their thinking and engage in meaningful learning.

Instructionally, the school will build on teachers' increasing use of small-group instruction, structured discourse, and collaborative PLC processes to strengthen Tier 1 instruction. These practices will be used to ensure more consistent implementation of rigorous, standards-aligned tasks and provide students with opportunities to explain their thinking and engage in meaningful learning.

The established PLC process and use of common formative assessments will be leveraged to strengthen assessment practices and data use. Teams will continue to analyze student work, monitor progress, and adjust instructions based on data to better meet student needs and improve outcomes.

Additionally, partnerships with organizations such as OVEC and Kids First will be leveraged to provide targeted professional learning, coaching, and resources aligned to instructional priorities. These partnerships will support teacher development and strengthen consistent implementation of high-quality instructional practices across classrooms.

These leverage areas will support the school's focus on improving instructional rigor, strengthening assessment practices, and reinforcing consistent implementation of high-quality instruction to improve student outcomes.

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Evaluate the Teaching and Learning Environment

Based on analysis of academic and climate data, Maryville Elementary will focus on:

- **KCWP 2: Design and Deliver Instruction**
- **KCWP 3: Assessment Literacy**
- **KCWP 4: Review, Analyze, and Apply Data Results**
- **KCWP 6: Establishing Learning Culture and Environment**

For **KCWP 2**, the focus will be on strengthening Tier 1 instruction by ensuring clear learning targets, alignment to standards, and consistent use of rigorous instructional tasks. Teachers will implement structured student discourse, provide opportunities for students to explain their thinking, and engage in professional learning focused on high-quality instructional practices. Evidence will include walkthrough data, student work samples, and observations of student engagement in grade-level tasks.

For **KCWP 3**, the school will strengthen assessment literacy by ensuring formative and summative assessments are aligned to standards, used to monitor learning in real time, and supported with timely feedback. Teachers will use a consistent assessment protocol within PLCs to analyze student performance and adjust instruction. Evidence will include PLC documentation, common assessments, and instructional adjustments based on data.

For **KCWP 4**, the focus will be on ensuring consistent use of data to drive instructional decisions. Teams will analyze multiple data sources during PLCs to identify trends, adjust instruction, and monitor progress. Evidence will include PLC notes, progress monitoring data, and documentation of instructional changes based on student performance.

For **KCWP 6**, the focus will be on leveraging the school's strong climate and culture to support high expectations, student engagement, and consistent learning conditions across classrooms. The school will implement PBIS practices consistently, reinforce clear behavioral expectations, and embed social-emotional learning to support a safe and predictable learning environment. This work will ensure that positive relationships and strong culture translate into increased instructional time, student engagement, and improved academic outcomes. Evidence will include behavior data, walkthrough observations, student engagement data, and climate survey results.

These focus areas are directly aligned to identified needs and will guide the strategies and actions outlined in the CSIP.