K–5 CAMPUS IMPROVEMENT & NEEDS ANALYSIS PROTOCOL

Elementary School Needs Assessment

Comprehensive Diagnostic Framework for K–5 Foundational Learning, SEL, and Family Partnership

KLASEY CONSULTING

Assessment Purpose & Scope: A comprehensive elementary needs assessment evaluates the gap between current school performance and desired student outcomes across early childhood and middle childhood development. Priority focus areas include foundational literacy and numeracy, early behavioral intervention, social-emotional learning (SEL), and family-school partnership. Complete collaboratively using quantitative benchmark metrics alongside qualitative educator and family input.

Elementary School Name & Grade Span: _____	**Assessment Date / Academic Year:** _____
Leadership / School Improvement Team Lead: _____	**Data Sources Reviewed (Screeners, ODRs, Surveys):** _____

Part 1: Pre-Assessment Data Triangulation & Implementation Standards

1. **Assemble a Cross-Functional Team:** Include campus administrators, general and special education teachers across K–5 grade bands, instructional coaches, interventionists, counselors, support staff, and parent representatives.
2. **Triangulate Quantitative and Qualitative Metrics:** Pair quantitative indicators (benchmark reading/math screeners, attendance rates, office discipline referrals) with qualitative evidence (teacher focus groups, classroom walkthroughs, and family empathy interviews).
3. **Conduct Root-Cause Analysis Before Resource Allocation:** Apply a "5 Whys" or Fishbone protocol to lowest-rated domains to identify systemic instructional or scheduling barriers prior to purchasing curricula or launching new programs.

Part 2: Elementary Diagnostic Inquiry by Core Domain

Evaluate each indicator using campus data and team consensus. Mark **Met** (consistent school-wide implementation), **Dev** (developing / inconsistent), **Gap** (priority need), or **N/A**.

Elementary Diagnostic Standard & Evidence Focus	Met	Dev	Gap	N/A
Domain 1: Academic & Foundational Skills (K–5)				
1.1 Early Literacy: At least 80% of K–2 students are reading at or above grade level on benchmark screeners (e.g., DIBELS, mCLASS), with clear progress-monitoring data for below-benchmark readers. Assesses phonemic awareness, phonics mastery, and early reading trajectory across primary grades.	☐	☐	☐	☐
1.2 Numeracy: Grade 3–5 math instruction systematically addresses number sense and foundational fluency gaps identified by benchmark assessments. Identifies conceptual and procedural math deficits before transition to middle school coursework.	☐	☐	☐	☐

Elementary Diagnostic Standard & Evidence Focus	Met	Dev	Gap	N/A
1.3 Multi-Tiered System of Supports (MTSS): Tier 2 and Tier 3 reading and math interventions are scheduled during dedicated intervention blocks without pulling students from core instruction. Evaluates master schedule protection for Tier 1 core instruction alongside targeted intervention blocks.	☐	☐	☐	☐
1.4 Special Populations: English Learners (ELs) and students with IEPs are meeting annual academic and language growth targets at rates comparable to peers. Screens for equity gaps, language acquisition progress, and specialized service delivery fidelity.	☐	☐	☐	☐
Domain 2: Social-Emotional & Behavioral Development				
2.1 Self-Regulation & Behavioral Data: Office Discipline Referrals (ODRs) are disaggregated by behavior type, grade level, and setting (recess, cafeteria, classroom) to guide proactive Tier 1/2 supports. Pinpoints environmental triggers and developmental support needs using Office Discipline Referral (ODR) patterns.	☐	☐	☐	☐
2.2 SEL Curriculum: A consistent, school-wide Tier 1 SEL program is taught weekly across all classrooms, and staff are trained to reinforce common emotional-regulation language. Assesses proactive emotional regulation instruction and common behavioral language across adults.	☐	☐	☐	☐
2.3 Play & Physical Needs: Students receive daily unstructured recess and scheduled movement breaks across all grade levels without loss of recess used as a behavioral consequence. Reviews daily unstructured play access and sensory regulation opportunities for young learners.	☐	☐	☐	☐
Domain 3: Family & Community Engagement				
3.1 Two-Way Communication: The school provides consistent two-way communication and interpretation/translation services in all home languages represented on campus. Evaluates translation accessibility, multilingual outreach, and reciprocal communication channels.	☐	☐	☐	☐
3.2 Family Literacy/Math Support: Family learning events and home-support resources actively remove participation barriers (e.g., offering flexible times, childcare, or virtual/translated guides). Identifies structural access barriers and opportunities for practical home-learning workshops.	☐	☐	☐	☐
3.3 Kindergarten Readiness: Formal transition protocols and data-sharing partnerships are established with local preschools and Head Start programs for incoming kindergarteners. Assesses early childhood alignment, incoming family orientation, and developmental screening intake.	☐	☐	☐	☐
Domain 4: Staff Capacity & School Climate				

Elementary Diagnostic Standard & Evidence Focus	Met	Dev	Gap	N/A
4.1 Instructional Coaching: Early-grade teachers receive ongoing training and job-embedded coaching in the Science of Reading and structured literacy practices. Evaluates professional learning depth, coaching cycles, and evidence-based literacy alignment.	☐	☐	☐	☐
4.2 Support Staff Allocation: Paraprofessionals and interventionists are strategically scheduled into high-need instructional blocks based on student data. Examines push-in/pull-out staffing schedules relative to student academic and behavioral intensity.	☐	☐	☐	☐
4.3 Staff Wellness & Behavioral Support: Clear behavioral crisis-response protocols and consultative coaching are available to support teachers in high-needs classrooms. Assesses crisis response teams, behavioral consultation, and educator retention/wellness supports.	☐	☐	☐	☐

Part 3: Elementary Priority Matrix & Action Planning

Elementary Priority Area	Current Status (1–4)	Primary Data Source Used	Immediate Action Needed?
K–2 Foundational Reading		Benchmark Screeners (DIBELS / mCLASS)	
Tier 2/3 Intervention Fidelity		Intervention Logs & Master Schedule	
Classroom Behavioral Supports		Office Discipline Referrals (ODRs)	
Family Engagement & Translation		Event Attendance & Family Surveys	

Elementary Root-Cause Findings, Priority Goals, & Next Steps

Partner with Klasey Consulting

Interested in elementary school needs assessments, MTSS implementation coaching, or trauma-informed educator workshops? Contact us at **info@klaseyconsulting.com** to learn more about our trainings and consultation services.