



2025-2026 Phase Two: The Needs Assessment for Schools Millbrooke

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Millbrooke Elementary School
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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.

Continuous Improvement Team: Millbrooke School Leadership Team, SBDM Council, Grade Level Leadership Team, Literacy Team, and Writing Team.

Millbrooke Elementary's data is reviewed regularly through multiple collaborative structures. At the district level, data is analyzed monthly during Instructional Leadership Team (ILT) meetings, while at the school level, ongoing review occurs within Professional Learning Communities (PLCs). School leaders and teachers examine Universal Screener data (MAP Assessments) three times per year for reading (K-5), three times per year for math (K-2), and twice per year for math (3-5). Additional data sources include Mastery Connect assessments (3-5, administered

twice yearly), district common unit assessments, formative classroom data, and attendance and behavior reports, along with end-of-year state accountability results (KSA). Data is compiled and shared with the district through a shared Google spreadsheet used for continuous progress monitoring and discussion during monthly district ILT meetings.

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?

The Continuous Improvement Team analyzes school performance to determine areas where Millbrooke Elementary met or did not meet district, state, federal, or school-level targets for academic proficiency, achievement gaps, and student growth. The team conducts a disaggregated data analysis by grade level, content area, specific content strands, and student gap groups to identify trends and root causes that inform instructional planning and improvement efforts.

What was successful?

Our Science scores grew significantly while Writing maintained.

How will your results inform this year's plan?

With our Social Studies scores decreasing significantly we will focus on increasing those while still trying to increase Math, Reading, Writing, and Science.

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 percentage of students with disabilities scoring at the Novice level in Reading increased from 48% in 2022-2023 to 62% in 2023-2024, before improving to 51% in 2024-2025. This improvement resulted in an index score of 33.5. In Mathematics, the percentage of students with disabilities scoring at the Novice level decreased from 68% in 2022-2023 to 62% in 2023-2024, and further to 51% in 2024-2025. This improvement resulted in an index score of 32.2. Despite this positive trend, the school's overall performance for this group is classified as "Low" status.

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.

33% of African American students scored in the proficiency range on KSA in Math and 32% on Reading, compared to our non-gap learners 51% on Reading and 50% on Math (spring 2025)

15% of students with disabilities scored in the proficiency range in Reading on the KSA (Spring 2025) test as opposed to 51% of non-gap learners. 13% of students with disabilities scored in the proficiency range in Math on the KSA (Spring 2024) test, as opposed to just 50% of our non-gap learners.

Math Proficiency Rate: 45%

Reading Proficiency Rate: 47%

Science Proficiency Rate: 38%

Social Studies Proficiency Rate: 29%

Writing Proficiency Rate: 60%

Non-Academic Current State:

Teacher Attendance: The teacher attendance rate was 94.5% for the 2024-2025 school year.

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.

15% of students with disabilities scored in the proficiency range in Reading on KSA (Spring 2025) test and 13% of students with disabilities scored in the proficiency range in Math on KSA (Spring 2025) test.

Social Studies Proficiency Rate: 29%

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.

Based on data from the 2024-2025 school year:

5th-grade Writing achievement has had two consecutive years of performing at a proficiency rate of 60% or higher.

5th-grade Reading had a proficient/distinguished rate of 59%

The coaching model used in 5th-grade reading will be used to help our 4th-grade reading teacher.

5th-grade Math had a proficient/distinguished rate of 50%.

The coaching model used in 5th-grade math will be used to help our 4th-grade math teacher.

3rd-grade Math had a proficient/distinguished rate of 51%.

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.
The District will partner with members of the community, Regional Murray State Campus, and other stakeholders to provide support to teachers to help close the achievement gap.

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

Supporting Systems:

- Weekly PLCs
- Monthly Instructional Workshops
- PSDA Cycle (Plan, Study, Do, Act)
- Unit Internalization Process
- Marzano's Art and Science of Teaching framework

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

Supporting Systems:

- Weekly PLCs
- Monthly Instructional Workshops
- PSDA Cycle (Plan, Study, Do, Act)
- Unit Internalization Process
- Marzano's Art and Science of Teaching framework

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

N/A

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

N/A

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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