



# 2024-2025 Phase Two: The Needs Assessment for Schools MILLBROOKE

2024-2025 Phase Two: The Needs Assessment for Schools

**Millbrooke Elementary School**  
**Renikka Owen**  
415 Millbrooke Drive  
Hopkinsville, Kentucky, 42240  
United States of America

---

## Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	8

## **2024-2025 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 for reviewing, analyzing and applying data results as you conducted this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

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

Gather and organize data: Millbrooke's data is reviewed at monthly Instructional Leadership Team meetings (at the District level) and in PLCs (at the school level). School leaders and teachers will review Universal Screener data (MAP Assessment) three times a year-(K-3) and twice a year for 4-5 along with district common unit assessments, formative data, and attendance/ behavior data along the end-of-the-year state accountability(KSA). The data is shared by the school with the district through a shared Google spreadsheet that is used for monitoring purposes along with 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 does it inform this year's plan?

Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, and academic growth. The Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics), and by gap groups.

What was successful?

When looking at the KSA data, our Reading and Math scores were at or above the state average. Our writing and Social Studies scores grew considerably.

How does it inform this year's plan?

This has informed us of the need to continue to focus on our students with disabilities, Science, and Social Studies. Their scores were far below the state average.

## Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The number of students with disabilities scoring novice in Reading decreased from 66% in 2021-2022 to 48% in 2022-2023, and increased up to 62% in 2023-2024. With change applied, that gave us an index of 25.5. The number of students with disabilities scoring novice in Math increased from 56% in 2021-2022, to 68% in 2022-2023, and decreased to 62% in 2023-2024. That did place us in a "very low" status.

The percentage of students receiving behavior referrals decreased from 22% in 2021-22, to 20% in the 2022-2023 school year, and pretty much stayed the same from the 22-23 school year to the 23-24 school year. There was a decrease in classroom behavior events from 193 in the 22-23 SY to 173 events in the 23-24SY.

## Current State

4. Describe in narrative form the current state of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data

used.

### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent 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.

### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

#### **Academic Current State**

40% of African American students scored in the proficiency range on KSA in Reading and Math (Spring 2024) as opposed to 54.5% of non-gap learners.

11% of students with disabilities scored in the proficiency range in Reading on KSA (Spring 2024) test as opposed to 54% of non-gap learners. 13% of students with disabilities scored in the proficiency range in Math on KSA (Spring 2024) test as opposed to just 55% of our non-gap learners.

Math Proficiency Rate: 49.5%

Reading Proficiency Rate: 48.75%

Science Proficiency Rate: 18%

Social Studies Proficiency Rate: 34%

Writing Proficiency Rate: 61%

### **Example of Non-Academic Current State:**

-Teacher Attendance: The teacher attendance rate was 94.3% for the 2022-2023 school year

-The number of students receiving behavior referrals was 159 in the 2023-2024 school year. That is an increase of 21 students receiving behavior referrals from the 2022-2023 school year.

### Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

11% of students with disabilities scored in the proficiency range in Reading on KSA (Spring 2024) test and 13% of students with disabilities scored in the proficiency range in Math on KSA (Spring 2024) test.

Math Proficiency Rate:49.5%

Reading Proficiency Rate:48.75%

Science Proficiency Rate: 18%

Social Studies Proficiency Rate: 34%

17 students were within 1-2 points of scoring out of the Novice level in Reading on the 2024 administration of KSA.

12 students were within 1-2 points of scoring out of the Novice level in Math on the 2024 administration of KSA.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

**Based on data from 2023-2024 school year:**

6th grade Math achievement has increased from 38% proficiency to its current rate of 53%.

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

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

3rd grade Math had a proficient/distinguished rate of 63%.

### Evaluate the Teaching and Learning Environment

7 . 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](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

#### **ATTACHMENTS**

##### **Attachment Name**

---



MES Key Elements Template

8. After analyzing the Key Elements of your teaching and learning environment, which two or three processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

This year we will focus on KCWP 1 & 2. The description on how we plan to address it is attached.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 MES Key Elements Template		• 7