



2024-2025 Phase Two: The Needs Assessment for Schools PEMBROKE

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Pembroke Elementary School
Jason Russell
1600 Pembroke-oak Grove Road
Pembroke, Kentucky, 42266
United States of America

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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 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 / Leadership Team: We have established a CSIP leadership team that is composed of representatives from the administration team, a grade level representative from each grade level and various content areas, as well as special education and related arts teachers. This team meets to review data and assist in instructional decisions. In addition, teachers are continuously planning to improve the learning of all students through collaboration of the weekly PLC process. Documentation includes agendas, meeting minutes, and PLC document collection. Finally the leadership team, consisting of administration, school counselor, curriculum specialist and teacher coach meet weekly to review instructional practices within the school and create plan to address progress towards goals. 2. Gather and organize data: Data collection is a continuous process at Pembroke Elementary. Teachers at all grade levels use multiple data points such as MAP data, Into Reading diagnostic assessments, KSA data, unit assessments, and formative assessments. Non-instructional data includes attendance and behavior tracking through the PBIS committee and Infinite Campus. The PLC

process allows for the monitoring of student progress through data discussions each cycle. Data is organized and tracked through tracking documents and uploaded to Google Docs. 3. Review current performance: Continuous Improvement Team, Leadership Team, and grade level teams identify areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gaps, and academic growth. All teams conduct disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. Certified staff collaborates to complete the data analysis protocol for KSA data and identify trends, concerns, and make connections to next steps. 4. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. 5. Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (overall index, academic proficiency, academic gaps, academic growth, and culture and climate) for which the school did not meet federal, state and/or local expectations. 6. Identify root and hypothesize potential causes: All teams identify root causes or hypothesize potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. 7. Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. 8. Identify solutions and actions steps: Based on the root cause analysis, all teams identify research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. 9. Implement plan: The improvement plan is communicated to all stakeholders and implemented. 10. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. All teams will utilize the CSIP, strategic priority areas checklist, PLCs, and RTI meetings in order to be responsive based upon progress monitoring.

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?

We had five overall goals.

Our first goal was a proficiency goal 1)Pembroke Elementary will increase the percentage of students scoring proficient or better in reading to 57.8 by May, 2026 as measured by the Kentucky Summative Assessment. 2)Pembroke Elementary will increase the percentage of students scoring proficient or above in math to 57.2% by May of 2026 as measured by the Kentucky Summative Assessment. We did not increase our P and D in reading. We slightly decreased from 49% back to 46% in reading. We did increase our percentage of P and D in math from 45% to 46%.

Our second goal for separate academic indicators was: 1)Pembroke Elementary will increase the percentage of students scoring proficient or above in science 46.6% by May of 2026 as measured by the Kentucky Summative Assessment. 2) Pembroke Elementary will increase the percentage of students scoring proficient or above in writing from to 55% by May of 2026 as measured by the Kentucky Summative Assessment. 3) Pembroke Elementary will increase the percentage of students scoring proficient or above in social studies to 54.2% by May of 2026 as measured by the Kentucky Summative Assessment. In science we increased the percentage of students scoring proficient and distinguished from 28% to 30%, in writing we decreased the overall percentage of students scoring proficient or above from 47% to 36%, however our overall distinguished percentage increased from the previous year. In social studies we decreased the percentage of students scoring proficient and distinguished from 30% to 27%. However we reduced our novice percentage from 46% to 41%. Our 3rd goal was for achievement gap. 1) Pembroke Elementary will decrease the percentage of students with disabilities scoring novice in reading from 52% to 50% by May of 2024 as measured by KSA, MAP, and classroom assessments. In reading we increased novice percentages from 52% to 64% of our students with disabilities scoring novice and in math we also increased from 56% to 60% of students with disabilities scoring at the novice level. Our fourth goal was around English Learner Progress. 1) Each EL student will progress at least 2 levels on the ACCESS assessment by May of 2026. Our final goal was around the quality of school climate and safety. 1) By spring of 2024, Pembroke Elementary will increase the index on the KSA student survey from an index of 74 to an index of 77. We did increase our survey index from 74 to 76.1.

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.

According to the Brigance test our students continue to come to us in kindergarten behind their school age peers, however the trend is that each year more students are coming ready for kindergarten. According to our fall 2023 data, 54% are ready with interventions, 40% are ready, and 6% is ready with enrichment. Our fall 2024 data shows 47% are ready with interventions, 45% are ready, and 7.8% are ready with enrichment. Our data for all content areas and grade levels also shows that our African American, economically disadvantaged, and our students with disabilities tend to score lower than their peers, especially in the area of students with disabilities. Our reading and math indicator score has been higher than the separate academic areas for both years. The specific information for these is listed in our priorities and concerns section.

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.

Currently, we are identified as a yellow school with an index score of 57.2 and TSI due to our students with disabilities. Our reported data includes 2023-2024 Pembroke students in grades third through sixth. Our adjusted data shows a slight decrease in overall index and proficiency scores when removing sixth grade and adding in and removing redistricted students, however that discrepancy is minimal.

Our current state shows our reading scores declined as we increased the percentage of students scoring novice in 2023 from 22% to 29% in 2024 and decreased our percentage of students scoring proficient or better from 49% to 46%. Our students with disabilities still score significantly lower than those without a disability as they scored 8% proficient or better and 64% novice.

Our math scores are trending in the positive direction. We decreased the percentage of students scoring novice in math from 27% in 2023 to 26% in 2024. We had an increase in students scoring proficient or better in math as we increased the percentage from 45% in 2023 to 46% in 2024. Our students with disabilities are still significantly lower in math with 60% novice and only 12% proficient or better.

Our science scores for 2024 remained relatively stagnant. We had 12% novice, 59% apprentice, 23% proficient, and 6% distinguished in 2023, compared to 2024 when we had 15% novice, 55% apprentice, 24% proficient and 6% distinguished. While our apprentice percentages remain high in science, we did increase the proficient percentage.

Our writing scores for 2023 were 15% novice, 44% apprentice, 29% proficient, and 12% distinguished, as compared to 2024 with 24% novice, 39% apprentice, 16% proficient, and 20% distinguished. While we increased novice and decreased proficient, we did see a significant increase in distinguished writing scores.

Although we did improve slightly in our novice and proficient percentages, our social studies apprentice percentages remain a priority for our school. Our social studies scores for 2023 show 46% novice, 25% apprentice, 20% proficient, and 10% distinguished, as compared to 2024 with 41% novice, 33% apprentice, 22% proficient, and 5% distinguished.

Our fall 2024 reading MAP data shows we have 10% of kindergarten students scoring in the 20th percentile and below with 30% scoring above the 60th percentile. We have 14% of first grade students scoring in the 20th percentile and below with 42% scoring above the 60th percentile for reading. Our fall 2024 MAP data shows our second grade students in reading are 38% of second grade students scoring in the 20th percentile and below with 25% scoring above the 60th percentile. According to the linking study for MAP to KSA, for third grade, we have 27% novice, 35% apprentice, 35% proficient, and 4% distinguished. Fourth grade is showing 28% novice, 33% apprentice, 29% proficient, and 10% distinguished. Fifth grade is showing 22% novice, 31% apprentice, 32% proficient, and 15% distinguished.

Our math fall 2024 MAP data shows we have 12% of kindergarten students scoring in the 20th percentile and below with 43% scoring above the 60th percentile for math. We have 12% of first grade students scoring in the 20th percentile and below with 46% scoring above the 60th percentile for math. We have 38% of second grade students scoring in the 20th percentile and below with 19% scoring above the 60th percentile for math. According to the linking study for MAP to KSA, for third grade, we have 29% novice, 40% apprentice, 29% proficient, and 3% distinguished. Fourth grade is showing 25% novice, 33% apprentice, 38% proficient, and 4% distinguished. Fifth grade is showing 25% novice, 28% apprentice, 36% proficient, and 19% distinguished.

In addition our school climate survey showed us at a 76.1 index score which is yellow status. While this is an improvement from the previous year, we are still one point from being at a 77 index score to be at a green status.

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 Student Assessment. The school has a high percentage of gap learners.

We have 3 main overall priorities/concerns. They are to improve our reading and math scores overall, continue to improve all of our separate academic indicator areas, and improve our scores for our students with disabilities in all areas. Specific data with precise numbers and percentages for reading, math, and each separate academic indicator are listed in the current state above. According to our data, we will utilize our Title 1 funds to address these priorities and concerns through the purchase of high quality supplemental resources for all academic areas this includes both technology and supplemental books and materials. In addition, we utilize funds for additional staffing to provide additional support to our students in focus areas.

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.

Our strengths right now are KCWP 4 Review, Analyze and Apply data. We are very data rich in our school and district. We have the MAP assessment as a district wide benchmark assessment for both reading and math and the Into Reading assessments to find student levels in reading. We also have district wide unit assessments, Mastery Connect Benchmarks, and teacher created unit and formative assessments to help us track academic data. In addition to academic data, we have the early warning tool in IC and SRSS- IE Screener to help identify at risk students. Other nonacademic data points include attendance and discipline data that is tracked closely. We use this data to help inform our Multi tier instruction. All of these data points help us to identify students and the skills they are missing in order to fill the gaps they need in their learning. Teachers use this to help guide and leverage their whole group and small group differentiated instruction. We also use the warning tools and SRSS-IE Screener along with our discipline data to help us identify students that need support outside of or in addition to academics. Our guidance counselor does whole group lessons during specials and small group counseling with students that show up as at risk, and we assign students to a school based therapist or similar services as needed based on the data. We also have surveys that we use on a regular basis to gain feedback from parents, teachers, and students. We create goals to improve upon based on this data and action plans to help us achieve those goals. With these data tools we are able to make decisions based on data.

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

 24-25 Pembroke Key Elements


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.

See attached template. Our school will focus on KCWP #1 Design and Deploy Standards, KCWP #2 Design and Deliver Instruction, and KCWP #3 Design and Deliver Assessment Literacy as our priority plan goals. Our focus will be on teachers creating meaningful and engaging lessons that have students communicating and collaborating together in all subjects. In addition to this, our PLC work will be intentional around utilizing high quality instructional resources, designing rigorous assessments, and implementing effective instruction that is fully aligned to the intent of the standards with meaningful and multiple feedback opportunities for our students.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 24-25 Pembroke Key Elements	Please see attached for 24-25 Pembroke Key Elements Template	• 7