



## PEMBROKE 2022-23 Phase Two: The Needs Assessment for Schools DUE NOV. 1

2022-23 Phase Two: The Needs Assessment for Schools

**Pembroke Elementary School**  
**Dana Gary**  
1600 Pembroke-oak Grove Road  
Pembroke, Kentucky, 42266  
United States of America

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## **2022-23 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 will be addressed 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 to determine the priorities from 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 are documented.

Continuous Improvement 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. Of those teachers on the team, 2 of them are also members of the SBDM council. This team meets monthly to review data. 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. 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, formative assessments, LDC work, and Science Through-Course-Tasks. 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 identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, and academic growth. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. All certified staff also met on Monday, Oct. 24 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 (academic proficiency, academic gap, academic growth) for which the school did not meet federal, state and/or local expectations. 6. Identify root and hypothesize potential causes: Continuous Improvement Team identifies root causes or hypothesizes 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, Continuous Improvement 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. The Continuous Improvement Team will utilize the scorecard, PLCs, and RTI meetings. The implementation plan will be responsive and changed 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 4 overall goals.

Our first goal was a proficiency goal is: 1)Pembroke Elementary will increase the percentage of students scoring proficient or above in reading from 38.7% to 59% in May, 2025 as measured by the Kentucky Summative Assessment. 2)Pembroke Elementary will increase the percentage of students scoring proficient or above in math from 36.3% to 56% in May, 2025 as measured by the Kentucky Summative Assessment. We did increase our P and D in reading from 38.7% to 46% in reading, however we did decrease our percentage of P and D in math from 36.3% to 33%

Our second goal for separate academic indicators was: 1)Pembroke Elementary will increase the percentage of students scoring proficient or above in science from 20% to 40% by May, 2025 as measured by the Kentucky Summative Assessment. 2) Pembroke Elementary will increase the percentage of students scoring proficient or above in writing from 37.8% to 58% by May, 2025 as measured by the Kentucky Summative Assessment. 3) Pembroke Elementary will increase from their 2022 baseline for social studies with at least 50% of students scoring proficient or above as measured by the Kentucky Summative Assessment by May, 2025. In science we dropped from 20% proficient or better to 13.8%, in writing we maintained our P and D as we scored 37.8% P and D in 2021 and 38% in 2022, and in social studies we set our baseline as 26% instead of 50%

Our 3rd goal was for achievement gap. They are: 1)Pembroke Elementary will increase the percentage of African American students scoring proficient or above in reading from 28.0% to 30.0% as measured by the Kentucky Summative Assessment in May of 2022. 2) Pembroke Elementary will increase the percentage of African American students scoring proficient or above in math from 24.7% to 27.7%. In reading we went from 28% of our students scoring proficient or better to 32% and in math we went from 24.7% scoring proficient or better to 21%

Our Final goal was a growth goal of 100% of students at Pembroke Elementary in grades K-6 will achieve at least 1 year of academic growth as measured on the MAP assessment. We had 51% of our students reach their growth goal for 2021-22 school year in reading and 52% reach their growth goal in math.

## Trends

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

### Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, 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. In the fall 2020 we had 49.4% of our students ready with interventions, 43.7% ready and 6.9% ready with enrichment compared to the state of 46.9% ready with interventions and 40.5% ready and 12.6% reading with enrichment. However, our 2021 fall data shows 60% ready with interventions, 38% ready, and only 2% ready with enrichment. Our 2022 fall data shows 55% ready with interventions, 37% ready and 8% ready with enrichment. Our data also shows that our African American, economically disadvantaged, and our special education students tend to score lower than their peers. The specific information for these is listed in our priorities and concerns section.

## Current State

4. Plainly state the current condition 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.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

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

- Teacher attendance rate was 84% for the 2021-22 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

We are identified as a yellow school with an index score of 55.1 and TSI due to our students with disabilities. Our reading scores are improving as we decreased the percentage of students scoring novice in 2021 from 34.4% to 28% in 2022 and increased our percentage of students scoring proficient or better from 38.7% to 45%. This puts us equal to the state in novice and a percentage point above the state (45%) at proficient or better. In addition, our African American students improved from 28% to 32% proficient or better. However, we still have a gap in African American students compared to whites and with students with disabilities as compared to those without disabilities. Our African American students scored 32% proficient or better and 43% novice compared to the white students who scored 51% proficient or better and 20% novice. However, there was not a significant enough difference to label us as TSI in the area of African American students as the state had 49% novice and 24% proficient or better which puts us above the state in proficient or better and below in novice, we will continue to watch and monitor this. Our students with disabilities scored 19% proficient or better and 55% novice as compared to students without disabilities who scored 21% novice and 53% proficient or better. The state scored 45% novice and 15% proficient or better in reading.

Our math scores are not trending in the positive direction like our reading scores. Scores from 2021 reveal, in math our overall percentage of novice as 29.5% and our proficient or better was 36.3% as compared to 2022 of 33% novice and 33% of proficient or better. We are a percentage point above the state in novice and five percentage points below the state in proficient or better. Our African American students overall scored 49% novice, and 21% proficient or better as compared to caucasian students which scored 23% novice and 38% proficient or better. However, there was not a significant enough difference to label us as TSI in the area of African American students as the state had 56% novice and 16% proficient or better which puts us above the state in proficient or better and below in novice, we will continue to watch and monitor this. Our students with disabilities scored 10% proficient or better and 62% novice as compared to students without disabilities who scored 26%

novice and 39% proficient or better. The state scored 53% novice and 11% proficient or better in math.

Our science scores for 2022 are 11% novice, 74% apprentice 11% proficient and 3% distinguished as compared to the 2021 scores of 16% novice, 68% apprentice, 16% proficient and 0% distinguished. So we did cut the novice but our proficient and distinguished dropped from 16% to 14%.

Our writing scores for 2022 are 20% novice 45% apprentice, 32% proficient, and 3% distinguished. You cannot compare this overall accountability score to 2021 as the 2021 scores did not have language and mechanics figured in. So this is our baseline for the combined writing score.

We set our baseline scores for social studies at 47% novice, 27% apprentice, 17% proficient, and 9% distinguished.

Our MAP scores show our first grade students in reading are 38% below the mean and 61.7% at or above the mean and second grade is 52% below the mean and 48% at or above the mean. Third grade is showing 25% novice, 21% apprentice, 34% proficient, and 20% distinguished in reading. Fourth grade is showing 26% novice 26% apprentice, 36% proficient, and 13% distinguished in reading. Fifth grade is showing 20% novice, 33% apprentice, 39% proficient, and 7% distinguished in reading and in sixth grade 30% novice, 20% apprentice, 42% proficient, and 8% distinguished in reading. In first grade math, we have 34% below the mean and 64.7% at or above the mean, and in second grade we have 50 % below and 50% at or above the mean. In third grade we have 17% novice, 27% apprentice, 40% proficient, and 14% distinguished. In fourth grade we have 21% novice, 39% apprentice, 28% proficient, and 11% distinguished. In fifth grade we have 20% novice, 43% apprentice, 35% proficient, and 1% distinguished, and in sixth grade we have 25% novice, 36% apprentice, 33% proficient, and 5% distinguished. These 3rd to 6th grade scores for both reading and math are based on the cut scores from the MAP alignment to KPREP. We are still waiting on the alignment to KSA data.

In addition our school climate survey showed us at a 71 index score which is orange status. We were 3 points from being at a medium yellow status and we want to be at least at a 77 index score to be at a high green status.

### Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.



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We have 3 main overall priorities/concerns. They are improving our math scores overall, improving all of our separate academic indicator areas overall, and improving our scores for our students with disabilities in all areas. Specific data with precise numbers and percentages for 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 they may be utilized 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. In addition, we have district wide unit assessments 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 counselors do whole group lessons once a week during specials. They also do small group sessions 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](#)[KCWP 5: Design, Align and Deliver Support](#)[KCWP 6: Establishing Learning Culture and Environment](#)

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 below.

After analyzing the Key Elements of your teaching and learning environment, which 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:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

See attached template Our School will focus will be on KCWP #1 Design and Deploy Standards and KCWP#2 Design and Deliver Instruction as our priority plan goals focus on our teachers creating meaningful and engaging lessons that have students communicating and collaborating together in all subject areas. In addition to this, our PLC work will be intentional around utilizing high quality resources, designing rigorous assessments, and implementing effective instruction that is fully aligned to the intent of the standards. We will use the Clarity for Learning book to guide our teachers in creating student centered and standard driven targets and success criteria. Another Focus will be KCWP#6 Establishing a Learning Culture Environment. Recent school culture and climate survey data shows that our students do not feel connected to school. We continue to work on building relationships and rapport with our students and families. We also think this is a key element in closing the gap with our African American students and our students with disabilities.

## **ATTACHMENTS**


### **Attachment Name**

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Pembroke 22-23 Key Elements Template

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 Pembroke 22-23 Key Elements Template	Please see attached for Pembroke's analysis of Key Core Work Processes elements.	• 7