



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

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Pembroke 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.

1. 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, 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, reading fluency 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 will your results 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 50.1% by May 2027 as measured by the Kentucky Summative Assessment. 2)Pembroke Elementary will increase the percentage of students scoring proficient or above in math to 52.6% by May 2027 as measured by the Kentucky Summative Assessment. We did increase our P and D in reading and exceeded our yearly goal by increasing from 41.1% to 47.9%. On the flip side, we decreased in math proficiency with 43.6% P/D the previous year down to 36.1% in 2025. Our second goal for separate academic indicators was: 1)Pembroke Elementary will increase the percentage of students scoring proficient or above in science to 35.6% by May of 2027 as measured by the Kentucky Summative Assessment. 2) Pembroke Elementary will increase the percentage of students scoring proficient or above in writing from to 43.7% by May of 2027 as measured by the Kentucky Summative Assessment. 3) Pembroke Elementary will increase the percentage of students scoring proficient or above in social studies to 43.7% by May of 2027 as measured by the Kentucky Summative Assessment. In science we decreased the percentage of students scoring proficient and distinguished from 26.6% to 22.7%, in writing we increased the overall percentage of students scoring proficient or above from 34.7% to 36.6%. Our largest gain was in Social Studies. We increased the percentage of students scoring proficient and distinguished from 34.7% to 48.6%. Our 3rd goal was for achievement gap. 1) Pembroke Elementary will decrease the percentage of students with disabilities scoring novice in reading from 64% to 62% by May of 2025 as measured by KSA, MAP, and classroom assessments. In reading we decreased novice percentages from 64% to 60.4% of our students with disabilities scoring novice however, in math we increased the percentage of students with disabilities scoring novice from 60% to 66.7%. 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 2025, Pembroke Elementary will increase the index on the KSA student survey from an index of 76.1 to an index of 80. We decreased our overall survey index from 76.1 to a 75. While we increased the safety portion of the survey, the climate portion slightly decreased.

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.

According to the Brigance test our students continue to come to us in kindergarten behind their school age peers. Our fall 2024 data shows 47% are ready with interventions, 45% are ready, and 7.8% are ready with enrichment. Our fall 2025 data shows 50.4% are ready with interventions, 43.8% are ready, and 5.7% are ready with enrichment. Multiple data points 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 in previous years. This year, our data shows that the separate academic indicator is actually higher than reading and math. The specific information for these is listed in concurring sections of the needs assessment. In addition to our academic data, behavior data from the fall of 2025 shows a decrease in office referrals and discipline consequences from the previous year.

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.

Currently, we are identified as a yellow school with an index score of 59 and in recent years been a TSI school due to our students with disabilities. Although our data shows improvements in novice percentages across the board as well as proficient percentages in select content areas, our apprentice percentages remain a priority for our school. Our current state shows our reading scores are trending in a positive direction and improved as we decreased the percentage of students scoring novice in 2024 from 32.2% to 26.2% in 2025. We also increased our

percentage of students scoring proficient or better from 41.1% to 47.9%. Our students with disabilities still score significantly lower than those without a disability as they scored 12.5% proficient or better and 60.4% novice. On flip side, our math scores are trending downward. We did decrease the percentage of students scoring novice in math 35% in 2024 to 30% in 2025. We had a decrease in students scoring proficient or better in math from 43.6% in 2024 to 36.1% in 2025. Our students with disabilities are still significantly lower in math with 66.7% novice and only 4% proficient or better. Our science scores for 2025 showed a slight decrease as well. We had 17% novice and 26.6% Proficient or better with a large percentage of our students remaining in the apprentice category. In 2025, our science data shows a slight decrease in novice to 16.5% as well as a decrease in proficiency to 22.7%. Our writing scores for 2024 with 23% novice and 34.7% Proficient / Distinguished improved in 2025 with a decrease to 19.7% novice and an increase in proficiency to 36.6%. Social Studies is a highlight within our data for the fall of 2025. We increased proficiency from 34.7% to 48.6% and decreased novice from 39% to 32% , leaving only 19.4% of students in the apprentice category.

According to the fall MAP data for fall of 2025, we have 17.1% of kindergarten students scoring in the 20th percentile and below with 30.3% scoring above the 60th percentile for reading. We have 11.4% of first grade students scoring in the 20th percentile and below with 55.7% scoring above the 60th percentile for reading. Our fall 2025 MAP data shows a large gain in our second grade population with 13.2% of second grade students scoring in the 20th percentile and below with 50.6% scoring above the 60th percentile for reading. According to the linking study for MAP to KSA, for third grade, we have 24.5% novice, 34.7% apprentice, 27.6% proficient, and 13.2% distinguished. Fourth grade is showing 23.4% novice, 35.7% apprentice, 31.6% proficient, and 1% distinguished. Fifth grade is showing 25% novice, 27.2% apprentice, 35.9% proficient, and 12% distinguished.

Our math fall 2025 MAP data shows improvements in our primary data with 19.2% of kindergarten students scoring in the 20th percentile and below with 37.4% scoring above the 60th percentile for math. We have 5% of first grade students scoring in the 20th percentile and below with 55.8% scoring above the 60th percentile for math. We have 13.1% of second grade students scoring in the 20th percentile and below with 51.2% scoring above the 60th percentile for math. According to the linking study for MAP to KSA, for third grade, we have 25.5% novice, 32.7% apprentice, 35.7% proficient, and 6% distinguished. Fourth grade is showing 27.6% novice, 40.8% apprentice, 27.6% proficient, and 4% distinguished. Fifth grade is showing 17.2% novice, 47.3% apprentice, 30.1% proficient, and 5.4% distinguished.

Our science MAP data for the fall of 2025 shows 11.3% novice, 64.9% apprentice, 22.7% proficient, and 1% distinguished for fourth grade students.

Across all content areas and grade levels, all students have access to high quality instructional resources daily. Teachers use current data to drive instruction. We have three main overall priorities and concerns around our academic data. They are to improve our reading and math scores overall (with a heavy focus on math), continue to improve separate academic indicator areas, and improve our scores for our students with disabilities in all areas. We also have a high percentage of

students scoring in the apprentice category on multiple assessments across content areas. We will leverage those students with the continued support of HQIR implementation and intervention as necessary.

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.

Behavior data from the fall of 2025 shows a decrease in office referrals and discipline consequences from the previous year with 46 referrals in the first three months of 2024 and only 37 in the fall of 2025. We continue to use PBIS strategies, hoot tickets, positive interventions, and guidelines for success to drive student behavior and expectations. All students have access to mental healthcare with the school based therapists and school counselors. Close to 10% of our students are in the care of individual counseling within school based programs, and another 21% of students have been in small groups with the school counselor. Trends show we have more parent participation at family engagement events with with an average of 55.3% of families attending those events while an average of 34.6% of families attended parent teacher conferences.

The Employee Engagement survey from spring of 2025 shows an increase in overall score from 3.87 in the fall to 4.20 in the spring. According to the survey our strength is that employees feel their their work positively impacts those we serve and employees have a clear understanding of the mission and goals of our organization.

Our two main areas for growth include employees receiving recognition for good work and having opportunities to provide input on decisions that affect their job. We had 26 responses from parents for the spring 2025 survey. The parent/caregiver experience survey revealed parents feel comfortable approaching school administration. On the flip side the lowest score on the survey was that parents / guardians regularly receive feedback from school staff on how their child is learning. We will continue to increase the number of parents / guardians that respond to the survey and seek feedback through parent engagement activities on ways to improve parent engagement at the school.

In addition, our school climate survey showed us at a 75 index score which is green status. While this is an overall decrease from the previous year, we did slightly increase in the safety index with a slight decrease in the climate index.

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.

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 reading, math, and science. We also have district wide unit assessments embedded within the HQIR, 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 the Terrace Matrix Screener (3rd-5th) 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 screeners 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.

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.

Across all content areas and grade levels, all students have access to high quality instructional resources daily. Teachers use current data to drive instruction. We have three main overall priorities and concerns around our academic data. They are to improve our reading and math scores overall (with a heavy focus on math), continue to improve separate academic indicator areas, and improve our scores for our students with disabilities in all areas. We also have a high percentage of students scoring in the apprentice category on multiple assessments across content areas. We will leverage those students with the continued support of HQIR implementation and intervention as necessary. 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. We will coordinate efforts during PLC and professional learning to build upon our HQIR usage and understanding of the Kentucky Academic Standards to leverage student success in all academic areas.

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

Our PLC structure utilizes the Plan, Do, Study, Act model along with the unit internalization protocol where teachers work intentionally to plan using high quality instructional resources (HQIR), plan instruction, and design assessment directly aligned to the standards. Our work this year will continue to be very intentional in this work ensuring we are meeting the demand and rigor that the standard demands students to know and be able to do across all content areas.

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

Lesson plans are stored on our Lesson Plan share drive, and the PLC process follows the plan, do, study, act model along with the unit internalization protocol - determined by the need of instructional focus. During our weekly PLC meetings we ensure standards, learning targets, and assessment measures are congruent to standards. We also use formative and summative data to monitor progress and ensure instructional effectiveness and make adjustments as necessary. We use classroom walkthroughs tied to the Kentucky Framework for teaching to monitor classroom observations and coach teachers as well. Our focus this year is to design and deliver effective, engaging instruction utilizing Marzano strategies and the HQIR that meets the demand and rigor of the standards in all grade levels and content areas, not just reading and math, but focusing more on social studies, writing, and science. We continue to utilize Title 1 and grant funds to provide tutors across multiple grades levels and subject areas to aid in curricular adjustments when students fail to meet mastery.

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

N/A

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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