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2025-2026 Phase Two: The Needs Assessment for Schools

Bluegrass Middle School
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2025-2026 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 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.

The process that we utilize at Bluegrass Middle School for reviewing, analyzing and applying the data results happens in a variety of ways and involves a number of individuals that serve in a variety of roles at the school. As a community, we regularly review, alnalyze, and apply both i-Ready and KSA data in Reading, Writing, and Math - as well as the KSA data in social studies, combined writing, and science. Through departmental and grade-level teams we review the overall data to develop our plan of action to celebrate our success as well as address areas of improvement. After we look at the data as a whole school we break it down by

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content level PLCs, then by grade-level PLCs, and finally breaking it down individually. We review the data in bi-monthly PLCs.

Additionall, SBDM members and parents are invited to review those plans, look at individual department data, subset data, and the STUDER survey. The following people are involved in the second phase of data review.

Jackie Bradley, SPED Department Chair & SBDM Representative

Stephanie Biggs -Science Department Chair & SBDM Teacher Representative

Amanda Rowlett - ELA Department Chair & 8th Grade Team Lead

Phil Fuller - Social Studies Department Chair

Lisa Owens - Math Department Chair

Joshua Mitchell - Related Arts Department Chair

Allison Loesevitz - SBDM Member

Lauren French - SBDM Member

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?

After reviewing our CSIP from the previous year, we realize that there were several systems that need to be tweaked and areas in which we needed a significant overhaul. In many cases, we have the structures in place, i.e. data tracking, regularly held PLCs, grade-level team meetings, admin meetings, faculty meetings, etc. However, one area of growth is that some of the structures and purposes of those meetings weren't clearly defined and therefore, we weren't accomplishing our stated goals. We continue to revise and clearly define those structures and the roles of each person that contributes. THis enables us to adjust our protocols and ensure that we are meeting the goals of the school.

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

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district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

We have seen a significant decrease (47%) in discipline referrals from the 21/22 school year to the end of the 24/25 school year, currently our data supports that we will see further decline in disciplinary issues this year as well.

We have seen a

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.

Based on an analysis of i-Ready diagnostic data as well as the historical scores from the last 4 KSA tests we see the following trends:

- In reading we have seen a 10.8 percent reduction in Novice Students, a .4 percent increase in apprentice students, a 3.2 percent increase in proficient students and an 8 percent increase in distinguished students.
- In math we have seen a 11.5 percent reduction in novice students, a 6.1 percent increase in apprentice students, a 4.4 percent increase in proficient students and a 1.1 percent increase in distinguished students
- Combined Writing (a focus area for the school) has seen a 19.8 percent decrease in novice students, a 7.4 decrease in apprentice students, a 22 percent increase in proficient students and a 3.2 percent increase in distinguished students.
- According to i-ready diagnostics approximately 55 percent of students are on grade-level in Math, and 60% are on grade-level in reading.

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- Science - We have seen a 10.6 reduction in novice students, 2.9 percent increase in apprentice students, a 5.9 percent increase in proficient students and 1.8 increase in distinguished students.
- Social studies shows similar increases - a 30.2 decrease in novice students, a 16.5 increase in apprentice students, an 11.8 percent increase in proficient students and 2 percent increase in distinguished students.
- Our combined RDMA scores have increased 10.6 percentage points
- SCSSWR scores have increased 14.8 percentage points
- the total designation has increased 17.9 percentage points over the course of four years.

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.

- Absenteeism is significantly down - we average 95% daily attendance each month, this is a 2 percent improvement from last year.
- We have reduced the number of truancy diversion students from 24 to 0 between last year and this year.
- The QSCS survey data continues to improve specifically around students feeling safe and secure at the school.
- Staff engagement is up by 25%
- The average teacher attendance rate is 96% - Wednesdays have the largest number of staff absences and we are actively addressing.
- Studer scores have improved .5 percentage points to 4.34 overall.

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.

> We have active partnerships with over 50 individuals, organizations and business to provide both material support, as well as mentoring and tutoring.

> 100% of our staff have participated in high-quality professional learning that is directly aligned to their growth goal and professional learning plan.

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.

> We will continue to partner with our community partners to help remove non-academic barriers to learning

> We will continue to emphasize core teaching practices by utilizing the New-Tech network approach to learning as well as other high-yield strategies (i.e. Marzano, Thoughtful-Ed, Orton-Gillingham, Kagan, etc.)

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

We have currently already fulfilled this KCWP by implementing HQRs in all of our core classes. We are in the maintenance and intentionality stage since it is now being implemented with fidelity across our core classes.

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

We will continue to focus our instructional assets on training teachers on high-yield instructional strategies that will increase our capacity at delivering content and improving student outcomes. We currently do this through professional learning experiences, faculty meetings and instructional coaching.

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

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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

We will continue to intentionally redesign our MTSS structures to ensure that we are providing instructional interventions that reach all student where they are and improve their outcomes with measurable data to support.

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

This will not be a primary focus.

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Attachment Summary

Attachment Name	Description	Associated Item(s)