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2025-2026 Phase Two: The Needs Assessment for Schools

**North 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.

North Middle School Leadership team consistently and intentionally reviews assessment data to identify students not meeting proficiency. During this analysis, which includes PLC discussion, IReady Diagnostic data, and KSA data, we look for gaps in our curriculum across all content areas in order to make necessary changes in instruction design and delivery. Departments continuously analyze assessment results (IReady, assessment data) in order to ensure the effectiveness of instruction. Students not performing at proficiency are referred for MTSS Intervention to foster support towards proficiency. Additionally, the administrative team meet with the

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entire staff to analyze results in comparison with school based surveys regarding overall culture and climate.

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?

North Middle School allocations were reduced for the number of interventionists from three to two for the 24-25 school year and cut again for the 25-26 school year leaving our students with just one interventionist which has hindered intervention in reading and math. The interventionist aims to assist with our school wide proficiency goals. Additionally, we utilized Title 1 funds to supplement allocations by providing 1.5 additional teaching allocations. North Middle funded programs including IXL, MyPath, TCI, and Flocabulary to enhance learning opportunities.

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.

The number of behavior referrals decreased from the 23-24 school year (1773 incidents) to the 24-25 school year (954 incidents).

Current IReady data trends show that in Reading, 24% of our students are on or above grade level. Special population students with disabilities only 16% are on or above grade level. In Math IReady diagnostic data, only 9% of our students are performing at or above grade level. Special population students with disabilities show that only 3% at performing at or above grade level.

In Math I Ready data reports that 30% of students are only one grade level below and 60% are two or more grade levels below. In Reading, 19% of students are only one grade level below while 57% are two or more grade levels below.

Consequently, our one interventionist is not able to provide services for all students that should be targeted for intervention.

Current State of Academics and Climate and Culture

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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.

> The 24-25 school year began fully staffed but with four Option 6 teachers across general education and special education.  North Middle School was cut allocation for the 25-26 school year, but due to resignations and retirement, we were able to retain all positions from the 24-25 school year and added an Instructional Coach part time.  Over 10% of our total student population received IDEA services and our entire school meets criteria as a fully funded Title I school.  Title I funds are utilized to supplement instruction with a teacher as well as providing necessary resources to all content areas.

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.

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• Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

School climate survey results improved from the 23-24 to 24-25 school year.  While there was significant turnover, it was not to the detriment of school climate and culture.  North Middle School administration was able to recruit and retain a highly dedicated staff who are willing to do whatever it takes to improve student learning.  We embrace a diverse student body that embodies cultural differences and we nurture a strong mentoring program established in conjunction with our family resource center. Our PBIS committee has designed and implemented a number of positive behavior supports with high rates of teacher participation. Our YSC works diligently to bridge the gap between school and community with various extension programs including, but is not limited to additional backpack food assistance, Holiday assistance programs, parent education programs, transition services, assistance with basic needs, and student mentoring groups.

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 entire staff has received immersive training through the New Tech Network to include but is not limited to Project and Problem Based Learning.  Additionally, professional development was provided school wide in the areas of restorative practices, equity, and trauma informed care.

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.

North Middle School will continue our efforts with various community partners to provide additional support to students.  We have an action plan for both PLC's and continued work with Illustrative Math, TCI, Expeditionary Learning, and Open Sci Ed.

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### 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**

Not a focus at this time

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**

Continued work in the PLC process

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.

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Will this be a focus?  **If yes, describe in the Comments.  If no, write N/A.**

○ No

● **Yes**

**COMMENTS**

Continued focus on writing plan implementation across all content areas

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**

Not a focus at this time

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**

Not a focus at this time

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.

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Will this be a focus?  **If yes, describe in the Comments.  If no, write N/A.**

- ● **No**
- ○ Yes

**<u>COMMENTS</u>**

This is a common standard already established

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# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|---|---|