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2023-2024 Phase Two: The Needs Assessment for Schools

North Middle 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 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.

Upon receiving assessment data, the North Middle School administrative team reviews results to identify students not meeting proficiency. During this analysis, we look for gaps in our curriculum 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 to one of our two MTSS Interventionists to foster support towards proficiency. Additionally, the administrative team to meet with the entire staff to analyze results of the results in comparison with school based surveys regarding overall culture and climate.

Review of Previous Plan

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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?

North Middle School utilized three interventionists for the 22-23 school year to assist with our school wide proficiency goals. Additionally, we utilized Title 1 funds to supplement allocations by providing 2.5 additional teaching allocations. We also changed our schedule to a trimester block schedule to allow more time in the instructional period as well as the opportunity for intervention classes and recovery enrichment classes to assist with the instructional process. North Middle funded programs including IXL, MyPath, No Red Ink, and Discovery Education to enhance learning opportunities.

The number of behavior referrals is exponentially increasing for the 22-23 school year, there were 1,582 behavior events among students. To date in the 23-24 school year, there have been almost 600 behavior incidents which is on track with the previous year. In the 20-21 and 21-22 school year, there were less than 300 referrals which could be attributed to virtual and alternative A/B scheduling.

The average score of all students scoring proficient/distinguished 31% in the 21-22 school year and 34% in the 22-23 school year which is an increase. In Math, the average of students scoring proficient/distinguished for the 21-22 school year was 23% and 20% for the 22-23 school year which is a decrease. In writing, assessed students scoring in the Proficient/Distinguished range was 28% in the 21-22 school year 43% in the 22-23 school year which is our greatest increase. For Science, students tested scoring in the Proficient/Distinguished range was 18% in the previous year and 16% in the 22-23 school year. Social Studies assessment results revealed a 26% proficiency rate for the 21-22 school year and a 28% proficiency rate in the 22-23 school year. .

Overall, NMS had 90 students fall in the 16th percentile or below in the Fall 2023 Math diagnostic and 61 students in the Fall 2023 Reading diagnostic in iReady.

Based on this data, students falling in the 16th percentile or lower are receiving Tier 2 and Tier 3 MTSS support. For the 2023-2024 school year, NMS has two interventionists to serve 6th, 7th, and 8th grade students in academic and behavior MTSS. 6th Grade has 40 students in MTSS with 15 of them being in more than one intervention area. 7th Grade has 58 students in MTSS with 27 being serviced in more than one intervention area. 8th Grade has 37 students in MTSS with 18 being serviced in more than one area of intervention.

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

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• The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
• From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

> For the 22-23 school year, 9 students were sent to referral by the interventionists for extra testing. Before the end of the 22-23 school year, 2 students qualified for special education services. At the beginning of the 23-24 school year, 3 of those students have been tested and qualified and the other 4 are still waiting for testing to be completed for evaluation.

> The 21-22 school year resulted in 1786 behavior referrals. With the addition of an interventionist to assist with behavior intervention, the 22-23 school year saw a decrease in referrals to 1582. The first trimester of the 22-23 school year saw 504 referrals while the same time period of the 23-24 school year has increased to 600 thus indicating the success of the 3rd interventionist we were able to utilize in the 22-23 school year. The increase in referrals can be attributed to the loss of the 3rd interventionist.

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 2022-23 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

> Retention of staff was an improvement for the start of the 23-24 school year as we only had to replace 3 teachers this year compared to 10 the year before. These 3 vacancies resulted from a teacher relocating, another leaving the profession for family commitments, and a retirement thus indicating a positive school culture for retention. There are no teachers that are currently undergoing KTIP.

> The average score of all students scoring proficient/distinguished 31% in the 21-22 school year and 34% in the 22-23 school year which is an increase. In Math, the average of students scoring proficient/distinguished for the 21-22 school year was

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Overall, NMS had 90 students fall in the 16th percentile or below in the Fall 2023 Math diagnostic and 61 students in the Fall 2023 Reading diagnostic in iReady.

Based on this data, students falling in the 16th percentile or lower are receiving Tier 2 and Tier 3 MTSS support. For the 2023-2024 school year, NMS has two interventionists to serve 6th, 7th, and 8th grade students in academic and behavior MTSS. 6th Grade has 40 students in MTSS with 15 of them being in more than one intervention area. 7th Grade has 58 students in MTSS with 27 being serviced in more than one intervention area. 8th Grade has 37 students in MTSS with 18 being serviced in more than one area of intervention.

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.

The priorities of NMS continue to be closing the gap in our students in the novice/ apprentice range across all content areas. NMS was cut to only two interventionists to continue to support closing the gap in identified students. Due to a decrease in Title 1 funding, ancillary programs such as IXL and Flocabulary were cut in order to provide funding for certified teachers but teachers are receiving support in Discovery Education and PBL/PrBL learning.

At North Middle School, there are 23% of students receiving MTSS. 6th Grade has 40 students in MTSS with 15 of them being in more than one intervention area. 7th Grade has 58 students in MTSS with 27 being serviced in more than one intervention area. 8th Grade has 37 students in MTSS with 18 being serviced in more than one area of intervention.

Strengths/Leverages

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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 African American male students achieved a 10.7 increase in KSA Next Generation Learners (ie Social Studies, Science, Writing).

This year, 18 students received distinguished scores in both math and reading.

Our strengths include a highly dedicated staff who are willing to do whatever it takes to improve student learning, a diverse student body that embraces cultural differences, and 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 not limited to additional food backpacks, Holiday assistance programs, parent education programs, transition services, assistance with basic needs, and student mentoring groups.

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
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

📄 Key Elements

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8. 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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

NMS will continue to discuss data in PLCs to determine instructional needs of all students

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Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 Key Elements		• 7
📄 Key Elements Template		•