



2024-2025 Phase Two: The Needs Assessment for Schools_10292024_12:35

2024-2025 Phase Two: The Needs Assessment for Schools

Bluegrass Middle School
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2024-2025 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 for reviewing, analyzing and applying data results as you conducted 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 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, analyze, 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 content level PLCs, then by grade-level PLCs, and finally breaking it down individually. We review the data in bi-monthly PLCs.

Additionally, 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

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?

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

Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

Based on the 2023-2024 KSA data we saw a slight decline in the proficiency of our students in reading. However, we saw an increase of 3% proficiency in our Math scores. A significant positive trend was that we increased students who scored proficient or distinguished in combined writing by 7% points

Current State

4. Describe in narrative form the current state 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. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent 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.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

When looking at statistical data based on traditional achievement gap students we see that twenty-seven percent (27%) of our African American students are scoring proficient or distinguished in reading and that number decreases to 21% in Math. However, our hispanic students are 47% proficient/distinguished and 31% in math which is in-line with district metrics. Additionally our identified TSI subset, our students with IEP/504 accommodations are at 13% proficiency and 9% proficiency respectively.

Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

NOTE: You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment in reading. Sixty percent of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment in math.

Last year we noted that an area of concern was our proficiency in writing so we spent some time working on a writing protocol to help students leverage their

strengths and write at a higher level. We saw success here and continue to implement that schoolwide protocol.

We continue to work to decrease the rate of novice/apprentice students while increasing proficiency in reading - we are addressing this with evidence and norm based curriculum in our ELA classes.

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages 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.

Math proficiency has increased from 22/23 to 23/24.

QSSC is increasing with students indicating on individual questions that they feel safe and valued at Bluegrass Middle School.

We are implementing curriculum with fidelity and working with teachers to provide professional learning and coaching resources.

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 Processes

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



KCWP Adjusted

8. After analyzing the Key Elements of your teaching and learning environment, which two or three 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: The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

After an analysis of the Key Elements of the teaching and learning environment the practice the school will continue to focus its resources, efforts, and learning on in order to produce desired changes are: reading and math interventions to reduce the learning gap for students, implementing a viable curriculum with fidelity, as well as continuing to utilize data to guide instruction.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 KCWP Adjusted		• 7