



2024-2025 Phase Two: The Needs Assessment for Schools_10282024_15:47

2024-2025 Phase Two: The Needs Assessment for Schools

North 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.

Upon receiving assessment data, the North Middle School Leadership 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

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 allocations reduced the number of interventionists from three to two for the 23-24 school year. The interventionists aim to assist with our school wide proficiency goals. Additionally, we utilized Title 1 funds to supplement allocations by providing two additional teaching allocations. North Middle funded programs including IXL, MyPath, No Red Ink, and Discovery Education to enhance learning opportunities.

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.

The number of behavior referrals increased from the 22-23 school year (1,582 behavior events among students) to the 23-24 school year (1767 behavior events among students) impacted by the loss of one interventionist allocation.

The average score of all students scoring proficient/distinguished in Reading was 34% in the 22-23 school year but only 29% in the 23-24 school year which is a 5% decrease. In Math, the average of students scoring proficient/distinguished for the 22-23 school year was 34% and a 22% for the 23-24 school year which is a significant decrease. In writing, assessed students scoring in the Proficient/Distinguished is 43% in the 22-23 school year but only 33% for the 23-24 school year which is another significant decrease. For Science, students tested scoring in the Proficient/Distinguished range was 18% in the previous year and 17% in the 23-24 school year which is the least change. Social Studies assessment results revealed 28% proficiency rate in the 22-23 school year and a 28% for the 23-24 school year which is our only noted area of growth.

Currently, our two interventionists provide services for 69 math students, 35 reading students, and 32 behavior students with 44 of those services overlapping.

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.

The 23-24 school year started with a highly qualified staff with zero vacancies, however, in the first two months of school, two regular education teachers and one special education teachers resigned leaving all three positions with non certified substitutes to fill the vacancies. Currently, North Middle is fully staffed but with three non-certified subs in Science, Math, and Special Education. NMS did get an additional special education allocation due to necessity and a certified Special Education teacher was hired for this additional allocation. There are currently three students in referral for special education after qualifying 10 students for services in the 23-24 school year.

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 and math.

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 New Tech Network PBL/PrBL learning.

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 and Reading Achievement in our African American population increased by 1.1% and by 3.3% in our students with disabilities. Additionally, our students with disabilities experienced an 8.7% increase in Social Studies, Science, and Writing which was considered a significant increase.

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 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



Key Elements Template

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.

We will continue to assess data and best practices via our PLC model

Attachment Summary

| Attachment Name | Description | Associated Item(s) |
|---|-------------------|--------------------|
|  Key Elements Template | 24-24 School Year | • 7 |