



## 2024-2025 Phase Two: The Needs Assessment for Schools\_10312024\_13:29

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**West Hardin 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.

West Hardin is comprised of various stakeholders that are committed to continuous review, analysis, and discussion of various types of data. These stakeholders are also committed to developing plans for continuous improvement in all areas including academic achievement, and multi-tiered system of support for academics and behavior. School administration receives school level data first and begins the analysis process. This group consist of the principal, assistant principals, and counselors. The school administration collaborates weekly and monthly to discuss our current status. More detailed analysis is continued by the staff in departmental groups, grade level teams, and whole group. Various pieces of data are analyzed throughout the year including state assessment, benchmark diagnostic assessments, multiple universal screeners, student survey data, behavior screener, MTSS progress, attendance, Studer survey, and anecdotal data. IReady data, to include My Path Individualized Instruction, is reviewed on a regular basis and PLCs are regularly scheduled for the purpose of analyzing formative and summative classroom data. Pull out intervention classes are part of the school wide schedule to

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meet the needs of students with skill deficits in reading and math. The MTSS Committee which is comprised of intervention teachers and administration meet monthly to review student data. District ESSER funds were used for one of these MTSS positions which have aided in addressing the gaps in reading and math. Special education teachers complete weekly progress monitoring for students on their caseload. The principal met with each teacher individually to go over their students fall IReady data and last year's KSA results. Each math and reading teacher received a data spreadsheet for each of their classes. Teachers track data throughout the year on this sheet to monitor growth of each student. Each teacher along with admin team will meet with students to set goals for them on future IReady and KSA tests. Through PLCs, we will continuously monitor student data as well and work on intervention plans for students in need. All of this work is documented on a shared google drive folder in which all teams have access.

Data is shared with stakeholders outside of the school through family data nights where students lead conferences with their families discussing KSA and IReady data as well as in public meetings (SBDM and Board of Education).

### 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?

Goal One: Proficiency Indicator: In reading, the goal was to move from 47% to 57% scoring proficient/distinguished and we increased to 49%. In math, the goal was to move from 42% to 50% scoring proficient/distinguished and we dropped to 41%. We will continue to monitor our diagnostic IReady results three times a year as well as IReady growth. We will meet with teachers during PLC time to analyze individual student data. The pull out intervention classes are working well as evidenced by student growth so we will continue to use funds for those teaching positions. Resources and processes for the math intervention classes will be analyzed to determine change that is needed.

Goal Two: Separate Academic Indicator--In science, the goal was to move from 32% to 40% scoring proficient/distinguished and we had 24% scoring proficient/distinguished. In social studies, the goal was to move from 46% to 52% scoring proficient/distinguished and we dropped to 34% scoring P/D. In writing, the goal was to move from 55% to 58% scoring proficient/distinguished and we had 44% scoring proficient/distinguished. Upon review of these goals, the committee determined that several objectives would need to be modified to reflect current scores in science, social studies and writing. We will continue a focus on ensuring congruency is present between standards, objectives, & assessments. We will use PLC agendas, state assessment Vertical curriculum mapping to identify curriculum gaps. Our three-year goals will need revised in Science, Social Studies and Writing given this information.

Goal Three: Achievement Gap--Upon review of the achievement gap goal, the committee decided to change the goal to reduce novice instead of increasing proficiency. Activities were also reviewed and the committee chose to keep co-

teaching and add a new goal focused on students with disabilities and their accommodations.

Effective PLCs continue to be an activity to address the review of data and adjust the curriculum. Across the district, PLCs continue to develop standards-based assessments and activities as well as align curriculum. As data was analyzed, adjustments are made. We will continue this process and focus on targeting our subgroups performing below their peer group.

## 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 total number of behavior referrals decreased from 1388 in 2021-22 to 989 in 2022-23. In 2023-24, we had 631 referrals spread across 158 students. This number represents a 36% decrease from last year, and a 54.5% decrease from 22-23.

The overall mean on the employee engagement survey has remained nearly the same with a overall mean of 4.28 in 2022-23 and a 4.23 in 2023-24. The lowest scoring area being "Information is delivered to me in a timely manner."

The overall mean on the family experience survey results has gone from 3.80 in 2022-23 to 3.84 in 2023-24. The lowest scoring areas are "I regularly receive feedback from school staff on how well my child is learning" and "I receive positive phone calls, emails, or notes about my child from the school."

Because of the changes in the accountability system over the past three to four years, our data has fluctuated. The only areas in which we have consistently increased our percentage of students scoring Distinguished has been reading and On Demand Writing.

## 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 overall attendance rate for students during 22-23 school year was 92.8%. In 23-24 school year our average daily attendance rate was 92.44% . So far this year, our attendance rate is improving as our average is 94.08%.

On KSA, West Hardin received an overall rating of 56.4 which is a yellow rating. In Reading and Math, our status was 61.8 (yellow). In Science, Social Studies, and Combined Writing, our status was 56.4 (yellow). In School Climate and Safety, our status was 67.4 (yellow).

Based on IReady diagnostic data from the beginning of the 24-25 school year, 45% of our students are scoring on or above grade level in reading while 29% of students are on or above grade level in math.

From climate surveys given to students, the following data was provided: 93% of students feel that adults from our school care about them and 92% agree that adults work hard to make sure students are safe.

### **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 gapscored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 27% of non-gap learners. 57% of gap learners.

Our students in the achievement gap group (students with disabilities) are a priority. 59% of students in the achievement gap scored novice on the Kentucky Summative Assessment (KSA) in reading as opposed to just 27% of non-gap learners. 57% of

students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in math as opposed to just 30% of non-gap learners.

According to our KSA data, math is still an area of concern for our students at West Hardin. In the area of math, only 41% of our students scored proficient or distinguished.

Although we are comparable to the district and state, science continues to be an area for concern with only 24% of students scoring proficient or distinguished.

Not only is KSA data used to determine areas of concern, but also IReady. Based on the IReady diagnostic data from the beginning of the 24-25 school year, our 8th grade has a lower percentage of students scoring on or above grade level in both reading and math.

### 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.

Overall, West Hardin's KSA rating was 56.4 (yellow). For middle schools in our county, our score was the second highest rating. Our school excelled across the board, outperforming both the district and state in every tested area!

When we examine our data over the past three years, it's clear that we're making steady, long-term growth compared to our performance in 2021-22. The 2022-23 school year saw exceptionally high scores, which slightly skews our progress graph, making the 2023-24 results look like a slight dip. However, when we view this from a long-term perspective, we see consistent improvement in every area except science. This trend shows that, overall, we're moving forward and building on our strengths each year, despite last year's unusually high performance.

### 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

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## 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**

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24-25 Key Elements

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.

With the most recent data, West Hardin will continue to focus on growth in the both the areas of reading and math. All students will be provided with at least 45 minutes of enhancement time to work with the IReady MyPath program in order to address the current gap/deficits in reading and math. Students identified as novice readers will participate in small group instruction and many in KSI/MTSS to increase exposure and motivation to read. Formal meetings will occur with students where discussion about assessment data will take place after each IReady benchmark assessment, and students will be given the opportunity to goal set with a teacher or administrator. Teachers will work in PLCs and use the HCS Focus on Instruction Tool to identify best practices strategies to help students and to improve tier I instruction. We will continue to focus on grade level and content assessments and curriculum maps/pacing guides, as well as data analysis. Teachers will post grades weekly, and contact the parents of failing students. The special education department will identify and target students for novice reduction. Students in great need will continue to receive intervention services through KSI/MTSS. We will also offer ESS services to students performing below grade level in reading or math and credit recovery in the form of Saturday School to any student who is failing 2 or more classes.

KCWP 5: Design, Align and Deliver Support- We will focus on specific academic and behavior interventions for students.



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>24-25 Key Elements</u>		• 7