



HMS 2023-2024 Phase Two: The Needs Assessment for Schools

2023-2024 Phase Two: The Needs Assessment for Schools

Hopkinsville Middle School
Nicole Poindexter
434 Koffman Drive
Hopkinsville, Kentucky, 42240
United States of America

Table of Contents

2023-24 Phase Two: The Needs Assessment for Schools	3
Attachment Summary	12

2023-24 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 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.

Hopkinsville Middle School's Leadership Team (Principal, Asst. Principals, Counselors, Intervention Coach, Special Education Consultant) meets twice weekly (Monday & Friday) as an Administration team to discuss attendance, behavior, discipline, analyze data, trends and barriers that affect continuous student growth.

Nicole Poindexter, Principal

Heather Armentrout, Bryan Morris - Assistant Principals

Mariah Clark, Kristin Nolte - Counselors

Daniel Przybylski, Intervention Coach

Samantha Miles-Head, Special Education Building Lead

School Administrators participate in monthly Administrator Academy and Instructional Leadership Team meetings held once a month. Monthly SBDM meetings are held with stakeholders and bi-monthly faculty meetings are held with teachers to examine the needs, accolades, and next steps of all aspects of student learning and school climate. HMS administration and school teachers gather and organize data using a PLC process. From Data Protocol meetings, to examining yearly State accountability data, attendance data, RIT, percentile, Mastery Connect Assessment Data, common and formative assessment data. The data is shared with teachers and district personnel through a shared Google spreadsheet that is used for monitoring purposes. Teachers complete their own needs assessments after examining State accountability in order to improve instruction for the next year. Review current performance: School Content Teams, as well as our School Site Based Council reviews and identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency.

Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by examining the performance of students identified in gap groups.

Current performance is compared to past performance. Directions of trends for every performance indicator are identified. Prioritize performance concerns: The schools content area teachers identify priority performance concerns for every indicator (academic proficiency, academic gap, and academic growth) for which the school did not meet federal, state and/or local expectations.

Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. These targets are monitored by Administration and school content area teachers identify research-based strategies and activities to systematically address process, practice, or condition to address the root cause through our HMS Scorecard Priority Plan along with any monitoring district assessments (MAP, Mastery Connect).

Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The schools Administration and core content teachers will utilize the School Priority Plan monitoring, department meetings, PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and fluid.

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?

Goal1: Hopkinsville Middle School will increase the number of students scoring proficient or above by 10% in reading and math by Spring 2026 as determined by the Kentucky Summative Assessment (KSA). Reading proficiency will increase from 34% to 44% and Math proficiency will increase from 36% to 46%. Objective 1

Increase the number of 7th and 8th grade students scoring proficient or above in reading on the May 2023 KSA by 5% from 34% to 39%. Objective 2 Increase the number of 7th and 8th grade students scoring proficient or above in Math on the May 2023 KSA by 5% from 36% to 41%. **HMS did not reach the reading goal to increase reading proficiency from 34% to 44%, KSA results showed reading proficiency at 39%. HMS did not increase math proficiency goal of 41%, students scored 28% proficient on KSA math**

Goal 2 (State your science, social studies, and writing goal.): Hopkinsville Middle School will increase the number of students scoring proficient or above in the separate academic indicators of Writing, Science, and Social Studies by Spring 2026 as determined by the Kentucky Summative Assessment. Writing proficiency will increase from 38% to 48%, Science proficiency will increase from 12% to 22%, Social Studies proficiency will increase from 31% to 41%. Objective 1 Increase the number of students scoring proficient or above on the KSA in Writing from 38% to 43% by May of 2023. Objective 2 Increase the number of students scoring proficient or above on the KSA in Science from 12% to 17% by May of 2023. Objective 3 Increase the number of students scoring proficient or above on the KSA in Social Studies from 31% to 36% by May of 2023.

KSA 2023 proficiency scores

Writing - decreased proficiency from 38% to 35%

Science - 12% to 12% (stayed the same)

Social Studies - decreased proficiency from 31% to 26%

Achievement Gap:

Objective 1 Decrease the achievement gap in Reading and Math for African American students by reducing novice scores by 5% as measured by the May 2023 KSA. **KSA 2023 results indicated that novice reading for African American students reduced from 55% to 47%, did not meet math objective of reducing novice by 5% (54% to 53%).**

Objective 2 Decrease the achievement gap in Reading and Math for students and Students with Disabilities by reducing novice scores by 5% as measured by the May 2023 KSA. - **Novice scores in reading were reduced by 8%, novice scores in math reduced by 1%.**

Goal 5 (State your climate and safety goal.): Hopkinsville Middle School will increase the score on the Quality of School Climate and Safety by 10% on the Kentucky Summative Assessment by 2026. Objective 1 Increase by one level, moving from very low to low as determined by the May 2023 KSA - **HMS did not meet the objective on the MAY KSA (54.1, Very Low**

Recruitment of teachers in critical shortage areas and emergency certified teacher numbers have risen. HMS currently has 10 critical shortage Alternative Certification or Emergency Certification teachers in ELA, MATH, SCIENCE, SOCIAL STUDIES, AGRICULTURE & SPECIAL EDUCATION. HMS continues to decrease student discipline with a strong focus on PBIS interventions and restorative practices. Our after school tutoring program - Tiger Challenge is available to students twice weekly.

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

- 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.

Academic data shows the continued need to improve proficient and distinguished scores in reading and math and a reduction in percentage of novice scores.

There is a gap of 14% between white and African American students scoring proficient in reading on the KSA 2023 (White-44%, AA-30%).

There is a gap of of 18% between white and African American students scoring proficient in math on the KSA 2023 (White-35%, AA-17%).

There also continues to be a gap in the number of Students with Disabilities scoring proficient in reading and math.

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.

KSA 2022

41% of HMS students scored Novice on KSA reading compared to the state average of 31% 55% of AA students at HMS scored Novice on KSA reading compared to the state average of 31% 71% of SWD at HMS scored Novice on KSA reading compared to the state average of 31% 39% of HMS students scored Novice in math compared to the state average of 35% 54% of AA students at HMS scored Novice in math compared to the state average of 35% 56% of SWD at HMS scored Novice in Math compared to the state average of 35% 35% of students scored Proficient on KSA-reading. 20% of AA students scored Proficient on KSA-reading 10% of SWD scored Proficient on KSA-reading 36% of students scored Proficient on KSA-math 20% of AA students scored Proficient on KSA-math 14% of SWD scored Proficient on KSA-math

KSA 2023

All Students

39% of all students scored novice on the 2023 KSA in reading.

38% of all students scored proficient/distinguished on the 2023 KSA in reading.

47% of all students scored novice on the 2023 KSA in math.

28% of all students scored proficient/distinguished on the 2023 KSA in math.

African American

47% of African American students scored novice in reading on the 2023 KSA.

30% of African American students scored proficient/distinguished in reading on the 2023 KSA.

53% of African American students scored novice in math on the the 2023 KSA.

35% of African American students scored proficient/distinguished in math on the 2023 KSA.

Special Education Data

76% of special education students scored novice in reading on the the 2023 KSA.

8% of special education students scored proficient/distinguished in reading on the 2023 KSA.

79% of special education students scored novice in math on the 2023 KSA.

6% of special education students scored proficient/distinguished in math on the 2023 KSA.

Behavior data from Tableau

1,864 major behavior referrals were issued to HMS students (351 students) in 2022-23

47% of African American students received a major behavior referral in 2022-23

33% of white students received a major behavior referral in 2022-23

Student attendance rate for 22-23 school year 92.71%.

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.

According to 2023 KSA Data

34% of white students scored novice in reading

47% of African American students novice in reading.

37% of Hispanic students scored novice in reading

76% of students with disabilities scored novice in reading.

44% of economically disadvantaged students scored novice in reading

44% of white students scored proficient/distinguished in reading.

30% of African American students proficient/distinguished in reading.

44% of Hispanic students scored proficient/distinguished in reading.

8% of students with disabilities scored proficient/distinguished in reading.

31% of economically disadvantaged students scored proficient/distinguished in reading.

44% of white students scored novice in math.

53% of African American students scored novice in math.

35% of Hispanic students scored novice in math.

79% of students with disabilities scored novice in math.

52% of economically disadvantaged students scored novice in math.

35% of white students scored proficient/distinguished in math.

17% of African American students scored proficient/distinguished in math.

36% of Hispanic students scored proficient/distinguished in math.

6% of students with disabilities scored proficient/distinguished in math.

22% of economically disadvantaged students scored proficient/distinguished in math.

Strengths/Leverages

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.

Reading has increased from 35% to 37% proficient, Science - Decrease in novice from 48% to 40%, On-Demand Writing - decrease in novice from 29% to 27% - African American students - decreased novice in reading from 55% to 47%., increase proficient/distinguished from 20% to 30%, decreased novice in math from 54% to 53%. Hispanic students - increased proficient/distinguished in reading from 42% to 44%. Increase apprentice in science from 39% to 48%, Decreased novice in combined writing from 29% to 27%. Increased apprentice in combined writing from 33% to 38%.

We are no longer a CSI school for African American students. Teacher Professional Growth Opportunities such as BILT, PLC, Early Release days, team and department meetings. Student schedules are fluid. They are changed based on data in Reading, Math and Behavior. . A new Administration team formed in July 2023. Each grade

level has two math teachers to help close instruction gaps in mathematics skills. The following curriculum is used at HMS:

Math - Illustrative Mathematics (Supplemental - Maneuver in the middle)

Science - Stem Scope

HMS has a reading and math interventionist to enable students who receive Multi Tiered System of Supports, Tier 2 and 3. HMS Partner in Education is Men 2Be. HMS biggest strength is its faculty and staff. The willingness of the people to work together in order to find solutions that are the best fit for our students. Technology - All staff and students have been given a Chromebook to assist with technology and blended learning in the classroom and at home. . As we continue to make advancements, it will not be a device that changes the landscape of education in our school system, it will be the people coming together with the devices to transform the learning environment for our students.

IXL has been purchased to support Math and Reading. Students are administered Mastery Connect three times a year to determine proficiency towards KSA. MAP assessment is the universal screener that is given in mid August to determine what information/instruction students have retained over the summer.

HMS was awarded a SAFE schools grant. This grant allows additional staff to be hired to assist in reading and math. The following staff were hired as a result of the grant:

Reading Interventionist, math interventionist, two reading instructional assistants, two math instructional assistants, two behavior monitor instructional assistants.

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](#).

● `$option.getText()`

ATTACHMENTS

Attachment Name

 School Key Elements 23


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

HMS has a new Admin team and many new teachers who are in the alternative certification program or emergency certified, HMS will focus on KCWP 1,2,3,4 for leadership and teachers. These Key Core Work Processes will be embedded in faculty meetings, professional development, classroom observations, MTSS & PBIS meetings, growth days, and teacher coach visits and meetings to provide continuous and constructive feedback.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements 23		• 7