2024-2025 Phase Two: The Needs Assessment for Schools
CHRISTIAN COUNTY MIDDLE SCHOOL

2024-2025 Phase Two: The Needs Assessment for Schools

Christian County Middle School
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2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools CHRISTIAN COUNTY MIDDLE SCHOOL - Generated on 01/29/2025

Christian County Middle School

Table of Contents

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools CHRISTIAN COUNTY MIDDLE SCHOOL - Generated on 01/29/2025

Christian County Middle School

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.

1. Continuous Improvement Team:

- Kristen Lindsey, Principal
- Stephanie Blanton, Assistant Principal
- Mari Owens, Assistant Principal
- Tyler Stallons, Assistant Principal
- Carrie Stallons, School Counselor
- Alecia Underwood, School Counselor
- Lacey Francies, Teacher Coach
- Rachel Gardner, Special Education Building Lead

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools CHRISTIAN COUNTY MIDDLE SCHOOL - Generated on 01/29/2025

Christian County Middle School

2.   Gather and organize data: The Continuous Improvement Team gathers KSA data from at least three years and last Spring's Mastery Connect Data. The data is sorted and organized by grade level and subject. Data is disaggregated by White, African-American, and Special Education students. The leadership team also prepares data so teachers can disaggregate for their own analysis.

3. Data Analysis 5-Step Process: Organize one specific data into a data table with at least three years of data. Display data graphically in a line graph. Observations -- Identify patterns and make statements of fact based onthe data displayed. Hypothesis of Practice -- Develop statements about our practice that may explain the observed data patterns. Connections -- Develop immediate ideas about our next steps: Identify our three primary concerns. Develop strategies for actions. Add or revise improvement goals on school scorecard for improvement planning. Plan for progress monitoring.

4. Review Current Performance: The Continuous Improvement Team identifies areas where the school met/ failed to meet district, state/federal targets or school expectations for academic proficiency, academic gap, growth, transition readiness, and graduation rate. Through PLC, teachers will follow the 5-Step Process to disaggregate analysis by grade level content, content specific strands when applicable, and by African-American and Special Education gap groups.

5. 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.

6. Implement Plan: The improvement plan is communicated to all stakeholders, implemented, and monitored throughout the school year.

7. Progress Monitor: The improvement plan will monitor progress toward meeting performance targets. The leadership team will use the school data tracker and KSA calculator, the PLC process, and RTI meetings for monitor progress.
 Implementation 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?
     Monitoring of the objectives, strategies, and activities on the CSIP were ongoing through the PLC process and through weekly Continuous Improvement Team meetings.

     The Continuous Improvement Team remained data driven. As a team and alongside teachers, we disaggregated Math, Reading, Science, Social Studies and Writing data through different data points throughout the year. We anlalyzed the following data points:

   • KSA of previous and current students (2 different data sets) in the Fall

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools CHRISTIAN COUNTY MIDDLE SCHOOL - Generated on 01/29/2025

Christian County Middle School

- MAP in the Fall
- Mastery Connect district benchmarks - Fall, Winter and Spring
- Unit assessments every 5-6 weeks

New last year, was entering data points into the KSA calculator to get a pulse on our student performance at that point in the school year. Teachers used the calculator data to create an estimated KSA index based on the data point used. Using the KSA calculator frequently kept the data findings relevant and kept teachers and leadership focused on the progress or lack of progress. This also helped teachers and the CIT set individual, content and school goals. Although we did not meet our goal of 51, we did show a slight improvement in our index by a growth of .9. Our index went from 45.6 to 46.5.

With several new teachers on staff, we focused on two Key Core Work Processes. With the addition of sixth grade and 13 new teachers during the 24-25 school year, we will focus on the same two KCWP for the 2024-2025 school year: KCWP 1 – Design and Deploy Standards and KCWP 2 – Design and Deliver Instruction.

For the 2024-2025 school year, we will continue to focus on all tested areas. We will offer more support in 8th grade social studies since that content had a significant decrease. We will also keep supporting Special Education since we are TSI in that area.

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.

Academic Trends from 2023-2024 KSA Data:

Increases:

- Overall school index had a slight increase from 47 to 47.7
- Math increased index from 43.01 to 45.1
- Combined Writing increased index from 60.3 to 61.8
- Student Quality of School and Climate survey increased from 63.7 to 66.9
- African-American students increased in Reading and Math from 34.7 to 36.4.
- Students with Disability (IEP) had a significant increase in Reading and Math from 16.4 to 23.2. (However, this is still our lowest performing group.)

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools CHRISTIAN COUNTY MIDDLE SCHOOL - Generated on 01/29/2025

Christian County Middle School

Decreases:

- Reading had a slight decrease from 50.8 to 50.3
- Science had a slight decrease from 40.7 to 40.6
- Social Studies had a significant decrease from 41.6 to 32.7

*The increases in the index do not include the change score.

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.

2024 KSA:

CCMS had a slight increase in the overall academic index, but there is still work to be in done in all tested areas. Below are the percentages where students fell overall on KSA. .

- Reading:
  - Novice 40%
  - P & D 35%
- Math:
  - Novice 39%
  - P & D 27%
- Combined Writing:
  - Novice 20%

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools CHRISTIAN COUNTY MIDDLE SCHOOL - Generated on 01/29/2025

Christian County Middle School

- ◦ P & D 43%
- Science:
  - ◦ Novice 38%
  - ◦ P & D 18%
- Social Studies:
  - ◦ Novice 56%
  - ◦ P & D 19%

CCMS African-American students increased in combined Reading and Math from 34.7 to 36.4.

- AA Reading:
  - ◦ Novice 51%
  - ◦ P & D 23%
- AA Math
  - ◦ Novice 47%
  - ◦ P & D 17%

Attendance:

- There was a slight increase of .21% in student attendance.
- For the 2023-2024 school year, the average monthly student attendance was 94.25%.
- For the 2022-2023 school year, the average monthly student attendance was 94.04%

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 Summat gap learners.

Our data shows there is still a need to grow in all tested areas.

Concerns:

- Reading index declined by .5 points. We want to see it grow instead of remaining stagnant and need to reduce novice in order to meet our goal.
- Continue to reduce novice in Math at a faster rate.

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools CHRISTIAN COUNTY MIDDLE SCHOOL - Generated on 01/29/2025

Christian County Middle School

- Science remained stagnant even with strong teachers leading 7th grade Science. Science P & D was only 18%
- There is significant concern with Social Studies dropping significantly by 8.9 points on KSA.

We will continue to make all core contents a priority with the goal of growing to at least yellow staus. With the return of 6th grade, there will be support given to 6th grade Science as 7th grade Science since what they teach is equally important and tested on KSA. The same support will be given to 6th and 7th grade Social Studies as what they teach is equally important to 8th grade SS and those standards are tested on KSA.

With a large amount of new teachers and teachers new to CCMS, we will work with our teacher coach to provide support in and out of the classroom. We will use Title 1 money to make sure teachers have the instructional resources needed to provide congnitive engagement, differentiation, and overall student achievement.

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.

- The overall school index had a slight increase from 47 to 47.7
  - We will continue to use the KSA calculator to track data for all unit assessments and benchmark assessments. Calculating this index allows teachers to see how close they are to the school goal at any point in the school year.
  - Monitor the use of HQIR for Rading, Math and Science.
  - Work with CCPS instructional department to plan meaningful work for PLC. Looking into standards, alignment of task to standards, analyze student work, analyze data, etc.
  - Intentional weekly classroom visits to monitor managment, instrucitonal and use of HQIR.
  - Intentionally share cognitive engagement strategies with teachers through PLC and faculty meetings.

- Math increased index from 43.01 to 45.1
  - Monitor the use of HQIR - Into Math
  - Math teachers attend math cohort and participate in lesson study's.

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools CHRISTIAN COUNTY MIDDLE SCHOOL - Generated on 01/29/2025

Christian County Middle School

- Combined Writing increased index from 60.3 to 61.8
  - Continue to plan lesson and tasks with the school writing coach.
  - Continue the process of providing feedback and conferencing with students.

- Student Quality of School and Climate survey increased from 63.7 to 66.9
  - Continue builiding relationships with students.
  - Effective use of PBIS
  - Reward students using LiveSchool point system.

- Title 1 funding will support the purchases of instructional resources, technology, and staff to support growth in all subjects and increase overall student achievement.

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

📄 CCMS Key Elements 24-25

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

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools CHRISTIAN COUNTY MIDDLE SCHOOL - Generated on 01/29/2025

Christian County Middle School

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.

Although all areas are focus areas, CCMS will focus closely on KCWP 1: Design and Deploy Standards and KCWP 2: Design and Deliver Instruction.

With many new teachers and stagnant test scores, we have to make an conscientious plan to improve Tier I and II instruction in the classrooms. That begins with full understanding the standards, which leads into the delivery and monitoring of instruction. CCMS will also start a reading intervention class during the school day. We will continue the use of high quality instructional resources to support instruction in the classroom.

2024-2025 Phase Two: The Needs Assessment for Schools - 2024-2025 Phase Two: The Needs Assessment for Schools CHRISTIAN COUNTY MIDDLE SCHOOL - Generated on 01/29/2025

Christian County Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 CCMS Key Elements 24-25		• 7