



2025-2026 Phase Two: The Needs Assessment for Schools HMS

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**Hopkinsville Middle School
Renikka Owen**
434 Koffman Drive
Hopkinsville, Kentucky, 42240
United States of America

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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 to determine the priorities of this year's needs assessment. Include the following information in your response:

- names of school council members, leadership teams and stakeholder groups (i.e., Family Resource Youth Service Centers, community partners such as civic and business organizations, etc.) involved in the process
- a timeline of the process
- the specific data reviewed and analyzed
- how and where the meetings were documented.

Hopkinsville Middle School's Leadership Team (Principal, Asst. Principals, Counselors, Teacher Coach, Special Education Consultant, and Youth Resource Coordinator) meet monthly as an Administration team to discuss attendance, behavior, discipline, analyze data, trends and barriers that affect continuous student growth. The instructional leadership team (Principal, Assistant Principals, and Teacher Coach) meet weekly to discuss instructional trends.

School Administrators participate in monthly Administrator Academy and Instructional Leadership Team meetings. New this year, the Assistant Principals meet monthly in AP meetings held by the district. Monthly SBDM meetings(School

Principal, 3 teachers, and 2 parents) are held with stakeholders and 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 that includes Data Protocol meetings to examine yearly State accountability data, attendance data, RIT, percentile, MAP testing data, 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. Agendas are sent out prior to each meeting. They are also located on our living calendar.

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 will your results inform this year's plan?

School Content Teams, as well as our School Site Based Council, review and identify areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency. The 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.

Trends

3. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

- Behavior remains an area for improvement, as referrals have increased in the last two

years from 204 in 2023-2024 to 288 in 2024-2025.

- Reading for students in our gap groups remains an area for improvement because the district saw an 11% increase in novice scores in reading among students with achievement gaps from 2024-2025.

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 1% between white and African American students scoring proficient in reading on the KSA 2024 (White-29%, AA-28%).

There is a gap of 15% between white and African American students scoring proficient in math on the KSA 2024 (White-40%, AA-25%).

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

HMS did not reach the reading goal to increase reading proficiency from 34% to 44%, the 23/24 KSA results showed reading proficiency at 7%. HMS did not increase math proficiency goal of 41%, students scored 33% proficient on KSA math.

Current State of Academics and Climate and Culture

4. Describe in narrative form the current academic state of the school using precise numbers and percentages as revealed by multiple sources of your most recent outcome data. Cite the source of data used. Consider the following data sources:

- Kentucky Summative Assessments
- Benchmark assessments
- Formative assessments
- Graduation rate
- Progress in achieving English language proficiency
- Student access to high quality instructional resources, advanced placement courses, dual credit courses, career and technical education courses, before/after school and summer programs, preschool, full day kindergarten

Example of Current Academic Narratives:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that 32% of all students receive Tier II intervention in reading.
- Fifty-four percent (54%) 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.

Twenty-eight percent (28%) of students in the achievement gap scored proficient on KSA in reading. Twenty-five percent (25%) of students in the achievement gap scored proficient on KSA in math.

Thirty-seven percent (37%) of our students scored proficient in reading on KSA 2024 and thirty-three percent (33%) of our students scored proficient on math on KSA 2024.

Behavior referrals reduced from 1,864 in 2022-2023 to 1,003 in 2023-2024.

Eighty-seven percent (87%) of staff felt "I have the support needed from leadership in my immediate work environment to accomplish my work objectives" based on the 2024 Spring Studer Survey

5. Describe in narrative form the current climate and culture conditions of the school using precise numbers and percentages as revealed by multiple sources of your most recent data. Cite the source of data used. Consider the following data sources:

- Educator and school staff retention rates
- High-quality professional learning opportunities
- Chronic absenteeism
- School climate
- Behavior
- Staff and student access to mental healthcare
- Family and community involvement

Example of Current Climate and Culture Narratives:

- Teacher attendance rate was 84% for the 2024-2025 academic year. 2023-2024 Impact survey data shows that 71% of staff feel like they belong at our school.
- Fifty-eight percent (58%) of families participated in a family engagement activity during the 2024-2025 school year.

Seventy-three percent (73%) of African American students are Apprentice or Novice in Reading and seventy-five percent (75%) of African American students are Apprentice or Novice in Math.

Eighty-seven percent (87%) of Students with Disabilities, based on KSA 2024, scored Apprentice or Novice in reading and ninety percent (90%) scored Apprentice or Novice in math.

Strengths

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

Example:

- We have active partnerships with twelve community organizations and businesses.
- Eighty-three percent (83%) of certified staff have participated in high-quality professional learning through the Kentucky Reading Academies.

Novice in reading for African American students reduced from 47% to 44%.

Novice in math for African American students reduced from 53% to 41%.

Proficiency in math for African American students increased from 17% to 25%.

Proficiency in reading for SWD increased from 8% to 15%.

Proficiency in math for SWD increased from 7% to 10%.

HMS will continue to implement HQIRs in reading and math. We will use co-teaching strategies that allow teachers to reach all students in their learning. The strategies gleaned from seasoned special education teachers will be leveraged to improve general education practices.

Leverages/Assets

7. Explain how the district will utilize its strengths and leverages, including community resources and assets (i.e., colleges, community partnerships, businesses, industry, etc.) to improve areas for improvement listed above.

Examples:

- We will coordinate efforts with our community partners to meet the behavior needs of more students.
- We will utilize the knowledge gained from the Kentucky Reading Academies to develop a reading action plan to target students in our achievement gap groups.

Novice in reading for African American students reduced from 47% to 44%.

Novice in math for African American students reduced from 53% to 41%.

Proficiency in math for African American students increased from 17% to 25%.

Proficiency in reading for SWD increased from 8% to 15%.

Proficiency in math for SWD increased from 7% to 10%.

HMS will continue to implement HQIRs in reading and math. We will use co-teaching strategies that allow teachers to reach all students in their learning. The strategies gleaned from seasoned special education teachers will be leveraged to improve general education practices.

Evaluate the Teaching and Learning Environment

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

8a. KCWP 1: Design and Deploy Standards

Schools continually assess, review, and revise school curricula to support the assurance that all students have the knowledge, skills, and dispositions for future success.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

COMMENTS

N/A

8b. KCWP 2: Design and Deliver Instruction

Instructional programs include consistent implementation of evidence-based instructional practices essential for academic, behavioral, and social-emotional competencies that are aligned to Kentucky Academic Standards and current research.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

COMMENTS

HMS has a new Principal and Admin team along with many new teachers who are in the alternative certification program or emergency certified. HMS will focus on KCWP 5 and 6 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.

8c. KCWP 3: Design and Deliver Assessment Literacy

Schools have a comprehensive, balanced assessment system that provides a variety of evidence to support educational decision making and includes four primary assessment purposes: formative, diagnostic, interim/benchmark, and summative.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

COMMENTS

N/A

8d. KCWP 4: Review, Analyze and Apply Data Results

Schools communicate and implement a sustainable system for reviewing, analyzing, and applying data results to ensure a uniform way to elicit, interpret, and act on meaningful evidence of student learning.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

COMMENTS

N/A

8e. KCWP 5: Design, Align and Deliver Support Processes

Schools establish a framework that organizes systems, data, and practices to promote positive, equitable and inclusive learning experiences for all students.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

Yes

COMMENTS

HMS has a new Principal and Admin team along with many new teachers who are in the alternative certification program or emergency certified. HMS will focus on KCWP 5 and 6 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.

8f. KCWP 6: Establish Learning Environment and Culture

Schools intentionally design the learning environment to be inclusive and accessible for all students within a culture where learning and continued growth is the primary focus and foundation for all actions.

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

No

● Yes

COMMENTS

HMS has a new Principal and Admin team along with many new teachers who are in the alternative certification program or emergency certified. HMS will focus on KCWP 5 and 6 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)
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