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

2024-2025 Phase Two: The Needs Assessment for Schools

Hopkinsville Middle School
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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 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.

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

School Administrators participate in monthly Administrator Academy and Instructional Leadership Team meetings. 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 that includes Data Protocol meetings to examine 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

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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, 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.

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%.

Objective1: Increase the number of 7th and 8th grade students scoring proficient or above in Reading on the May 2024 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 2024 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 7%. HMS did not increase math proficiency goal of 41%, students scored 33% proficient on KSA math.

Goal2: Hopkinsville Middle School will increase the number of students scoring proficient or above in the separate academic indicators of Writing, Science, and

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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%.

Objective1: Increase the number of students scoring proficient or above on the KSA in Writing from 35% to 40% by May of 2024.

Objective2: Increase the number of students scoring proficient or above on the KSA in Science from 12% to 17% by May of 2024.

Objective3: Increase the number of students scoring proficient or above on the KSA in Social Studies from 26% to 31% by May of 2024.

KSA 2024 Proficiency Scores

Writing - increased from 35% to 37%

Social Studies - increased from 26% to 27%

Science - increased from 12% to 14%

Achievement Gap:

Objective1: Decrease the achievement gap in Reading and Math for African American students by reducing novice scores by 5% as measured by the May 2024 KSA. **KSA 2024 results indicated that novice reading for African American students reduced from 47% to 44% and novice math for African American students reduced from 53% to 41%.**

Objective2: 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 2024 KSA. **KSA 2024 results indicated that novice reading for SWD remained the same (76%) and novice math for SWD decreased from 79% to 63%.**

Goal3: Hopkinsville Middle School will increase the score on the Quality of School Climate and Safety by 10% on the Kentucky Summative Assessment by 2026.

Objective1: Increase by one level, moving from very low to low as determined by the May 2024 KSA. **KSA 2024 results indicated the QSCS increased from 54.1 to 63.1**

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

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- 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 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 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.

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.

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.

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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.

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.

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/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.

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.

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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

📄 HMS School 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.

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 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.

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Attachment Summary

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