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

2025-2026 Phase Two: The Needs Assessment for Schools

Christian County Middle School
Kristen Lindsey
215 Glass Avenue
Hopkinsville, Kentucky, 42240
United States of America

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools CCMS - Generated on 01/05/2026

Christian County Middle School

Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools CCMS - Generated on 01/05/2026

Christian County Middle School

2025-2026 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 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.

1. Continuous Improvement Team:

- Kristen Lindsey, Principal
- Stephanie Blanton, Assistant Principal
- Mari Owens, Assistant Principal
- Trey Wheeler, Assistant Principal
- Carrie Stallons, School Counselor
- Alecia Underwood, School Counselor

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools CCMS - Generated on 01/05/2026

Christian County Middle School

- Mindy Crider, School Counselor
- Lacey Francies, Teacher Coach
- Rachel Major, Special Education School Consultant
- Rebecca King, Interventionist

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, AfricanAmerican, 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 will your results 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.

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools CCMS - Generated on 01/05/2026

Christian County Middle School

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
- MAP Reading and Math
- Mastery Connect district benchmarks
- Unit assessments every 5-6 weeks

Last year, each data point was entered into the KSA calculator to get a pulse as an index 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.

Based on 24-25 KSA data: Our index increased by 13.9 points. We went from a 46.5 to 55.5. We progressed from orange to yellow status. For the 2025-2026 school year, CCMS is going to focus on KCWP 2: Design and Deliver Instruction and KCWP 4: Review, Analyze, Apply Data Results.

Based on 23-24 KSA data: 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. 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 Trends from 2024-2025 KSA Data:

- Our overall index has grown each year.

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools CCMS - Generated on 01/05/2026

Christian County Middle School

- CCMS continues to be in TSI Status for Special Ed.
- For the last three years, the KSA Quality of School Climate and Safety Survey results have improved.
- Our Science scores continue to be heavy novice and apprentice, but for the past three years the science index has increased slightly.
- There continues to be a gap between White and African-American students index in both Reading and 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.

2024-2025 KSA:

CCMS had an increase in the overall academic index, but there is still work to be in done in all tested areas. CCMS has to continue working to reduce novice and increase P & D in all areas.

KSA Increases from 2023-2024 to 2024-2025:

- Reading:
  ◦ index increased from 50.3 to 64.2
  ◦ novice decreased from 40% to 27%
  ◦ P/D increased from 35% to 47%

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools CCMS - Generated on 01/05/2026

Christian County Middle School

- Math
    - index increased from 45.1 to 50.4
    - novice decreased from 39% to 36%
    - P/D increased from 27% to 33%
- Social Studies
    - index increased from 32.7 to 40.4
    - novice was decreased from 56% to 52%
    - P/D increased from 18% to 28%
- Science
    - index increased from 40.6 to 50
    - novice decreased from 38% to 30%
    - P/D increased from 18% to 28%
- KSA Quality of School Climate and Safety Survey: We had our highest survey results.
    - index increased from 66.9 to 75.8

KSA Decreases:

- Combined Writing
    - index decreased from 61.8 to 53.2
    - novice increased from 20% to 27%
    - P/D decreased from 43% to 33%

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.

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools CCMS - Generated on 01/05/2026

Christian County Middle School

- At the end of the 2024-2025 school year, we lost 20% of our certified teachers.
  - Five of those teachers moved out of the county
  - one teacher earned a counselor position at a neighboring elementary school
  - one teacher transferred to an elementary school
  - two teachers were non-renewed

95% of teachers participated in the Spring 2025 Studer Survey:

- The highest scoring areas by teachers were:
  - "I believe that leaders in my immediate work environment are genuinely concerned for my welfare. However, this ares dropped from a 4.74 (Spring 2024) to 4.60 (Spring 2025).
  - I feel supported with good processes and the appropriate resources to do my job." (4.60 out of a 5.0 scale)

15% of parents participated in the Spring 2025 Studer Survey:

- The highest score by parents in the Spring 2025 survey was "I am treated with respect at this school. (4.21 out of a 5.0 scale)
- The lowest score by parents in the Spring 2025 survey was "I receive regular feedback from school and staff on how well my child is learning." (3.26 of out a 5.0 scale)

2025 KSA Quality of School Climate and Safety Survey:

- Our KSA survey is the highest it has ever been. Survey results have gone from 63.7 to 66.9 to 75.8. This was the only category our school scored blue
- Our highest survey area was "My teachers expect me to do my best all the time".
- Our lowest survey areas was "Bullying is not a problem for this school".

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.
  - 90% of certified teachers attended Professional Learning around Cognitive Engagement Strategies and Marzano The New Art and Science of Teaching in the summer of 2025.

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools CCMS - Generated on 01/05/2026

Christian County Middle School

- All Math and Reading teachers are actively utizing a High Quality Instructional Resources with fidelity.
- Since the Fall of 2024, 100% of all year one and year two teachers have worked with a mentor and a new teacher coach.
- KSA Reading index increased from 50.3 to 64.2
- KSA Math index increased from 45.1 to 50.4
- Staff demonstrates a strong sense of teamwork and shared purpose.
- Teachers are intentional about reflection and open to feedback, using data and coaching to enhance instructional strategies and classroom management.
- Our students continue to have high attendance throughout the school year.

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.

- 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.
- Improve how we Review, Analyze, and Apply data results (KCWP 4)
- Continue to monitor the use of HQIR for Reading, Math and Science.
- We work closely with the district instructional department to plan meaningful work in PLC and improve coaching. We continue to make meaning of standards, alignment of task to rigor of the standards, study unit assessments, analyze student work, analyze data, and enhance lessons or tasks in the HQIR with Marzano's New Art and Science of Teaching and Cognitive Engagement Strategies.
- Intentional weekly classroom visits to monitor managment, instruction and use of HQIR.
- Intentionally share cognitive engagement strategies with teachers through PLC and faculty meetings.
- Continue to seek out and use instructional resources aimed toward individual student RIT growth determined by NWEA Maps
- Increase opportunities for students to take ownership of their learning (setting goals, tracking progress, and reflection).

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools CCMS - Generated on 01/05/2026

Christian County Middle School

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

CCMS is in year two of implementing the HQIR's HMH Into Math and Savvas My Perspectives. We are in year one of implementing Open SciEd. We currently to not have a sole Social Studies curriculum beyond DBQ and TCI. We are also using Marzano's New Art and Science of Teaching and Cognitive Engagement Strategies to enhance instruction. With a new, young staff and only only a year with the new curriculum, we want to continue with KCWP: Design and Deliver Instruction.

8c. KCWP 3: Design and Deliver Assessment Literacy

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools CCMS - Generated on 01/05/2026

Christian County Middle School

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

CCMS is working with a district instructional leader to improve our plan for analyzing and applying data results. We want to focus on what we learn from the data (MAP, Mastery Connect, Unit Assessments, and KSA) to improve tier 1 instruction, intervention, and next steps. KCWP4: Review, Analyze, and Apply Data Results will be the second KCWP we focus on for the 2025-2026 school year.

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

N/A

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools CCMS - Generated on 01/05/2026

Christian County Middle School

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

N/A

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools CCMS - Generated on 01/05/2026

Christian County Middle School

Attachment Summary

Attachment Name	Description	Associated Item(s)