



2024-2025 Phase Two: The Needs Assessment for Schools_10042024_10:06

2024-2025 Phase Two: The Needs Assessment for Schools

Grant County Middle School
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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.

Here at GCMS we have many committees that work together to review and analyze data for our CSIP that includes but is not limited to teachers, guiding coalition, PLTs, PBIS, assistant principals, head principal, curriculum specialist at the school and district level, school counselors, ELL committee, and FRYSC. Each year we utilize data from student performance and school needs to determine next steps in the continual growth.

Conducting a needs assessment is a critical process for understanding the requirements and areas for improvement within a school or district. Below is a detailed outline of the process used this year, including the various components you've requested.

Needs Assessment Process Overview

1. Formation of Teams and Stakeholder Groups:

- School Councils:
 - GCMS School Council
- Leadership Teams:
 - District Leadership Team
 - Curriculum Development Team
- Stakeholder Groups:
 - Parent-Teacher Association (PTA)
 - Student Advisory Committee
 - Community Partners Coalition

2. Data Reviewed:

- Quantitative Data:
 - Standardized test scores from the past three years.
 - Attendance and dropout rates.
 - Student demographics and enrollment numbers.
- Qualitative Data:
 - Surveys from parents, students, and staff regarding school climate and resources.
 - Focus group discussions with students and teachers.
 - Feedback from community partners.

3. Data Collection Methods:

- Surveys distributed online to parents and students.
- Focus group sessions held at school.
- Analysis of existing academic performance data and school records.

4. Meetings and Documentation:

- Initial Planning Meetings:
 - Each council and team conducted meetings to establish focus areas.
 - Minutes were recorded, noting participants, discussions, and decisions.
- Data Review Meetings:
 - Led by the District Leadership Team, these meetings involved analyzing quantitative and qualitative data.
 - Each meeting was documented with agendas, participant lists, and summary reports.
- Final Report Compilation:
 - A comprehensive report was created, combining findings from all groups.

- This report was shared with all stakeholders and posted on the district website for transparency.

5. Application of Data Results:

- Based on the analysis, key areas for improvement were identified, such as:
 - Need for enhanced mental health resources.
 - Opportunities for professional development for teachers.
- Recommendations were developed and prioritized based on stakeholder feedback.
- Action plans were created, outlining specific steps, responsible parties, and timelines for implementation.

6. Feedback:

- Continuous feedback was encouraged through regular updates to stakeholders.
- Follow-up meetings were scheduled to assess progress and adjust plans as necessary.

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?

The successes and lessons learned from last year's CSIP will directly inform this year's plan:

1. Focus on Continued Academic Support:

- Building on the success of the tutoring programs, we will expand them to include peer mentoring initiatives, addressing both academic and social aspects.

2. Strengthening ELL communication:

- The successful mental health campaign will be expanded to include parent workshops, enhancing community awareness and involvement.

3. Targeted Engagement Strategies:

- We will implement strategies based on the increased enrollment in after-school programs, such as themed clubs and project-based learning activities to maintain high engagement levels.

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 Needs

1. Achievement Gaps:

- Trends: Data shows persistent achievement gaps between different demographic groups, particularly among students from low-income families and English Language Learners (ELL).
- Need for Improvement: Targeted interventions and differentiated instruction are necessary to support these groups effectively.

2. Standardized Test Scores:

- Trends: Although there was an overall increase in proficiency, subjects like mathematics and science showed stagnation or minimal growth.
- Need for Improvement: A focused curriculum review and enrichment programs in these subjects are essential.

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.

Academic Performance

According to the Kentucky Summative Assessment (KSA) results, 70% of students in grades 6-8 met or exceeded proficiency in English Language Arts (ELA), reflecting a 7% increase from the previous year (source: Kentucky Department of Education, 2023). In contrast, mathematics proficiency remains a concern, with only 58% of students achieving proficiency—a slight decrease of 2% from the last assessment cycle. Notably, proficiency rates for economically disadvantaged students in math are alarmingly low, at 42%, emphasizing the need for targeted interventions.

Attendance Rates

The overall attendance rate for Grant County Middle School stands at 91%, which is slightly below the district average of 93% (source: Grant County School District Attendance Data, 2023). Approximately 18% of students were classified as chronically absent, missing more than 18 days of school. This figure has risen by 3% from the previous year, indicating a growing concern that could impact overall academic performance.

Behavioral Data

Behavioral incident reports indicate a reduction in overall incidents by 15%, with a total of 120 incidents recorded last year compared to 141 the previous year (source: School Discipline Records, 2023). However, 30% of these incidents occurred among sixth graders, suggesting that younger students may require additional support and interventions to foster positive behavior early on.

Cultural and Engagement Metrics

Student engagement surveys conducted in May 2023 revealed that only 63% of students feel connected to their school community (source: Student Engagement Surveys, 2023). This is concerning, particularly as 25% of students reported a lack of representation of diverse cultures in the curriculum and activities. Participation in extracurricular programs is also low, with only 38% of students engaging in at least one after-school activity, highlighting a potential area for improvement in fostering a sense of belonging.

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 Su
gap learners.

- **Mathematics Proficiency:**

- Only 58% of students in grades 6-8 achieved proficiency in mathematics, which is a 2% decrease from the previous year.
- Proficiency among economically disadvantaged students is particularly low at 42%.

- **Chronic Absenteeism:**

- 18% of students were classified as chronically absent, missing more than 18 days of school, which has increased by 3% from last year.

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.

ELA Proficiency:

- 70% of students met or exceeded proficiency in English Language Arts (up 7%).

1. Reduced Behavioral Incidents:

- Behavioral incidents decreased by 5

2. Mental Health Awareness:

- 22% of students sought mental health support

Utilizing Strengths for Improvement

- Use ELA Strategies for Math: Apply successful ELA teaching methods to improve math proficiency.
- Enhance Behavioral Support: Implement mentorship programs to sustain the reduction in behavioral incidents.
- Expand Mental Health Resources: Increase counseling services and create peer support groups to improve student engagement and reduce absenteeism.

These strategies will help address key areas of concern effectively.

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

 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.

2024-2025 Objectives (Based on Needs Assessment)			
2024-2025 Objectives	Measure	STATE ACCOUNTABILITY AREA	Key Core Work Processes

<p>Grant County Middle School will fully implement the PLC process by the end of the 2024-2025 school year.</p>	<p>- increased proficiency on the Grant County Schools Professional Learning Community rubric</p> <p>- increased scores on common assessments for all content areas</p> <p>- increase in projected proficiency and growth on MAP scores</p>	<p>State Assessment Results in Reading and Mathematics</p> <p>State Assessment Results in Science, Social Studies and Writing</p> <p>Achievement Gap</p> <p>English Learners</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data Results</p> <p>KCWP 5: Design, Align, and Deliver Support</p> <p>KCWP 6: Establish Learning Environment and Culture</p>
<p>Grant County Middle School will use the Grant County Schools Instructional Protocol to ensure equitable high-quality instruction in all classrooms by the end of the 2024-2025 school year.</p>	<p>- increase percent of "meets expectation" rating on Instructional Visit tool data</p>	<p>State Assessment Results in Reading and Mathematics</p> <p>State Assessment Results in Science, Social Studies and Writing</p> <p>Achievement Gap</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and</p>

		EL Progress	Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture
Grant County Middle School will adopt and deploy high-quality instructional resources to ensure student growth in reading, math and science by the end of the 2024-2025 school year.	<div>- increase in the percentage of students who show mastery of priority standards on common assessments</div> <div>-increased growth and/or projected proficiency on MAP scores</div>	<div>State Assessment Results in Reading and Mathematics</div> <div>State Assessment Results in Science, Social Studies and Writing</div> <div>Achievement Gap</div> <div>EL Progress</div>	<div>KCWP 1: Design and Deploy Standards</div> <div>KCWP 2: Design and Deliver Instruction</div> <div>KCWP 3: Design and Deliver Assessment Literacy</div> <div>KCWP 4: Review, Analyze, and Apply Data Results</div> <div>KCWP 5: Design, Align, and Deliver Support</div> <div>KCWP 6: Establish Learning Environment and Culture</div>
Grant County Middle School will implement a high-quality	- 25% decrease in teachers with 1-3 years experience		KCWP 1: Design and Deploy Standards


<p>teacher induction program to retain teachers by the end of the 2024-2025 school year.</p>	<p>according to the school report card</p>	<p>State Assessment Results in Reading and Mathematics</p> <p>State Assessment Results in Science, Social Studies and Writing</p> <p>Achievement Gap</p> <p>EL Progress</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data Results</p> <p>KCWP 5: Design, Align, and Deliver Support</p> <p>KCWP 6: Establish Learning Environment and Culture</p>
<p>Grant County Middle School will provide effective supports for EL/ Multilingual learners by the end of the 2024-2025 school year.</p>	<p>- average increase of 0.5 on ACCESS scores</p>	<p>State Assessment Results in Reading and Mathematics</p> <p>State Assessment Results in Science, Social Studies and Writing</p> <p>Achievement Gap</p> <p>EL Progress</p>	<p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 4: Review, Analyze, and Apply Data Results</p> <p>KCWP 5: Design, Align, and Deliver Support</p> <p>KCWP 6: Establish Learning Environment and Culture</p>

<p>Grant County Middle School will provide effective supports for Special Education students by the end of the 2024-2025 school year.</p>	<p>- increase in the percentage of special education students who show mastery of priority standards on common assessments</p> <p>-increased growth and/or projected proficiency on MAP scores (special education sub-group)</p>	<p>State Assessment Results in Reading and Mathematics</p> <p>State Assessment Results in Science, Social Studies and Writing</p> <p>Achievement Gap</p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>KCWP 4: Review, Analyze, and Apply Data Results</p> <p>KCWP 5: Design, Align, and Deliver Support</p> <p>KCWP 6: Establish Learning Environment and Culture</p>
<p>Grant County Middle School will fully implement PBIS plans focused on academic behaviors by the end of the 2024-2025 school year.</p>	<p>- increase in documented positive behaviors based on PBIS data and I.C. referrals.</p>	<p>State Assessment Results in Reading and Mathematics</p> <p>State Assessment Results in Science, Social Studies and Writing</p> <p>Achievement Gap</p>	<p>KCWP 4: Review, Analyze, and Apply Data Results</p> <p>KCWP 5: Design, Align, and Deliver Support</p> <p>KCWP 6: Establish Learning Environment and Culture</p>

			Quality of School Climate and Safety	
Grant County Middle School will implement SUCCEED plan (Profile of a Learner) to ensure students are prepared for high school by the end of the 2024-2025 school year.	- documentation of progress on the SUCCEED plan for grades 6-8		Quality of School Climate and Safety	KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture
Grant County Middle School will effectively implement the Grant County Schools Attendance Protocol by the end of the 2024 - 2025 school year.	- 2% increase in ADA		State Assessment Results in Reading and Mathematics State Assessment Results in Science, Social Studies and Writing Achievement Gap English Learners	KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture

			Quality of School Climate and Safety	
	Grant County Middle School will implement a highly effective safety plan by the end of the 2024-2025 school year.	- safety walkthroughs	Quality of School Climate and Safety	KCWP 4: Review, Analyze, and Apply Data Results KCWP 5: Design, Align, and Deliver Support KCWP 6: Establish Learning Environment and Culture

Attachment Summary

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