2025-2026 MMS Phase Two: Needs Assessment

2025-2026 Phase Two: The Needs Assessment for Schools

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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.

    - At MMS, we meet with various stakeholders over the prior spring and then fall semesters to gain input for our school's current needs. The work begins in the spring of the prior year (May 2025) with our Panther Survey which is sent to students, families, school staff, and community for their input in our systems and processes. From this data, we determine priorities and involve our SBDM Council, parent representatives, content teams (PLCs), grade level teams, YSC, MTSS team, and leadership team in the development of our plan using the KCWP guiding questions. We review KSA data for the last 3 years, data from iReady reading and math diagnostics, attendance data, behavior data, and data from our Universal Behavior Screener.

- Our SBDM Council meets monthly to discuss and review academic achievement data of students; minutes are taken to document the actions of the Council. We review past activities and processes and their impact on student achievement. Minutes are taken to document actions and processes of the Council and kept on file at the school and district.
- Our MTSS team meets monthly to look at our three areas of RTI - academic, social-emotional, and behavioral. We analyze data in all areas to evaluate current practices and then refine or redesign any processes that are not having the desired positive outcomes. This team develops goals and next steps for the school based on data, stakeholder input, and consideration from the team. Minutes are taken at each meeting that include next steps, those responsible for actions, and timelines.
- Content PLC teams and our Leadership Team meet weekly to look at student academic data and our school wide 30-60-90 day plan. We use our PLC teams to evaluate our level of competency around the Key Core Work Processes (KCWP) using guiding questions and identified evidence. We make decisions about progress toward our goals and ensure information is disseminated to all stakeholders with clarity. Through our PLCs we are able to provide professional learning for staff. Minutes and agendas are kept and stored at the school level.
- Information, including minutes from meetings, is available to stakeholders upon request or through our website if appropriate.

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?

- MMS goals, objectives, strategies, and activities from the prior year's CSIP included reading and math intervention goals, with a special focus on our students with disabilities as this is our gap group (TSI). Our plan did result in overall growth and our school reached "green" status this year! Our combined math and reading score rose 5 points from 65.8 to 70.8.
- Last year we implemented a dedicated RTI time for all students to provide both intervention and extension in reading and math. Because of the success of this class as shown through our data, we continued this within our master schedule for the 25-26 school year. This time allows for small group instruction specifically for students who need additional support in reading and math. To continue this trend of growth, we are incorporating more small group instruction within the regular classroom setting using "station-style" teaching with independent and teacher-led groups for priority standards instruction and re-teaching as needed.

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:

- Students in our achievement gap showed a 7.7% increase (significant) in the area of reading and math for the 24-25 school year compared to the year prior.
- Reading and math overall showed +5.9% growth from prior year going from 62.2 overall score to a 68.1. With our achievement gap students from 24-25 moving to 30.7 compared to 23-24 where we were at 23.0 (+7.7).
- From 2024-2025 the school saw novice scores rise to 25% and proficient/ distinguished rise to 55%

Cultural/Behavior Trends:

- Attendance at MMS is showing steady improvement over each month this school year as compared to last year. Student attendance is up +1.7% over the same period from last school year and teacher/staff attendance is up +1.1 during the same period.
- Pro-active approaches and restorative practices to reduce and mitigate harm when something has occurred has improved our culture and programs like Sources of Strength, small groups through our counseling center, using data from our Universal Behavior Screener have all positively impacted our culture at MMS.
- Behavior referrals are down from the prior year (24-25) from 107 in 24/25 for the same period to 87 for this current school year.

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.

Current Academic State:

- For our 6th grade students: Forty-seven percent (47%) in the achievement gap scored novice on KSA in Reading for the 24-25 school year. Additionally, thirty-three percent (33%) of 6th grade students in the achievement gap scored proficient/distinguished on KSA in reading.
- Thirty-five percent (35%) of 7th grade students in the achievement gap scored novice on KSA in Reading for the 24-25 school year. Additionally, eighteen percent (18%) of 7th grade students in the achievement gap score proficient with no distinguished on KSA in reading.
- Seventy-one percent (71%) of 8th grade students in the achievement gap scored novice on KSA in Reading for the 24-25 school year and five percent (5%) scored proficient with no students scoring distinguished on KSA in reading.
- On our KSA math for 24-25, fifty-seven percent (57%) of 6th grade in the achievement gap scored novice in 24-25 with 20% scoring proficient/distinguished; for 7th grade, 71% scored novice with 18% proficient and no distinguished; numbers were similar for our 8th grade with 71% scoring novice while 10% scored proficient with no students scoring distinguished.
- Our 7th grade science scores for our gap included 59% novice and zero P/D
- 8th grade social studies had 76% novice with zero P/D and 8th grade writing score the same for our gap group in 24-25 on KSA.
- Comparing these gap scores to our overall student body where we show 19% novice for reading with 57% proficient/distinguished; 28% novice for math with 46% P/D; 24% novice for science with 33% P/D; 28% novice for social studies and 33% P/D; and 19% novice in writing with 53% P/D.
- Novice reduction in social studies has gone from 48% novice in 21-22 to 28% in 24-25.
- Local formative assessments (iReady) currently shows 24% of our gap group as proficient in 6th grade math; 11% in 7th grade math and 12% in 8th grade math
- Local formative assessment data (iReady) currently shows: 12% of our 6th grade reading gap group as proficient; 18% in 7th grade reading; and 17% in 8th grade reading.

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.

- Teacher attendance rate was 91.6% for the 24-25 school year, up from 89% in 23-24, and we are continuing to show growth in this area as our school is one of 7 in the district with improved attendance for each month this school year so far in comparison to the same time last year. We did have a large turnover in our ECE department with 50% of our ECE (special education) teachers leaving after the 24-25 school year; however, we were able to replace those teachers with highly qualified teachers who have experience in their field.
- We have been working on school climate and absenteeism and are noticing gains over prior years. We use a data collection system for our district (NextPath) that allows us to track school wide, grade level, and individual student data that includes academic, behavior, and SEL data. This tool is showing growth in our non-academic areas - attendance, students receiving outside support services, etc. - and we are able to use screener data to target students who need additional supports. Examples include, truancy support, basic needs, school supplies, etc through our YSC center; mental health support through our counseling center and referral to outside agencies based on data from our Universal Behavior Screener; and more.
- Fifty-three percent (53%) of families have participated in a family engagement activity thus far this school year. This is up from 47% from the 24-25 school year. We had 87% of our families attend our Open House at the start of school where they received information on Title 1, met teachers and staff, completed important paperwork, and learned how to access online resources to support their student.

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.

- MMS partners with 2 local churches, 12 local business, 2 non-profits, and our 2 local colleges/universities.
- 67% of our math teachers participated in high quality professional learning through Laying the Foundation and Access to Algebra
- 100% of teachers received professional learning on Conducting Circles and Restorative Justice Conversations through partnerships with Berea College and the University of Louisville
- Our language arts and math teachers received specific training with Savvas to support our use of HQIRs in these areas - enVision (math) and MyPerspectives (ELA)
- KDE and Co-op support is on-going in the area of Clarity with specific training for our co-teaching teams planned for January 2026.

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.

- Working with local colleges/universities, MMS will continue to partner to provide placements for methods and student teachers. While our local businesses and organizations will work with us to support student needs through offering after-school programming, student support services, along with monetary and resource donations.
- Math teachers will use instructional strategies learned at the LTF training to provide engaging and rigorous lessons for students to improve algebraic thinking and understanding.
- Teachers and staff will use Circles and Restorative Conversations skills in small groups to improve the culture and climate of our school by encouraging student discourse around challenging topics. This student voice will be incorporated into our CSIP.
- The use of our new HQIRs in math and language arts will ensure all students are receiving rigorous, appropriate, standards-aligned tier 1 instruction in every classroom, every day.

- We will work with our co-ops to meet behavior needs of students (CKEC/SESC) and to learn more strategies for support challenging students.

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

- At MMS for the 25-26 school year, we will ensure our language arts and math classrooms are using an HQIR recommended by the state to provide 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. This HQIR is Savvas - enVision Math and MyPerspectives ELA.

- We will monitor the fidelity of the implementation of this HQIR and use the data to support staff through additional professional learning and coaching as needed.
- Our instructional coaches will work with teaching teams and individuals to improve daily practice. We will use a combination of short walkthroughs and larger coaching cycles based on the individual needs of teachers.
- Our literacy coach will work specifically with ELA teachers to develop small group stations for classroom instruction using both a push-in and pull-out model depending on the needs of the classroom and the staff available. The goal of "station" teaching will be to ensure students who need enrichment as well as students who need gap closure are all provided appropriate opportunities after the initial Tier 1 exposure to the grade level standard.
- Through PLCs we will work on our pacing guides and develop common assessments that adhere to the structure of this resource and are aligned with state standards. Our PLCs will answer the following question after each assessment "Who benefited from our instruction? How do we know?" and we will place students on a grid to determine next steps for each individual. This "name and claim" process will ensure that we are meeting the needs of ALL students and tailoring our instructional approaches to provided equitable access for all.

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

- Through PLCs we will work with our grade level content partners to develop common assessments of all types that allow us to provide reteaching and extension as needed. Our PLCs will answer the following question after each assessment "Who benefited from our instruction? How do we know?" and we will place students on a grid to determine next steps for each individual. This "name and claim" process will ensure that we are meeting the needs of ALL students and tailoring our instructional approaches to provided equitable access for all.
- We will give diagnostic assessments in reading and math during the fall, winter, and spring through iReady and ReadingPlus. This data will be used to support student learning pathways during our scheduled RTI time each day.

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

N/A

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

Attachment Summary

Attachment Name	Description	Associated Item(s)
KCWP work sample	Samples from PLC work with KCWP - Design and Deliver Instruction; Improvement priority 1	•
KCWP work sample 2	PLC work on improvement priority 2 - Design and Deliver Assessment Literacy	•
MMS KSA Graphs	Data graphs for 24-25 KSA assessments, including trend data	•