BMCMS - 2025-2026 Phase Two: The Needs Assessment for Schools_09022025_11:32

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.

Administrators, guidance counselor, and teachers meet to analyze assessment data (i.e., state assessment and iReady). Group members break down the data by group (e.g., grade level, GAP, invention/services, etc.) to identify possible factors that affect (either positively or negatively) student performance. Meetings are documented with agendas/minutes.

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?

1. Academic Growth and Achievement

- Objective: Increase overall student proficiency in reading and math as measured by KSA.
- Implementation: Focused intervention blocks, targeted small-group instruction using common assessment data, and tiered supports through MTSS.
- Successes:
  - Growth was evident in core areas with an emphasis on Science going up 9.9 points.
  - Implementation of data-driven PLCs led to more intentional instructional planning.
- Next Steps:
  - Continue to strengthen Tier I instruction through consistent use of formative assessments.
  - Refine RTI structures for more consistent progress monitoring.

2. Writing Across the Curriculum

- Objective: Improve writing proficiency across all grade levels and content areas.
- Implementation: Writing to Learn strategies were embedded in all subjects, and teachers used school-wide rubrics to support consistency.
- Successes:
  - Student writing samples showed improved organization and clarity across grade levels.
  - Writing calibration sessions in PLCs built stronger teacher alignment.
- Next Steps:
  - Continue explicit writing instruction in non-ELA content areas.
  - Incorporate student-led writing conferences to increase ownership and reflection.

3. Positive School Culture and Staff Morale

- Objective: Strengthen relationships, increase staff collaboration, and promote a positive, student-centered culture.
- Implementation: Monthly culture-building events, recognition programs for staff and students, and professional learning focused on PBIS and relationship-driven classroom management.
- Successes:
  - Improved staff survey results regarding school climate and leadership communication.
  - PBIS data showed a decrease in repeated behavior referrals.
- Next Steps:
  - Continue to prioritize staff voice through regular feedback surveys and leadership team input.
  - Expand student leadership opportunities to build ownership of school culture.

4. College and Career Readiness / CTE Integration

- Objective: Build foundational CTE awareness through SPARC modules to prepare students for Ignite Academies.
- Implementation: Paxton Patterson modules were piloted in 6th and 7th grades, emphasizing career exploration and hands-on learning.
- Successes:
  - High levels of student engagement and positive feedback from pilot teachers.
  - Strengthened alignment with Ignite Academies through collaboration with district CTE leadership.
- Next Steps:
  - Expand SPARC implementation to all grade levels.
  - Integrate soft skills and career-readiness components into advisory and core instruction.

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.

2023-2024: 251 major disciplinary infractions

2024-2025: 258 Major disciplinary infractions

2023-2024: 54 minor disciplinary infractions.

2024-2025: 42 minor disciplinary infractions.

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.

2023-2024: Proficient Reading: 33%

2024-2025: Proficient Reading: 28%

2023-2024: Distinguished Reading: 31%

2024-2025: Distinguished Reading: 39%

2023-2024: Proficient Math: 36%

2024-2025: Proficient Math: 33%

2023-2024: Distinguished Math: 20%

2024-2025: Distinguished Math: 20%

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.

Family and community involvement increased 7% based on Title I community engagement from the 2023-2024 school year. We plan to gain even more traction in the 2025-2026 school year with the implementation of our SPARC CTE Program.

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.

66% of our students are P/D in Reading

53% of our students are P/D in Math.

43% of our students are P/D in Science, showing a large growth from our previous year, where we just went up 9.9 overall index points.

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 utilize our SPARC CTE program to bring in more parents/community leaders to see how we are preparing students for high school and beyond with career introductions.

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

Data is utilized to gauge the effectiveness of instruction and make alterations based on data points.

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

We use various sites to monitor academic and behavioral data to tailor what we do in the classroom to our students.

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

KSA and iReady data are used to predict and monitor student growth.

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

Various sites are used to improve student growth in multiple facets.

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

Data is used and shared with teachers to promote student learning in various areas where the data shows a required need.

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

Cultural inclusion is supported by a cross-curricular aspect of tying in culturally relevant items in multiple subjects.

Attachment Summary

Attachment Name	Description	Associated Item(s)