2025-2026 Phase Two: Madison Southern High School The Needs Assessment for Schools_10132025_09:36

2025-2026 Phase Two: The Needs Assessment for Schools

Madison Southern High 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 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.

Weekly Administration Team meeting. Principals for 25-26 are: Jeremy Phillips (Principal), Calvin Creech (Associate Principal), Cory Stringfield (Assistant Principal), and Jessica Bevins (Assistant Principal); School Counselors: Hayley Bryan, Ashley Hall, and Kallie Hamilton. Meetings are documented in personal notes.

Monthly Professional Learning Communities with all certified staff. Meetings are documented by Administration.

Monthly SBDM meetings Members for 25-26 are: Jeremy Phillips (Principal), Emily Alexander (teacher), Katy Cress (teacher), Chad Rader (teacher), Abbie Darst (parent), and Jessica Hunley (parent). Minutes are locted on the school website and kept by the secretary.

Lead Teacher meetings. Lead teachers for 25-26 are: Katy Cress, Duane Cress, William Dooley, Melissa Grant, Robin New, Rejeanna Patterson, Chad Rader, and Summer Simmons. Meetings are documented by Administration.

Monthly MTSS meetings. Regular attendees of MTSS are: Carly Cornelius, Hayley Bryan, Ashley Hall, Kallie Hamilton, Chad Rader, Zaus Carter, Sean Quinlan, Jeremy Phillips, Calvin Creech, Cory Stringfield, Katherine Dennis, Brian Foley, and Jessica Bevins. Meetings are documented by Hayley Bryan on district forms.

Data that was reviewed for this plan included, but was not limited to: attandence data, FYRSC Needs Assessment, behavior data, preliminary KSA data from 24-25, transition readiness data, and classroom data collected by teachers.

At each meeting pertinent data was discussed as well as causes, proactive and reactive action steps, how data related to previous data, and goals moving forward.

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?

Last year's priority concern was reducing the gap between disabled and non-disabled students in reading and math. Strategies and activities listed in the CSIP were implemented. While we only have preliminary data, it appears that there was some movement in a positive direction in this effort. More conclusions will be able to be drawn when the remainder of the assessment data is released.

If this trend continues with the release of more data, we will continue to support those students in a simlar way in this effort. If data does not support this, we will revisit this data to change our strategy, but not our goal. More data is necessary to make any detailed decision.

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.

Attendance: Average daily attendance percentage for 25-26 school year is 93.85% as of October 13, 2025. Also, 22 students had missed 10+ days of school as of this date.

Behavior: There have been 84 behavior events within 25 event types involving 67 different students as of this date. Twenty-four of those events were Disruptive Behavior event type. Of the students charged with disuptive behavior, 17% were minority students and 83% were caucasian students. The next highest event types were disrespectful behavior, defiance of authority, and tobacco possession. In the 24-25 school year, the total incident count was 522, up from 374 in 23-24.

See current state for academic trends.

Areas for Improvement: Based on preliminary data, our priority concern is the performance of the disabled population in the areas of writing, editing/mechanics, and math. ACT data shows that only 13% of junior students with disabilities met or exceeded the reading benchmark and only 4% of the same population met or exceded the math benchmark.

We take our vision statement seriously when we say that we want to be the best place for all students to acquire the skills they need to succeed. We will continue to make this a priority untill we support these students to success.

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: A variety of data is used to determine our current academic state: KDA released data, parent, student, teacher, and staff surveys, ACT scores, state assessments, attendance rates, dropout rates, grauation rates, discipline data, classroom data, and more. The current academic state is based on data from both the 23-24 school year and the 24-25 school year as some data is still preliminary and has not been publicly released yet. The graduation rate for 24-25 was 96.75%. This compares to 97.2% in 23-24. Postsecondary Readiness index has not yet been released for 24-25, but was 104.8 in 23-24. Quality of School Climate and Safety Index has also not yet been released for 24-25, but was 69.9 in 23-24. The State Assessment data has also not yet been released for Math, Reading, Writing, Science, or Social Studies. All of these scores were higher in 23-24 than in 22-23. In 23-24, our school color category was blue with a "significant increase" and "very high" ranking. Of the high schools under accountability to the KDE, our school was ranked 8th in the state of KY. ACT data shows that 48.1% of students taking the test in March 2025 met or exceeded benchark in reading, 35.5% in math, and 43.7% in English.

Non-Academic Indicators of Our Current State: Our school is above 50% free and reduced lunch at the last calcuation, which places us in a low socio-economic bracket.

See "Trends" for in depth behavior and attendance data.

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 94.57% for 24-25. Student attendance rate for 24-25 was 90.96%. Impact survey results are not available as the window for the survey

has not yet occured. This data will be analyzed when it is received and action will be taken based on results from all sources.

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.

The systems of support we have implemented through Academic Time and intentional reading skills develoopment can be the cause of the increase in math and reading proficiency the previous year. As accountability data is not complete yet, the most current data is not publicly available. However, ACT data shows that junior students are still increasing in skill in these areas.

We attribute our attendance rates to having a full-time nurse on staff, participation in truancy diversion programs, and filing truancy charges as necessary. Post-secondary readiness remains a great strength as well. Our graduation rate is an indicator of the quality of the school and learning environment.

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 coordinate with our district-wide special education services to use data-driven strategies to help our gap students reach benchmark in math and reading as these are the two most crucial academic skills students can attain that will serve them for the rest of their lives. Once individual students meet these benchmarks, we have partnered with community resources, including BCTC and EKU to provide dual credit and other opportunities that will help our students succeed. We will partner with the Kentucky Reading Academies in training our English teachers in LETRS training to better assist our 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

ACT and KSA benchmark assessments help us know if we are on target with the standards or not. The following areas are those we can see this taking place:

Reading and math interventions (STAR reading)

Academic Time

Algebra III/English 12 (Technical Writing)

Resource class use of phenomic awareness, reading level assessment and intervention

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

N/A

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

The accountability continues to be 10th grade testing for math and reading; 11th grade testing for science, social studies, and combined writing (editing and mechanics is part of this score). At Madison Southern, we will continue to target stduents for intervention with our Academic Time (25 minutes each day) during the school day. We will focus on proficiency for students who are academically disadvantaged and those that are economically disadvantaged. Teachers will continue to receive professional development and refine practices through training to assist in meeting these goals.

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

We have designed a comprehensive RTI plan to target students below grade level in reading and math interventions. This will help those students on summative assessments as well as with transition readiness to their next move after grade 12.

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)