



2025-2026 Phase Two: The Needs Assessment for Schools_10152025_07:26

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Clark-Moores Middle 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.

Every month, the MTSS team of Clark-Moores Middle School meets to discuss MTSS Goals and review data (iReady, Kentucky State Assessment, and various summative data) and plan the next steps according to building needs and goals. The team is created to have representation from each department, grade level, and administration. The team is made up of, Travis Marcum, Principal; Jayson Langfels, Assistant Principal; and Cecily Hall, School Guidance and Kim Quinlan, Family Resource Center Director. The team also has members Troy Blankenship (Student Success Teacher), Melissa Barker (6th Grade Rep), Jennifer Henson (7th Grade Rep), Sabrina McKinney (8th Grade Rep), Jessica Burns (SPED Rep), Devan Stone (Renaissance Rep), and Matthew Bailey (Related Arts Rep). Our SBDM Council

Members are Jennifer Henson: Teacher Rep, Andrea Hunt: Teacher Rep, Audrey Worrell: Teacher Rep, Aryanna Martin: Teacher Rep, Meredith Reed: Parent Rep and Kaitlyn Green: Parent Rep. We review our iReady District screener results (Three times a year: fall, winter and spring) in math and reading and the Kentucky State Assessment data in October. Meetings are documented by agendas and 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?

Our 2024-2025 goals were:

READING AND MATH

1. By 2026 our combined reading and math status score on the KSA will increase to 70.

SEPARATE ACADEMIC INDICATOR

2. By 2026 our combined science, social studies and writing status score on the KSA will

ACHIEVEMENT GAP

3. By 2026 our economically disadvantaged students' combined reading and math

School-wide intervention and focus on standards-based, engaging instruction (including questioning and discussion techniques) proved successful since we exceeded our goal for reading and math. Our projected reading and math score is 75. **That is a 15 point increase over the course of 4 years and a 4.8 increase from last year.**

For our separate academic indicator, we haven't yet met our goal of 71. **We are projected to score 68.6 for SC, SS, and CW. While this is a 3.5 increase from last year, we haven't yet met our goal.**

For our achievement gap indicator, we haven't yet met our goal of 66 for reading and math for our economically disadvantaged students. **We are projected to score 64.6, which is a 2.7 increase from last year and a 15.7 increase over the past 4 years!**

We will base our new CSIP goals on our progress and focus on the potential and opportunities to meet these goals.

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.
 - While our students with disabilities continue to show growth in the areas of reading and math, they are not performing at an acceptable level. We improved to a 35 in 2024-2025 from a 34.7 in 2023-2024 from a 30.8 in 2022-2023.
 - Our students with disabilities index score dropped from a 33.3 in 2022-2023 to a 25.7 in 2023-2024. We did bring this score back to a 32.7 this year (2024-2025), but would like to see that score improve.
 - Our overall Climate and Safety survey results have been below 65% over the last three years.
 - Our students who are economically disadvantaged are consistently scoring lower than our non-economically disadvantaged students.

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

- We increased our reading from 70.8 in 2023 to 76.2 (58% P/D) in 2024 to 81 (64% P/D) in 2025. **(+10.2 index score over 3 year period)**
- We increased our math from 57.9 in 2023 to 66.1 (47% P/D) in 2024 to 69 (53% P/D) in 2025. **(+11.1 index score over 3 year period)**
- Our overall Reading and Math combined index score increased from a 60.4 in 2022 to a 64.4 in 2023 to a 71.2 in 2024 to a 75 in 2025. **(+14.6 index score over a 4 year period)**
- Our overall Science, Social Studies, and Combined Writing index score increased from a 54.9 in 2022 to a 60.4 in 2023 to a 65.1 in 2024 to a 68.6 in 2025. **(+13.7 index score over a 4 year period)**
- Our index score for Reading and Math for students with IEPs was 30.8 in 2022; 30.8 in 2023; 34.7 in 2024; and 35 in 2025.
- We had 15% (14/94) of students with IEPs score proficient/distinguished in reading in 2024 and **21.8% (20/92) of student with IEPs score proficient/ distinguished in reading in 2025.**
- We had 12% (11/94) of students with IEPs score proficient/distinguished in math in 2024 and **13% (12/92) of students with IEPs score proficient/ distinguished in math in 2025.**
- Our index score for Sci, SS, and CW for students with IEPs was 25.6 in 2022; 33.3 in 2023; 25.7 in 2024; and 26.2 in 2025.
- We had **9.7% (3/31) of student with IEPs score proficient/distinguished in science; 9.4% (3/32) of students with IEPs score proficient/ distinguished in social studies** in 2025, and **6.2% (2/32) of students with IEPs score proficient/ distinguished in combined writing** in 2025.

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.

- Our Quality of School Climate and Safety index score was 64.8 in 2022, 62.4 in 2023, 64 in 2024, and 65 in 2025. While we are trending upward, we will focus on our school-wide anchors to better promote a safe and caring environment for all students and staff.
- School admin meets quarterly with the student body to review student voice survey results and to share ownership in moving our school forward.
- 265 families attended our 2025-2026 back to school night.
- We hold a variety of family events throughout the school year to provide families multiple opportunities to interact and be a part of our school culture.

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.
 - We have a minority club called the difference makers that is made up of African Americans and Hispanic students. This group meets bimonthly to discuss leadership expectations associated with our L.E.A.D.S. students.
 - We have a student-led Family, Career, and Community Leaders of America (FCCLA) group made up of 28-30 students that meet regularly to focus on school-wide initiatives and community celebrations.
 - We have a CMMS BRAVES club that meets monthly during lunch to promote positivity and kindness in our school.
 - We have a YES "Youth Empowerment" Club that meets regularly as part of a grant with New Vista. This group focuses on substance abuse awareness.
 - We also have several additional leadership opportunities for students including Fellowship of Christian Athletes, Lunch Bunches, Academic Team, and STLP.
 - Academically, our projected reading and math index score is 75. **That is a 15 point increase over the course of 4 years and a 4.8 increase from last year.**
 - We have shared leadership in our building through the student opportunities above, our MTSS team, our YSC Advisory Council, and our SBDM Council. Parents and community members are part of the YSC Advisory Council and parents are part of the SBDM council.
 - Several teachers have been trained in CCI and Kagan and our math team attends the Kentucky Center for Mathematics conference.

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.
 - Our Youth Service Center partners with community and business partners throughout the year to provide external and internal real-world learning experiences and opportunities for our students. Some examples include: job shadowing, Operation Unite Presentations, Vaping Presentations during Parent Nights, etc...
 - We partner with local education coops (CKEC and SESC) to provide additional training opportunities for staff., especially special education staff to help with our most needed area of improvement (students with IEPs).
 - We utilize in-district training opportunities to become more familiar with required platforms such as iReady and NextPath.

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

Our site base decision-making council ensures that all curriculum is aligned to state standards at the beginning of the year. Teachers work together by departments to ensure that targets are clear, student friendly and aligned to standards.

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

Intentional focus on providing engaging content through grade-level standards using high quality instructional resources and effective teaching strategies, especially in a resource and co-teach setting.

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

- We use the iReady **diagnostic screener** three times a year to assess student ability, growth and priority areas in reading and math.
- We recently included a benchmark (Growth Check) between diagnostic screeners to determine if students are on track to meet end of year growth.
- We are improving our overall school performance according to our annual Kentucky Summative Assessment. We will continue using and analyzing released items for support.
- Our math team is working toward developing common assessments through Savaas (Envision).
- Our ELA team is developing common assessments through iReady Standards Mastery.
- Our SS team is developing assessments through Savaas.
- Our Science team is evaluating various HQIRs to determine which assessments should be used.

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 use the diagnostic screener three times a year to assess student ability, growth and priority areas in reading and math. We also examine student classroom assessment data and decide if extra support is needed through the STAT process.

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

NA

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

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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