

**Lakewood Middle School COMPREHENSIVE NEEDS ASSESSMENT SUMMARY**

**2019-2020**

**DEMOGRAPHIC DATA**

The Lakewood Middle School demographics include fifth through eighth grade students in the Lakewood Public Schools with a fall count of 542 students, 52 % percentage male and 48% females, and 41 staff members that include instructional staff, social workers, counselor, paraprofessionals, media center aide, secretaries, kitchen workers and administration. Beginning in the fall of 2019, students entered Lakewood Middle School after successful completion of fourth grade from the Lakewood Elementary Public School. They complete their middle school experience to move into the one high school, Lakewood High School, as a ninth grader. The Lakewood Middle School free and reduced rate for 2019-2020 in October is at 42%. LMS services 11% of the student population who has been identified with a disability. With the latest fall count of 2019 we have 0% migrant students, and less then 1% as English Learners. The school has 85% Caucasian students and a little less then 10% with Hispanic ethnicity. 51% of the LMS staff has their bachelor or higher degree. All staff are highly qualified in their assigned teaching assignment.

**STAFF PERCEPTIONS**

Overall the staff feels they are strong in staff cohesive and building professional working relationships to provide a well-rounded academic experience for students in a safe building which promotes positive behaviors with a focus on all students making appropriate growth. The staff has designed many ways to communicate with parents but still would appreciate more parent involvement. New teachers would enjoy having opportunities to team teach and provide more cross curricular activities. Open Houses, PTO meetings, conferences, academic nights, and Career Day have all been reviewed with some additional items such as food, entertainment and incentives to draw more parents to the school. This is a continuous piece of work. Grade Level celebrations have been explored and just in the beginning stages of implementation. The school has developed a monthly lunch bunch program to promote staff relationship building.

**PARENT PERCEPTIONS**

Parents definitely feel there are high academic expectations with teacher availability to assist parents in driving their students to be successful. They appreciate the established safe and clear rules for students and the welcoming and clean school that is provided. Monthly recognition of students for positive behaviors, a semester honor luncheon, monthly newspaper articles and pride winning class have been added to assist in ways parents would like the top students to be honored. Parents have concerns with the outdated materials provided so grant writing has been encouraged to help support the financial needs to provide newer curriculum material and technology.



### **STUDENT PERCEPTIONS**

Students feel they are offered many different choices of classes and variations of learning in the classroom. Students believe that the social and academic behaviors that are expected are well communicated with the opportunities to strive and experience success. However, students still feel that classmates do not treat each other with respect and there are some students that disrupt classes for the high percentage of students that want to learn and grow. Grade Levels are breaking down academic and social behaviors clearly with instruction, discussion and role modeling opportunities through the implemented school wide PBIS program and continue with the Viking Action of Success. The BLT leadership team is working on the development and implementation of Advisory groups to participate in team building games and activities.

### **SCHOOL REVIEW**

The surveys determined Lakewood Middle School needs to continue to improve the academic, social and emotional behaviors at school. The school continues to evaluate and focus on the continuation of strong curricular work and development of a curriculum to meet the many needs of different students. Another focus of the school is the development of effective and efficient Department and Grade Level PLC's to develop and implement programs that provide learning opportunities with the celebration of accomplishments when they are achieved.

### **STUDENT ACHIEVEMENT**

1. There is a consensus among staff to take all opportunities by using the state assessment training videos and schedule practice times for students to sample test as well as implementing ACT/PSAT type questions in daily lessons and assessments.
2. Continuous evaluation of data to make sure standards that demonstrate gaps in learning are vertically addressed in the core academics.
3. There is focus on students with disabilities closing the achievement gaps through creative scheduling and intervention programs.
4. Training and sharing of ideas, methods and strategies that engage all students in learning and in applying differentiated instruction in all classes.
5. Continue to reinforce the use of Thinking Maps and Write from Beginning and Beyond techniques.

