



## 2025-2026 Phase Two: The Needs Assessment for Schools\_10232025\_10:16

2025-2026 Phase Two: The Needs Assessment for Schools

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## **2025-2026 Phase Two: The Needs Assessment for Schools**

### **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.

East Hardin teachers and administrators review data on a monthly basis through team and content PLCs. During the PLCs, teachers and administrators will analyze iReady and KSA data. In addition, formative and summative assessments will be reviewed and discussed.

The East Hardin Middle School administrative team consists of Brittany Nickell (principal), Patrick Shartzler (Assistant Principal), Jennifer Stith (Assistant Principal), Amanda Drane (Counselor) and Alli Wells (counselor).

Teachers also meet with their content areas on a monthly basis to review vertical alignment and state standards.

After reviewing iReady/KSA data, teachers and administrators meet with students individually to discuss goals. All data is disseminated to East Hardin Site Based Decision Making Council (SBDM0, which consists of the principal, teachers and parents. The school council members are Brittany Nickell (Principal), Vanessa Lee (teacher), John Calhoun (teacher), Taylor Wright (teacher), Elizabeth Adams (parent) and Jeremy Hollenberger (parent).

All meeting notes for PLCs and SBDM meetings are located on a google drive that can be accessed by administrators and teachers.

### 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?

East Hardin administration and teachers continue to reflect and revise our CSIP goals. Our data indicates that students are improving in the areas of reading and math. We continue to work on classroom strategies, such as NTN modules, to meet the needs of our students.

### 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.

For the 23-24 school year, our overall school rating was "green" on the state testing (KSA). We were 10% in the state overall index; top 10% in the state in science, social studies and combined writing; top 15% in the state in combined reading and math; top 15% in the state climate and safety.

We are considered to be a "green" school in the overall state index and for the state climate and safety results.

We are considered to be a "blue" school (highest ranking) in the state in science, social studies, combined writing, reading and math.

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For the fall iReady math data, we show that 37.3% of students are 1 grade level below, 23.8% are on grade level, 15.8% are 3 or more grade levels below, 13.4% are 2 grade levels below and 9.6% are mid or above grade level.

For the fall iReady reading data, we show that 21.9% of students are 1 grade level below, 20.7% on grade level, 18.6% 3 or more grade levels below, 9.9% are 2 grade levels below and 29% are mid or above grade level.

In the 23-24 school year, we had a total of 322 office referrals. In the 24-25 school year, we had a total of 351 office referrals. When analyzing behavioral data, we see that the majority of issues are classroom disruptions.

Overall, our school is still working to improve the reading and math skills of our students. We continue to analyze our behavioral data on a monthly basis with our PBIS committee.

### 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.

For the 23-24 school year, our overall school rating was "green" on the state testing (KSA). We were 10% in the state overall index; top 10% in the state in science, social studies and combined writing; top 15% in the state in combined reading and math; top 15% in the state climate and safety.

We are considered to be a "green" school in the overall state index and for the state climate and safety results.

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For the fall iReady reading data, we show that 21.9% of students are 1 grade level below, 20.7% on grade level, 18.6% 3 or more grade levels below, 9.9% are 2 grade levels below and 29% are mid or above grade level.

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 professional development plan incorporates various learning opportunities for staff. Our staff members did professional development with New Technology Network and our new district initiative-Portrait of a Learner.

In addition, we provide surveys to our staff and parents that provide feedback to our administration regarding our school's culture. On the 2025 spring Studer Employment Engagement survey, 65% of staff feel supported with good processes and the appropriate resources to do their job. In addition, 65% felt like they receive feedback on their strengths as an employee.

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analyze behavioral data on a monthly basis to determine patterns and students that may need additional support.

### 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.

East Hardin scored 75.8% on the state testing for the 23-24 school year. Results from the 24-25 state testing have not been released at this time.

For the fall iReady math data, we show that 37.3% of students are 1 grade level below, 23.8% are on grade level, 15.8% are 3 or more grade levels below, 13.4% are 2 grade levels below and 9.6% are mid or above grade level.

For the fall iReady reading data, we show that 21.9% of students are 1 grade level below, 20.7% on grade level, 18.6% 3 or more grade levels below, 9.9% are 2 grade levels below and 29% are mid or above grade level.

In addition, we have several community partners at our school. Our Youth Service Center Coordinator hosts a Reality Store, which several organizations send employees to East to assist with the event. Also, our 8th grade students typically participate in work ethic interviews (currently these have been changed to Portrait of Learner defenses). During these interviews, we would have several partners from local organizations come to East Hardin and interview students.

### 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.

In the 23-24 school year, we had a total of 322 office referrals. In the 24-25 school year, we had a total of 351 office referrals. When analyzing behavioral data, we see that the majority of issues are classroom disruptions. As an administrative team, we analyze behavioral data on a monthly basis to determine patterns and students

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that may need additional support. After we review the data, we report to teachers the monthly data.

Also, our teams have "behavior marks" for students. After the third behavior mark, teachers contact parents to let them know of the behavior infractions. At the fourth mark, students serve team detention. An office referral is submitted at the 5th mark.

### 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**

East Hardin had several professional development opportunities that focused on curriculum, statewide standards and project-based learning.

In addition, we have monthly PLCs with grade levels and content levels that help us review and revise instructional practices. Teachers and administration meet with students to review individual data and goal-set with them (students).

#### 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**

East Hardin has weekly walkthroughs. Each administrator completes 5 walkthroughs on a weekly basis. During the walkthrough, we observe specific areas, such as learning objectives, student engagement and questioning techniques. In administrative feedback, we are specific with the teacher's strengths, as well as areas that may need some self-reflection.

**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**

N/A

**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)
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