



2025-2026 Phase Two: The Needs Assessment for Schools_10072025_16:23

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Heartland Elementary 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.

Determining the needs of our school is a collaborative approach. Needs assessment and data results are first looked at from the school leadership team consisting of the principal, Emily Campbell, Assistant Principal, Eric Mitchell, Counselor, Lauren Heath and Family Resource Coordinator, Reta McMillen. After analyzing results, the principal then shares the information with the school site base decision making council. Members of the council include 3 teachers and 2 parents. Teacher representatives Jennifer Miller, Larissa Trousdale and Carissa Breeding and parent representatives, Amanda Chism and Karoline Peeters are provided with assessment results along with a detailed description of what the results display. These meetings

usually take place at the beginning of the year once data is made available and is documented in our site base minutes.

After the information is shared with our site base members, the leadership team then takes the results and shares with the grade level team leads within the building. From there we then take the information from team leads to individual grade levels. Both of these meetings take place at the beginning of the year once data (iReady is one data source we look at) is available and are documented through meeting minutes and agendas. Once grade levels have had a chance to disaggregate data and needs, we then share the needed information with parents informing them of our school's progress as well as student progress. These meetings/events take place mid year, anywhere from November -March. These events are documented through event fliers as well as committee meeting minutes. Regular progress is also shared with parents quarterly through mid term progress reports and report cards.

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 students continue to show steady progress and growth across all content areas and through various ways of assessment. Based on students progress, we continue to service students by providing enrichment or remediation through our daily WIN (What I Need) blocks. In addition, we continue to prioritize our core subjects of reading and math by prioritizing those subjects in our master schedule. Writing is incorporated through all content areas along with time to teach the writing process.

In grade level PLCs, we continue to focus on the researched based instructional strategies that we have found to be beneficial. Processes such as Orton Gillingham and Thoughtful Education have shown to have a positive impact on our student growth. Teachers work together to analyze common assessment data to identify what students are doing well and what they still need to improve on. From there teachers make adjustments to their instruction and assessment practices in order to obtain student growth.

This process has been successful for our school over the last few years. We will continue with this process and will adjust our practices of instruction based on 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.

Math for all students remains an area of improvement because we saw a 5% increase in students on one or more grade levels behind in iReady math compared to the 2024-25 school year.

Math for students with disabilities remain an area if improvement because we saw a 2% increase in students on one or more grade levels behind in iReady math compared to the 2024-25 school year.

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.

According to the fall 25-26 iReady projected proficiency report, 48% of our students are projected proficient or above in math if they achieve typical growth on their iReady growth this school year.

According the fall 25-26 iReady projected proficiency report, 43% of our students are projected proficient or above in reading if they achieve typical growth on their iReady growth this school year.

This is a switch from past data as we are usually projected higher in reading than in math.

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.

According to Studer Employee Engagement survey, 91% of staff surveyed support the way school funds are allocated within the building. 87% of staff surveyed feel a genuine care and support from the principal. Admin will continue to keep lines of communication open with staff. Admin will serve in more of a supportive role for teacher when they are having to deal with the demands of the job such as behaviors and work loads.

Office referrals from fall of 24-25 school year are almost 50% higher than from fall of 25-26. Our PBIS team (meet monthly) and our admin team (meet weekly) to discuss trends in our school wide behavior trends.

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 continue to have a strong and positive working relationship with our parent teacher organization in addition to other community groups we work with.

For the 2025-26 school year our teacher retention rate was 95%

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 continue to collaborate with our parent teacher organization as well as outside organizations to provide learning experiences for our students.

As we navigate changes that are delegated from government, state and district we will continue to focus on student growth by meeting them where they are and by doing all that we can to achieve academic growth.

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

N/A

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

Heartland Elementary conducts weekly walkthroughs. Each administrator completes a minimum of 5 on a weekly basis. During the walkthroughs we observe specific areas such as learning targets and success criteria, student engagement, and questioning techniques. In administrative feedback, we are specific with teacher's strengths. In addition, we provide suggestions on how teachers can enhance or make improvements to their instruction.

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

While we create assessments and administer district created assessments, this is an area that we need to continue to focus on. Each grade level conducts weekly PLC meetings where they discuss assessment data and assessment plans. What we need to improve on is putting action to the assessment results. Based on the results, we need to determine the impact of our instruction and determine what the next steps are for those that have mastered the content, those that did not master the content and reflect, are we ensuring our instructional strategies are yielding the

aligned results we are wanting. Based on our reflection, make a plan to achieve the results that we want.

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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