



2025-2026 Phase Two: The Needs Assessment for Schools_10292025_09:17

2025-2026 Phase Two: The Needs Assessment for Schools

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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.

The school improvement committee, made up of administrators (Mark Wells, Jennifer Cobb, Tyler Cantrell, and Stacey Moore), counselors (Chad Lewis and Maggie Vogel), and the transition readiness coach (Dana McCurry), meet on multiple occasions before and after assessments. Data reviewed includes KSA, CERT, Studer. These meetings help to draft a plan based off of the previous assessment's reflection to see where our students were successful and where improvement is needed. After assessments, we immediately reflect. Then, upon receiving the results, we meet to analyze assessment and survey data to determine potential goals for school improvement. Many times goals are created with the instructional leads from each department responsible. If goals are created without the

instructional lead present, the goals are forwarded to instructional leads for each department to review the data. The instructional leads work with administration on activities for ensuring goals are met. Goals are activities sent to the school's SBDM (parents- Robbie Richardson and Billy Clair), principal (Mark Wells), and teachers (Susan Carson and Jen Golden) for final approval at the school level. Meetings are documented with recorded minutes. We also have three other committees-- Staff Involvement, Student Involvement, and Alumni Committee (This is the third year for these committees). Each of these committees are overseen by an assistant principal and goals are created there for school-wide improvement in their respective category. We also come up with plans to carry out some of the goals with many teachers taking an active role for school improvement. Meeting minutes are documented and stored in a Google Folder.

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?

Math saw a 9% increase of proficient/distinguished scores compared to the 2024-2025 school year as well. The math department continues to use common assessments on a program called Pear Assessment that provides teachers with immediate data trends for them to target students.

Another area that we really focused on last school year was targeting our lowest performing students during iReady and CERT to provide additional help in reading. For our 9th graders who performed at a 5th grade or below on iReady, we provided support for them with our reading interventionist. For our 10th and 11th graders who performed lower on CERT, our English teachers remediated with them based off of CERT quizzes and activities. We were able to see a 6 % reduction in Novice from the prior year and a 4% increase in Proficient/Distinguished in Reading. This shows that intentional work with these students is helping them improve in both Reading and Social Studies.

Another activity that we have consistently completed over the last few years is our writing folders. We ask each teacher to teach three writing pieces each year (one per trimester). If teachers are new to the building, they attended a Professional Development session at the beginning of the year to make sure they understood the school-wide protocol for teaching writing. Teachers were also made aware of a prompt bank on Google Drive. As teachers taught the writing process and gave students the writing prompts, our English teachers were available to push into classrooms to help. After the writing piece, each teacher added student work to each teacher's individual folder on a shared Google Drive for analysis and reflection. In addition, English teachers continue to utilize No Red Ink for writing and grammar usage and mechanics practice. This was successful as our writing goal increased again this year by 2.3 points.

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.

Our graduation rate maintained the exact same score of 96.3 for the last three years. In 2024-2025, our score increased to a 98.1.

Two years ago, we started a monthly initiative with "Above the Line" nominations and celebrate both students and staff for being "Above the Line" along with continuing our motto of "Family, Respect, and Success." Our Quality of School Climate Survey has gone up 7.8 points since the 21-22 school year to a 70.8 for the 2024-2025 school year.

Our science score is the only area we have not seen growth over the last two year and it has decreased by 4.6 over the last two years. Science scores across our area and the state remain low compared to other areas. This year our science score increased by 15.8 to a 47.7.

The area we ranked the highest "color score" in was Post Secondary Readiness. We attribute this consistent growth over the last two years to intentional one-on-one scheduling with each student, caseload meetings with special education teachers to monitor all of our students with IEPs and 504 plans, and the district-wide focus on PSR with the help of our transition coach and transition facilitator.

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.

Fifty-One percent (51%) of students scored proficient/distinguished in math, and fifty-nine percent (59%) of students scored proficient /distinguished in reading.

Thirty-percent (30%) scored proficient/distinguished in science, 49% scored proficient/distinguished in social studies, and 57% scored proficient/distinguished in combined writing.

The graduation rate index in a 98.1.

In anticipation for the juniors taking the SAT in the spring of 2026, all 9th, 10th, and 11th grade students took a practice SAT in CERT. Fifty-nine percent of 9th graders were above the benchmark in Reading and Writing and twenty-six percent were above the benchmark in math. Seventy-one percent of 10th graders were above the benchmark in reading and writing and five percent were above the benchmark in math. Fifty-seven percent of 11th grade students were above the benchmark in reading and writing and four percent were above the benchmark in math.

Students have access to advanced placement courses such as AP Literature, Biology, Chemistry, Calculus, etc, as well as a variety of Dual Credit courses such as Dual Credit English 101, College Algebra, US History, etc. In addition students have access to career and technical education courses in Business, Family and Consumer Science, Agriculture, Criminal Justice, and Engineering.

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.

Ninety-five percent of the certified staff returned for the 2025-2026 school year.

Studer survey results showed that overall our staff is satisfied with the working environment. Some positives that stand out are that 96% agree that information is communicated effectively and 86% feel that they receive positive recognition for the work that they do. Outside of staff, we had the highest Quality of School Climate survey in the area with a 3.8 point growth. This survey is completed by our families and students.

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.

Our biggest strengths are Post Secondary Readiness score of 100.1 and our Graduation Rate of 98.1.

Our next two biggest strengths were reading and writing. We saw almost 10 point gains in both of those areas over the course of two school years. The 2024-2025 math/reading score is a 73.1.

A strength we are especially proud of is our Quality of School Climate score which is a 70.8.

In addition, 95% of our staff is trained in Project Based Learning.

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.

Currently, we are reflecting on those gains to try to find out exactly what was done to see that much growth in those three areas-- Social Studies, Reading, and Writing-- to see a big gain in math and a growth in science.

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

We will continue summer PD is designed to focus on curriculum and how to best design lessons with the standards and PBL in mind.

Teachers will complete focus calendars for each trimester and complete weekly lesson plans. These are analyzed during PLC meetings for success and ideas/ projects are shared out for teachers to use successful strategies.

Walkthroughs are completed by administrators for twenty teachers each week and district walkthroughs are completed once a trimester. This holds all instructors accountable for high level instruction bell-to-bell.

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

Our PLC time includes assessment creation and reflection. Formative and summative assessments are discussed, as well as projects for project based learning. There are common assessments that take place and the work is analyzed for areas of growth and success. Common assessments have moved to a computer program for students to be able to take class assessments in similar formats as state assessments. This allows the data to be readily accessible for reflection and next steps. Strategies are continuously shared out in PLCs and among instructional leaders.

Student data, where appropriate, is posted for students to also have buy-in.

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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