# 2025-2026 Phase Two: The Needs Assessment for Schools_10172025_11:55

2025-2026 Phase Two: The Needs Assessment for Schools

**New Highland Elementary School**
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# Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10172025_11:55 - Generated on 12/11/2025

New Highland Elementary School

# 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.

The SBDM Council Members are as follows: Melissa McDaniel, Chair; Sarah Banker, Teacher Representative; Kristen Hand, Teacher Representative; Lana Honaker, Teacher Representative; Shanqunet Cisse, Parent Representative; and Nick Mathers, Parent Representative.  Information was shared and discussed during monthly faculty meetings with certified staff, weekly PLCs with certified teachers, and monthly SBDM council meetings for all staff and community members.  All meetings are documented via meeting minutes within our school google drive, as well as SBDM council minutes on our school website.

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?

The previous plan was focused on increasing student achievement in reading and math.

Objective 1 By 2025, New Highland will increase their proficiency rate in reading from 48% to 52.8.%.

According to the iReady reading data for spring 2025, 65% of students achieved proficiency in reading.

Objective 2 By 2025, New Highland will increase their proficiency rate in math from 38% to 41.8%.

According to the iReading math data for spring 2025, 64% of students achieved proficiency in mathematics.

We will continue to grow with our implementation of OG and Morphology as that is scientifically proven to help students struggling with reading and we are working on ways to improve math through iReady mathematics and MyPath individualized pathways. Our weekly guidance lessons and PBIS are positively impacting the school culture, but we need to work on improving mental health services for our most vulnerable 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.

Behavior remains an area for improvement.  We have seen a spike in referrals and an increase in student mental health needs.

Reading remains an area for improvement for students because the iReading reading data indicates a decrease in proficiency from 65% in spring 2025 to 29% in fall 2025.

Math remains an area for improvement for students because the iReading math data indicates a decrease in proficiency from 64% in spring 2025 to 15% in fall 2025.

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10172025_11:55 - Generated on 12/11/2025

New Highland Elementary School

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.
> • In Fall 2025, twenty-nine percent (29%) of students scored proficient on iReady reading. Local benchmark data indicates that 44% of all students qualify for Tier II intervention in reading and 27% of all students qualify for Tier III intervention in reading.
> • In Fall 2025, fifteen percent (15%) of students scored proficient on iReady math. Local benchmark data indicates that 55% of all students qualify for Tier II intervention in math and 30% of all students qualify for Tier III intervention 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

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10172025_11:55 - Generated on 12/11/2025

New Highland Elementary School

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 the Employee Experience Survey, 93% of staff feel they receive feedback on their strengths as employees and 95% stated they have a clear understanding of the expectations.

According to the Employee Experience Survey, 76% of staff feel they were able to provide input on decisions that impact their jobs.

### 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.

According to the Employee Experience Survey, leadership and teamwork are a strength.

By the summer of 2026, 100% of certified homeroom teachers will be trained in Orton Gillingham K-2 and Morphology 3-5.  Our focus will be to retain teachers to ensure stability and increase teacher self efficiency.

### 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 coordinate efforts with our community partners to meet the behavior needs of more students.

We will utilize the knowledge gained from the Orton Gillingham and Morphology Trainings to develop an intensive literacy plan to target students in our achievement gap groups.

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**

New Highland demonstrates a growing commitment to implementing evidence-based instructional practices aligned with the Kentucky Academic Standards. Teachers use a variety of strategies to support academic, behavioral, and social-emotional development, and there is evidence of alignment across grade levels. Continued professional development focused on differentiation, formative assessment, and student engagement strategies will help ensure consistency in instructional delivery. Strengthening monitoring systems to ensure fidelity of implementation across all classrooms will further enhance instructional quality and equity for all learners.

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10172025_11:55 - Generated on 12/11/2025

New Highland Elementary School

### 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**

New Highland has established consistent structures for data review and analysis through regular PLC meetings and data team protocols. Staff members collaboratively examine assessment results, identify trends, and use the findings to adjust instruction and intervention strategies. Continued focus on ensuring all grade levels and departments use common data protocols will strengthen consistency and sustainability. Additional professional learning on data interpretation and action planning could further enhance the use of evidence to drive improvement in student learning outcomes.

### 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**

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10172025_11:55 - Generated on 12/11/2025

New Highland Elementary School

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

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10172025_11:55 - Generated on 12/11/2025

New Highland Elementary School

# Attachment Summary

| Attachment Name | Description | Associated Item(s) |
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