2025-2026 Phase Two: The Needs Assessment for Schools_10242025_08:59

2025-2026 Phase Two: The Needs Assessment for Schools

North Hardin High School
Jeff Maysey
801 South Logsdon Parkway
Radcliff, Kentucky, 40160
United States of America

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10242025_08:59 - Generated on 12/11/2025

North Hardin High School

Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10242025_08:59 - Generated on 12/11/2025

North Hardin High 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 North Hardin High School SBDM council composed of administrators, teachers and parents reviews school data at monthly SBDM Council meetings.   Members of the SBDM Council are: Jeff Maysey, Principal, Jordan Elliott, administrator, Kerstin Edberg, teacher representative, Amy Waits, Teacher representative, Teresa Summers, teacher representative, Staci Riggs, teacher representative, Michelle Russell, teacher representative, Bobbi-Lynn Thompson, teacher representative, Dr. Will Scott, parent representative, Jerome Davison, parent representative, Heather Howard, parent representative, and Donna Smalls, parent representative.

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10242025_08:59 - Generated on 12/11/2025

North Hardin High School

The data reviewed by faculty, staff and the SBDM during the NHHS needs assessment includes the following: Post Secondary Transition data (number of students who meet benchmark on ACT, KYOTE assessments or earn industry certficates, complete required number of co-op hours, pass End of Pathway assessments, the results of Kentucky Summative Assessments. NHHS also uses the CERT program to test students 3 times a year and that data is analyzed to identify students who are below, on or above benchmark for the purposes of providing intervention, remediation or extension activities for students. The school also reviews attendance data by grade level and behavior data to assist in our Positive Behavior Intervention Services program.

The faculty and staff analyzes data in Professional Learning Community and department meetings. They complete a document once we receive the KSA results called the Big Button Data Analysis to look for trends in the data, identify the number of novice, apprentice, proficient and distinguished students in each content area to identify strengths and needs area in curriculum areas. The data is also analyzed to look for achievement gaps in various sub populations in our school so processes, curriculum and content can be reviewed and revised to provide additional support for groups showing difficulty in learning and assessment. These activities and meetings are documented on faculty meeting, PLC and Department meeting agendas.

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 data shows that our sub groups improved in post secondary readiness, graduation rate and on various componenets of the KSA assessments. Based on the analysis of our data, the science department changed the sequence or course offering to ensure all students have access to the required content before taking the KSA assessments during their junior year.

This same process is used yearly with our other departments to make sure every student has the right sequence of courses prior to taking end of pathway assessments, etc.

Overall, our data last year showed improvement in all areas related to post secondary readiness. We have not received the KSA data as of this report but expect that math and science scores will improve.

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

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10242025_08:59 - Generated on 12/11/2025

North Hardin High School

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.

Overall, our behavior data shows decreases in all areas except one.   To date, we have seen a 46% decrease in overall behaviors.

The overall score on the Kentucky State Assessment improved 10.1 points to 74.5. KSA overall scores have risen three of the last four years.

Academically, overall transition readiness has improved to 86.3% in 2025 as compared to 74% in 2024.

The Reading and Math combined score showed a 23.3 point improvement on the KSA as compared to the previous year.

The North Hardin Graduation rate improved by 2 points to 95.9 and the overall post secondary score improved

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.
Post secondary readiness data shows males and females with a 2% gap in transition readiness.

46% of our students scored proficient and distinguished in reading

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10242025_08:59 - Generated on 12/11/2025

North Hardin High School

49% of our students scored proficient and distinguished in math

21% scored proficient and distinguished in science

Currently 77% of the class of 2026 has achieved transition readiness meaning they have scored benchmark on an assessment, pass the end of pathway assessment or earned 300 hours in a co-op placement.

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.

71% of the teachers on staff participated in the Studer Employee Engagement survey in 2025.   A mean score of 3.68 was earned with 1 being the lowest score and 5 being the highest score achievable.   22.53% of the responses were a 5 on the survey.   Strengths were noted in the following areas: I believe my work positively impacts those I serve, I have a sense of pride when I tell people where I work and I have clear understandings of what is expected of me.

Overall teacher attendance in the 2024-25 school year was 91%.

Staff indicated both on the employee engagement survey and a school culture triage survey given by a staff member in a principal preparation program NHHS school culture is positive and supportive of them and the students served at NHHS.

Strengths
6. Plainly state, using precise numbers and percentages revealed by current data, the strengths of the school.

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10242025_08:59 - Generated on 12/11/2025

North Hardin High 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 school has several partnerships and those are coordinated through our Family Resource Youth Services Center to include counseling for students and families, mentorship programs through local churches and Fraternal organizations aimed at providing one on one mentoring to identified students with various barrier to education.
>
> 100% of our staff completed the required professional development requirements for the 2024-25 school year aimed at improving our implementation of Project and Problem-based learning, the Portrait of a Learner initiative and individual training aimed at improving teaching skills as identified by individual teacher needs.

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.

> NHHS uses feedback from walkthroughs, student surveys, and data obtained through various assessments or program reviews to continue to look for ways to improve partnerships in our community to expand mentoring, co-op placement opportunities for our students, internships to improve post secondary readiness.
>
> Additionally, we use our academic data and indicators to identify students for intervention services to help them reach benchmarks on assessments to close the learning gaps and help them reach their individual academic and career goals.

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

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10242025_08:59 - Generated on 12/11/2025

North Hardin High School

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

Our Professional Learning Communities and various content area departments meet consistently to review data, lesson plans, curriculum guides and common assessments to ensure content standards and skills required for student success are being addressed.

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

Our school has implemented Project and Problem-based Learning, Portrait of Learner as a way of engaging students and helping them be their own advocates in learning.

Additionally our math department is utilizing Delta and Illustriatvie Math as a means to augment math instruction in the classrooms.

Our school has utilized Positive Behavioral Instructional Supports for the last 15 years and we continue to review data, look for trends and allocated funds and personnel in an effort to reward good behavior and provide alternatives and instruction for how to minimize negative behaviors.

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.

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for
Schools_10242025_08:59 - Generated on 12/11/2025

North Hardin High School

Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

○ No

● **Yes**

COMMENTS

NHHS uses common assessments in content areas to ensure all students are mastering content.   Additionally our PLCS and departments meet at least monthly to review data, identify strengths and needs areas for analysis.

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

We have meetings with teachers to review, analyze and discuss assessment results.   Teacher complete a Big Button Data Analysis of KSA data to identify student strengths and needs areas and then use that data to update curriculum maps and lesson plan to address those areas. Additionally, our transition coach and admin team utilize a data tracker for students at each grade level to monitor student progress and offer teachers and students support as needed.

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

Our college coach has implemented a centralized data sheet for each grade level that include transition readiness, student scores on various assessments. This data is made available to teachers to review as part of the PLCs and department data

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10242025_08:59 - Generated on 12/11/2025

North Hardin High School

analysis.   This process ensures student strengths and needs are being analyzed and addressed.

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

Our implementation of Project and Problem-based Learning is an initiative that is designed to make learning more engaging, inclusive and accessible for all students.

Additionally, we have focused on Specially Designed Instruction to focus on the individual and unique needs of students with learning disabilities.

2025-2026 Phase Two: The Needs Assessment for Schools - 2025-2026 Phase Two: The Needs Assessment for Schools_10242025_08:59 - Generated on 12/11/2025

North Hardin High School

Attachment Summary

Attachment Name	Description	Associated Item(s)