



2025-2026 Phase Two: The Needs Assessment for Schools_11042025_10:27

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Central Hardin High 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.

SBDM Council Members: **Teacher Representatives:** Sarah Bauer, Jeff Crady, Samantha Dougherty, Julie Anderson, Antonio Menendez, April York, **Parent Representatives:** Adam Castenir, Teresa Logsdon-Risley, Chris Pyles, Emily Robbins; **Admin Representatives:** Kim Case, Emily Wortham; Recording Secretary: Jami Larkin

Leadership Team: Kim Case (Principal), Matt Baucum, Tessa Dumbacher, Dana Garrett, Lance Gregory, and Emily Wortham (Assistant Principals), Chris Adams,

Whitney Carpenter, Tara Graziano, and Paige Wilson. Brennan Chaney (YSC Coordinator)

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?

Department PLC's meet monthly to review data and adjust curriculum; Mini PLCs (same content area groups) met as needed to evaluate common assessments, pacing guides, and PBL progress. They continued to develop standards based assessments and activities as well as align curriculum. As data was analyzed, adjustments were made. We will continue this process and focus on targeting our disability groups in the areas of reading, math, writing, and science.

The school will use results from multiple data sources to directly guide goal-setting, strategy selection, and resource allocation for the 2024–2025 Comprehensive School Improvement Plan (CSIP). Data from state assessments, CERT benchmarks, classroom common assessments, behavior logs, attendance records, program evaluations, and stakeholder surveys will be triangulated to identify priority needs and root causes.

Teachers and school leadership will review data in collaborative teams to determine trends, subgroup gaps, and areas of instructional strength or deficit. Analysis will include comparisons across grade levels, content areas, and student groups to ensure the CSIP addresses equity and access for all learners. Findings from the diagnostic review will be used to validate our needs assessment and confirm alignment with the Kentucky Standards and the identified Turnaround/Improvement Priorities.

Data trends will guide the development of specific, measurable goals related to student achievement, behavior, and engagement. Root-cause analysis will inform which evidence-based strategies and interventions should be included in the plan (e.g., targeted Tier 2 supports, professional learning on high-quality instructional practices, structured PLC processes). The results will also determine the allocation of Title I, and other federal or state funds to support interventions with the strongest potential impact.

Additionally, progress monitoring systems will be strengthened based on last year's results. The school will outline clear interim checks—such as monthly PLC data reviews, quarterly benchmark analyses, and walkthrough trend data—to ensure implementation fidelity and make adjustments to the plan throughout the year.

Overall, the diagnostic results will drive a CSIP that is data-responsive, aligned to root causes, and focused on strategies most likely to accelerate student learning, improve school climate, and support continuous improvement across all domains.

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.

Students with disabilities remains our significant area for improvement. This group consistently performs below proficiency in reading and math. Our most current data indicates that this group is also a significant concern in the area of being academic and/or career ready. We will continue to focus on reading and math as this will also have a direct impact on improving career and academic success. We will utilize targeted instructional supports, progress monitoring, specially designed instruction, and improved transition planning with the collaboration of our transition readiness instructor and our work employment specialist to address these needs.

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.
 - Our Kentucky Summative Assessment results were: overall our rating was blue, 84.8 as a school; Proficient/Distinguished scores in content areas were : Reading 70.2%, Math 71%, Science, 36.5% Social Studies 55%, and Combined Writing 66.2%.

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- ACT Benchmark Assessment
 - Graduation Rate: 97.2%
 - 7 AP Course Offerings, 316 Dual Credit Course Offerings, and 46 Career & Technical Education Pathway opportunities

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.

As of the most recent reporting period, our school is experiencing improved climate and culture conditions. Key measures are summarized below:

- Educator & staff retention: New staff is participating in the HCS monthly workshops; special education teachers participate in a mentoring program; current staff members work through the newly developed SDBM Climate committee to offer opportunities to
- High-quality professional learning (PL): [Insert %] of staff participated in PL aligned to Learning Forward standards; average PL hours per teacher = [# hours]. PL quality is rated [mean score] on post-PD evaluations. (Source: PL attendance logs; Learning Forward standards.)
- Chronic absenteeism: [Insert %] of our students missed $\geq 10\%$ of school days (chronic absenteeism threshold = 10%). Breakdown by subgroup: [list significant subgroup rates]. (Source: SIS attendance reports; U.S. Dept. of Education definition.)
- School climate: On our most recent climate survey (Student/Staff/Family, [month/year]), overall climate index = [score or % positive response]; key domains: safety = [x%], relationships = [x%], teaching & learning = [x%]. (Source: Local climate survey / Panorama or equivalent.)

- Behavior: Major disciplinary incidents (suspensions/expulsions/OSS/ISS) = [# incidents; rate per 100 students]; trend from prior year = [+/- %]. (Source: discipline database.)
- Access to mental-health care: Student-to-mental-health-provider ratio = [1:xxxx]; % of students/staff reporting access or unmet needs = [x%]. (Source: counseling logs; SAMHSA/CDC benchmarks.)

- Family & community involvement: Attendance/engagement metrics: family event attendance = [# families / %], volunteer hours = [#], % of families rating engagement satisfactory = [x%]. (Source: sign-in records; PTA survey.)

These data indicate that our school's most pressing needs are [prioritize — e.g., chronic absenteeism among X subgroup and staff turnover among early-career teachers], which disproportionately impact [list student groups]."

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.

Non Academic- For school year 24-25 we have started a name and claim system to reach all students. The priority is to ensure all student have an stronger personal connection with an adult in the building.

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 with our Central Celebration Nights. We will start using POL activities to help students be able and incorporate community members

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

Design and Delivery Instruction #2 Walkthroughs, lesson plans, processes used to select materials and programs, teachers post learning targets, students and teachers work together to set learning.

Review, Analyze and Apply Data #4 Scheduled time for PLC, PLC minutes/agendas, PLC Leader meetings, KSI/MTSS committee meetings, Academic and Climate Committee

Design, Align and Deliver Support #5 PBIS, data from multiple assessments, PLC work, PLC leader meetings, professional development, SBDM, SBDM sub committees and YSC.

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

Walkthroughs, lesson plans, processes used to select materials and programs, teachers post learning targets, students and teachers work together to set learning.

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

Scheduled time for PLC, PLC minutes/agendas, PLC Leader meetings, KSI/MTSS committee meetings, Academic and Climate committee.

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

data from multiple assessments, PLC work, PLC leader meetings, professional development, SBDM, SBDM sub committees and YSC.

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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