



2025-2026 Phase Two: The Needs Assessment for Schools_10132025_13:35

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 priorities for this year's needs assessment were determined through a collaborative, ongoing process involving multiple stakeholders and data sources. Feedback was collected from all teachers to ensure broad input from across grade levels and content areas. Teachers analyzed school-wide data during weekly PLC meetings as well as dedicated school-level data days. These sessions allowed staff to identify trends, strengths, and areas of need to guide instructional priorities. Using this collective feedback and data analysis, the CSIP was drafted and aligned to Kentucky's Continuous Improvement Priorities (KCWP), identifying key areas to monitor and improve throughout the school year. The SBDM Council met monthly to review and monitor CSIP progress, ensuring transparency,

accountability, and alignment with school goals. In addition, PLCs met weekly to continue gathering teacher feedback, reflecting on instructional practices, and adjusting supports based on student performance data. His ongoing cycle of feedback, collaboration, and data review ensured that identified priorities were responsive to student needs and grounded in both teacher input and evidence of student learning.

Stakeholders involved: PLC Teams, Turn Around Team (Valerio, Banks, Abney, Hagerman, Blackburn, Davidson, Hall, Gay) , Advisory Council: Kelli Abney, James Kash, Megan Skidmore, Lindsey Stamm, Amy Brown,

Certified Teachers: Dan Relinski, Lindsey Stamm, Terry Hutchinson, Jasmine Collins, Nicole Welford, Tracy Nickell, Billie Clemons, Paul Alfrey, Adam Adkins, Brandin Cobb, Dakota Miller, Stephen Burchett, Julie Lane, Kristi Peck, James Kash, Kim Valerio, Lori Newton, Chandra Brown, Stacy Carter, Kelli Abney, Elizabeth Hagerman, Frankie Spencer, Kim Sparkman

Documentation: PLC meeting minutes, council meeting agendas, student report cards, plus deltas, Eleot Data, feedback from individual walkthroughs, tier 1 agendas, Administrative Leadership Team meeting, Central Office Leadership & Accountability meetings (Cola), All agendas and data are housed in the Menifee County District drive, KSBA platform, Cognia, and our PLC MCHS googleclassroom.

Data Reviewed: KSA Data, SAT Data & PSAT, Failing grades, ACT data, attendance data, behavior data, post-secondary readiness, EOP data, staff attendance data, sub-group data including special education, and free and reduced lunch, eleot data, Impact Survey, Diagnostic Review, staff surveys

Timeline:

Quarter 1: August-October

Analyze Review KSA Data (disaggregated data)

Bi-Weekly Tier 1 Meetings

Weekly PLCs

Biweekly administrative meeting

monthly advisory council

monthly Cola

Quarter: 2 November-January

Weekly PLCs

Behavior/Attendance/Midterm Exams

Transition and Post Secondary Readiness

Biweekly administrative meeting

monthly advisory council

monthly Cola

Quarter 3: January-March

Weekly PLCs

Behavior/Attendance/Midterm Exams

Transition and Post Secondary Readiness

Biweekly administrative meeting

monthly advisory council

monthly Cola

Eleot Data

Diagnostic Review Findings

Impact Survey Results

Student voice

Quarter 4: March-May

Weekly PLCs

Behavior/Attendance/Midterm Exams

Transition and Post Secondary Readiness

Biweekly administrative meeting

monthly advisory council

monthly Cola

SAT/PSAT, Failing Grades

student voice

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?

Goals and objectives were not met in reading and math, and the school was identified as a CSI school for 8th grade. However, the school showed improvement in postsecondary readiness and the school culture survey. These results helped identify KCWP 2 and 4 as priorities for our new CSIP and overall improvement efforts.

Last year, reading objectives were addressed, and most activities were implemented with an emphasis on dual credit. While rigor increased for dual credit students, Tier I instruction did not reflect the same level of rigor. In math, we began year one of implementing the HMH HQIR with some fidelity; however, supplemental materials were still frequently used. The CER strategy was utilized for writing but had limited impact on student performance data. Project-based learning continued as an instructional approach.

Professional learning through KEDC was utilized to support Social Studies and Science, with an increased focus on analyzing primary and secondary sources. While this work showed some progress in Social Studies, science scores were suppressed.

Based on these results, this year's plan will focus on a more intentional approach to implementing HQIR, improved master scheduling, increased student accountability, and strengthening PLC protocols. Additionally, there will be a stronger emphasis on using data to impact student learning, refining the unit internalization process, and revising the school's vision and mission to better support instruction. The school will also develop content-specific mission statements and create a "look-for" document to define high-quality instruction.

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.

Academic Measures

- Grade 8 performance declined significantly across all tested content areas, contributing to CSI classification. Reading proficient/distinguished rates fell from 44% to 32%, math from 34% to 22%, and writing from 35% to 25%, while novice rates exceeded 50% in reading and math.

- The 8th-grade indicator score dropped from 39.7 in 2023–2024 to 23.7 in 2024–2025, representing a severe regression in overall performance and confirming a systemic concern that extends beyond student effort or test format.
- Instructional quality and consistency were impacted following the relocation of 8th grade to the high school campus in 2024–2025. The move disrupted established middle-level intervention structures, MTSS schedules, and collaborative planning routines. Instructional practices varied widely, and content delivery did not consistently align with middle-level literacy and math expectations.

Cultural Measures

- The transition to the high school campus affected student sense of belonging and engagement. Eighth graders shifted from being school leaders to the youngest group in a new setting, which diminished confidence and increased disengagement (perception data)
- Achievement gaps remain evident among economically disadvantaged students and students with disabilities, with IEP indicator scores declining from 20.0 (2022–2023) to 12.9 (2023–2024) and 10.4 (2024–2025) — a “very low” classification that underscores the need for improved instructional supports and progress monitoring.

Behavioral Measures

- Behavior referrals increased in 2024–2025, particularly among middle-level students adjusting to new routines and expectations on the high school campus.

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.

The current academic state of the school reflects both areas of growth and areas in need of targeted improvement, as identified through multiple data sources including the Kentucky Summative Assessments (KSA), benchmark and formative assessments, graduation rate, and postsecondary readiness data.

This year marked the first year of 8th grade accountability at the high school level, and 8th grade was identified as a Comprehensive Support and Improvement (CSI) group, receiving an overall red rating. According to KSA data, 8th grade performance showed relative strength in reading at 83% proficiency, while other content areas indicate significant need for improvement: math at 21%, writing at 25%, and social studies at 23%.

At the high school level, performance trends show mixed results. Reading proficiency decreased from 53% to 38%, and math declined from 40% to 28%, indicating a need for strengthened core instruction and intervention. Writing proficiency also declined significantly from 43% to 24%, while social studies showed a slight increase from 24% to 26%. Science received an orange rating, though specific data was suppressed due to reporting limitations.

Despite these academic challenges, the school demonstrated strong outcomes in college and career readiness. Postsecondary readiness increased from 82% to 93.3%, and the graduation rate improved from 94.1% to 96.2%, reflecting success in supporting students toward completion and transition beyond high school. Additionally, both school climate surveys were rated green, indicating positive perceptions of the learning environment.

Benchmark and formative assessment data collected through PLCs reflect similar trends, with ongoing needs in foundational math skills and literacy, particularly in writing and comprehension. The average SAT score for the junior class was 820, further highlighting the need for continued focus on college readiness skills.

Overall, while the school demonstrates strong performance in graduation rate and postsecondary readiness, KSA, benchmark, and formative data indicate a need to prioritize improvement in reading, math, and writing achievement, particularly within the 8th grade CSI group, to ensure all students are fully prepared for success.

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.
 - Impact KY Survey Highlights
 - Educating All Students showed the highest rating at 62%
 - Managing Student Behavior increased to 59%
 - Professional Learning showed the greatest growth, increasing 16 points to 49%
 - School Leadership had the lowest rating and showed a decline
 - Feedback that we collected from stakeholder surveys indicates:
 - Alignment Gaps:
 - Staff intentions are strong, but students and families experience inconsistent personalization and engagement
 - Instructional practices not fully coherent and equitable across classrooms
 - Priority Actions :
 - Establish schoolwide instructional expectations for personalization and engagement
 - Strengthen data-informed instructional cycles with formative assessment
 - Improve communication of learning progress to students and families
 - Use stakeholder feedback as ongoing evidence to monitor improvement

All students, families, and staff were invited to participate in surveys. These percentages reflect those who responded.

- 39.4% of students report a need for more counseling for teens
- 54.5% of students indicated the need for support in filling out job applications
- 53.7% of parents reported that anxiety is an issue for teens
- 47.8% of parents reported that self-esteem is an issue for teens
- 74.5% of parents feel confident in assisting their student with homework
- 88% of staff reported that self-esteem is an issue for teens
- 68% of staff reported that vaping is an issue for teens
- 84% of staff reported that Social Media interferes with learning

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.

Transition Readiness and Graduation Rates have increased steadily over the last several years while dropout rate has declined.

Transition Readiness and Graduation Rate.

Objectives: by focusing on individual students and providing support for their areas of strength, we were able to have both a graduation rate status of green (proficient) and transition readiness rate status of blue (distinguished).

Strategies: we utilized the Work Based Learning (WBL) Program to not only, provide financial support for students, but also to achieve transition readiness. Many students received industry certificates and dual credit hours.

Activities: dual credit partnerships, WBL, partnerships with Morgan and Montgomery County ATCs.

- 100% of reading and math classrooms have access to high-quality instructional resources (HQIRs) with built-in assessments and aligned writing and engagement structures.- Vendor provided PD and embedded coaching in place
- 100% of content teachers are familiar with and have utilized the Unit Internalization Protocol, PLC structures, and instructional coaching support to strengthen standards-aligned planning and instruction.
- The district maintains active partnerships across all ATC, WBL, dual credit, and CTSO programs, engaging 100% of participating students in career-connected learning opportunities.
- Graduation and post-secondary readiness indicators have earned green/blue ratings, demonstrating multi-year strength in CCR outcomes.
- The Portrait of a Learner has been developed and is in place, ready for the next steps of implementation.

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.

The district will utilize its strengths and community partnerships to address identified areas for improvement and support student success. We will continue to expand work-based learning opportunities by partnering with local employers, providing students with meaningful experiences to develop job skills and explore career pathways. Additionally, we will maintain a focus on creating individualized pathways to ensure all students have opportunities to earn their diploma and prepare for postsecondary success.

To further support improvement efforts, we will leverage key partnerships with KEDC, KVEC, PRI, the University of Kentucky, and the KDE Department of Innovation. These organizations will provide professional learning, resources, and guidance to address the academic and instructional needs of our students, staff, and community.

We will also work closely with our Educational Recovery (ER) and turnaround teams to strengthen internal systems by developing more effective PLC processes and enhancing instructional coaching for teachers. This focus will support improved instructional practices, more intentional use of data, and increased student achievement across all content areas.

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

Implementation and monitoring of HQIRs, classroom observations with teacher expectations

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

Assessments are embedded in the HQIR, teachers will bring formative and assessment data to PLCs where we will monitor student data and create action plans based on the data.

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 will analyze summative and formative data every two weeks in PLCs.

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)
 KCWP 1		.
 KCWP 2		.
 KCWP 3		.
 KCWP 4		.
 KCWP 5		.
 KCWP 6		.
 SAT Data Analysis		.