



2025-2026 Phase Two: The Needs Assessment for Schools HHS

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Hopkinsville High School
Cindy Campbell
430 Koffman Dr
Hopkinsville, Kentucky, 42240
United States of America

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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.

Continuous Improvement Team: The District Continuous Improvement Team is composed of Superintendent, Assistant Superintendents, District Administrators, School Administrators, and the Superintendent Advisory Council. School and District Administrators participate in monthly Administrator Academy and monthly Instructional Leadership Team Meetings. Our SBDM also meets on a monthly basis and reviews our data and other pertinent information.

Gather and Organize Data: District and school leaders gather and organize data. Data was initially analyzed at a district instructional meeting using a 5 Step Data Analysis Review process. This process was used across the district to ensure fidelity. The data is then further reviewed at monthly Instructional Leadership Team meetings. Our teachers meet on a weekly basis in PLC's to review student growth and performance. All evidence of achievement is purely data driven. District and school leaders review: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data.

Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated data analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified.

Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate for which the school did not meet federal, state and/or local expectations. Identify root causes: Continuous Improvement Team identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. Identify solutions and actions steps: Based on the root cause analysis, Continuous Improvement Teams identify research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. Implement plan: The improvement plan is communicated to all stakeholders and implemented. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team will utilize all PLC Data Protocol, leadership meetings, PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring. The district and school will utilize scorecards for short cycle planning and monitoring of the implementation of the CSIP/CDIP.

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?

All Core Content PLCs (Math, ELA, Science, and Social Studies) implemented KSA aligned assessments (Mastery Connect Benchmarks and Common Assessments) and followed the testing blueprint. Data from the benchmark and common assessments was analyzed to inform instruction within the classrooms. For ELA and Math, this led to our Reading and Math Novice levels decreasing and our Proficient and Distinguished levels increasing. For Social Studies, our novice rate was reduced. Additionally, our scores came up for our students with disabilities (SPED). This was a subgroup for which we were previously classified as a TSI school. Our PLCs will focus on Novice reduction for strategies for all students. We are also utilizing MTSS (Multi-Tiered System of Support) during our Advisory period to work with identified students on specific skills and standards that have not been mastered. All of this is in an effort to continue to lower our levels of novice and increase our levels of proficient and distinguished scores on the KSA.

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-All core content KSA tested areas continue to be areas of improvement

- Our KSA scores for Science continue to be very low. (P/D in 2024 was less than 5% which is similar to the
- Our KSA scores for Math improved from the past two years. (P/D in 2022 was 28% compared to 23% in 2024)
- Our KSA scores for Reading also improved from the last two years. (P/D went down from 41% in 2022 to 30% in 2024)
- Our KSA novice scores for Social Studies continued to improve from the past two years to 2024.

Cultural-Our student and teacher Studer survey results have improved over the past two years. We will continue to focus on the bottom three areas that are identified in these surveys.

Behavioral-Our number of 9th grade behavior referrals has increased over the past two years. We will continue to implement PBIS strategies to work on this area of improvement.

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.

Current Academic State:

-55.7% of our 10th Grade students scored below proficiency in Reading on the 2025 KSA

-67.3% of our 10th Grade students scored below proficiency in Math on the 2025 KSA

-78% of our 11th Grade students scored below proficiency in Science on the 2025 KSA

-65.6% of our 11th Grade students scored below proficiency in Social Studies on the 2025 KSA

-53.6% of our 11th Grade students scored below proficiency in Combined Writing on the 2025 KSA

-Over 90% of our students have already achieved Post Secondary Readiness

Non-Academic Current State

-8 new teachers were hired for the 2025-2026 school year

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.
 - HHS only needed to hire 8 new certified teachers out of a total of 52 for the 2025-2026 school year. This constitutes an 85% retention rate indicating that teachers enjoy coming to work and appreciate the climate and culture of the school overall.
 - HHS behavior referrals were down from the previous school year which mirrors the district as a whole which also saw an overall decrease.
 - Over 75% of our students were represented by a family member during our beginning of the year Open House event.
 - Our students' school climate and safety survey index score increased from a 54.5 (2023 KSA) to a 55.4 (2024 KSA).
 - Our English and Math departments both received high quality professional learning centered on our new High Quality Instructional Resources for both (Math: HMH AGA, ELA: Savvas MyPerspectives).
 - All other teachers attended sessions during our district Professional Learning Conference in August. Teachers were able to choose sessions to fit their needs. One mandatory session for all high school teachers was led by Ford Next Generation Learning and focused on the Academy school model.
 - A select group of Special Education and core reading and math teachers have also received professional learning centered around our new differentiation tools (HMH: Math 180 and Savvas: iLit).

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.

-Post Secondary Readiness increased significantly to over 90% from 2022 to 2023. The system for intervention and tracking of student progress has been improved to address student needs in this areas.

-Proficient/Distinguished Rate for Combined Writing on the KSA increased 15% from 2022 to 2023 and the Novice Rate decreased 10%. Our Literacy Plan will continue to include weekly student conferences with our District Writing Coach.

-Novice Rate for Social Studies on the KSA decreased 9% from 2022 to 2023. The focus on inquiry based instruction and the training the district has provided teachers to support inquiry based instruction will be continued.

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.
 - Post Secondary readiness will continue to be a district focus. Our main shift during the 25-26 school year is a transition at the state level from the ACT to the SAT as the main college readiness benchmark assessment. We are creating a plan (one that is similar to prior years' ACT plans) to help students succeed and meet benchmarks on this new assessment. Our plan is to test all 11th grade students as required by the state of KY in March. Additionally, our district is going to have all 10th grade students take the PSAT as a practice assessment.
 - Our district continues to fund a district writing coach position to coordinate On-Demand conferences for one-to-one feedback with students for practice On Demand writing prompts. Also, our teachers are utilizing their HQIR (Savvas MyPerspectives) to help prepare students better for the Editing and Mechanics assessment.
 - Our district continues to provide our Social Studies teachers with the DBQ inquiry resource to enhance their teaching and assessment of Social Studies inquiry in the classroom.

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

Processes

- PLCs review standards and alignment to daily learning targets and assessment measures for each unit of instruction
- To support high fidelity in teaching to the standards, routine formal and informal observations will occur

Practices

- Core Content teachers will participate in district Cohort Teams and through professional development gain further insight into their content standards.

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

Processes

- In PLCs, teachers will collaborate to design instructional activities and use KDE assignment protocols to check for alignment to the standards
- Teachers will conduct peer observations of high quality teachers to provide PLC

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

Processes

- In PLCs, teachers will design both formative and summative assessments aligned to the standards
- Specific content groups will include elements within the assessment to match the skills and practices of their content (Social Studies-Inquiry, Science-Science and Engineering Practices, Math-Standards of Mathematical Practice, ELA-Interdisciplinary Literacy Practices)

Practices

- Teachers in the tested content areas will administer 3 district benchmark assessments throughout the year (one each 9 weeks). These assessments are designed by MasteryConnect.

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

Processes

- A routine part of each PLC cycle will be to analyze data following both formative and summative assessments
- The analysis will inform instructional decisions about lessons and content moving forward in the unit of instruction
- MasteryConnect Benchmark data will be analyzed as well

Practices

- Teachers will adjust Tier 1 and Tier 2 Instruction based on the results of their data analysis

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

Processes

- We will administer the MAPs assessment in the Fall Semester to determine our bottom

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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