



# 2024-2025 Phase Two: The Needs Assessment for Schools Boonesborough Elementary School

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**Boonesborough Elementary School**

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## **2024-2025 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 for reviewing, analyzing and applying data results as you conducted this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings were documented.

There are a variety of systems in place at Boonesborough Elementary to ensure that data is regularly reviewed. The SBDM Council this year consisting of principal Kevin Presnell, teachers Lisa Couch, Cara Sizemore, Lesley Oswald and Catesby Olivia Davis along with parents Jessica Moses and Bethany Thomas analyzes KSA and iReady data. The council meets monthly and reviews some form of data each month. KSA data is analyzed in the fall. iReady data is analyzed three times each year. Data on writing, Standards Mastery assessments, and Richardson assessments is also reviewed by the council. These meetings are documented in the monthly SBDM agendas and minutes which are available upon request. The leadership team consists of principal Kevin Presnell, guidance counselor Lisa Couch, FRC director Traci McIntosh and teachers Marlena Powell, Jessica Case, Devin Farthing, Alexis Sanders, Dawn Bugg, Brittany Kaylor, Stephanie Webb, Jessica O'Brien, and Kristin Coffey. This team meets on the first Tuesday of each month. The team analyzes iReady data, Richardson data, and behavioral data. These meetings are documented through agendas and monthly minutes. Each individual

classroom teacher meets with the RTI team monthly to review the data of individual students who have been assigned to an RTI group. Minutes from these meetings are maintained along with ongoing graphs of individual student progress towards identified RTI goals. Grade level data is shared and reviewed monthly in PLC meetings. Teachers work together in teams to discuss adjustments that can be made in the classroom. Additionally, academic and behavior data is reviewed several times each year with the entire staff in whole group faculty meetings. These meetings are documented through 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 does it inform this year's plan?

Working toward solid curriculum and assessment goals are major goals that require multiple years towards supporting. Boonesborough has developed units built around pacing guides that utilize our High Quality Instructional Resources. We discuss this in every PLC and ensure that all of our assessment and learning outcomes are congruent with the Kentucky Academic Standards. Boonesborough is working towards operationalizing this work in purposeful and intentional ways that are built around engagement work that supports student growth. Through engagement PLCs, Boonesborough evaluated engagement strategies and techniques and visited each other's classrooms to review techniques.

### Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral needs remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2022-2023 to 288 in 2023-2024.
- From 2022 to 2024, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

From 2022 to 2024 Boonesborough Elementary School (BES) realized gains on every assessment administered under the Kentucky Summative Assessment accountability system. In On-Demand writing BES realized a change of 43% in their proficiency rate. In Editing and Mechanics BES realized 38% increase from 2022 to 2024. BES saw a 23% increase in Science and a 14% improvement in Social Studies. All reading and math grade levels (3rd-5th) saw improvement.

Boonesborough continues to see improvement on ancillary data points as well. This fall demonstrated our highest fall diagnostic scores on iReady. Additionally, we saw noted improvements in our Impact survey administered during the 23-24 school year and the in-house Impact survey administered this year.

## Current State

4. Describe in narrative form the current state of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

### Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading. Local benchmark data indicates that thirty-two percent of all students receive Tier II intervention in reading.
- Fifty-four percent 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.

### Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2023-2024 academic year. 2022-2023 Impact survey data shows that 71% of staff feel like they belong at our school.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.
  - The Schoolwide Indicator was 79.9
  - The indicator for Reading and Math was 73.7 on KSA.
  - The indicator for Science, Social Studies and Combined Writing was 87 on KSA.
  - The indicator for Quality of School Climate and Safety was 80.4 on KSA.
  - 56% of students were proficient or distinguished in third grade reading with 19% scoring novice or below
  - 51% of students were proficient or distinguished in third grade math with 16% scoring novice or below
  - 67% of students were proficient or distinguished in Fourth grade reading with 13% scoring novice or below
  - 54% of students were proficient or distinguished in fourth grade math with 31% scoring novice or below
  - 67% of students were proficient or distinguished in Fifth grade reading with 13% scoring novice or below
  - 45% of students were proficient or distinguished in Fifth grade math with 29% scoring novice or below
  - The KSA indicator for reading and math for students with IEPs was yellow around 58.8 (an increase from 57.8)

## Priorities/Concerns

5. Clearly and concisely describe the two or three greatest areas of weakness using precise numbers and percentages.

**NOTE:** You must thoroughly address these priorities in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

**Example:** Students in our gap groups are scoring significantly below all students. Sixty-eight percent of students in the achievement gapscored below proficiency on the Kentucky Summat gap learners.

Boonesborough's area of growth is most noticeable in our reading and math scores. The KSA indicator for reading and math for students with IEPs was yellow around 40 and the indicator for economically disadvantaged students was green being around 54. Our gap students score lower than our general population and our math data is lower than our reading across all sub groups. Our 3rd grade reading and math scores both dropped this previous year. Our math scores trend at the state average in every grade, while all of our scores are typically above the district and state averages.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how the school will utilize the strengths and leverages to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Incoming reading and math scores have improved and exiting reading and math scores have increased as well. This indicates that practices that teachers are implementing are helping students to achieve in the area of reading no matter the learning platform. Teachers have utilized clear learning objectives that include the what, why, and how for students each day.

### Evaluate the Teaching and Learning Environment

7 . 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](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

- **b. Upload your completed template in the attachment area directly below.**

**ATTACHMENTS**

**Attachment Name**

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 24-25 BES School Key Elements


8. After analyzing the Key Elements of your teaching and learning environment, which two or three processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** The Comprehensive School Improvement Plan (CSIP) diagnostic and template must thoroughly address these.

After reviewing the six key core work processes, it has been determined that the focus for this year needs to continue to be KCWP 2: Design and Deliver Instruction and we need to begin to focus on KCWP 3: Design and Deliver Assessment Literacy. We have been working on KCWP for the past three years. We continue to work on creating and revising instructional units and ensuring that each lesson developed is effective. Some teams are in different places in the ongoing work. The teams that are further along will need to stretch their focus to KCWP 4.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 24-25 BES School Key Elements		• 7