2025-2026 BES Needs Assessment for Schools

2025-2026 Phase Two: The Needs Assessment for Schools

Burnside Elementary School
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Table of Contents

2025-2026 Phase Two: The Needs Assessment for Schools 3

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.

Our school staff met on teacher work days, summer work days, G-days, explicit planning days and in PLC meetings to review and analyze data on each of our students and our school wide data. These meetings were documented through sign in sheets, PLC documentation forms and compiled notes. Using data from a variety of sources that include KSA, trend data, CCI data, FastBridge progress monitoring data, RtI data, Standards Mastery in all grades and contents, iReady diagnostics, classroom performance data, surveys of all school stakeholders, Impact KY survey on working conditions, Brigance, Kindergarten readiness information and report card data, our school staff and parents are working to identify our school's strengths as well as areas for improvement. We identify individual students' scores

on various forms of data as listed above and begin to analyze that data to determine what each student's instructional needs are and what we can do to address those needs as a staff. The MTSS team (comprised of April Mounce, Principal; Angie Robinson, Instructional Coach; Samantha Burnett, Counselor; Macey Broughton, FRC Coordinator; and classroom teachers) has developed individual learning plans for those students in Tier II & Tier III RtI.

We feel we can best meet each child's needs when identifying what they need individually. We also look at the instructional needs of each classroom in each content area. We work to identify the instructional strengths based on data and the instructional needs of the content, teacher and the grade. Then we put a plan in place that we feel will address those needs. This plan includes instructional coaching, feedback, PLC meetings, peer observations.

We are continuing the implementation of the Continuous Classroom Improvement model in various grades. This process has allowed our teachers to learn how to analyze data for the assessments they give and to identify students who still have instructional needs based on their performance. It also allows student to give us feedback on what works for them. The data tells us how students are performing based on the type of assessment we are looking at.

We felt it was also important to look at the Impact KY survey on working condition to determine what areas our staff feel we need to address within our school's policies, procedures and overall climate. We surveyed parents, staff, students to give us more information in what these stakeholders and groups feel about the programs, services and support we are providing and what we can do better. The data from various sources tell us different things. That is why we feel that we need to consider a variety of sources of data in order to look at the entire picture. We do feel KSA data does not provide us with diagnostic type of information so we have to use formative assessment data (i.e. diagnostics, standards mastery) in the classrooms to determine the instructional needs of our students.

Our school's SBDM Council (comprised of April Mounce, Principal; teacher representatives Amanda Cox, Amanda Durham and Janel Grider; and parent representatives Amber Vickery and Tasha Dolen) works with our school committees and teachers to analyze data. Our administrative team (comprised of April Mounce, Principal and Angie Robinson, Instructional Coach) meets with teachers monthly during school wide common planning and bi-weekly PLC meetings to address the needs of our school and how to best approach those needs. Our principal and instructional coach meet with grade level teachers biweekly to discuss assessments, results of assessments and plans to address the areas of concern. These meetings are documented on PLC meeting forms, school wide common planning forms and in staff meeting notes.

Our teachers met with our administrative team regarding students' needs to increase their academic achievement, especially those students in RtI. We are continuing a set intervention time for each grade level to provide targeted instruction in small group settings. We feel this is a better approach to interventions and schedules. We call this our WIN Time. All available teachers, administration

and classified staff are involved in providing services to meet the needs to all students during WIN Time.

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?

We fully implemented all of our strategies and activities. We implemented all goals and objectives, either partially or fully. We saw improvement in our percentage of growth in most identified areas. Therefore, we feel our Comprehensive School Improvement Plan was successful. The goals/objectives that we identified were focused on our areas of need. The strategies/activities helped to keep our efforts focused. The previous year's plan helped us focus on our continued areas of need. The successful strategies/activities from the previous year's plan provides a good foundation for our current year's plan; continuing to implement strategies/activities that work for our students.

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.

Performance in both Reading & Math for all 3rd, 4th & 5th Grade students remain significant areas for 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.

On the May 2025 KSA: 66% of our students scored Proficient/Distinguished in Reading; 65% of our students scored Proficient/ Distinguished in Math; 57% of our students scored Proficient/ Distinguished in Science; 90% of our students scored Proficient/ Distinguished in On Demand; and 77% of our students scored Proficient/ Distinguished in Social Studies. For the 2025-2026 school year, we currently have 73 Reading Plans in Grades K-4. This number will be reduced at the winter diagnostic and again in the spring. Currently, there are 116 students receiving Tier 3 Reading interventions and 92 receiving Math Interventions in grades K-5. According to the 2025 Fall iReady Diagnostic we had the following projected proficiency for grades 3-5: 5th grade Reading 49% / Math 59%; 4th grade Reading 38% / Math 49%; 3rd grade Reading 39% / Math 57%. We have several students identified for Gifted & Talented and the Primary Talent Pool. Nine 5th grade students have been identified (7 in Creativity and 2 in General Intellectual), as well as 21 students in the Primary Talent Pool (1st – 3rd grades). We currently have 20% our of students in Special Education, including those who receive Speech services.

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.

Our 2024-25 student attendance rate for students is 94.8%. 100% of our students marked on the KSA School Conditions survey that they feel safe at school, have an

adult they can talk to at school if they have a problem, and is a student reports someone behaving in a hurtful manner they feel safe in talking to an adult at school. This shows our students feel safe in their environment and are confident in the staff to help when needed. On the 2023-2024 Impact KY Working Conditions survey, 97% of staff feel safe at school. We have achieved and maintained Gold status in PBIS. Our staff's years of experience include: 13 with 0-5 years, 7 with 6-10 years, 3 with 11-15 years, 2 with 16-20 years, 8 with 21-25 years and 6 with 26 or more years. We have good staff retention. Seventy-seven percent of our staff have been teaching at Burnside Elementary for 5 years or longer. April Mounce has served as our principal for 26 years and has 35 years of educational experience.

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.

Our school's student attendance rate has remained at 93% or higher for the last five years Our school staff feels we have high expectations for student and staff performance. We have reached and maintained _____ status for two years. Our school has seen an increase in Proficient/ Distinguished percentages in Social Studies, Science and On-Demand Writing for the last few years. This past year, we have seen an increase in Reading and Math proficiency scores as well. Reading increased over _____% and Math increased _____%.

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 utilize our strengths and leverages, including community resources to improve our areas for improvement. Although we have seen an increase in proficient/ distinguished scores in Reading and Math, they remain our areas for improvement at this time. In addressing these areas, we utilize our local mental health agencies to serve the mental health needs of our students; TEAM meetings (FRC staff, administrative staff and parents) to identify and address student needs; our district Student Success coach; FRC services; Interventions provided by retired teachers

using strategic instruction for Reading and Math; and community mentors. We also have established a club called Boys to Men/Girls to Women which focuses on developing life skills for selected students. Our principal meets with community members and the Burnside City Council throughout the year, as well as resides on the Boards of God's Food Pantry and the Keno Group Home. She also works with the Burnside Tourism Board in creating community opportunities for our students. With a high attendance rate, support from the parents and the community, and high expectations of our students, we feel this enables us to focus on our areas of concern.

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

Evidence that our instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom can be found in our KSA results, classroom performance, classroom observation, CCI data results, lesson plans, performance on diagnostics (i.e. iReady), etc.

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

N/A

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

Classroom teachers regularly administer summative and formative assessments in their classrooms. Teachers also analyze student progress during Explicit Planning meetings and PLCs where they complete data boards. The CCI model is being implemented in multiple grades where teachers and students analyze their growth on various standards throughout the year.

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)