2025-2026 BES Executive Summary for Schools

2025-2026 Phase One: Executive Summary for Schools

Burnside Elementary School
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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Burnside Elementary School is a great place to be! Our school is filled with students and staff that are responsible, compassionate, energetic, and hard workers. Our facility is comprised of two floors (with an elevator) and accommodates 79 staff members and 490 students in Preschool through 5th grade. We currently have 86% of our student population that qualify for the free and reduced lunch program. Burnside Elementary is located near Lake Cumberland in Pulaski County. Although Burnside is located in a rural community, it serves multiple small neighborhoods. According to the 2020 Census Report and City-Data.com, the community is comprised of approximately 6,030 people; 3,028 males 3,002 females. Data regarding highest levels of education achieved by those 25 years or older show that an average of 84% have a high school diploma, 15% have a Bachelor's degree, 8.1% remain unemployed. Twenty-eight percent of citizens in the community are single, 47% are married, 1.9% are separated, 7.7% are widowed and 15.1% are divorced. The community, like the county is predominately White/Caucasian at 97.2% and 41.1% live below the poverty level. The geographic service area is large, covering over 85 square miles.

We have 17 school buses that transport our students daily. Despite the number of buses, many of our students experience a long bus ride each day due to such a large service area. The staff is comprised of 79 employees; 42 Certified employees and 37 Classified employees. Among the 42 Certified employees, 40 are female and 2 are male. Among the 37 Classified employees, 30 are female and 7 are male. The ethnicity of our staff members is primarily Caucasian. In regards to years of teaching experience, eleven Certified employees have taught 0-5 years, eight have taught 6-10 years, three have taught 11-15 years, two have taught 16-20 years, eight have taught 21-25 years and ten have over 26 years of experience. In regards to certification, twelve employees have earned a Masters degree, and nineteen have earned a Rank I. In addition, members of our staff have earned numerous additional certifications including: National Board Language Arts & Special Education, Reading/ Writing Specialist, Media Specialist, Instructional Coach, Counseling, Special Education/LBD, Director of Special Education, PLTW Launch Lead Teacher certification, LETRS Certified, Literacy Specialist, KEDC Blended Learning Certification, Supervisor of Instruction, Reading Program Consultant, Elementary Program Consultant, Instructional Leadership Supervisor, Accounting, Coaching Track and Cross Country, Principal K-12, ASHA Certification for Speech-Language, Learning & Behavior Disorders specialist, Math Recovery and IECE certification.

We have experienced a major change as we moved to a new school building and have added over 50 new students to our enrollment. Our school continues to feel the effects of the weak economy. Almost twenty five percent of our students are

being raised by grandparents or other relatives. We have thirteen percent of students who are homeless by state standards. Six percent of our students are in foster care. One percent of our students have one or both parents incarcerated. During the 2024-2025 school year, our Family Resource Center provided families with 3,627 food bags, provided 2,244 referrals for counseling services, 2,488 nursing services, 599 referrals for clothing, 526 school supplies, 121 referrals for tutoring services (including after school ESS and summer school ESS) and 59 referrals for child care services.

Our enrollment consists of 257 males, 233 females for a total of 490 students. Thirty-two of our students are African American, Hispanic, American Indian/ Alaskan Native or Asian. We also have 26 of our students identified with ethnicity of two or more races. Twenty-two percent of our students are served through the Special Education program, including Speech and Language therapy. Thirty-four percent of our students are served through the Response to Intervention program.

School Stakeholders

Identify and describe the school's stakeholder groups. How does the school ensure stakeholder involvement and engagement in the improvement planning process?

At Burnside Elementary, our stakeholders feel it takes a team effort of parents, students, staff, and community to provide the best learning for our children. You will find learning taking place in all areas. Individualized instruction, as well as differentiated instruction, can be found throughout all grades, content areas and levels in our building. Student success is celebrated monthly in a school wide assembly where students celebrate with each other from Kindergarten through Fifth grade. A variety of intervention programs are implemented to address the learning needs of all students. With the implementation of Response to Intervention (RtI), our school has implemented a system of continuous assessment and data analysis that drives instruction throughout every classroom. Interventions are provided in all content areas, mental health areas as well as behavioral areas in order to address all student needs. All staff members participate in professional development and training in new educational programs and technology-based education. You will find parent volunteers working daily at the school or working from home assisting with academic and school success. Our parents logged 3,968 hours during the 2024-2025 school year. Together, we are working hard to prepare our students for the future by giving them the fundamentals of learning, along with the technological skills they will need to compete in today's world.

School's Purpose

Provide the school's purpose statement and supplementary content such as mission, vision, values, and/or beliefs, including the year in which they were last reviewed or revised. Describe how the school embodies its purpose through its program offerings and expectations for students and how stakeholders are involved in its development.

Our Mission Statement: Burnside Elementary will provide a challenging and supportive environment where all students achieve excellence in academics, citizenship and character. Our Vision Statement: Burnside Elementary will inspire students to do their BEST to achieve success.

Our Core Purpose is to prepare students to reach their BEST potential including our Core Beliefs: • Learning Environment - We believe in providing a safe, supportive environment. • Continuous Improvement - We believe in shared responsibility and high expectations will lead to steady growth. • Academics - We believe in providing high quality instruction using evidence-based practices, so students become lifelong learners. • Character - We believe by instilling a sense of integrity, respect, and loyalty, we are preparing students to be contributing members of society. • Equity - We believe that EVERYONE MATTERS and we value their individual differences and contributions. • Collaboration - We believe in working together to build a better tomorrow. We developed our mission, vision and core beliefs based on what we believe our students can and will become after attending our school. We are proud of our accomplishments and strive to provide all the learning opportunities that our students need to be great citizens of Pulaski County, Kentucky and the United States of America.

Vision Statement: We value children and believe that every child has the potential to be a successful student at Burnside Elementary. We believe in collaboration between staff, parents, and students to achieve academic excellence. Collectively, we provide a safe, supportive environment fostering a learning that is not limited to the four walls of the classroom. Our students will extend their learning to their homes and communities, and in the process develop a lifelong passion for learning.

Burnside Elementary provides a variety of services to meet the needs of our students, including: *Interventions in Reading, Writing, Math, Science, Social Studies and behavior. *Counseling *Mentoring *Character Education *Choir *Beginning Instrument Appreciation *Conservation *4-H *BETA Club *Family Resource Center services (i.e. clothes, home visits, food, etc.) *Academic Team/FPS *Gifted & Talented *Student Jobs *Football *Cheerleading *Basketball *Archery *PRIDE *Intramural Basketball *Reading Night *Math Night *Drama Club *Literacy Bell *After School Care *Tutoring *Grade Level Monthly Celebrations *CHAMPS *Field Trips relating to academics *Guest Presenters *Career Day *Field Day *Monthly Recognition Assemblies *Dude/Diva's Day *STEM Clubs. From the above list, our students have multiple opportunities to achieve in academics, citizenship and character.

Notable Achievements

Describe the school's notable achievements in the last three years.

For the 2023-2024 school year, we earned a "BLUE" ranking. Our Reading scores for all students scoring Proficient/Distinguished increased from 45% to 53%. Our Math scores for all students scoring Proficient/Distinguished increased from 47% to 51%. We also decreased our Novice percentage in both Reading and Math. For the 2024-2025 school year, we continue to see improvement in all areas. However, we

still would like to focus on continuing to improve Reading and Math scores. We are seeing a positive trend at this time.

Our students participate in local and state drama productions, various sports with success, and have entered multiple contests with success. These include 4H program contests, football, cheerleading and other sports contests.

Burnside Elementary has been recognized eight years in a row as a Distinguished PLTW school by the Project Lead the Way organization. Our PLTW teacher has been nationally recognized twice as a PLTW Distinguished teacher. Burnside PLTW also has three registered VEXIQ Robotics teams, the BurnsideBots, who have designed, built, and programmed their own robots. Last year the robotics team competed in the VEXIQ Challenge across the state earning multiple Judges, Excellence, Robot Skills, Design, Innovate, and Teamwork awards. They were the 2025 KY State Robot Skills and Excellence Champions which earned them 1 of only 3 bids earned by Kentucky elementary teams to attend the VEXIQ World Championship in Dallas, Texas. At Worlds they collaborated and competed with the top elementary robotics teams from all over the world.

Our school has identified two areas for improvement in academics, Reading and Math. Our goal is for all of our students to score Proficient or Distinguished in all academic areas. We feel that our goals and activities will provide the pathway for our students to be successful with quality instruction and support from our school staff in collaboration with our parents. Our school wishes to maintain and promote student learning and achievement in Science, Social Studies and Writing.

Areas of Improvement

Describe areas for improvement that the school is striving to achieve in the next three years.

We will focus on increasing the percentage of students scoring Proficient or Distinguished on the Reading and Math KSA test. Our school staff will ensure that Tier I instruction and formative assessments are aligned to the standards. Our administration will meet with teachers bimonthly to look at formative assessment results and help analyze the data to make instructional changes when appropriate, using the CCI model in multiple grades. Our administration will also meet with teachers after summative assessments are given to analyze the data to determine instructional needs of all students and within a content area if needed. Our Instructional Coach will be spending time with teachers, ensuring that best practices are implemented, as well as providing quality feedback and follow up with teachers. Targeted interventions are provided to those students identified in Tier II & III.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Attachment Summary

Attachment Name	Description	Associated Item(s)