



2025-2026 Phase Two: The Needs Assessment for Schools Boonesborough Elementary School

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Boonesborough Elementary School

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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.

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 Jessica Case, Olivia Davis, and Devin Farthing along with parents Kayla Daniels and Maggie Phillips 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 Instructional Coach

Kristin Coffey and teachers Dav Brumley, Jessica Case, Caitlin Enricco, Justin Lynch, Madison Rhodus, Catesby Spears, Beth Gannon, John Morgerson, in addition to school nurse Nicole Hobbs and School Psychologist Gabby McKarns. This team meets monthly and they analyze 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 will your results 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. This year we have been reviewing our classroom assessments to ensure that they are aligned with the Kentucky Academic Standards and that they meet the depth and rigor of the standards.

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.

From 2022 to 2025 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. Across the entire school, we realized gains on math assessments.

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 last year.

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.
 - 56% of students were proficient or distinguished in third grade reading with 19% scoring novice or below
 - 55% of students were proficient or distinguished in third grade math with 19% scoring novice or below
 - 67% of students were proficient or distinguished in Fourth grade reading with 12% scoring novice or below
 - 62% of students were proficient or distinguished in fourth grade math with 16% scoring novice or below
 - 77% of students were proficient or distinguished in Fifth grade reading with 7% scoring novice or below
 - 59% of students were proficient or distinguished in Fifth grade math with 21% scoring novice or below
 - Fall iReady data indicate a 5% bump in math proficiency across the entire school this year.
 - Fall iReady noted an increase or same performance level in reading proficiency across the school
 - 64% of students were proficient or distinguished in Fifth grade social studies with 14% scoring novice or below

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- 79% of students were proficient or distinguished in Fifth grade combined writing with 3% scoring

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.

The current culture and climate at Boonesborough Elementary reflect a thriving and highly engaged school community grounded in trust, collaboration, and student success. According to the 2023–24 Impact Kentucky Working Conditions Survey (Panorama Education, 2025), the school achieved exceptionally high ratings across key domains: 88% favorable for overall school climate, 89% for school leadership, and 93% for staff-leadership relationships—all significantly above state and district averages. Additionally, 78% of staff reported favorable perceptions of managing student behavior, while 75% rated professional learning opportunities positively, an increase of 11 points from the previous survey. This data indicates that teachers view their professional environment as safe, supportive, and conducive to growth. Emotional well-being and belonging scored at 55%, aligning with state and district averages, signaling an ongoing focus on sustaining balance and connectedness in staff wellness.

Data further supports a culture of stability and engagement. Boonesborough retained 100% of its teachers entering the 2025–26 school year, reflecting strong satisfaction and commitment. Student attendance leads the district at 96.3%, indicating a high level of student motivation and consistent learning engagement, while staff attendance remains high as well. Family involvement is exceptional, with 98% of families participating in engagement events, underscoring a community deeply connected to the school's mission. These results demonstrate a positive climate where students and staff feel supported, instructional quality is continuously strengthened through high-quality professional learning, and families are integral partners in maintaining a nurturing, high-achieving school environment.

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.

Boonesborough Elementary School demonstrates significant strengths in both academic achievement and school culture, as supported by current data. 56% of third graders were proficient or distinguished in reading and 55% in math, while novice performance remained limited at 19% in both areas. In fourth grade, 67% of students reached proficiency or above in reading and 62% in math, with only 12% and 16% scoring novice, respectively. Fifth-grade results are particularly strong—77% of students scored proficient or distinguished in reading and 59% in math, with just 7% and 21% novice. In content areas beyond reading and math, 64% of fifth graders were proficient or distinguished in social studies, and 79% achieved proficiency or higher in combined writing, with only 3% novice, highlighting the school's success in writing instruction and integrated literacy skills. These outcomes reflect rigorous instruction and consistent support for learners across grade levels.

Current formative data confirm this positive trajectory. Fall iReady assessments show a 5% increase in overall math proficiency across the school and stability or gains in reading proficiency, demonstrating that instructional practices are effectively accelerating learning. This academic growth aligns with a strong school culture, evidenced by the 2023–24 Impact Kentucky Survey, which reported 88% favorable perceptions of school climate, 89% for leadership effectiveness, and 93% for staff-leadership relationships (Panorama Education, 2025). With 96.3% student attendance, 100% teacher retention, and 98% family engagement, Boonesborough Elementary's culture of collaboration, instructional excellence, and community partnership continues to yield both academic and organizational success.

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.

Boonesborough Elementary and Madison County Schools are strategically leveraging district and community strengths to sustain growth and address areas for improvement. A key partnership with Eastern Kentucky University (EKU) supports teacher preparation, recruitment, and retention. Through this

collaboration, EKU education students participate in field placements, student teaching, and professional learning experiences within the school, helping to build a strong educator pipeline while giving current teachers access to the latest instructional strategies and research-based practices. This partnership also enhances teacher development by fostering collaboration with university faculty to strengthen classroom management, differentiation, and culturally responsive instruction—areas identified through the Impact Kentucky Survey as opportunities for continued focus on emotional well-being and educator support.

Beyond higher education partnerships, Boonesborough continues to engage community partners to enrich student and family experiences. Local businesses and organizations collaborate with the school to sponsor family engagement nights, provide resources for student recognition and attendance initiatives, and support programs promoting social-emotional wellness. These events strengthen home-school connections and ensure that families are active partners in student learning. The district also works with community mental health providers and youth-serving organizations to expand access to counseling and behavioral supports, ensuring all students' needs are met holistically. By harnessing the collective expertise of EKU, local industries, and community organizations, Madison County Schools is maximizing its assets to enhance staff well-being, increase student achievement, and deepen community investment in Boonesborough's continued success.

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

Ensure congruency is present between standards, learning targets, and assessment measures.

Ensure monitoring measures are in place to support holistic planning for high fidelity instructional delivery of the standards.

Ensure that vertical curriculum mapping is occurring to identify instructional gaps, including planning for the introduction of the standard, development and gradual release phases, and arrival at standards mastery.

Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.

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

Ensure that standardized assessment results are used appropriately to propel student achievement.

Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.

Create formative and summative assessments that are aligned to the standards.

Develop a progress monitoring system to monitor standards mastery for each student.

Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.

Develop a tracking system for monitoring of student achievement progress by learning target and by standard.

Ensure that all assessments evolve from high-quality content standards.

Ensure that all assessments produce accurate evidence.

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

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)
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