



# 2025-2026 BWES Phase Two: The Needs Assessment for Schools

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**Briarwood Elementary School**  
**William Scott Jones**  
265 Lovers Lane  
Bowling Green, Kentucky, 42103  
United States of America

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## **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.

Briarwood Elementary uses a multi-step process to analyze and apply data results. Data is shared at various levels throughout the school year with different stakeholders. On a weekly basis, grade level PLC teams meet to discuss common formative and district common summative assessments; the RtI Data Team meets every six weeks to discuss Tier 2 and Tier 3 placement/grouping of students for intervention; PBIS Behavior Data Team meets every 6 weeks to discuss Tier 2 and Tier 3 students' behavior, improvements and need for additional intervention; and SBDM Council discusses test data and surveys at monthly meetings. The Principals and Curriculum Coordinator are participants in those meetings to ask clarifying questions and assist in making next steps in instruction. Every 6-8 weeks, grade

level teachers, administrators, special education and ESL staff meet to review iReady Reading and Math data from Tier I, II, and III students. Current test results are discussed and then changes to intervention plans are documented. Each Fall, the leadership team analyzes KSA test scores with all faculty members during PLC and faculty meetings. Teachers and staff compare growth and proficiency levels of all former and current students in order to make instructional decisions which affect the entire school. This analysis is reported to the SBDM Council for their recommendations and concerns, as well. The Administrative Team then uses all of the feedback from each stakeholder group to make a comprehensive plan of action for the school year. All meetings are documented with meeting notes that can be located in Google drive.

### 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?

One of Briarwood's proficiency goal was to increase students scoring P/D in reading from 46% to 72% and we anticipate an increase in our scores based on preliminary KSA data and i-Ready Reading data. Our second proficiency was to increase students scoring P/ D in math from 48% to 61.5% and we anticipate an increase in our scores based on preliminary KSA data and i-Ready Math data. Our implementation of a common reading and math curriculum was a key component of increasing our proficiency scores for reading and math. We will continue to focus on increasing our P/D scores in Reading & Math. We anticipate the implementation of our achievement gap objective of reducing the number of students with disabilities (IEP) scoring in the N/A as effective in reading compared to 84% in previous years and math compared to 88% in previous years. This data also reflects why Briarwood continues to not be in a federal classification.

### 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.

Using the 2023-2024 School Report Card data we found that of students who were economically disadvantaged, 39% scored proficient/distinguished in reading and 42% scored proficient/distinguished in math; which are both consistent compared to the 2022-23 data. From 2022 to 2024, Briarwood has seen a 3% decrease in African American novice scores in reading. From 2022 to 2024, Briarwood has seen a 15% decrease in Disability w/IEP novice scores in reading. From 2022 to 2024,

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Briarwood has seen a 3% increase in Disability w/IEP novice scores in math. From 2022 to 2024, Briarwood has seen a 2% increase in Economically Disadvantaged scores in math. We will continue to look at data trends with the public release of KSA data in November.

### 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.

We will focus our instructional strategies that increase student achievement with learners in the Disability student group which had 39% of students scoring Novice in Reading and 30% scoring Distinguished/Proficient in Reading. Economically Disadvantaged students had 31% scoring Novice in Reading, while 38% scored Distinguished/Proficient. Students of Hispanic origin scored 43% Novice in Reading, while only 30% of Hispanic students scored Distinguished/Proficient. Additionally, we will focus our instruction strategies to assist student gains to proficiency with all learners in reading and math. We will continue to look at data trends with the public release of KSA data in November.

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.

\* On the most recent Leader in Me (LIM) Measurable Results Assessment (MRA), 85% of our staff members find their work meaningful and feel valued, respected, and supported with opportunities to use their strengths, to connect with their passions, and to grow in their role.

\* On the most recent LIM MRA, 83% of our staff use planning, prioritization, and emotional management skills to guide their daily actions and stay focused on what matters most.

\* On the most recent Employee Experience Studer survey, 95% of our staff agreed or strongly agreed to the following statement: I believe that leaders in my immediate work environment are genuinely concerned for my welfare.

**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.
  - \* 100% of our teachers have completed at least 24 hours of professional development.
  - \* Briarwood has active partnerships with ten community organizations and businesses.

**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 will coordinate efforts with our community partners to meet the behavior needs of more students.
  - \* We will utilize the knowledge gained from teachers participating in the LETRS training process.

**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**

Our current Reading and Math curriculum is researched based and used across the district to maintain consistency with our transient student population. Teachers follow the pacing guide of our Reading and Math curriculum.

**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**

We use our PLC meetings to address Tier I instruction and teachers plan accordingly. Our ECC provides resources to ensure teachers have evidence-based materials.

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**

Students are assessed weekly in Reading and Math. Teachers use assessment results to make instructional decisions for students. Students are also assessed using i-Ready 3 times per year. Students mark their learning progress in their leadership notebooks throughout the year.

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) |
|-----------------|-------------|--------------------|
|-----------------|-------------|--------------------|