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2025-2026 Phase Two: The Needs Assessment for Schools

G C Burkhead Elementary School
Hal Bender
1323 Saint John Rd
Elizabethtown, Kentucky, 42701
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.

   Data review and analysis is first conducted by the administrative team using IReady scores in Reading and Math in July. Once previous year's KSA scores are released, those scores are also analyzed. KSA scores consist of Reading, Math, Writing, Social Studies and Science. School Climate data is also reviewed. Scores are usually released near October. Data analysis is then done independently with each grade level during the second session of Professional Learning Communities in August. The Curriculum and Planning Committee, which is made up of at least 1 member of each grade, examines data, and then compares and contrasts their findings to grade level findings. The Curriculum and Planning Committee meets monthly beginning in September. In both of those meetings, minutes are kept and submitted

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to the principal. Each group looks at KSA data and IReady Diagnostic Proficiency Correlation, as well as formative and summative assessments. Curriculum and Planning Committee meets with admin monthly and presents to SBDM twice a year, the first being the September meeting. SBDM consists of three teacher representatives: Alisa Nichols, Heather Korrell and Mary Horn. There are also two parent representatives: Dannya Mora and Gabriel Conner.

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 goal from the previous year's Comprehensive School Improvement Plan focused on increasing our percentage of on-grade level students in Reading. In the Fall of 2024, most of our grade levels had over 70% of our students below grade level in Reading. By the Spring, we saw excellent improvement, especially with our stretch growth targeting students with disabilities. We continue to incorporate comprehensive Orton Gillingham in grades K-2. This was year 2 for most of our teachers in grades 3-5 implementing Orton Gillingham morphology. We will continue this, as well as add a reading comprehensive block to our school schedule for grades K-2. Staff also received continuing professional development in Thoughtful Education strategies. Administrators and members of the Instructional Services Department completed observations and shared feedback with staff.

Last year's plan was successful, as our overall percentage of students on grade level increased to 50% by the Spring of 25. We will continue monitor implementation of the programs above.

According to 24-25 KSA data, the school's overall reading index scores improved from 69.5 to 70.4.

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.

One goal from the previous year's Comprehensive School Improvement Plan focused on increasing our percentage of on-grade level students in Math. In the Fall of 2024, most of our grade levels had over 70% of our students below grade level in Math. By the Spring, we saw excellent improvement, especially with our stretch growth targeting students with disabilities. The school had approximately 48% of

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students on grade level in Math, an increase of 3% from the previous year. We continue to incorporate IReady Math in all grades. This was year 4 for most of our teachers. Teacher receive continuous professional development from IReady twice a year. Administrators and members of the Instructional Services Department completed observations and shared feedback with staff.

According to 24-25 KSA data, the school's overall math index scores declined from 66% to 62.5%.

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.
According to IReady results from the Spring, 49% of our students ended the year on grade level in Reading. This was the second highest percentage in our school district.

The school's overall index score rose from 66% to 67.5%. While this is positive, many other schools in our district surpassed our overall score. The math and social studies indicator scores fell significantly. These declines negatively affected our overall index score.

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

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  • 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.

> According to the Employee Engagement Survey administered by Studer (Outside agency), our staff rated the work place with a 52.53 overall Net Promotor Score. According to their scale, a 50-100 score is excellent and should strive to be maintained.

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.

> We have a new partnership with the Department of Community Based Services. Together, we have begun Parent Engagement Meetings to improve attendance and reduce truancy. We meet with three families a month, working together to create an attendance improvement plan and reduce barriers.

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.

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We will coordinate efforts with Cumberland Health Medical to meet the behavior needs and mental health of more students. This will be a collaborative effort with administration, FRC, and the department of student services.

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

We continue to have room for growth in designing and delivering instruction. Specifically, we must continue to administer the IReady Math program with fidelity. We have professional development planned twice during the school year focusing on increasing student discourse and promoting productive struggle. Teachers will have the opportunity to view modeled lessons and debrief afterwards. Teachers will

also have the opportunity to receive feedback from their peers during walkthroughs.

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

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

As stated above, a large part of delivering instruction in IReady Math is not just the content. Teachers are working to establish a learning environment where are students encouraged to discuss their learning with their peers and teachers. Also, teachers are working to changing their mindsets on productive struggle and away from extensive modeling. Teachers will have the opportunity to see modeled lessons. They will also be observed with feedback from admin, IReady coach, and ISD.

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Attachment Summary

Attachment Name	Description	Associated Item(s)