



## FR 2023-2024 Phase Two: The Needs Assessment for Schools

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## **2023-24 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 will be addressed 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 for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

As a school we are using KSA, MAP, Tableau Visualization, Survey data, Student Progress Monitoring Report, Brigance, ACCESS, common assessment data, observations, and data from instructional rounds and learning walks to evaluate the overall performance of our school. Non-academic data reviewed includes: attendance, school culture survey, discipline (overall & PBIS), school safety, parent involvement, survey data, suspensions/expulsions, and bus referrals. The PDSA model is being used when analyzing data.

The following groups meet according to the schedule below:

School Leadership Team (Principal, Assistant Principals, Counselors) - review of school and comparable district data as it becomes available at monthly meetings. Documented via minutes and shared with stakeholders.

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SBDM/ALT Council (principal, 3 teachers, 2 parents) - review of school improvement plans, assessment data, and non-academic data at monthly meetings. Documented via minutes shared with all stakeholders.

Turn Around Team (principal, 3 APs, teacher rep from each grade, Librarian, ECE teacher, School Improvement Intervention Coach) - review of school improvement plans via 30-60-90 progress assessment data at monthly meetings. Documented via minutes shared with faculty, staff, and district.

School Instructional Staff (all teachers and staff at FES) – monitor/review of curriculum & standards, instruction (research-based strategies), and assessment (data analysis) – weekly PLC & Collaborative teams meetings where detailed notes are taken to document gains and inform next steps.

District & School Special Programs Staff (Two Instructional Directors, ECE Director and Consultants, EL Director & Teachers, Federal Programs Director) - review of performance data for exceptional education students, EL students, specialized grants, and monitoring of gaps - every other month via data analysis tracker and student work sample review. Minutes taken and shared with school and district leadership teams. Principals (Principal & 3 APs) review and report on attendance, discipline, and safe school data during weekly Leadership team meetings with documentation noted in the minutes and maintained in a shared Google folder for Admin Team.

MTSS/S Team (principal, 3 assistant principals, all content and special teachers, and two counselors) - review of instructional strategies, program fidelity, and progress monitoring - quarterly meetings held with detailed minutes and documentation noted on student progress and housed in a designated school Google drive folder.

School PBIS Team (principal, 3 assistant principals, two counselors, mental health counselor) - review of discipline data (school and bus) and fidelity of positive behavior instructional supports - quarterly meetings; annual update with all administrators-monthly meetings held with minutes and use of student tracker system

District Level Leadership Team (Superintendent & all Directors) - review of school and district data as it becomes available – monthly meeting with minutes taken to document progress and next steps.

The Instructional Leadership Team (ILT) is composed of the principal, assistant principals, school counselors, school intervention coach, 2 classroom teachers, one special education teacher and parent(s). The Leadership Team was responsible for the first breakdown of the School Report Card data following the public release. Following the data analysis, we began planning our professional development sessions to address the deficiencies identified in the School Report Card as well as develop a plan of how to share the analyzed data with the faculty.

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Our school reviews data in a variety of ways. Students in kindergarten through sixth grade take MAP assessments in reading and math three times per year. Teachers and the leadership team meet weekly during PLCs to discuss the results and plan next steps based on student need in both reading and math. Teachers conference with students after each session to facilitate goal setting and identification of strengths and weaknesses. Staff meets during vertical planning after MAP testing to discuss the results and plan next steps based on student needs. The school principal or school counselor will conference with all third through sixth grade students regarding their results prior to KSA assessment in the spring. Our school is also using a weekly check data sheet to track all student progress (30/30/40) in reading and math that teachers and the principal can view to see how students are making progress over time. Finally, each grade level in third through sixth grade looks at current MAP data with novice, apprentice, proficient, and distinguished correlation numbers to identify specific students to move along the novice, apprentice, proficient, and distinguished continuum with a name it and claim it process, which occurs during common planning time after the administration of MAP testing. The CSIP committee looks at KSA data, MAP data, and module assessment data to identify strengths and areas for improvement. This work is shared out at faculty meetings with all instructional staff and with the Instructional Leadership Team, SBDM Council, and District Support Team at monthly meetings. Agendas and minutes are utilized for all stakeholder meetings that take place at Freedom Elementary School. The Leadership Team gathers and organizes data so it may be reviewed at weekly leadership meetings as well as in weekly PLC meetings. School leadership reviews state accountability data, attendance data, district standard assessment data, which is MAP, and common formative assessment data. The data is shared by the school's leadership team with the school and district staff through a shared Google spreadsheet that is used for monitoring purposes.

### 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 does it inform this year's plan?

As required by the Kentucky Department of Education Freedom Elementary School participated in a Diagnostic Review in December of 2022 provided by the Kentucky Department of Education. After reviewing the report, School and District Leadership identified two instructional priorities that aligned with Cognia Standards 21 and 22, which indicated a need for improved instructional outcomes. A Priority Plan was written with the goals of reducing novice levels among students in grades 3-6 for all academic areas while also increasing the proficiency rates in the same grade levels. Unfortunately, the established goals for novice reduction and increased proficiency were not achieved as evidenced on the 2023 School Report Card. Freedom Elementary did see a reduction in the number of students scoring at the novice level even though the goal was not achieved. Due to the improvements made during the 2022-2023 school year Freedom came out of CSI status and entered TSI status for the area of disability.

FES reviewed the 2022-2023 CSIP that was submitted with goals, objectives and activities to achieve and implement. Following the review, FES chose to continue the work outlined by the 2022-2023 CSIP. FES will continue with the implementation of Eureka to help support teachers to teach math. While we know the program is not the answer, Eureka will help support a stronger Tier 1 instruction. FES will also continue professional learning using the evidenced based curriculum Into Reading by HMH. The district selected HMH as the district-wide reading curriculum to be implemented in all elementary schools. The curriculum Into Reading by HMH has many support platforms that will be implemented to address any reading gaps. The use of the PDSA cycle and guided planning will continue to be implemented, revised and monitored throughout the school year as well. FES will continue the shift from using the RACE acronym for short answer and extended response and continue to utilize CER (claim - evidence - reason) to align with the KAS for Informational Reading, Science, and Social Studies.

## Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

### Example of Trends

- The number of behavior referrals increased from 204 in 2021-22 to 288 in 2022-23.
- From 2021 to 2023, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

The ILT and District Support Team identified priority performance concerns for every indicator for which the school did not meet federal, state and/or local expectations. This led to the hypothesized potential root causes for each priority performance concern. District data protocols were used to analyze grade level and individual student performance data. Reflection explicitly considers broad, systemic root causes with ongoing themes from both school level and district level team meetings indicating a strong deficiency regarding teacher capacity. Unfortunately prior leadership did not implement most of the goals set in the previous year and it was determined what few goals were implemented were not done so with fidelity. Freedom Elementary reset measurable performance targets along with long range goals based root cause analysis. The improvement plan was communicated to all stakeholders and will be implemented in conjunction with the diagnostic review recommendations from Dec of 2022. The implementation plan will be responsive and changed based upon progress monitoring. The school will utilize the district created school scorecard for short cycle planning and monitoring of the implementation of the CSIP.

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement.

- The number of behavior referrals increased from 693 in 2021-2022 to 849 in 2022-23. It should be noted that a change in administration occurred between these two years and data collection may not be comparable.
- From 2021 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap. 2023 data showed a consistent reduction in novice across all content areas.

The Turnaround Team analyzed scores for Freedom Elementary using the years beginning in Spring of 2021 through 2022-2023 as presented on the School Report Card. During the analysis, the team noted the students at Freedom Elementary were showing growth and began decreasing the number of novice in the areas of reading and math from 2017-2018 through 2018-2019; however, the number of novice in both areas during the years of 2020-2021 through 2021-2022, increased by more than ten percent. 2023 data is showing growth in all content areas with the most notable growth being the novice reduction. Proficiency growth was minimal across all content areas.

Furthermore, it was noted that in the area of math, the percent of novices increased from 2020-2021 to 2021-2022 but decreased for the 2022 -2023 school year. It was also found that the students' scoring Novice in the area of reading decreased during the Spring KSA assessment as well. Reading novice decreased by 14% and Math showed a decrease of 9% for the 22-23 school year. Science, Social Studies and Combined Writing all saw a decrease in novice as well with the Combined Writing novice reduction being 26% less than the 2022 school year.

With the release of the 2022- 2023 School Report Card, Freedom Elementary has come out of CSI status and increased the color rating by one level going from red to orange. Freedom did receive the label of TSI in the area of students with disability identifying that gap group as a targeted area for improvement. Even with the removal of the CSI label it was found that in some areas there are still more than eighty percent of the students at Freedom are performing below grade level as identified using multiple data points. Only 10% of the students with disabilities are scoring in the proficient level in reading and 2% in math. Overall, only 27% of students at Freedom Elementary are scoring in the proficient/distinguished range in reading and only 17% in math as indicated on KSA. This is an improvement from the 2022 school year.

## Current State

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4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

#### **Example of Current Academic State:**

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

#### **Example of Non-Academic Current State:**

- Teacher attendance rate was 84% for the 2022-23 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

##### Current Academic State:

In the area of reading, 27% of the students in grades 3-6 scored proficient / distinguished while 44% of the students in grades 3-6 scored novice. In the area of math, 17% of students scored proficient/distinguished while 56% of the students in grades 3-6 scored novice. In the area of combined writing, 9% scored proficient/distinguished with 82% scoring novice. In the area of social studies, 9% scored proficient/distinguished with 91% scoring novice and lastly, in the area of science, 0% of the fourth grade students scored proficient/distinguished with 22% scoring novice.

##### Non-Academic Current State: -

In addition to the above data, Freedom currently has 115 students receiving Special Education services, which is approximately 18.95% of our building. There are 2 students in the referral process, and 47 students are receiving accommodations. To date, we've completed 12 suicide/threat screeners, with 0 inpatient stays at Cumberland Hall Behavior Health Hospital. Beyond academics, we have 29 students who receive behavior interventions, and 34 students receive school-based therapy. 73 students have received guidance services this year.

#### Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

**NOTE:** These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.



**Example:** Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

More than 80% of the students in all grades are performing below grade level as identified using multiple data points. Students with disabilities are consistently scoring below their grade level peers with only 10% performing at proficiency in any one content area. Overall only 27% of students at Freedom Elementary are scoring in the proficient/distinguished range on KSA reading and only 17% in math. Other points of data collected and analyzed, including but not limited to MAP, common formative assessments, MasteryConnect assessments (benchmark testing), etc are consistent with KSA data.

### Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

**Example:** Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Strengths of the school include the recent adoption of an evidence-based reading curriculum called Into Reading. We are also in the second year of implementing a school-wide evidence-based math platform called Eureka Math. Using grant funding from our School Improvement Funds extensive professional learning is taking place to build the capacity of teachers. Additionally, teachers participate in weekly grade-level and monthly vertical PLCs to analyze data and monitor student achievement towards our school-wide and district set goal of 30% proficient/distinguished, 30% apprentice, and 40% novice. We realize our Tier 1 instruction is lacking the most and once it is better established, we will be able to improve our MTSS structure, which will help to ensure students who need Tier 2 and 3 instruction receive small group and individualized research-based instruction to meet their needs as identified through KSA, MAP, unit assessments, and Into Reading screeners and diagnostics. ESS services will be provided to students needing additional support beyond the scheduled school day in reading and math. Title I funding along with SIF ( School Improvement Funds) is used to support MTSS initiatives with staffing and supplemental materials that are evidenced based. Leadership has implemented an attendance plan to include weekly/monthly incentives for students. PBIS has been restructured to reduce classroom disruptions, with students receiving small group social skill instruction. A strong priority has been placed on protecting the learning environment in all classrooms. Lastly, teachers have been tiered and are receiving layered, intensive coaching around Explicit/Direct Instruction Coaching. Ten teacher Ambassadors were hired for the 2023-24 school year to serve as grade level and content level leaders and coach other teachers in the school. A school Community Liaison has been hired to network with families and build relationships between the school and community.

## Evaluate the Teaching and Learning Environment

7 . 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](#)

[KCWP 6: Establish Learning Environment and Culture](#)

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the [Key Elements Template](#).

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### **ATTACHMENTS**

#### **Attachment Name**

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School Key Elements

8. After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

**NOTE:** These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes. **NOTE:** These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Freedom Elementary recognizes that all Key Core Work Processes are essential in moving our school to the next level and closing the achievement gap.

Key Core Work Processes 1, 2, 4, 5 and 6 will be priority areas of focus.

KCWP 1: Design & Deploy Standards- The PDSA model will ensure teachers receive weekly training on standards along with planning aligned and rigorous instruction. Utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery. Ensure that effective communication guides instructional planning, student grouping, etc.

KCWP 2: Design and Deliver Instruction-Schoolwide, systematic approach to short answer and extended response questions. Student goal setting/data tracking. Ensure congruency between standards, learning targets, and assessments measures. Ensure that all users of assessment data use information to benefit student learning.

KCWP 4: Review, Analyze and Apply Data- Freedom Elementary teachers through a collaborative effort with counselors and administrators will monitor students who are identified as a gap student, such as students with disabilities, African-American, etc. in the areas of instruction and behavior throughout the school year. The progress monitoring will occur during weekly PLC meetings and monthly MTSS meetings. Freedom Elementary teachers will meet monthly with the MTSS team to review data and progress monitoring of all students, with an emphasis on gap students to determine placement, progress and strategies. Freedom teachers will participate in transition meetings to discuss student data for incoming students.


KCWP 5: Design, Align and Deliver Support -Freedom Special Education resource teachers will collaborate with classroom teachers to help promote academic proficiency of students who are identified as having an IEP. The administrators, School Improvement Coach and Curriculum Coach will hold 30/60/90 day conversations with new to school employees to provide support in the delivery of instruction as well as assist with entry of Student Data Trackers, Intervention Progress Monitoring, MAP Data, PLC- curriculum and assessment data analysis. Various areas of funding will be utilized such as, SBDM funding, ESS and Title I funding will help support these initiatives.

KCWP 6: Establish Learning Culture and Environment- Mission, vision and school culture initiatives will continue to be the focus for Freedom Elementary during the 2023-24 school year. The students and their families at Freedom Elementary will receive an informative phone call/feedback (beyond the mid-term/report card) each 9 weeks on how well my child is learning. Various platforms of communication will be utilized at Freedom Elementary such as Facebook, Class Dojo, Remind, etc. Grade level teams will send weekly or bi-monthly newsletters outlining unit standards/strategies/important information. We will implement a weekly "Feedback Folder" containing student work which will be sent home on Mondays. The

Community Liaison along with collaboration of our FRYSC coordinator will assist in meeting the various needs of students and families to further the academic success of students. In-school opportunities to ensure parent participation such as Open House, PTO meetings, musical performances, reading and math family nights, book fair and more will also be provided throughout the school year.

Title I along with other grants will allow Freedom Elementary to host family engagement opportunities to bridge the gap between home and school. Parent / Teacher conferences will provide parents with the opportunity to discuss individual student goals using multiple data points including students needing an individualized reading plan in grades kindergarten -third.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements		• 7