



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

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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.

#### Protocol

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.

Timeline of the process: All of the information bulleted is and will be ongoing

The following groups meet according to the schedule below:

- School Leadership Team (Principal, Assistant Principals, Counselors, SPED Consultant, Commu
- SBDM Council (principal, 3 teachers, 2 parents) - review of school improvement plans, assessme
- School Instructional Staff (all teachers and staff at FES) – monitor/review of curriculum & standar
- District & School Special Programs Staff (Two Instructional Directors, ECE Director and Consulta
- RTI Team (principal, intervention coach, interventionist, counselors, district reading improvement
- School PBIS Team (principal, 2 assistant principals, two counselors, mental health counselor) - re
- District Level Leadership Team (Superintendent & all Directors) - review of school and district dat
- School Ambassador Team - (Principal, one teacher from each grade level, counselor, Arts & Hum

Our school reviews data in a variety of ways. Students in kindergarten through fifth 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 fifth grade students regarding their results prior to KSA assessment in the spring. Our school is also using a data sheet to track all student progress 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 fifth 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 leadership team 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

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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 will your results inform this year's plan?

#### Review of 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 3-5 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.

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After reviewing the information pertaining to the overall plan, Freedom will continue to implement the previously listed strategies. In addition to this, we will implement a major school wide focus on reading by adding to our HMH program. We will use UFLi, Haggerty, implementing Accelerated Reader, use of Eagle Excellence Folders where students track their own data and it houses their Learning Continuum assignments.

We have also added two interventionist positions at our school. These interventionists work with 1st-5th grade students to fill in gaps in math and reading. This has helped us to develop stronger Tier 2 and 3 instruction. 4 high school tutors have been placed to work with students, and retired educators are helping by working one on one with students.

### 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.

Trends:

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 decreased from 844 in 2023–24 to 499 in 2024–25, representing a nearly 41% reduction. Additionally, the number of students receiving at least one behavior referral declined from 201 students in 2023–24 to 152 students in 2024–25.
- 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. In 2024, data showed an increase in novice scores in reading and a slight decrease in math.

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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 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.

#### 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.

In the area of reading, 19% of the students in grades 3-6 scored proficient/distinguished and 58% of the students scored novice. In the area of math, 14% of the students in grades 3-6 scored proficient/distinguished and 56% of the students scored novice. In the area of combined writing, 9% scored proficient/distinguished with 43% scoring novice. In the area of social studies, 10% scored proficient/distinguished, with 75% scoring novice. In the area of science, 15% scored proficient/distinguished, with 28% scoring novice.

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.

In addition to the above data, Freedom currently has 100 students receiving Special Education services, which is approximately 19.38% of our building. 55 students are receiving accommodations. To date, we've completed 10 suicide/threat screeners, with 0 inpatient stays at Cumberland Hall Behavior Health Hospital. Beyond academics, we have 16 students who receive behavior interventions, and 48 students receive school-based therapy with 15 in the referral process. 58 students have received guidance services this year.

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 19% of students at Freedom Elementary are scoring in the proficient/distinguished range on KSA reading and only 14% 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

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.
  - This year we started a school RTI program that encompasses all students receiving RTI instruction at the same time each day for 45 minutes. The entire staff participates in implementing this program.
  - Recent adoption of an evidence-based math curriculum called enVision.
  - 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 40% proficient/distinguished, 30% apprentice, and 30% novice.
  - We have 10 high school co-op students that come to our school every day to help tutor and assist teachers.
  - An increase in our Parent Engagement by 50%

### 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:**

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- 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 are working with our community Literacy Council to help provide the materials needed to help with our RTI program
    - We will utilize the knowledge gained from our professional development trainings on implementing enVision with fidelity. Funding from our School Improvement Funds helps with the extensive professional learning
    - We utilize the grant provided by the Prichard Committee to help pay for our high school co-op students
    - We partner with the Prichard Committee to help with our Parent Engagement Nights

### 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**

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.

### 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**

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.

### 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**

### 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**

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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.

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**

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.

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**

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

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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)
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