

2018-2019 The Needs Assessment for Schools Freedom Elementary

Phase Two: The Needs Assessment for Schools

Freedom Elementary School
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Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

Continuous Improvement Team: The School Continuous Improvement Team is comprised of Principal, Assistant Principals, Guidance Counselors, Teachers, Support Staff, Family Resource Center Director, Community Partners, Parents, and Students. Principal participates in monthly Administrator Academy and monthly Curriculum Leadership Team Meetings. Gather and organize data: School leaders gather and organize data. Data is reviewed at weekly School Leadership Team meetings, weekly PLCs, Monthly District Curriculum Meetings. School leaders review state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data, common and formative assessment data. The data is shared by the schools with the district through a shared Google spreadsheet that is used for monitoring purposes. Review current performance: Continuous Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, academic growth, transition readiness, and graduation rate. Continuous Improvement Team conducts disaggregated analysis by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. Describe performance trends: Current performance is compared to past performance. Directions of trends for every performance indicator are identified. Prioritize performance concerns: Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth, transition readiness, and graduation rate for which the school did not meet federal, state and/or local expectations. Identify root causes: Continuous Improvement Team identifies root causes for each priority performance concern. Multiple sources of data are used to analyze root causes and reflection explicitly considers broad, systemic root causes. Teams consider the level of root causes (incidental or procedural; programmatic; systemic; external). The root cause identification identifies what schools can control rather than factors that the school cannot control. Tools to identify root causes include: The 5 Why's, Fishbone diagrams, Pareto charts, and scatter diagrams. Set measurable performance targets: Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term targets to be attained by the end of the current school year are established. Identify solutions and actions steps: Based on the root cause analysis, Continuous Improvement Teams identifies research-based strategies and activities to systematically address process, practice, or condition to address the root cause in order to reach goals/objectives. Implement plan: The improvement plan is communicated to all stakeholders and implemented. Progress monitor: The improvement plan will monitor progress toward meeting performance targets. The Continuous Improvement Team using will utilize 5X monitoring, department meetings, PLCs, and RTI/MTSS meetings. The implementation plan will be responsive and changed based upon progress monitoring.

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

CURRENT ACADEMIC STATE: Our universal screener, Reading Inventory shows that 78% of our students are below proficiency, 51% made their growth goal since they tested in April with an average 156 lexile growth. The universal screener, Math Inventory shows 87% of our students are below proficiency, with an average of 121 quantile growth since their last test in April. Our Kindergarten Brigance data shows that school readiness is at 37%. **NON-ACADEMIC CURRENT STATE:** **STAFF ATTENDANCE** Our staff attendance average for 2017-2018 was 97.6%. **STUDENT ATTENDANCE** Our student attendance over the past three shows a steady trend; 95.63% in 2015-2016, 94.70% in 2016-2017, and 95.31% in 2017-2018. **CHRONIC ABSENTEEISM** Our student chronic absenteeism is 12.9%. **STUDENT DISCIPLINE** Our discipline referrals for 2017-2018 was 507 referrals with 65% of physical contact in the classroom and on the bus; currently our discipline referrals for the 1st nine weeks is 114. **PRESCHOOL** We have two full time am and pm preschool classrooms with certified IECE teachers. Both teachers, including the Principal are participating in the Early Learning Academy within the Striving Readers Literacy Grant.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

Freedom Elementary School's academic gap groups are Free and Reduced Lunch, African American, and Students with Disabilities. According to KPREP, our Free and Reduced Lunch gap group scored 20.6 points below the KPREP state assessment cut score on reading and math proficiency in grades 3-6; 13 points below the KPREP state assessment cut score in separate academic indicator in grades 4-5 (science, social studies, and on-demand writing); .7 below the KPREP state assessment cut score on reading and math growth in grades 4-6. Our African American gap group scored 26.7 points below the KPREP state assessment cut score on reading and math proficiency in grades 3-6; 16.1 points below the KPREP state assessment cut scores on separate academic indicator in grades 4-5 (science, social studies, and on-demand writing); 1.9 below the KPREP state assessment cut score on growth in grades 4-6. Our students with disabilities gap group scored 38.8 points below the KPREP state assessment cut score on reading and math proficiency in grades 3-6; 18.9 below the KPREP state assessment cut score on the separate academic indicator in grades 4-5 (science, social studies, and on-demand writing). Freedom Elementary School is addressing the following areas of instruction by each grade level. Our school has restructured our Tier 1 core instruction through revisions of daily schedules, intentional lesson planning, five-week PLC cycle, including two weeks of formative assessments, and use of support staff to work with students in small groups specifically in reading and math. Each grade-level has 60-90 minutes of reading and math core instruction daily, along with 45-60 minutes of both reading and math intervention five times per week. Our Kindergarten and first grade have full time instructional assistants, parent volunteers to support the foundational instruction at our school. In grades 2-6, we have implemented Scholastic Do the Math Tier 3 and Fastt Math program to over 230 students ranging in time from 45-55 minutes, five times per week. In grades 3-4, we have implemented Scholastic Read 180 and System 44 to 80 students during intervention time, approximately 45-55 minutes, five times per week. Also, in grades 6 Scholastic Math 180 is being implemented to 16 students, approximately 40 minutes, five times per week as well as Scholastic Read 180 and System 44 to 57 students during intervention time, approximately 60-75 minutes, five times per week. Students with disabilities receive Scholastic System 44 and Do the Math instruction according to individualized instruction plan as well as additional time in the general education classroom intervention block with their peers in the classroom.

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Trends

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

Freedom Elementary is analyzing data using a protocol that involves graphing and placing data in a table, creating observations, making the hypothesis, and connections to the specific data set. We analyzed data over time with reading for the past three years, with a specific group, 5th grade. The data represented data over three years beginning in fourth grade and then following them in 5th, and finally 6th grade. Some of the observations show that between 5th and 6th grade percent of Novice decreased 10.4%; between 4th and 5th grade percent of Novice increased 5.4%; between 4th and 5th grade to 6th grade percent of Proficient and Distinguished increased 15.2%; between 4th and 6th grade percent of Novice decreased 5%. The hypothesis of practice show it could be that in 2016-2017, implementation of the new reading curriculum: Benchmark literacy; were we intentional about interventions in 2016-2017?; In 2016-2017: 163 students in intervention (the most out of three years), along with the most interventionists. In make connections, the data showed we went down from students in interventions from 163 to 138; the importance of co-teaching with special education teachers, possible turn over of teachers in first and third, and finally discipline referrals have been decreasing since the 2016-2017.

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Potential Source of Problem

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 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](#)

[KCWP 5: Design, Align and Deliver Support](#)

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

KCWP 4: Review, Analyze and Apply Data Our teachers use different types of assessment. We have recently realigned our PLC cycle to reflect the first week of common assessment analysis, two weeks of formative planning, along with a week for data analysis. Our school analyzes common assessments using a protocol that gives teachers feedback from their peers and administration. Data is placed in a grade-level google sheet that is shared with all team members and special education teachers. The sheets are updated weekly and contains data over the school year. Students in grade K-6 have leadership notebooks that contain five sections, one being their academic progress. They use these notebooks for student-led conferences in both the fall and spring. Teachers use standard checklists to monitor mastery of standards over the year and are discussed during PLCs. Our school uses data from our grade-level google sheets to create Tier 2 and 3 groups for both reading and math. These groups are progress monitored every two weeks and data is shared out with team and administration.

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

-Structures are in place for differentiated professional learning, professional learning communities, and short-cycle and long-term planning and progress monitoring. -Processes are in place for surveying students, parents, and staff regarding Service Excellence as well as how to share the results with stakeholders. -Freedom Elementary hosts 2 family engagement activities per month, including student-led conferences. -Freedom Elementary is Leader in Me Lighthouse School. -Freedom Elementary has the highest number of National Board Certification teachers, including two more currently in the process. -The Principal has completed with success the National Institute of School Leadership program and is a Ruby Payne Framework for Understanding Poverty Lifetime Certified Trainer.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Graph- Data Set 1	Graph of KPREP Reading Data over Time	
 Hypothesis of Practices	Hypothesis of Practices of KPREP Reading Data over Time	
 Observations- Data Set 1	Observations of KPREP Reading Data over Time	
 PLC 5 Week Cycle 18-19	Weekly PLCs with description of each week.	
 Table- Data Set 1	Table- KPREP Reading Data over Time	