SF 2023-2024 Phase Two: The Needs Assessment for Schools

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Sinking Fork Elementary School
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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.

Sinking Fork Elementary follows the following process for reviewing, analyzing and applying data to determine school priorities: In early fall, the Leadership Team as well as the Continuous Improvement Team is responsible for the first breakdown of the School Report Card data and planning our professional development sessions to share/analyze data with the faculty. The team analyzes, gathers, and organizes data into sets by content, grade level and student population. Previous year as well as current year data is reviewed in order to determine priorities and areas of need. The team continues to review data monthly for the purpose of identifying trends and progress monitoring improvement efforts. Weekly PLC meetings are used to review data with grade level teachers. After school vertical PLC meetings are used monthly to allow content teachers (grades K-6th) to analyze data and identify areas of growth. The following data sets are reviewed and monitored: state accountability data, attendance data, MAP data, Mastery Connect data, and common and formative assessment data. All data collected is tracked and shared via Google Sheets and is used for monitoring purposes. The Continuous

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Improvement Team identifies areas where the school met/failed to meet district, state/federal targets, or school expectations for academic proficiency, academic gap, and academic growth. The team also disaggregates data by grade level, content area, within content strands (e.g. number sense in mathematics) and by gap groups. Current performance is compared to past performance. Trends for every performance indicator are identified and analyzed. The Continuous Improvement Team identifies priority performance concerns for every indicator (academic proficiency, academic gap, academic growth) for which the school did not meet federal, state and/or local expectations. The leadership team along with teachers identify root causes or hypothesize potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. Multiple sources of data are used to analyze potential root causes. The root cause identification identifies what schools can control rather than factors that the school cannot control. Long range goals based on the Kentucky Board of Education goals are set to address priority concerns. Objectives with short term goals to be attained by the end of the current school year are established. Based on the root cause analysis, the Continuous Improvement Team identifies research-based strategies and activities to address the root causes in order to reach goals. The improvement plan is communicated to all stakeholders and implemented. The improvement plan will monitor progress toward meeting performance goals. The Continuous Improvement Team will utilize grade level data trackers, PLCs, and RTI meetings. The implementation plan will be responsive and changed based upon progress monitoring. The school will utilize the school scorecard for short cycle planning and monitoring of the implementation of the CSIP.

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?

In summary, SFE's CSIP goals were as follows:

-Sinking Fork Elementary will increase the number of students scoring proficient or above in reading from 40% to 60% by Spring 2025 as determined by Kentucky Standards Assessment. (Although there was significant progress made towards this goal, it was not achieved- proficiency in reading increased to 49%.)

-Sinking Fork Elementary will increase the number of students scoring proficient or above in mathematics from 52% to 67% by Spring 2025 as determined by Kentucky Standards Assessment. (This goal was not achieved- proficiency in math increased to 54%.)

-Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 28% to 48% by Spring 2025 as determined by Kentucky Standards Assessment. (This goal was not achieved- proficiency in science stayed the same at 28%.)

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-Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 42% to 62% by Spring 2025 as determined by Kentucky Standards Assessment. (This goal was not achieved- proficiency in social studies increased to 51%.)

-Sinking Fork Elementary will increase the number of students scoring proficient or above in Combined Writing from 56% to 76% by Spring 2025 as determined by Kentucky Standards Assessment.(This goal was not achieved- proficiency in combined writing decreased to 39%.)

-Decrease the achievement gap between African American students scoring proficient and distinguished in the area of READING as compared to White students by 5% as determined by Spring 2023 KSA. (This goal was achieved- the gap decreased from 26% to 21%.)

   Based upon progress made toward last year's CSIP goals, SFE will continue some of the same practices and approaches currently in use, but will also be implementing new initiatives to ensure 2023-2024 goals are met. We will continue building teacher capacity in research based best practices, using PLC's to analyze data and standards, integrating culturally responsive texts into all classrooms, and providing after school tutoring. A new practice that will be initiated this year will be the use of the CCPS Data Protocol which will help teachers & admin to dig deeper into data sets, pinpoint areas of concern, and develop strategic actions to improve academic successes.

   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 following remain significant areas of improvement:

   • Increasing Proficient and Distinguished in Science, Combined Writing and Reading.
   • Decreasing Novice in Reading and Math.
   • Closing the achievement gap between White and African American Students in all content areas.

   2021-2022 Schoolwide KSA DATA:

   Percent Proficient and Distinguished

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READING 40%

MATH 52%

SCIENCE 28%

COMBINED WRITING 56%

SOCIAL STUDIES 42%

2022-2023 Schoolwide KSA DATA:

Percent Proficient & Distinguished:

READING 49%

MATH 54%

SCIENCE 28%

COMBINED WRITING 39%

SOCIAL STUDIES 51%

Based upon this 2 year comparison, the data shows an increase in Proficient & Distinguished in Reading, Math and Social Studies. Science maintained a proficiency rate of 28%, while Combined Writing decreased P/D 17%. Combined Writing data showed there were no students performing at the distinguished level. The greatest improvements were seen in the areas of Reading and Social Studies. Reading improved P/D by 9% and Social Studies improved by 9%.

2021-2022 Schoolwide KSA DATA:

Percent Novice:

READING 28%

MATH 16%

SCIENCE 12%

COMBINED WRITING 10%

SOCIAL STUDIES 23%

2022-2023 Schoolwide KSA DATA:

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Percent Novice:

READING 22%

MATH 22%

SCIENCE 17%

COMBINED WRITING 12%

SOCIAL STUDIES 21%

Based upon this 2 year comparison, the data shows a decrease in Novice in the areas of Reading and Social Studies. The following areas showed slight increases in the percent of students performing at the novice level: Math- increased 6%, Science-increased 5%, Combined Writing-increased 2%. Based upon the the decrease in student performances in Science and Combined Writing, we have identified Science and Combined Writing as priority areas of improvement.

Sinking Fork Elementary's African American GAP group continues to underperform in all areas when compared to other groups.

21-22 KSA READING DATA

Percent Proficient/Distinguished

White Students: 51%

African American Students: 26%

22-23 KSA READING DATA

Percent Proficient/Distinguished

White Students: 56%

African American Students: 35%

21-22 KSA MATH DATA

Percent Proficient/Distinguished:

White Students: 64%

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African American Students: 39%

22-23 KSA MATH DATA

Percent Proficient/Distinguished:

White Students: 60%

African American Students: 43%

22-23 KSA data analysis shows a 26% gap between White students and AA students in the area of reading and a 17% gap between White students and AA students in the area of math.

When comparing 22-23 gaps to 21-22 gaps there has been a reduction over the last 2 years. The reading gap closed by 5% and the math gap closed by 8%. Despite these positive achievements in these areas, closing the gap between AA students and white students remains a significant area of improvement.

Current State

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.

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The following is a breakdown of Sinking Fork's current condition according to multiple sources. The three sources are the Kentucky Summative Assessment, MAP, and Mastery Connect Benchmark Assessment Data.

Reading Current Condition:

KSA: 22% novice, 49% proficient/distinguished

MAP: 23% novice, 41% proficient/distinguished

MasteryConnect: 25% novice, 48% proficient/distinguished

Math Current Condition:

KSA: 23% novice, 54% proficient/distinguished

MAP: 18% novice, 52% proficient/distinguished

MasteryConnect: 14% novice, 55% proficient/distinguished

Science Current Condition:

KSA: 22% novice, 49% proficient/distinguished

MAP: 14% novice, 28% proficient/distinguished

MasteryConnect: 45% novice, 22% proficient/distinguished

Writing Current Condition:

KSA: 22% novice, 49% proficient/distinguished

Social Studies Current Condition:

KSA: 22% novice, 49% proficient/distinguished

MasteryConnect: 8% novice, 58% proficient/distinguished

Priorities/Concerns

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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.

Sinking Fork's greatest areas of weakness are as follows:

-Reading Student Achievement (22% of students scored novice on the KSA)

-Math Student Achievement (23 % of students scored novice on KSA)

-Science Student Achievement (55% of students scored apprentice on KSA)

-Combined Writing Student Achievement (0% of students scored distinguished on KSA)

-Gap Group Student Achievement (African American students are underperforming white students by 26% in reading and 17% in math. 33% of AA students scored novice in reading whereas only 13% of white students scored novice. 30% of AA students scored novice in math whereas only 17% of white students scored novice.)

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.

KSA data shows that SFE is strongest in the area of Math. 54% of students grades 3rd through 6th grade scored proficient/distinguished in Math. The systems in place in math (such as: direct instruction, student goal setting, peer conferencing, and differentiated instruction) can all be adapted to support needs across all content areas. Collaborative planning and support between our math and reading teachers will aid in transferring leverages from the math classroom into the reading classroom.

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KSA data also showed a significant improvement in the area of Social studies. In 21-22 SFE had 42% of students score proficient/distinguished on the KSA social studies assessment . In 22-23 that number increased to 51% proficient/distinguished. This increase in proficiency can be attributed to targeted PLC work around social studies standards and ensuring instruction meets the rigor of those standards. The introduction of Masteryconnect Benchmark Assessments also assisted in monitoring student mastery of standards and informed instructional planning. SFE can continue to leverage PLC work and Mastery Connect formative assessments to improve student achievement across all content areas.

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.

- **I have uploaded the Key Elements Template**

ATTACHMENTS

Attachment Name

School Key Elements Template Sinking Fork

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 throughly addressed in the Comprehensive District Improvement Plan (CSIP) diagnostic and template.

Sinking Fork Elementary recognizes that all Key Work Elements are essential in moving our school to the next level and closing the achievement GAP. Key Core Work Processes 1 and 2 will be priority areas of focus.

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KCWP 1: We will focus resources and efforts on ensuring:

-curricular alignment reviews are an ongoing action of the PLC planning process

-regularly-scheduled curriculum meetings are held to review the alignment between standards, learning targets, and assessment measures.

-monitoring measures are in place to support high fidelity in teaching to the standards. (Measures include: formal and informal observations, classroom data, and standards mastery.)

-Teachers utilize knowledge of best practice/high yield instructional strategies to aid in curricular adjustments with students fail to meet mastery

-Formative assessment practice allow students to understand where they are going, where they currently are, and how they can close the gap

-all users of assessment data use information to benefit student learning

-effective communication guides instructional planning, student grouping, etc.

KCWP 2: We will focus resources and efforts on ensuring:

-Congruency is present between standards, learning targets, and assessment measures.

-Monitoring measures are in place to support holistic planning for high fidelity instructional instructional delivery of the standards

-Ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery

-Curricular delivery and assessment measures provide for all pertinent information needs for students

-Item analysis methods are occurring within PLC's to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what are those adjustments

-The implementation of formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed

-Instructional modifications are made based upon the immediate feedback gained from formative assessments

-The strategic selection of high yield instructional strategy usage within lessons

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-Utilization of best practice/high yield instructional strategies to aid in curricular adjustments with students fail to meet mastery

implementation of active student engagement strategies

-Formative assessment practices allow student to understand where they are going, where they currently are, and how they can close the gap

-All users of assessment data use information to benefit student learning

-Effective communication to guide instructional planning, student grouping, etc.

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Attachment Summary

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