2025-2026 Phase Two: The Needs Assessment for Schools Sinking Fork

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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 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.

1. Sinking Fork Elementary follows the following process to determine the priorities of this year's needs

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-5th) 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 will your results inform this year's plan?

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

Reading - Increase the number of students scoring proficient or above in reading from 47% to 51% by Spring 2025 as determined by Kentucky Standards Assessment. This goal was not met. 24/25 KSA data indicated Reading proficiency has increased from 47% to 48.5%

Math - Increase the number of students scoring proficient or above in Math from 50% to 54% by Spring 2025 as determined by Kentucky Standards Assessment. This goal was not met. 24/25 KSA data indicated Math proficiency has increased from 50% to 51.4%

Science: Sinking Fork Elementary will increase the number of students scoring proficient or above in Science from 34% to 39% by Spring 2025 as determined by Kentucky Standards Assessment. This goal was not met. 24/25 KSA data indicated Science proficiency has increased from 34% to 36%

Social Studies: Sinking Fork Elementary will increase the number of students scoring proficient or above in Social Studies from 52% to 55% by Spring 2025 as determined by Kentucky Standards Assessment. This goal was met. 24/25 KSA data indicated Social Studies proficiency has increased from 52% to 57%

Combined Writing: Sinking Fork Elementary will increase the number of students scoring proficient or above in Combine Writing from 36% to 40% by Spring 2025 as determined by Kentucky Standards Assessment. This goal was not met. 24/25 KSA data indicated Combined Writing proficiency has dropped from 36% to 18%

Decrease the achievement gap between African American students scoring proficient and distinguished in the area of READING as compared to White students by 2% as determined by Spring 2025 KSA. (The current gap is 10%. SFE will reduce this percentage to 8% or lower as determined by Spring 2025 KSA data.) This goal was not met. 24/25 KSA data indicated the achievement gap between African American and White students increased from 10% to 27%.

Based upon the progress made toward last year's CSIP goals, SFE will continue to build on the successful practices already in place while strategically implementing new initiatives to ensure the achievement of our 2025–2026 goals. We will maintain a strong focus on building teacher capacity in research-based best practices through ongoing professional learning, instructional coaching, and collaboration within Professional Learning Communities (PLCs). PLCs will continue to serve as the foundation for data-driven decision making, where teachers analyze assessment data, unpack standards, and plan instruction that meets the diverse needs of all learners.

Additionally, we will deepen our commitment to culturally responsive teaching by integrating high-quality, inclusive texts and materials into all classrooms to ensure students see themselves represented and engaged in meaningful learning experiences. Academic supports will be further strengthened through our after-school tutoring program, which provides targeted interventions aligned with identified student needs.

The continued use of the CCPS Data Protocol will remain a key component of our improvement efforts. This structured process allows teachers to examine multiple data sources, identify trends and areas for growth, and collaboratively design strategic action steps to promote continuous improvement in student outcomes.

A significant structural improvement for the 2025–2026 school year includes having three teachers per grade level. This configuration allows for greater instructional flexibility, equitable student grouping, and consistent access to core instruction in all content areas each day. Together, these strategies are designed to foster higher levels of student achievement, increase instructional coherence, and support every learner's academic growth.

Trends

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

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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.

The following remain significant areas of improvement:

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

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.

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. (2024-2025 KSA Data will be added after public release of data.)

Reading Current Condition:

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KSA: 21.5% novice, 48.5% proficient/distinguished

MAP: 18.5% novice, 44.6% proficient/distinguished

MasteryConnect: 30% novice, 50% proficient/distinguished

Math Current Condition:

KSA: 25.4% novice, 51.4% proficient/distinguished

MAP: 19.1% novice, 40% proficient/distinguished

MasteryConnect: 16% novice, 48% proficient/distinguished

Science Current Condition:

KSA:11% novice, 36% proficient/distinguished

MAP: 13.9% novice, 27.1% proficient/distinguished

MasteryConnect: 31% novice, 39% proficient/distinguished

Writing Current Condition:

KSA:29% novice, 18% proficient/distinguished

MasteryConnect: 31% novice, 31% proficient/distinguished

Social Studies Current Condition:

KSA: 17% novice, 57% proficient/distinguished

MasteryConnect: 8% novice, 40% proficient/distinguished

Based on current assessment data from MAP, MasteryConnect, and available local measures, Sinking Fork Elementary School demonstrates steady progress toward proficiency in several academic areas, with notable strengths in reducing novice performance and increasing the number of students performing at or above proficiency. However, achievement gaps persist across content areas, indicating the need for continued focus on targeted interventions and instructional alignment.

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Reading: Across multiple assessment sources, SFE's reading performance indicates that nearly half of students are meeting or exceeding grade-level expectations. MAP data shows 44.6% of students scoring proficient or distinguished, while MasteryConnect results reflect 50% proficiency. However, novice performance remains an area of concern, with 18.5% of students scoring at the novice level on MAP and 30% on MasteryConnect. This data suggests that while a solid foundation of readers is emerging, a significant group of students still require focused intervention in foundational reading skills, comprehension, and vocabulary development.

Math: Math data indicates similar trends. On the MAP assessment, 40% of students are proficient or distinguished, with 19.1% performing at the novice level. MasteryConnect data shows a stronger performance, with 48% of students proficient/distinguished and only 16% novice. These results reflect positive momentum in mathematics instruction and conceptual understanding, particularly in grades where consistent data analysis and small-group interventions have been emphasized. Continued efforts are needed to move students from the apprentice range to proficiency and to sustain growth across all grade levels.

Science: Science data presents mixed results. While MAP results show 27.1% of students performing at the proficient/distinguished level and only 13.9% novice, MasteryConnect data reflects a higher novice percentage at 31% and 39% proficient/distinguished. These differences suggest variability in science instruction and assessment alignment across grade levels. Continued work is needed to strengthen inquiry-based instruction, hands-on investigations, and integration of literacy and writing within science lessons.

Writing: Writing remains a key area for improvement. Current MasteryConnect results indicate 31% of students scoring proficient/distinguished and 31% at the novice level, suggesting an even distribution between those meeting expectations and those struggling with written expression. Focused professional learning in writing instruction, including the use of writing rubrics, mentor texts, and consistent feedback cycles, will be essential to improve outcomes in this area.

Social Studies: Social studies performance demonstrates relative strength, with only 8% of students scoring novice and 40% proficient/distinguished on MasteryConnect assessments. This suggests students are engaging successfully with content knowledge and historical thinking skills, though opportunities remain to increase the percentage of students reaching the distinguished level through deeper analysis and evidence-based writing tasks.

Summary: Overall, Sinking Fork Elementary is making consistent progress toward increasing proficiency across content areas. Strengths include lower novice percentages in math and social studies, as well as growing proficiency rates in reading. Areas of concern include writing and science, where proficiency remains below desired levels and novice performance is comparatively higher. These data points reinforce the need for continued instructional focus on early literacy, cross-curricular writing, and alignment of science instruction with inquiry-based standards. Through ongoing PLC collaboration, targeted interventions, and data-

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driven decision making, SFE is well positioned to continue improving student achievement during the 2025–2026 school year.

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.

Sinking Fork Elementary maintains a positive and collaborative school climate characterized by strong staff commitment, stability, and shared purpose. Results from the 2025–2026 Fall School Climate Survey for School Personnel indicate an overall rating of 3.8 out of 4, reflecting staff confidence in areas such as connectedness, structure for learning, school safety, physical environment, peer and adult relationships, and parental involvement. The school's culture of consistency and dedication is further evidenced by a 95% staff retention rate for the 2025–2026 school year, demonstrating both satisfaction and a strong sense of belonging among faculty and staff.

In addition to high retention, 100% of certified staff participated in the CCPS Annual Professional Learning Conference in August 2025, underscoring a collective commitment to continuous growth and instructional excellence. The Spring 2025 Studer Employee Engagement Survey, completed by 70% of staff, yielded an overall rating of 4.44, highlighting pride in the workplace, alignment with the school's mission and goals, and confidence in leadership. Staff expressed the greatest strengths in feeling proud to work at Sinking Fork (4.54), understanding the school's mission and goals (4.54), believing their work positively impacts students (4.52), feeling supported by leadership (4.52), and recommending the school to parents (4.46).

These results reflect a school culture rooted in trust, professionalism, and shared accountability for student success. Sinking Fork Elementary continues to foster a safe, supportive, and collaborative environment where staff feel valued, motivated, and connected to the school's vision and mission.

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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.

KSA data shows that SFE is strongest in the area of Math. 51.4% of students grades 3rd through 5th 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 teachers will aid in transferring leverages from the math classroom to other classrooms.

KSA data also showed a significant improvement in the area of Social Studies. In 23/24 SFE had 52% of students score proficient/distinguished on the KSA Social Studies assessment . In 24/25 that number increased to 57% proficient/distinguished.   Also very impressive, is the decrease seen in Social Studies Novice. In 23/24, 21% of students scored Novice on KSA. That percentage dropped to only 17% Novice on the 24/25 KSA. This increase in Social Studies student achievement 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.

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.

Sinking Fork Elementary School will leverage district strengths, community partnerships, and local resources to address the identified areas of improvement, specifically increasing the percentage of students scoring Proficient and

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Distinguished, reducing Novice performance in all content areas, and closing achievement gaps between White and African American students.

The district's strong commitment to professional learning will continue to be a key driver in improving instructional outcomes. Through collaboration with the CCPS Instructional Department, teachers will engage in ongoing professional development focused on evidence-based instructional practices, culturally responsive teaching, and effective use of data to guide instruction. District instructional coaches will provide targeted classroom support to strengthen Tier I instruction and ensure all students have access to high-quality learning experiences across content areas.

Sinking Fork Elementary will also utilize its partnerships with local colleges and universities, such as Hopkinsville Community College and Murray State University–Hopkinsville Regional Campus, to enhance instructional practices and expand enrichment opportunities. These partnerships will support mentoring, field experiences, and literacy initiatives that connect students with real-world learning.

The school will continue to engage with community partners and local businesses, including the Christian County Chamber of Commerce, local industries, and faith-based organizations, to provide resources, incentives, and support for both academic and enrichment programs. Community volunteers will be utilized to support after-school tutoring and mentoring programs aimed at reducing novice performance and increasing student engagement.

Additionally, Sinking Fork Elementary will strengthen relationships with families and the broader community through family learning nights, data-sharing events, and cultural celebrations that build trust and shared accountability for student success. By intentionally combining district support systems with strong community and family partnerships, Sinking Fork Elementary will create a comprehensive network of support that promotes equity, accelerates student achievement, and ensures success for every learner.

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.

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Will this be a focus? **If yes, describe in the Comments. If no, write N/A.**

    ○ No

    ● **Yes**

    <u>**COMMENTS**</u>

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.

    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**

    <u>**COMMENTS**</u>

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

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-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

-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.

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

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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

N/A

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Attachment Summary

Attachment Name	Description	Associated Item(s)