



2021-22 PHASE TWO SINKING FORK: The Needs Assessment DUE  
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2021-22 Phase Two: The Needs Assessment for Schools

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## **2021-22 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.

1. Continuous Improvement Team: The Leadership Team is made up of the principal, Guidance Counselor, Curriculum Specialist, 2 classroom teachers and one special education teacher. The Leadership Team was responsible for the first breakdown of the School Report Card data and planning our professional development sessions to share/analyze data with the faculty.
2. Gather and organize data: School leadership gathers and organizes data. Data is reviewed at monthly Curriculum Leadership Team meetings. School leadership reviews: state accountability data, attendance data, Quantile, Lexile, District Standard Assessment Data(MAP), 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 and hypothesize potential causes: Continuous Improvement Team identifies root causes or hypothesizes potential causes for each priority performance concern. Specific data protocols are used to analyze performance data. 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. 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 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.

## Trends

2. 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 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the school saw an 11% increase in novice scores in reading among

students in the achievement gap.

Sinking Fork Elementary African American GAP group continues to under perform compared to our non-gap group students. Two sub populations are a trend when looking at GAPS for Sinking Fork , African Americans and Economically Disadvantaged in reading and math. Students are performing higher in Math than Reading in grades 3-6. Science- Only 1% of students scoring distinguished in science but 24% proficient. High percentage of students scoring apprentice. 3rd grade has a high number of students scoring at the Novice level in the content area of Reading.

### Current State

3. 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 KPREP 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 2020-21 academic year.
- Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

Due to the COVID pandemic an overall school score was not available for the 2020-2021 school year. Sinking Fork had 348 students who participated in "In Person" learning. 72 students participated in Virtual learning with only 18 VLA students participated in KPREP testing. Sinking Fork's 2021 KPREP Reading Data Indicates: -60% of our students scored Novice/ Apprentice - 71% of African American students scored Novice/Apprentice -69% of our economically disadvantaged students scored Novice/Apprentice 40.4% of students overall scored proficient and/or distinguished which was higher than the state average of 40%. Sinking Fork's 2021 KPREP Math Data Indicates: - 46% of our students scored Novice/ Apprentice - 55% of African American students scored Novice/Apprentice - 56% of our economically disadvantaged students scored Novice/Apprentice 54% of math students overall scored proficient and/or distinguished which was higher than the state average of 31% . Sinking Fork's 2021 KPREP Science Data Indicates: - 71% of our students scored Novice/ Apprentice - 82% of African American students

scored Novice/Apprentice - 77% of our economically disadvantaged students scored Novice/Apprentice Students in fourth grade Science scored at 29% proficient/distinguished which is above the state average of 25% Sinking Fork's 2021 KPREP Writing Data Indicates: - 95% of our students scored Novice/ Apprentice - 92% of African American students scored Novice/Apprentice - 95% of our economically disadvantaged students scored Novice/Apprentice Students in fifth grade Writing scored at 5% proficient/distinguished which is drastically below the state average of 40% and drastically lower than other content areas at Sinking Fork.

### Priorities/Concerns

4. 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 (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

After reviewing the data it is clear that our African American population is under performing in all content areas. An average GAP exist of approximately 25% between African American students and non-gap learners. 71% of African American students scored Novice/Apprentice in Reading 55% of African American students scored Novice/Apprentice in Math 82% of African American students scored Novice/Apprentice in Science 92% of African American students scored Novice/Apprentice in Writing Writing is an area of major concern with only 5% of students scoring proficient/distinguish and performing considerably lower than all other content areas. Review of Science data revealed that 57% of students scored in the Apprentice range . High number of students scoring Apprentice in all content areas.

### Strengths/Leverages

5. 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.

54% of students scoring proficient/distinguished in math achieving higher than the state average by 22 points. 71% of students in 6th grade math scoring proficient/distinguished . 40.4% of students overall scored proficient and/or distinguished in Reading which was higher than the state average of 40%. Even though our GAP groups are not meeting the proficiency goals we are making progress and performing above the state average in all areas with the exception of writing.

## Evaluate the Teaching and Learning Environment

6. 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](#)

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

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

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

- a. Complete the [Key Elements Template](#).
- b. Upload your completed template in the attachment area below.

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.

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 Work Processes 2, 4 and 5 will be priority areas of focus. KCWP 2: Design and Deliver Instruction-Schoolwide, systematic approach to short answer and extended response questions Differentiated learning for students based on readiness levels, small group instruction Integration of math, science and social studies with reading for informational text reading standards. Differentiated learning for students based on readiness levels, small group instruction . Student goal setting/data tracking.

Differentiation using Learning continuum Walkthrough instrument- ELEOT style. KCWP 4: Review, Analyze and Apply Data-Student Data Tracking (SPED, GAP Groups Sinking Fork Teachers will monitor Gap students' instruction and behavior throughout the school year in monthly PLCs and RTI meetings. Sinking Fork teachers will meet monthly with the RTI team to review data and progress monitoring of GAP students to determine placement, progress and strategies. Sinking Fork teachers will participate in transition meetings to discuss student data for incoming students. Sinking Fork Teachers will monitor Gap students' instruction and behavior throughout the school year in monthly PLCs and RTI meetings. Sinking Fork teachers will meet monthly with the RTI team to review data and progress monitoring of GAP students to determine placement, progress and strategies. 6 week Data review as described by district RTI plan. MTSS supports will be directly connected to Tier 1 Core Instruction. Progress monitoring data. KCWP 5: Design, Align and Deliver Support -Sinking Fork Special Education resource teachers will collaborate with classroom teachers to ensure academic proficiency of GAP students. 30/90 day conversations with new to school employees ,Student Data Trackers, Intervention Progress Monitoring, Intervention Progress Monitoring, MAP Data, PLC- Assessment Data study/analyzation. All students attend acceleration services ( RTI or enrichment according to student data).



# Attachment Summary

Attachment Name	Description	Associated Item(s)
 School Key Elements Template- Sinking Fork 2021	School Key Elements	•