SINKING FORK 2022-23 Phase Two: The Needs Assessment for Schools DUE NOV. 1

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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 years' as well as current, data is reviewed in order to determine current 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, common and formative assessment data. All data collected is tracked and shared via Google Sheets and is used for monitoring purposes. The Continuous 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. Directions of trends for every performance indicator are identified. 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:

- Increase students scoring proficient on state standardized testing in reading, math, science, a
- Decrease the achievement gap between African American students and Caucasians. (This goa
- 100% of students will meet their annual MAP growth goals. (This goal was not achieved. Appr

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 2022-2023 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 2020-21 to 288 in 2021-22.

• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

* 2020-2021Schoolwide KPREP DATA % Proficient and Distinguished: READING 40% MATH 54% SCIENCE 30% WRITING 5%

* 2021-2022 Schoolwide KSA DATA % Proficient and Distinguished: READING 40% MATH 52% SCIENCE 28% WRITING 56%

Based upon this 2 year comparison, the data shows a plateau in the area of Reading. Math and science percentages for proficient/distinguished have dropped by 2 percentage points. The greatest improvement was seen in the area of Writing with a 51% increase in proficient/distinguished.

Sinking Fork Elementary African American GAP group continues to underperform compared to our non-gap group students. Two subpopulations 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 7% of students scoring distinguished in science but 21% proficient. High percentage (60%) of students scoring apprentice. Grades 3rd through 6th have 22% or higher of students scoring at the Novice level in Reading.

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 2021-22 academic year.

• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

KSA CURRENT REALITY: Overall Reading percent novice: 28% Overall Math percent novice: 16%

KSA CURRENT REALITY: Overall Reading percent proficient/distinguished : 40% Overall Math percent proficient/distinguished: 52%

MAP CURRENT REALITY: 24% of K-6th grade students scored below the 21st percentile in READING.

MAP CURRENT REALITY: 39% of K-6th grade students scored below the 21st percentile in MATH.

MAP CURRENT REALITY: 36% of K-6th grade students scored above the 61st percentile in READING.

MAP CURRENT REALITY: 40% of K-6th grade students scored above the 61st percentile in MATH.

ATTACHMENTS

Attachment Name

KSA 21-22 School Data

Map Data 2022-2023

Priorities/Concerns

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.

After reviewing the data it is clear that SFE has 2 areas that are considered greatest weaknesses. Overall reading scores indicate there is a need for great improvement in reading proficiency as well as novice reductions. Precisely: 40% of students grades 3rd through 6th scored proficient or higher, 28% of students grades 3rd through 6th scored novice. In addition to reading being a concern, further analysis shows a large percentage of the novice readers are also African American. To be more specific, 38% of African American students grades 3rd through 6th scored novice on the Reading KSA as opposed to 20% of Caucasian students scoring 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. 52% of students grades 3rd through 6th grade scored proficient/distinguished in Math. Novice percentages in Math are also an area of strength. Overall SFE had 16% of students grades 3rd-6th score novice on the KSA. This is quite lower than reading at 28% novice.

The systems in place in math (such as: direct instruction, student goal setting, peer conferencing, and differentiated instruction.) can all be adapted to support SFE's reading needs. Collaborative planning and support between our math and reading teachers will aid in transferring leverages from the math classroom into the reading classroom.

KSA data also showed a huge improvement in the area of writing. In 20-21 SFE had 5% of student score proficient/distinguished on the KPREP On Demand test. In 21-22 that number increased to 56% proficient/distinguished on the KSA Writing test. This increase in proficiency can be attributed to working collaboratively with the CCPS writing coach who facilitated the implementation of research based instructional practices. As with writing, SFE can leverage CCPS instructional coaches to assist in improving reading proficiency.

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
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 Core Work Processes 1, 2 and 4 will be priority areas of focus.

KCWP 1: We will focus resources and efforts on strengthening our PLC processes, intentional feedback to teachers via the Teacher Coaching Model, effective use of Growth Day PD opportunities for teachers, and intentional admin support of new teachers.

KCWP 2: We will focus on PD that builds teacher capacity around evidence based / research based instructional practices. We will use PLC time to analyze and review classroom assessment and lesson plans ensuring both are aligned to standards. Based upon student data, we will assist teachers with providing differentiated learning opportunities.

KCWP 4: We will focus resources and efforts on building capacity around data analysis through the CCPS Data Protocol. We will provide teachers with opportunities to analyze data in PLC's and faculty meetings. Efforts will be made to use data to inform instructional practices and support student needs identified through the data.

ATTACHMENTS

Attachment Name

Key Elements KCWP

Attachment Summary

Attachment Name	Description	Associated Item(s)
Key Elements KCWP	School Key Elements	• 7
KSA 21-22 School Data	Overview of KSA schoolwide data. Breakdown by grade level, content, demographic.	• 4
Map Data 2022-2023	This chart outlines SFE's current Map Data. As the year progresses, we will fill in the winter and spring data in efforts to progress monitor student achievement and identify improvement areas.	• 4