

Sussex Academy Needs Assessment for Schoolwide Plan

Sussex Academy utilized stakeholder (student, teacher, parent and Board member) input through various surveys in conjunction with data analysis of the school's academic and cultural indicators in developing our comprehensive plan.

High academic performance for all students has been a benchmark of Sussex Academy's charter since the school's inception. As the school's student population has become more diverse, data has provided evidence that greater resources must be utilized to improve the academic performance of traditionally marginalized student subgroups (African-American, Low-income).

Historical State Assessment data for Sussex Academy illustrates that while all SA students and SA subgroup have outperformed their statewide counterparts, performance of SA African-American and low-income students continues to lag behind performance of SA White and non-LI students.

Historical State and Sussex Academy Performance Data:

Year	State ELA Proficiency	SA Proficiency	State Math Proficiency	SA Math Proficiency
2014-15	52%	95%	39%	74%
2015-16	54%	95%	42%	78%
2016-17	55%	96%	43%	87%
2017-18	53%	91%	42%	81%
2018-19	53%	94%	42%	78%
2019-20	NA	NA	NA	NA

Subgroup Performance on State Assessment:

Smarter ELA and Math (6-8)

Year	State White ELA Proficiency	State AA ELA Proficiency	State LI ELA Proficiency	SA White ELA Proficiency	SA AA ELA Proficiency	SA LI ELA Proficiency
2014-15	61%	33%	47%	96%	85%	92%
2015-16	66%	36%	49%	97%	100%	97%
2016-17	66%	36%	52%	98%	94%	93%
2017-18	66%	37%	55%	92%	78%	90%
2018-19	66%	36%	58%	98%	81%	95%
2019-20	NA	NA	NA	NA	NA	NA

Source: DeSSA Online Reports

Year	State White Math Proficiency	State AA Math Proficiency	State LI Math Proficiency	SA White Math Proficiency	SA AA Math Proficiency	SA LI Math Proficiency
2014-15	52%	18%	32%	77%	46%	64%
2015-16	51%	21%	36%	82%	80%	75%
2016-17	54%	22%	40%	91%	88%	87%
2017-18	53%	23%	41%	87%	61%	79%
2018-19	53%	21%	43%	87%	57%	81%
2019-20	NA	NA	NA	NA	NA	NA

Source: DeSSA Online Reports

To help address the achievement gaps that currently exist between SA student subgroups, the school has established the following key priorities for the 2020-21 school year in its comprehensive plan:

- Provide teachers with professional development to improve instructional practices, including in a hybrid learning model
- Provide students with additional small group and individual instructional support through the addition of instructional and support staff
- Provide social and emotional learning (SEL) opportunities for students to support the whole child

Sussex Academy Academic Priorities 2020-21

Priority 1: Provide teachers with professional development to improve instruction, including strategies for teaching in a hybrid learning model

Initiatives:

- Monitor instructional delivery through in-person and virtual classroom walk-throughs
- Teacher participation in high-level professional development activities provided by BetterLessons
- Implementation of Math curriculum with fidelity for grades 5, 8, and 11
- Administration of benchmark test for students three times during the year (fall, winter, spring) to monitor student growth

Key Results:

- All staff will develop, reflect on, and revise personal learning plans yearly
- All staff will receive a minimum of effective rating in Component III utilizing the State's DPAS Evaluation Tool
- AA and LI Students in grades 5 and 8 will grow 5% percent proficiency in Math over their matched 2018-19 Smarter Math results. (NOTE: no scores available for 2019-20 due to COVID-19)

Priority 2: Provide students with additional small group and individual instructional support through the addition of instructional and support staff

Initiatives:

- Hire paraeducators to support identified student cohorts
- Institute regular weekly check-ins with high-needs learners (AA, EL, and LI students) on asynchronous learning days
- Monitor student progress through the use of online benchmark and progress monitoring tool (Edmentum)

Key Results:

- Paraeducators will document evidence of student and parent contacts, with a minimum of 2 contacts per month per student, for the 2020-21 school year
- Conduct student and parent satisfaction surveys to evaluate student supports and to identify areas for growth
- Identified student cohorts in grades 6-8 will grow 5% percent proficiency in ELA and Math over their matched 2018-19 Smarter ELA and Math results. (NOTE: no scores available for 2019-20 due to COVID-19)

Priority 3: Provide social and emotional learning (SEL) opportunities for students to support the whole child

Initiatives:

- Hire additional counseling staff to support student social and emotional learning needs
- Implement daily SEL curriculum for all students grades 6-8 to create supportive, culturally responsive classrooms
- Establish individual and small-group counseling sessions for students grades K-5

Key Results:

- Daily master schedule for grades 6-8 will include an SEL learning period
- 10% reduction of counseling referrals for students grades 6-8
- Weekly counselor contacts for identified students, as documented by elementary counselor
- Identified student students in grades 5-8 will grow 5% percent proficiency in ELA and Math over their matched 2018-19 Smarter ELA and Math results. (NOTE: no scores available for 2019-20 due to COVID-19)