



2023-2024 Phase Two: The Needs Assessment for
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Fulton County Middle School

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2023-24 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.

Data is analyzed by the Advisory Council, faculty, and school administration team. KSA data, iReady reading and benchmark diagnostic data and Learning Check data was reviewed and analyzed within administration meetings, faculty meetings, PLC meetings, and Advisory Council meetings using a data analysis protocol. Within PLC and faculty meetings, a data analysis tool is used to complete the PDSA model from cognitive and non-cognitive data to monitor student progress and intervention groups, to revise classroom instruction and engagement strategies, and to assist with monitoring and revision of the CSIP. Faculty and staff meet in October and November to complete a needs assessment and to review the Key Core Work Processes in order to revise the CSIP. Upon revision of the CSIP, the document is then further revised and approved in December by the Advisory Council before final approval from the Fulton County Board of Education. Documentation of discussion and analysis of school data can be found in PLC agendas/minutes, faculty meeting agendas, and Advisory Council minutes. Since the data was released at a later time this year reflecting in a later timeline of for data review by stakeholders. The needs

assessment is visited throughout the year and is subject to change based on current data.

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?

According to the 22-23 CSIP, FCMS will increase the overall combined Reading and Mathematics index score by May 2023 as measured by the state assessment from 46.6 to 50.1. KSA data reflects a combined reading and math index score of 47.2. FCMS will increase the Reading Proficiency score by May 2023 as measured by the state assessment from 38.0% to 41.0%. KSA data reflects a reading proficiency score of 34%. FCMS will increase the Math Proficiency score by May 2023 as measured by the state assessment from 25.0 % to 33.7%. KSA data reflects a math proficiency score of 30%. FCMS will increase the proficiency score in the area of social studies by May 2023 as measured by the state assessment from 23% to 36.3%. KSA data reflects 29% of students in 8th grade scoring proficient in social studies. FCMS will increase the index score in the area of On-Demand writing by May 2023 as measured by the state assessment from 57.4 to 60.0. KSA data reflects a combined index score of 67.1 exceeding the goal.

FCMS scored an overall index of 45.5 maintaining an orange rating. We will continue to focus on KAS congruent instruction using engagement strategies and evidence-based practices through professional learning opportunities and consultation with university and other educational partners. Continued focus on data to monitor and revise intervention and enrichment opportunities will be essential in this year's CSIP.

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.
 1. The number of behavior referrals decreased from 119 in 2021-2022 to 101 in 2022-2023
 2. Reading and math combined index increased from a 46.6 to a 46.6 reflecting a .3 increase, and the writing, science, and social studies index decreased from a 44.4 to a 43.6 reflecting a .8 decrease which is still in the change "maintain" category.

3. The overall reading and math index for students in the TSI category increased resulting in FCMS exiting the federal classification.

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.
 1. Thirty-four percent (34%) of our students scored proficient/distinguished in reading.
 2. Thirty percent (30%) of our students scored proficient in mathematics.
 3. The reading and math index score for our economically disadvantaged students was 36.9 in 2022 and increase to 41.0 in 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.

1. Forty percent (40%) of students scored novice in reading in grades 6-8 and forty-three (43%) percent of students scored novice in math in grades 6-8.

2. Seventy-one (71%) of students scored below proficiency in social studies.
3. The majority of faculty for the 2023-2024 school year are new to the district.
4. Quality of School Climate and Safety Survey data reflect a 3 point decrease in scores.

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.

1. FCMS exited TSI status. The intervention system created is providing opportunities for student growth.
2. FCMS maintained color status and demonstrated positive growth in the change area. New curriculum aligned to KAS and evidence-based strategies are helping to address instructional needs and improve students assessment scores.
3. Combined writing index increased by 10 points with a novice reduction of 17%. The FCMS writing plan is successful and addresses needs in the area of writing mechanics and on demand writing.

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](#).

● **b. Upload your completed template in the attachment area directly below.**

ATTACHMENTS

Attachment Name

 FCMS Key Elements

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

KCWP 1: Design and Deploy Standards) All teachers will review and revise pacing guides and curriculum maps monthly to be aligned and congruent to new Kentucky Academic Standards

KCWP 2: Design and Deliver Instruction) Job-embedded professional development will be provided to address Tier 1 instruction and assessments in order to meet the intent of the standards

KCWP 5: Design, Align and Deliver Support Processes) Purchase and use of Chromebooks and carts to provide direct interventions to students during FOCUS

Attachment Summary

Attachment Name	Description	Associated Item(s)
 FCMS Key Elements		• 7