



2023-2024 Phase Two: The Needs Assessment for  
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2023-2024 Phase Two: The Needs Assessment for Schools

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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.

Fulton County High School's process for developing, analyzing and applying data is ongoing. My council includes teachers: Laura Miller, Mathew Dillon, Kelly Sipes; parents: Jere Kinney, Mandy Griffiths and Principal Ellen Murphy. This council meets on the 2nd Tuesday of the month at 3:30 pm in the FCHS library. During our monthly SBDM meetings, we look at our CSIP goals, look at our iReady data, and our Truscore data to see how we can improve. In our monthly PLC's, we dig into our data to determine intervention groups. There is a digital data coach that has taken time to dissect the data in reading and math. My entire staff meets together in our monthly PLC's to disaggregate the data of FCHS students and to revise, plan and monitor interventions/enrichment.

#### **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?

Math and reading continues are a focus area for our high school. Interventions and after school services are being offered to our students. We started a new diagnostic in 2020-21 school year. The iReady is a diagnostic we give all students in reading and math, and 22-23 diagnostic data shows growth in our students. This data is analyzed in depth by the principals, council, and faculty as well as district administrators to see the growth that has been achieved. We also look at this data to determine our intervention groups.

According to the 22-23 FCHS CSIP, by 2023, FCHS will increase the combined (reading and mathematics) percentage of Proficient/Distinguished students to 47.0%. KSA data reflects a combined reading and math score of 54% for Proficient/Distinguished students exceeding the set goal. According to the 22-23 CSIP, FCHS will increase the Separate Academic Indicator proficiency score in science to 45.5% and will increase the writing score to 81.8% and in Social Studies to 28.8% proficiency by May 2023. KSA data reflects a SC/SS/WR score of 37% with a writing score of 68% proficient and a social studies core or 38% proficient.

### 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.

Graduation Rate in 2020 it was 94.6%, in 2021 it was 97.8%, in 2022 it was 100%, and in 2023 it was 97.6%. Our goal is always 100%, so we keep moving in the right direction. The combined reading and math scores in 2022 were 67.8, and the combined reading and math scores for 2023 were 72.1 reflecting an increase of 4.3 points. The SC/SS/WR index was 48.4 in 2022 and increased 8.6 points to a 57.0 in 2023. In 2022, postsecondary readiness had a status score of 85.1. In 2023, postsecondary readiness had a score of 99.4 reflecting an increase 14.3 points. 100% of teachers have updated technology for their use. Also, we have chrome books for every student in our building.

### 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.

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### 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.
  - \* Results from the School Quality Climate and Safety Survey indicated that eighty one percent (81%) of students answered favorably to the question "My school is an encouraging place." and eighty-nine percent (89%) of students answered favorably to the question "Adults from my school handle safety concerns quickly."
  - \* Forty-six percent (46%) of students scored proficient/distinguished on the reading portion of the 2023 KSA.
  - \* Sixty-two percent (62%) of students scored proficient/distinguished on the mathematics portion of the 2023 KSA.
  - \* Sixty-eight percent (68%) of students scored proficient/distinguished on the combined writing portion of the 2023 KSA.

#### 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.

Fifty-one percent (51%) of students scored novice in science with five percent (5%) scoring proficient in science. Science has been an area of concern for FCHS as recruiting a science teacher with a chemistry endorsement has been challenging. FCHS has hired a certified science teacher for the 23-24 school year. Even though this years combined reading and math scores exceeded CSIP goals, reading and math will remain a priority areas as different students are assessed each year in the

KSA accountability system. Regular iReady benchmark assessments will continue to be administered for creation of intervention and enrichment groups during FOCUS.

### 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.

FCHS earned a performance level rating of blue for the 2022-2023 KSA results. 2023 KSA scores reflected significant increases in social studies, writing and post-secondary readiness. In addition, KSA scores reflected and increase in reading and math scores from the 21-22 KSA results when compared to the 2022-2023 KSA results. The systems of support implemented for reading, math, and writing are working and can be used to address science. Another strength for FCHS is our graduation rate. Students know the teachers and administrators care and want all students to earn a diploma.

### 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**

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 FCHS School Key Elements Template

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.

FCHS will work on KCWP 4: Review, Analyze and Apply Data. We need to take more time to review our data and then be more diligent sharing it with parents and students.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
 FCHS School Key Elements Template		• 7